

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

December 8, 2020, 4:00 p.m.
via Microsoft Teams

Present via Remote Connection: K. Bell, P. Berry, A. Beverley, L. Bidder, F. Black, JP. Boudreau (Chair) C. Brett (Secretary), K. Bubar, C. Burke, A. Cockshutt, A. Comfort, M. Cormier, J. Dryden, E. Edson, B. Evans, S. Fanning, A. Fancy, N. Farooqi, J. Ferguson, A. Grant, D. Hamilton, L-D, Hamilton, M. Hamilton, K. Hele, J. Hennessy (Vice-Chair), R. Inglis, C. Ionescu, G. Jollymore, D. Keeping, L. Kern, A. Koval, R. Lapp, A. Lepage, M. Levesque, D. Lieske, M. Litvak, C. Lovekin, K. Morse, J. Mullen, C. O’Neal, G. Ouellette, L. Pearse, C. Roberts, B. Robertson, N. Robinson, V. St. Pierre, E. Steuter, S. Tobin, J. Tomes, C. VanBeselaere, N. Vogan, A. Whiteway, W. Wilson

Observers: S. Andrews, L. Decker Hawthorne, R. Hiscock, M. Maston, L. Michaelis, A. Nurse, R. Pascoe-Deslauriers, L. Wasylkiw, A. Wilson

01.12.08 Land Acknowledgement

JP. Boudreau reminded Senate that Mount Allison is situated on the unceded Mi’kmaq land. He asked that senators respect and engage in Indigenous ways of knowing, teaching, and relating.

02.12.08 Approval of the Agenda

Motion (N. Farooqi/A. Cockshutt): that Senate adopt the Agenda as circulated.

Motion Carried

03.12.08 Approval of the Senate Minutes of November 3, 2020

Motion (B. Robertson/M. Levesque): that Senate adopt the Minutes of the meeting of November 3, 2020.

Motion Carried

04.12.08 Business Arising from the Minutes

There was no business arising.

05.12.08 Report from the Chair

JP. Boudreau called attention to the decision, communicated on December 7, to hold all classes online during the first week of Winter 2021. While acknowledging the disruptive nature of the decision, he noted that it was taken with safety in mind. He thanked everyone at Mount Allison for their patience and understanding. He thanked the work of alumni and of staff in Student Affairs, the Residences who are developing programming for students who will be self-isolating in January.

The President updated Senate on initiatives in the area of sexual violence prevention. He noted the creation of the Sexual Violence Prevention Working Group, co-chaired by Dr. Lisa-Dawn

Hamilton and Michelle Roy. This group will work with an external reviewer to examine the university's policies on and responses to sexual violence. JP. Boudreau also noted that he has met with the Board of Regent's ad hoc Committee on Sexual Violence, chaired by Dr. Jane Craighead, who is the vice-chair of the Board. The President noted that much work needs to be done to restore trust and to build an appropriate framework for preventing and responding to sexual violence. He acknowledged the survivors who shared their stories. He also thanked K. Meade, A. Comfort, and staff members who have worked on behalf of students.

The President then reminded Senators of the Digital Town Hall on re-imagining the Ralph Pickard Bell Library, to be held on December 9. He informed Senate that the Provost, J. Hennessy, will lead an internal process to help shape a new vision for the Library. He noted that this will be a large capital project, linked to all programs in the university.

M. Litvak asked why the decision to hold the first week of classes in Winter 2021 online was made the day before the meeting of Senate rather than waiting to discuss the matter at Senate. He characterized university governance during the Spring of 2020 as rather collegial but found the process behind this decision less so.

J. Hennessy responded that he began consulting with Deans and Department Heads on December 4. He viewed the decision as an operational one, not as a matter of academic policy. JP. Boudreau added that he did not find this decision to be counter to collegial governance. M.

Levesque noted that he received an email from the Dean of Social Sciences about the possibility of starting the Winter term online on the morning of Saturday, December 5. He canvassed his department for views but was left with the impression that their views did not matter. K Morse added that the issue was scheduled to be discussed at a meeting of the Heads of Arts on December 7, but that the decision was made before that took place.

S. Tobin asked why the possibility of starting the Winter term online was not raised when discussing moving the start date for the term to January 18, a move which led to the shortening of the Spring Break. JP. Boudreau responded that the previous decision to move the start date of the term was made in light of the information available at the time. New circumstances, including the collapse of the Atlantic Bubble, called for new decisions to be made.

J. Hennessy added that the decision of December 7 was taken with safety in mind, with an eye to reducing the amount of time that students spend in residences not doing course work.

06.12.08 Report from the University Planning Committee

The committee submitted a written report (appended to these minutes) J. Hennessy spoke to the report. He thanked the members of the committee for their worked. He informed Senate that the positions identified as the highest priority group have been authorized. Searches will begin in Biochemistry, Geography and Environment, Politics and International Relations, and Biology. In addition, one position in the Indigenous grouping, focusing on Mi'kmaq Culture, was authorized.

JP. Boudreau noted that the decision to authorize five positions is extraordinary given current budgetary uncertainties. Nevertheless, he was happy to authorize them.

P. Berry noted that Mount Allison's searches tend to start later than those at many other universities, and this may affect the applicant pool. J. Hennessy agreed, noting that a new process for authorizing positions has been communicated to departments. Going forward, the plan is to complete the process in the Summer, so that hiring can begin in the Fall.

R. Lapp asked for clarification on the number of positions, including the Indigenous scholar position. J. Hennessy noted that part of the reason for carrying out a single search for an Indigenous scholar is to develop a process for more Indigenous hires later. R. Lapp noted that Indigenous scholars could fill any of the positions. J. Hennessy agreed and noted that this could be articulated in the job ads. JP. Boudreau noted that he is mindful of the need to adjust processes as necessary. K. Hele stressed the importance of being thoughtful in drafting the job ads, rather than using stereotypical processes.

A. Lepage noted that Librarian positions are not mentioned in the rankings. J. Hennessy responded that the committee chose not to rank these positions alongside the requests for teaching faculty. A decision on the Library's request is yet to be made.

07.12.08 Calendar of Events for 2021-22

Motion (C. O'Neal/V. St. Pierre): that Senate approve the Calendar of Events for 2021-22 as circulated.

Motion Carried

The text of the proposed calendar is appended to these minutes.

K. Morse asked about the Day of Learning on September 7, the first day of the Fall Term. C. Burke responded that this day was approved in January 2020 as a time to carry out Academic Orientation. Placing it after Labour Day would ensure that more faculty and students are on campus to take part in Academic Orientation.

A. Cockshutt noted that the proposed calendar did not specify whether classes would also be held on September 7. C. O'Neal responded that a line could be added to clarify that classes will start on September 8.

08.12.08 Report from the Academic Matters Committee

N. Farooqi gave the report (appended to these minutes), which consisted of the following motions.

Motion (N. Farooqi/D. Hamilton): that Senate approve the changes in courses in Biology as listed in the Report to Senate, December 8, 2020.

Motion Carried

J. Hennessy thanked the Department of Biology for streamlining their prerequisite structure.

Motion (N. Farooqi/S. Tobin): that Senate approve the addition of courses in Politics and International Relations as listed in the Report to Senate, December 8, 2020.

Motion Carried

Motion (N. Farooqi/S. Tobin): that Senate approve changes in course descriptions in the Drama program as listed in the Report to Senate, December 8, 2020.

Motion Carried

J. Hennessy asked whether the change was a change in a prerequisite. V. St. Pierre answered that it is a change in course description. S. Fanning added that the change was made at the request of the program, in order to make the description match desired practice.

Motion (N. Farooqi/K. Bell): that Senate approve changes in courses and programs in Modern Languages and Literatures (German) as listed in the Report to Senate, December 8, 2020.

Motion Carried

Motion (N. Farooqi/C. Ionescu): that Senate approve changes in courses and programs in Visual and Material Cultures as listed in the Report to Senate, December 8, 2020, with the modification that the course formats for VMCS 2301 and VCMS 3311 be listed as “variable”.

Motion Carried

09.12.08 Motion on the Grading System for Fall 2020

Motion (C. Burke/J. Ferguson): that the Senate approves that upon the release of the final course marks for the Fall 2020 semester, students will have the option of choosing how their grade is recorded on their transcript. This would allow them to choose a letter grade as normal or opt for a Conditional Pass, Pass, or Fail (CP/P/F) option.

**Motion Carried
(25 yays, 13 nay)**

JP. Boudreau situated the motion in the context of discussions around COVID-compassionate grading occurring at many universities.

P. Berry asked whether students’ selections of grading options could be carried out before letter grades are released.

C. Burke acknowledge the work of faculty in re-drafting their courses and supporting students throughout the term. She noted that the motion was crafted in response to concerns expressed

during a survey of student experiences this term. The results of that survey were not available in time to prepare a motion for the November meeting of Senate. The results of that survey included significant numbers who were concerned about their mental health, felt unable to access the resources they needed to succeed, or were suffering from isolation, screen fatigue, or lack of study space. She noted that grading systems of the type proposed have been enacted at several universities in the region. She then gave the rationale for some components of the motion.

- For students choosing their preferred mode of grading after letter grades are seen, she argued that many students do not have enough feedback on graded work to make an informed choice before grades are released. She also noted that the decision itself is stressful and may detract from studying if it is made before the end of courses.
- For students choosing the grading system on a course-by-course basis, she noted that many students' course loads include courses with varying modes of delivery. Students may wish to be graded differently for courses with different delivery modes.

C. Burke noted that alternate grading may have impacts for scholarship retention or how student records are interpreted by graduate schools. She added that MASU will inform students about these issues. She closed her remarks by emphasizing that Fall 2020 is not a typical term, so that atypical grading formats appear justified.

JP. Boudreau thanked C. Burke for acknowledging the work of faculty throughout the term.

J. Ferguson presented the results of two student surveys that show support for the motion in excess of 93%. He added that it is important for students to view their letter grades, even if they choose P/CP/F grading, so they can gauge their performance in course. If students were to choose a P/CP/F grade before grades are released, they might not be able to infer their letter grades. He concurred with C. Burke that the added stress of this term makes it atypical.

B. Robertson, M. Hamilton, R. Lapp, and C. Burke asked questions about how the system would be implemented. C. O'Neal answered that the system is implementable, and that faculty would submit letter grades and that, upon request, grades of C+ or higher would be converted to P, grades of D-, D, or D+ would be converted to CP. Grades of F would remain at F. A. Cockshutt added that CP has a specific meaning in the Academic Calendar.

P. Berry pointed out, and C. O'Neal concurred, that the motion has no effect on F grades.

C. VanBeselaere remarked that Senate should discuss the effects of the motion on how course load and GPA calculations may affect eligibility for scholarships. C. O'Neal noted that it is possible that a student would not have a term GPA for Fall 2020, but there are other criteria that can be used in renewing scholarships.

E. Steuter remarked that the proposed system would make it more difficult to write reference letters for students. In particular, a student's transcript would have less information about courses taught by colleagues. She also wondered whether she would be able to write a student's letter

grade in a reference if the student's grade is recorded as P or CP. M. Litvak agreed that letter grades give reference writers more information about course taught by colleagues than do C/CP/F grades.

C. Burke responded that she hoped that grades would remain confidential, noting that all grading during the pandemic is likely to be viewed "with an asterisk".

The following amendment was proposed.

Motion (M. Levesque/J. Tomes): that a sentence be added at the end of the motion that reads as follows: "The choice selected by students would apply to all course grades for the term (no cherry-picking)."

**Amendment Defeated
(28 nays, 7 yays, 2 abstentions)**

Speaking in favour of the amendment, M. Levesque argued that partial C/CP/F grading makes it difficult for reference writers and graduate schools to interpret grades. It also makes it difficult to ascertain whether a student's grades are improving over time. He also stated that a full term's worth of C/CP/F grades could be interpreted in a more favourable light than a record with some grades in letters and others in C/CP/F.

J. Dryden noted that faculty can include information other than grades in their letters of recommendation.

A. Wilson asked whether the motion would be extended to cover Winter 2021.

J. Hennessy reminded Senators that not all students wish to go to graduate school. He also wondered if the discussion was putting too much emphasis on grading and not enough on learning. In addition, he stated that he is not worried about devaluing the degree, especially in light of other universities' moves to alternative grading during Fall 2020.

Speaking to the amendment, C. Burke reiterated that part of the rationale for course-by-course decisions is that courses are offered in three different delivery modes and students take courses across a range of modes. She also noted that forcing students to convert all grades to P/CP/F could lead to a transcript that is less informative than one that includes some letter grades.

K. Bubar objected to the term "cherry picking" in the amendment. She noted that many students have a course or two that are weighing them down. Presenting the option to convert one or two grades would help to shield their GPAs. She noted that these are unprecedented times and that students are asking for a little compassion to help them through them.

L.D. Hamilton, speaking to the amendment, found the language unreflective of the current situation. Giving the students an opportunity to choose a grading system that is best for them would allow them to choose an appropriate (for them) balance among competing pressures.

K. Hele and K. Bell wondered whether the proposal did enough to help students whose grades are either D or F. C. Burke noted that the proposal would allow students exclude grades in the D range from their GPA calculation. K. Hele noted that the same is not true for students who receive an F. He urged the university to follow the lead of Concordia and replace grades of F with a notation, such as Discontinued, to exclude those grades from GPA calculations. He also expressed concern for students who may not know the workings of the system. He wondered whether it may be better to have all grades recorded as P/CP/F and have student opt into letter grading. K. Morse advocated for automatic conversion of grades in the D range to CP as a way to help students who may fall through the cracks. L. Pearse agreed with K. Morse's suggestion.

C. Burke argued that students should be allowed to see their letter grades before any conversion. This would allow them to decide on the best course of action for them, perhaps in consultation with academic advisors and mentors.

A. Cockshutt wondered what meaning a GPA would have if all D grades are converted to CP and if all Fs are deleted.

JP. Boudreau noted that the interpretation of GPA raises larger questions that go beyond the scope of the discussion of this motion.

After the motion was passed, the following additional motion was made.

Motion (K. Morse/ K. Hele): that, in the interest of equity, all grades of D-, D, or D+ in Fall 2020 be converted to CP.

**Motion Carried
(26 yays, 2 nays, 7 abstentions)**

J. Dryden took the opportunity to invite members to discuss grading systems at a future meeting of Faculty Council.

C. O'Neal commented that it would be possible to implement the motion. K. Morse asked whether faculty would input a CP grade directly. A Cockshutt noted that this is not an option right now, but that it may be possible to add it to the system. She also wondered whether it is proper to record CP grades without given students choice in the matter.

C. Burke was not convinced that the proposed scheme is equitable. Nevertheless, she thought that many students would support the idea. She argued that students should be given choice in the matter.

J. Dryden commented that student autonomy needs to be supported and enabled. Given that the decisions on course grades need to be made quickly, she noted that the motion could serve to reduce harm to students.

After the Morse/Hele motion passed, JP. Boudreau noted that implementing the motions will require the Registrar's Office to work with Computing Services.

The following motion was then brought before Senate.

Motion (K. Hele/J. Ferguson): that all grades of F in Fall 2020 be converted to Discontinued.

Motion Tabled

C. O'Neal noted that the university does not currently have language in the Academic Calendar to put this idea into practice. V. St. Pierre suggested that the issue could be revisited in the Winter. F. Black asked V. St. Pierre whether a motion to this effect could be adopted at a later meeting of Senate with Fall 2020 grades changed retroactively. C. O'Neal noted that current regulations do not allow for retroactive grade changes. She advised that more time is needed to consider a proposal such as this one. JP. Boudreau cautioned against changing the Academic Calendar on the fly at a meeting of Senate. The following motion was then brought forward.

Motion (D. Lieske/V. St. Pierre): that the motion on the floor concerning the conversion of F grades in Fall 2020 be tabled.

**Motion to Table Carried
(28 yays, 1 nay, 3 abstentions)**

One final motion on the subject was then brought before Senate.

Motion (S. Tobin/N. Robinson): that students be given the option to elect a letter grade that had been converted to a CP in Fall 2020.

**Motion Carried
(16 yays, 5 nays, 7 abstentions)**

10.12.08 Report from the Committee on Committees

A. Koval gave the report, which consisted of the following motion.

Motion: (A. Koval/N. Farooqi) :The Committee on Committees moves that Senate acclaim the following nominees to fill these Senate Committee vacancies commencing January 1, 2021 and ending June 30, 2023.

- **Academic Appeals Committee:** 1 vacancy (academic member not on Academic Integrity Committee)

Nomination: David Fleming

- **Admissions and Readmissions Committee:** 1 vacancy (faculty or librarian)

Nomination: Karen Bamford

- **Graduate Studies Committee:** 1 vacancy (member from Chemistry and Biochemistry Dept.)

Nomination: Jill Rourke

- **Research Ethics Board:** 3 vacancies (faculty or librarian) knowledgeable on research ethics

Nominations:

- Erik Edson
- Louise Wasylkiw
- Karen Crosby

- **Scholarships and Bursaries Committee:** 1 vacancy (faculty or librarian)

Nomination: Leslie Shumka

Motion Carried

JP. Boudreau thanked all who agreed to be nominated and the committee for overseeing the nomination process.

11.12.08 Other Business

JP. Boudreau thanked Senators for their work through this difficult year. He wished everyone a safe holiday season. He expressed his hope for a 2021 with fewer challenges than 2020.

11.12.08 Adjournment

There being no further business or announcements, the meeting adjourned at 6:31 pm. (V. St. Pierre/C. VanBeselaere).

Respectfully submitted,

Craig Brett
Secretary

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

December 8, 2020, 4:00 p.m.

via Microsoft Teams

Appendices to the Minutes

- Report from the University Planning Committee
- Report from the Academic Matters Committee
- 2021-22 Calendar of Events
- Document Accompanying the Motion on Course Grading for Fall 2020

University Planning Committee 2020-21
Report to Senate
Dec 8, 2020

Members

C. Burke, A. Cockshutt, E. Edson, N. Farooqi, A. Grant, M. Hamilton, J. Hennessy (Chair), W. Hunt, C. Ionescu, D. Keeping, A. LePage, V. St. Pierre, A. Whiteway.

Terms of Reference

The Committee will:

- advise and make recommendations to Senate on university planning through a regular review of the goals and priorities of the University, in particular its academic departments and programs;
- assess and make recommendations to Senate — or (if appropriate) one of its committees — on proposals for major changes in academic programs and in the size and distribution of student enrolments;
- as part of the budget development process, assess and make recommendations to the appropriate body on the efficient use of the University's human, physical and financial resources, having due regard for academic, financial and other implications;
- establish procedures for academic unit reviews and oversee the academic unit review process;
- undertake studies into any matters which have implications for the University's educational objectives and long range plans, and recommend to Senate on appropriate strategies to respond to such issues. Such studies may arise from a review of any unit within the University, or from developments in the field of higher education at the provincial and national levels;
- consider any other issue referred to it by the President, the Senate or one of its committees, the Faculty Council through Senate, or any other University committee or senior administrator;
- report at each meeting of the Senate, and at least once each term this report shall be in writing, with a copy to be sent to the Secretary of the Faculty Council.

Meetings

The Committee met via Microsoft Teams on the following dates: September 18, October 2, October 16, October 30, November 6, and November 27. The Committee also conferred via email in August regarding the suspension of Academic Program Reviews.

Academic Program Reviews

Due to the restrictions of Covid-19 and the limitations these impose on travel, the MPHEC agreed to suspend the requirement to conduct quality assurance reviews of academic programs for the 20/21 Academic Year. Accordingly, the Committee agreed to suspend reviews scheduled for this year in English, Physics, and Women's and Gender Studies. The revised review schedule is as follows:

21/22 English
21/22 Physics and BSc Aviation
21/22 Women's and Gender Studies
21/22 Modern Languages and Literatures
22/23 Economics
22/23 Biology
23/24 Religious Studies
23/24 Philosophy
23/24 Sociology
24/25 Psychology
24/25 Classics
24/25 Visual and Material Culture
25/26 Commerce with BComm Aviation
25/26 Drama

Unit Planning and Position Requests 20/21

Due to the later start in the planning cycle, the Committee agreed on a process for evaluating permanent and term position requests for the 20/21 academic year, and to create a standing process for future academic unit planning and requests. The 20/21 process was as follows:

1. Requests for positions will be a *maximum of three pages* in total for each position and will include:
 - a. A short narrative describing the overall vision/goals for the unit and how the proposed position supports these;
 - b. A compelling justification for the position considering program and institutional integrity, the university mission of providing a rigorous liberal undergraduate education, university strategic or thematic hiring plans, and/or potential interdisciplinary synergies;
 - c. Decolonization initiatives if applicable;
 - d. Supporting qualitative (e.g. [inter]disciplinary norms across the province/region/country) and/or quantitative data (e.g. current and projected enrolment trends, faculty:student, class sizes).
2. Position requests will be submitted to the Provost Office (provost@mta.ca) by October 9, 2020 at noon.

3. The Provost Office will prepare a report of requests and distribute to the University Planning Committee.
4. Department Heads or Program Directors (or designates) will be invited to attend a meeting of the University Planning Committee to speak briefly (10 minutes) to their proposals and answer any questions.
5. The University Planning Committee will rank proposals for consideration by the Provost.

Unit Planning and Position Requests – Standing

1. Academic Units will develop short-term (1 year) and longer-range (3-5 years) **Academic Unit Plans** contextualizing anticipated permanent and new term faculty/librarian hiring needs. These plans will be revised yearly and may include short-term (next hiring cycle) position requests.
2. Short-term position requests will be a *maximum of three pages* and may include:
 - a. A short narrative describing the overall vision/goals for the unit and how the
 - i. proposed position supports these;
 - b. A compelling justification for the position considering program and institutional
 - i. integrity, the university mission of providing a rigorous liberal undergraduate education, university strategic or thematic hiring plans, and potential interdisciplinary synergies;
 - c. Decolonization initiatives if applicable;
 - d. Supporting qualitative (e.g. [inter]disciplinary norms across the province/region/country) and/or quantitative data (e.g. current and projected enrolment trends, faculty:student, class sizes);
 - e. Timelines indicating anticipated sabbatical leaves, retirements (if known).
3. Each Faculty and the Library shall submit an updated Academic Plan to the University Planning Committee by **July 1** each year. These plans will include:
 - a. an overall statement of goals and priorities for the faculty/library with a trajectory of anticipated position requests over the next 3-5 years (maximum 3 pages);
 - b. list of short-term position requests;
 - c. The Academic Unit Plans.
4. Department Heads or Program Directors (or designates) will be invited to attend a meeting of the University Planning Committee to speak briefly (10 minutes) to their proposals and answer any questions at a July meeting of the Planning Committee.
5. The University Planning Committee will rank proposals for consideration by the Provost by the end of August each year in anticipation of the fall hiring cycle.

20/21 Indigenous Scholars Position Requests

Following the discussion of decolonization and the need to hire more Indigenous scholars, which took place at a meeting of the University Faculty Council on September 28, the Committee invited academic units to submit positions that could be filled by Indigenous scholars. The Committee convened a discussion with representatives for each position as well

as K. Hele and K. Bubar on November 6, 2020. The general consensus of the Committee was that a position for a Mi'kmaw scholar be given priority and that the University should seek to fill a number of Indigenous positions in the areas below. The Committee also agreed that Indigenous Scholars could contribute strongly to initiatives and programming in Community Engaged Learning.

Potential Areas: Mi'kmaq Language and Culture, Canadian Art History, Indigenous Archaeology, Indigenous Canadian Literature, Indigenous Health, Indigenous Environmental Science.

20/21 Position Requests and Rankings

The Committee received requests for 12 full-time (tenure-track or term) teaching faculty positions that were not specifically designated for Indigenous scholars. An additional request for a creative arts Librarian was also received but was not ranked with the other positions and will be considered separately. The Committee ranked the 12 positions in terms of overall priority as follows:

Highest priority

- Chemistry and Biochemistry – Human Health Related Protein Biochemistry
- Geography and Environment – Community Planning and Community Based Climate Adaption
- Biology – Applied Quantitative and Data Science
- Politics and International Relations - Citizenship and the Contemporary State.*

Medium priority

- Data Science
- Modern Languages and Literatures Japanese Instructor
- Sociology – Sociology of Medicine
- Commerce - Marketing
- Music - Applied Brass

Lower priority

- Drama - Bridging Term Position
- Health Science
- Classics - Roman Culture

* Indigenous politics was also specified as a possible sub-discipline, but this position request was not specifically submitted as an Indigenous scholar position

Respectfully Submitted,

Jeffrey J. Hennessy, Ph.D.
Chair

Note: dates in bold text are those approved by Senate; dates in bold text with an asterisk are subject to change; dates in italics are either determined by calendar or other regulations; holidays are in regular text.

2021 – 2022 Calendar of Events

<i>May 3</i>	<i>Monday</i>	<i>Registration Deposit due for Fall/Winter term – new students; Residence Deposit due for new and returning students requiring residence accommodation</i>
<i>May 3</i>	<i>Monday</i>	<i>Spring/Summer term courses begin</i>
<i>May 7</i>	<i>Friday</i>	<i>Last day for change in registration (add/drop)for Spring/Summer term courses</i>
<i>May 10</i>	<i>Monday</i>	<i>Last day to make fee payment without penalty for Spring/Summer term courses</i>
<i>May 17</i>	<i>Monday</i>	<i>2021 Convocation. Spring Term classes continue as scheduled</i>
<i>May 24</i>	<i>Monday</i>	<i>Victoria Day – no classes, University offices closed</i>
<i>May 28</i>	<i>Friday</i>	<i>End of withdrawal period for Spring/Summer term in-class courses as per academic regulation 10.4.3 c) and d)</i>
<i>June 4</i>	<i>Friday</i>	<i>Last day for returning students to pay Registration Deposit for Fall/Winter terms without penalty</i>
<i>June 18</i>	<i>Friday</i>	<i>Last day of Spring term classes</i>
<i>July 2</i>	<i>Friday</i>	<i>End of withdrawal period for Spring/Summer term self-directed distance learning courses as per academic regulation 10.4.3 e)</i>
<i>Aug. 30</i>	<i>Monday</i>	<i>Arrival of new international students, international orientation begins</i>
<i>Sept. 2</i>	<i>Thursday</i>	<i>Arrival of new students, Commencement</i>
<i>Sept. 3</i>	<i>Friday</i>	<i>Beginning of orientation, University Assembly(morning), Deadline for October 2021 Graduation Application</i>
<i>Sept. 4</i>	<i>Saturday</i>	<i>Self-directed Distance Learning and Deferred Exams for eligible students</i>
<i>Sept.5</i>	<i>Sunday</i>	<i>Returning students may enter residence.</i>
<i>Sept. 6</i>	<i>Monday</i>	<i>Labour Day – No Classes, University offices closed</i>
Sept. 7	Tuesday	Fall term classes begin with Day of Learning
Sept. 14	Tuesday	Meeting of Senate
<i>Sept. 17</i>	<i>Friday</i>	<i>Last day for registration in Fall term 3 credit courses and in year-long 1, 3, and 6 credit courses</i>
<i>Sept. 20</i>	<i>Monday</i>	<i>Last day to make Fall fee payment without penalty</i>
Sept. 28*	Tuesday	Meeting of Faculty Council
<i>Oct. 1</i>	<i>Friday</i>	<i>Deadline for May 2022 Graduation Application</i>
<i>Oct. 11</i>	<i>Monday</i>	<i>Thanksgiving Day — no classes</i>
Oct. 12	Tuesday	Meeting of Senate and approval of October Degree candidates
<i>Oct. 15</i>	<i>Friday</i>	<i>University Open House</i>
Oct. 26*	Tuesday	Meeting of Faculty Council
<i>Oct. 29</i>	<i>Friday</i>	<i>Deadline by which work worth at least 20% of the final grade is to be evaluated and returned to students; End of withdrawal period for Fall term 3 credit courses</i>
Nov. 2	Tuesday	Meeting of Senate
Nov. 8 - Nov. 12	Monday to Friday	Fall Study Break – no classes

Nov. 11	Thursday	Observance of Remembrance Day – University offices closed
Nov. 12	Friday	<i>Deadline for registration and residence deposits for students admitted for the Winter term</i>
Nov. 23*	Tuesday	Meeting of Faculty Council
Nov. 29	Monday	<i>No in-class or take-home tests worth more than 10% of the final grade, and no final tests or examinations with the exception of laboratory examinations may be scheduled after this date</i>
Dec. 1	Wednesday	Last day of classes for Wednesday- only classes
Dec. 2	Thursday	Last day of classes for Thursday- only classes
Dec. 3	Friday	Last day of classes for Friday –only classes
Dec. 6	Monday	MWF, MW, Monday-only classes continue as scheduled
Dec. 7	Tuesday	Meeting of Senate
Dec. 7	Tuesday	Last day of classes for Tuesday- only classes and TTh classes
Dec. 8	Wednesday	Make-up day for Thanksgiving Monday (Last day of classes for MWF, MW, Monday-only classes)
Dec. 9	Thursday	Final exam period begins for Fall term 3 credit courses, including mid-year tests in 3 and 6 credit full year courses
Dec. 18	Saturday	Last day for exams.
Dec. 23	Thursday	University closed for holidays, Thursday, Dec 23 – Friday, December 31 inclusive
2022		
Jan. 3	Monday	<i>University offices open</i>
Jan. 9	Sunday	<i>Students may enter residence.</i>
Jan. 10	Monday	Winter term classes begin. Deferred exams in Fall term 3 credit courses begin in evening
Jan. 11	Tuesday	Meeting of Senate
Jan. 21	Friday	<i>Last day for registration in Winter term 3 credit course</i>
Jan. 21	Friday	<i>Deadline by which work worth at least 20% of the final grade is to be evaluated and returned to students in year-long 1, 3, and 6 credit courses; End of withdrawal period for year-long 1, 3, and 6 credit courses.</i>
Jan. 24	Monday	<i>Last day to pay account balance without penalty</i>
Jan. 25*	Tuesday	Meeting of Faculty Council
Feb. 1	Tuesday	<i>Deadline for returning students to apply to transfer to the B.F.A. program</i>
Feb. 8	Tuesday	Meeting of Senate
Feb 18	Friday	<i>Deadline for returning students to apply to transfer to Music program</i>
Feb. 21– Feb. 25	Monday to Friday	Winter Study Break— no classes
Feb. 21	Monday	Family Day – University Offices closed
Feb. 22*	Tuesday	Meeting of Faculty Council
Mar. 4	Friday	<i>University Open House</i>
Mar.4	Friday	<i>Deadline by which work worth at least 20% of the final grade is to be evaluated and returned to students; End of withdrawal period for Winter term 3 credit courses</i>
Mar. 15	Tuesday	Meeting of Senate

Mar. 29*	Tuesday	Meeting of Faculty Council
<i>Apr. 4</i>	<i>Monday</i>	<i>No in-class or take-home tests worth more than 10% of the final grade, and no final tests or examinations with the exception of laboratory examinations may be scheduled after this date</i>
<i>Apr. 4</i>	<i>Monday</i>	<i>Deadline for returning students to apply to transfer to B.A., B.Sc. or B.Comm programs</i>
Apr. 4	Monday	Last day of classes for Monday-only classes
Apr. 5	Tuesday	Joint meeting of Faculty Council and Senate
Apr. 5	Tuesday	Last day of classes for Tuesday-only classes
Apr. 6	Wednesday	Last day of classes for MW, Wednesday-only classes
Apr. 7	Thursday	Last day of classes for TTH, Thursday-only classes
Apr. 8	Friday	Last day of classes for MWF
Apr. 11	Monday	Final exam period begins for all Winter term and full year courses
Apr. 15	Friday	Good Friday, University closed, no exams
Apr. 21	Thursday	Last day for exams.
May 12	Thursday	Meeting of Faculty Council (morning); Meeting of Senate (afternoon)
May 16	Monday	University Convocation

Academic Matters Committee

Report for Senate, December 8, 2020

This report contains recommendations for the changes to academic regulations and academic programs effective under the 2021- 2022 academic calendar, unless otherwise indicated:

- Biology
- Politics and International Relations
- Drama
- Modern Languages and Literatures (GERM)
- VMCS

Note: additions/changes are indicated in bold text, deletions are indicated with strikethrough.

The Academic Matters Committee recommends approval of the following changes in Biology:

- The addition of a new cross-listed course: BIOL/GENS 3041
- Changes in prerequisites and course descriptions: BIOL 2101, 2401, 3801

The addition of a new cross-listed course:

BIOL 3041 (3.00 CR)

ECOTOXICOLOGY

Prereq: BIOL 2101; or permission of the Department

This course examines how natural toxins and anthropogenic pollutants affect ecosystems. The primary focus of this course is the impact of toxins at the level of biological populations, communities, and ecosystems. Additional topics include the sources, fates, and transport of environmental toxins, and the effects of toxins on organisms. It places a strong emphasis on the practical application of course topics to the field monitoring and risk assessment of environmental toxins through in-depth case studies. [Note 1: This course is cross-listed with GENS 3041 and may therefore count as three credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: BIOL 3991 Ecotoxicology)

Rationale: *This course expands the Biology department's offerings that incorporate basic knowledge and skills from our core ecology and chemistry courses. This course has now been offered twice as Biol 3991, and student interest has been very high both times, with expanded course caps being required to meet demand. We anticipate it become part of our regular upper year offerings. It is also of great interest to GENS students, as it fits well within their program.*

Other calendar entries affected: This course will be cross-listed as a Geography and Environment course (GENS 3041) within the Environmental Science program.

GENS 3041 (3.00 CR)

ECOTOXICOLOGY

Prereq: BIOL 2101; or permission of the Department

This course examines how natural toxins and anthropogenic pollutants affect ecosystems. The primary focus of this course is the impact of toxins at the level of biological populations, communities, and ecosystems. Additional topics include the sources, fates, and transport of environmental toxins, and the effects of toxins on organisms. It places a strong emphasis on the

practical application of course topics to the field monitoring and risk assessment of environmental toxins through in-depth case studies. [Note 1: This course is cross-listed with BIOL 3041 and may therefore count as three credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: BIOL 3991 Ecotoxicology)

Changes in prerequisites and course descriptions:

BIOL 2101 (3.00)

INTRODUCTION TO ECOLOGY

Prereq: BIOL 1001; ~~BIOL 1501 strongly recommended~~; or permission of the Department

This course introduces current concepts of population and community ecology using local ecosystems and organisms, principally aquatic insects, whenever possible. (Format: Lecture 3 Hours, Laboratory 3 Hours) (Exclusion: Any version of BIOL 2101 previously offered with a different title)

Rationale: *We are removing the recommendation for Biol 1501 because it is not strictly required for Biol 2101, and the recommendation is confusing to some students. Further, the current wording is an impediment for GENS students who are required to take Biol 2101 but do not want or otherwise need to take Biol 1501.*

BIOL 2401 (3.00)

FORM AND FUNCTION: ANIMALS

Prereq: BIOL 1001; ~~BIOL 1501~~; or permission of the Department

This course introduces students to the structure and function of major groups of invertebrate and vertebrate animals on a comparative basis by observation of both preserved and living material. Topics include comparative anatomy and phylogeny, and the evolution and function of locomotory, digestive, excretory, respiratory, nervous, and reproductive systems. (Format: Lecture 3 Hours, Laboratory 3 Hours) (Exclusion: Any version of BIOL 2401 previously offered with a different title)

Rationale: *We are removing the pre-requisite of Biol 1501 because students can succeed in Biol 2401 without it, and we wish to streamline pre-requisites. GENS students have several upper year biology courses as part of their program, but these courses require Biol 2401. Removing Biol 1501 as a pre-requisite makes it easier for them to access Biol 2401 and thus able to take these courses.*

BIOL 3801 (3CR)

THEORETICAL AND EVOLUTIONARY ECOLOGY

Short Title: THEOR & EVOL ECOLOGY

Prereq: Third-year standing; BIOL 2101; BIOL 2701; **BIOL 2811**; or permission of the Department

This course evaluates theories of population and evolutionary ecology that were introduced in BIOL 2101 **and BIOL 2811**. Using ~~a suite of mathematical and simulation techniques, and drawing on the primary literature,~~ it explores ~~the effects of specific parameters on the predicted outcomes of evolutionary models and ecological models~~ **some central themes in evolutionary ecology**, such as population growth, competition, **life history evolution, sex-ratio evolution, and kin selection. Topics vary from year to year. The course assesses the limitations, application, and interpretation of outcomes for each examined model.** (Format: Lecture 3 Hours)

Rationale: *BIOL 2811 (Genetics & Evolution) was introduced to the calendar in 2018, since the last offering of BIOL 3801 in 2016. As BIOL 3801 builds on knowledge from BIOL 2811, it is important to specify BIOL 2811 as a pre-requisite.*

Proposed changes to the course description allow greater instructor discretion in the approach to course delivery and the specific topics covered.

The Academic Matters Committee recommends approval of the following changes in Politics and International Relations:

- The addition of new courses: POLS 3121, 4111, POLS/INLR 3361

POLS 3121 (3.00 CR)

MARITIME PROVINCIAL POLITICS

Prereq: 6 credits from POLS at the 2000 level; or permission of the Department

This course provides an advanced introduction to the politics of the three Maritime provinces – New Brunswick, Nova Scotia, and Prince Edward Island. Topics include: the nature of provincial and regional political culture; the nature of the party system in each province; the status and role of Francophones, Indigenous people, African Canadians, and recent immigrants; comparative public policy in areas of provincial jurisdiction; resource industries and the service-sector economy; and the region in Canadian nationalist, continentalist, and autonomist approaches to economic development. (Format: Lecture 3 Hours) (Exclusion: POLS 3991 Maritime Provincial Politics)

Rationale:

This course has been offered several times at Mount Allison as a special topics course (POLS 3991) and has been well-received by students. It is a good vehicle to teach students about the specific place that they occupy at the meeting point of the three provinces. It prepares them to understand the commonalities and diversity of the three provinces and it is an asset for any student who wishes to participate in public life in the region, as summer intern, civil servant, civil society activist, or citizen. The course also reflects the teaching, public education and research interests of Dr. Geoff Martin, a part-time continuing appointment in the department. It is likely to continue to be taught by him on rotation and provides a good curricular addition for students with a particular interest in Canadian politics.

POLS 4111 (3.00 CR)

ADVANCED PUBLIC POLICY ANALYSIS IN CANADA

Short Title: Adv. Pub. Policy Analysis in Cda

Prereq: POLS 3141; or permission of the Department

This course provides a critical overview of how public policies arise and are enacted in Canada. It critically assesses theories of public policy analysis and evaluation and the role of actors in the process, including legislators, political parties, interest groups, think tanks, administrators, and the media. (Format: Seminar 3 Hours) (Exclusion: POLS 4991 Advanced Public Policy Analysis in Canada)

Rationale:

This course was well received by students when taught as a special topics course in the Winter of 2020 (POLS 4991 – Advanced Public Policy Analysis). Student comments (via Survey Monkey given formal evaluations were cancelled due to COVID-19) revealed significant interest in the public policy theories,

their application and in writing public policy. This course also directly responds to student demand for advanced public policy courses to better prepare them for working in government and the NGO sectors. The course also reflects the teaching, public education and research interests of Dr. Mario Levesque and will be taught in rotation (every 2 years) along with his other courses. The course would appeal to students of public policy (especially those enrolled in the recently revised Canadian Public Policy Major and Minor programs) and Canadian politics among others.

POLS 3361 (3.00 CR)

GLOBAL CAPITALISM

Prereq: INLR/POLS 2301; or permission of the Department

This course provides a critical analysis of global capitalism by drawing on a range of contemporary perspectives regarding the way global capitalism operates. The course also presents an analysis of selected contemporary alternatives to capitalism, and their potential to alleviate poverty on a local and/or global scale. [Note 1: This course is cross-listed as INLR 3361 and may therefore count as 3 credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: INLR 3991 Global Capitalism)

INLR 3361 (3.00 CR)

GLOBAL CAPITALISM

Prereq: INLR/POLS 2301; or permission of the Department

This course provides a critical analysis of global capitalism by drawing on a range of contemporary perspectives regarding the way global capitalism operates. The course also presents an analysis of selected contemporary alternatives to capitalism, and their potential to alleviate poverty on a local and/or global scale. [Note 1: This course is cross-listed as POLS 3361 and may therefore count as 3 credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: INLR 3991 Global Capitalism)

Rationale:

Understanding and analyzing global capitalism is arguably very important when addressing any of the key global issues within the fields of International Relations and International Politics. Thus, this course will play an important role in providing students with a foundation of knowledge that can be effectively applied in the more advanced 4000 level courses. This course was received well by students when it was taught as a special topics course in Winter 2019. It will be offered in this form once again in the Winter 2020 semester with several improvements and updates. The course fits really well within the teaching and research interests of Dr. David P. Thomas and will enter his regular teaching rotation at the 3000 level so that it is offered every second year.

Other calendar entries affected: The course would need to be added as an option for the Political Science stream in the International Relations program's Major.

The Academic Matters Committee recommends approval of the following changes in Drama:

- Change in prerequisite and course description

DRAM 4011 (3.00)

ADVANCED THEATRICAL INTERPRETATION

Prereq: Third-year standing in a Drama program; or permission of the Program Director

This course involves projects in areas such as acting, directing, writing, and design as assigned within the Motyer-Fancy Theatre season by the Director of Drama. Written and/or visual

materials support artistic outcomes as appropriate. [Note 1: Students may register for DRAM 4011 more than once, provided the subject matter differs.] (Format: Independent Study)

Rationale: *This part of the introductory sentence (“as assigned within the Motyer-Fancy Theatre season by the Director of Drama”) was removed from the course description in Winter 2019 without the approval of the Drama Studies Program. We are asking for it to be restored to the course description since it is fundamental to the operation and teaching of this course.*

The Academic Matters Committee recommends approval of the following changes in Modern Languages and Literatures (GERM):

- The addition of a new course: GERM 3801
- Change in program requirements to Major in MLLC to include new course

GERM 3801 (3.00 CR)

CULTURAL MEMORY IN POST-1945 GERMANY

Short title: Post-1945 Cultural Memory

Prerequisite: Third-year standing; or permission of the Department

This course examines cultures of remembrance in post-1945 Germany through a study of critical and literary texts, films, social media, the streaming of personal testimony, and autobiographical memory. It emphasizes the production of cultural memory and the impact this has had on the formation of national identity and belonging in post-war Germany. (Format: Lecture 3 hours)

Rationale: *This interdisciplinary course is taught from the MLLC, but open to enrolment from other students on campus (with permission of the instructor). In 2020 it was taught as a GERM 3991 pilot course and attracted an enrolment of 10 students. Due to the heavy writing component of the course (a marked written assignment due every week, in addition to presentations and a 30% final research papers), students are required to dedicate substantial attention to developing academic writing skills and to the use of academic style sheets, as this course aims to equip them with research literacy skills that are requisite to upper-level undergraduate courses in the humanities. There is a strong interrelationship with the library in this course and an encouragement for students to work directly with research librarians in the attainment of research skills, thereby actively employing library resources and expertise, and creating collaborative research connections with our librarian colleagues.*

This course introduces critical texts derived from the field of memory studies (Assmann, Kansteiner, Halbwachs, Rothberg, et al.) and examines the application of this theory within an array of literary works and other forms of cultural activity (film, art and music). It explores the impact testimony and survivor memory have on the formation of national collective memory while exploring the impact a prolific production of cultural memory has on a national (German) cultural production in general. The professor for this course, Renata Schellenberg, is a former Research Fellow in the Centre for Cultural Memory (2014, IMLR) and will be drawing on the expertise and professional contacts acquired during that time to ensure the maintenance of current theoretical standards.

It is important to have a course on campus that directly addresses matters of commemoration and remembrance in a German context and that addresses these matters through Germanophone instructional materials: German texts, newspapers and films, German websites and other forms of social media, and current debates on the changing nature of memory culture in present-day Germany. Such a course, to the best of my knowledge, is not currently offered on campus.

*Finally, this course has genuine outreach capacity and our aim is that it also be offered as a Maple League course outside of Mount Allison. Admittedly, there is currently a StFx immersion Springfield course entitled *The Holocaust and Now*. However, as the title indicates, this StFx courses focuses*

primarily on Holocaust education and remembrance and offers a personable, on-site experience of this topic. The proposed Mount Allison course addresses the Holocaust, while also integrating research on DDR and other forms of East German remembrance, German post-colonial commemorations and considering the overall complexities of collective memory in a post-reunification German context. It traces the general changes in German memory culture since 1945. This course will be taught on rotation with GERM 3401 and 3501. Therefore, it will be offered every 2-3 years.

This course will count toward the Minor in German Studies (as one of the 3-9 credit choices students make at the 3000 level). This course will also count toward a Major or Honours in MLLC.

Other calendar entries affected:

MODERN LANGUAGES, LITERATURES AND CULTURES

Interdisciplinary B.A. Program

MAJOR in Modern Languages, Literatures, and Cultures is 72 credits earned as follows:

- A. 33 credits from one of French or Hispanic Studies, with a minimum of 15 from the 3/4000 levels, as follows:
 - 3321 from FREN 1701, 1711, 2401, 2501, 2601, 3101 and 3111
 - 3 to 6 from FREN 1801, 1811, 1821, 2801
 - 6 to 9 from French literature 3301, 3401, 3411, 3501, 3511, 3601, 3611, 3621, 3761, 3771, 3801, 3811, 3871, 4951
- Or 3318 from SPAN 1101, 1111, 2101, 2111, 3101, 3111
 - 3 to 6 from SPAN 1801, 1811
 - 9 to 12 from SPAN 3060, 3241, 3251, 3261, 3301, 3311, 3321, 3331, 4201, 4800/4801, 4950/51
- B. 24 credits from a second of the three study areas listed below, as follows:
 - 24 18 from FREN 1701, 1711, 2401, 2501, 3101 and 3111
 - 6 from FREN 1801, 1811, 1821, 2601, 2801, 3301, 3401, 3411, 3501, 3511, 3601, 3611, 3621, 3761, 3771, 3801, 3811, 3871, 4951
- Or 2415 from GERM 1001, 1011, 2001, 2011, 3001
 - 9 from GERM 2601, 2701, 2811, 3401, 3501, **3801**, 4901, 4951
- Or 2418 from SPAN 1101, 1111, 2101, 2111, 3101, 3111
 - 6 from SPAN 1801, 1811, 3060, 3241, 3251, 3261, 3301, 3311, 3321, 3331, 4201, 4800/4801, 4950/51
- C. 12 credits from a third language, other than those previously selected, chosen from French, German, Spanish or Japanese, as follows:
 - 12 from FREN 1701, 1711, 2401, 2501
- Or 12 from GERM 1001, 1011, 2001, 2011
- Or 12 from SPAN 1101, 1111, 2101, 2111
- Or 12 from JAPA 1001, 1011, 2001, 2011
- D. 3 from Linguistics 3001

The Academic Matters Committee recommends approval of the following changes in Visual and Material Culture:

- Additions to the Certificate in Visual Literacy and Culture (GENS 2431, 2441)
- The cross-listing of courses with SPAN (SPAN 1801, 4201). Includes re-numbering SPAN courses
- Addition of new courses (VMCS 2301, 3301, 3311, 4301)
- Changes to prerequisites and course description (VMCS 2111)

The following additions to the Certificate in Visual Literacy and Culture:

- GENS 2441 Geographic Information Systems (Images in Geographic or Cultural Settings)
- GENS 2431 Data Analysis (Experiential, Applied Approaches)

Rationale: *There are close connections between data visualization and visual literacy. This proposal follows the inclusion of DATA courses in the Certificate in Visual Literacy and Culture approved by Senate at its May 2020 meeting. The two GIS courses will fit perfectly into two extant categories of the Certificate in Visual Literacy and Culture.*

The Certificate in in Visual Literacy and Culture is 18 credits earned as follows:

Foundation:

6 from VMCS 1201, 3201

Theoretical, Methodological, Disciplinary:

3 to 6 from CLAS 2501, 3801, DRAM/ENGL 1701, FINH 2101, 2111, 3041, FREN 3811, HIST 1681, 3831, 4901, PHIL 2401, VMCS 1991, 2991, 3991, 4991

Experiential, Applied:

3 to 6 from CANA 2201, COMM 3271, 4301, **GENS 2431**, VMCS 1991, 2991, 3991, 4991

Geographic Cultural:

3 to 6 from CANA 1011, CANA/HIST 2801, 3831, CLAS 3621, 3721, FREN 1811, 1821, **GENS 2441**, GENV 2811, 3321, 3831, GERM 2811, HIST 3361, 3721, SPAN 1801, 1811, 4201, RELG 3311, 3321, VMCS 1991, 2991, 3991, 4991

Portfolio The portfolio documents the creative process and journey of a performer, curator, or artist according to a set of criteria for content and presentation.

The cross-listing of courses:

SPAN ~~1801~~ **1821** (3.00)

Spain: A Mosaic of Cultures

This course introduces the history **and** culture (**visual, material, media, popular, etc.**) ~~and art~~ of Spain. It focuses on a number of specific eras ~~that which~~ were important to the evolution of Spanish identity: the Muslim world, the conquest of America and the Golden Age, the 1898 war, the Spanish Civil War, and the contemporary **period**. ~~The course intends to~~ **It demonstrates how show that** historical events ~~that which~~ occurred in Spain continue to have international repercussions and affect us as a global society today. It explores the culture of Spain across ~~the~~ centuries using various resources including ~~cinema~~ **film**, literature, ~~documents~~ **visual and material objects**, popular culture, and music. [Note 1: Language of instruction is English. **Note 2: This course is cross-listed with VMCS 1821 and**

may therefore count as three credits in either discipline.] (Format: Lecture 3 Hours) (Exclusion: SPAN 1801)

VMCS 1821 (3.00)

Spain: A Mosaic of Cultures

This course introduces the history and culture (visual, material, media, popular, etc.) of Spain. It focuses on a number of specific eras that were important to the evolution of Spanish identity: the Muslim world, the conquest of America and the Golden Age, the 1898 war, the Spanish Civil War, and the contemporary period. It demonstrates how historical events that occurred in Spain continue to have international repercussions and affect us as a global society today. It explores the culture of Spain across centuries using various resources including film, literature, visual and material objects, popular culture, and music. [Note 1: Language of instruction is English. Note 2: This course is cross-listed with SPAN 1821 and may therefore count as three credits in either discipline.]] (Format: Lecture 3 Hours) (Exclusion: SPAN 1801)

SPAN 4201 3821

Visual Culture of the Hispanic World

Prereq: SPAN 3101; VMCS 1201; or permission of the Department

This course examines ~~the organizing media and~~ themes and media for in visual culture throughout the Hispanic world. It focuses on ~~Native American~~ Indigenous, Latin American, and Spanish cinema, fine art, illustration, maps, ~~material culture, and visual language from all~~ and other forms of visual and material cultures from key historical periods. ~~It involves critical approaches include word and image relationships, the Frankfurt school, and semiotics.~~ To examine visual culture critically, students will engage with socio-historical image analysis, semiotics, and word and image theory. **The course is taught in English, but Hispanic Studies students will prepare material in Spanish. (Note 1: This course is cross-listed with VMCS 3821 and may therefore count as three credits in either discipline.) (Format: Integrated Lecture 3 Hours) (Exclusion: SPAN 4201; SPAN 4991 Visual Culture of the Hispanic World)**

VMCS 3821

Visual Culture of the Hispanic World

Prereq: SPAN 3101; VMCS 1201; or permission of the Department

This course examines themes and media in visual culture throughout the Hispanic world. It focuses on Indigenous, Latin American, and Spanish cinema, fine art, illustration, maps, other forms of visual and material cultures from key historical periods. To examine visual culture critically, students will engage with socio-historical image analysis, semiotics, and word and image theory. The course is taught in English, but Hispanic Studies students will prepare material in Spanish. (Note 1: This course is cross-listed with SPAN 3821 and may therefore count as three credits in either discipline.) (Format: Integrated Lecture 3 Hours) (Exclusion: SPAN 4201; SPAN 4991 Visual Culture of the Hispanic World)

Rationale: *The course is taught by Dr. Lauren Beck, a cross-appointed member to MLL and VMCS, and it has the required content related to visual culture to warrant cross-listing with VMCS. This course is a complementary one in VMCS offerings, so it will be taught as determined jointly by the two academic units concerned. The adjustment of the course level from fourth to third year reflects the lower degree of difficulty because Spanish students will prepare material in Spanish but the language of the class will be*

English, which will allow non-Spanish students to take the course. Too few students have the required Spanish language ability to take this course completely in Spanish; by offering it in English, it is hoped that students will get more out of the material and not be held back by language barriers. Every other week a Spanish-language tutorial will be offered to ensure that Spanish students have devoted time in the language while non-language students will complete other applied studies for the course in alternating weeks.

Other calendar entries affected:

MINOR in Visual Communication and Culture is 24 credits earned as follows:

- 3 from VMCS 1201
- 3 from CANA 2201, VMCS 2111
- 3 from VMCS 3201, EXPL 3001
- 6 FREN/VMCS 1801, **SPAN/VMCS 1821, 3821**, VMCS 2111, 3241, 3811, 1991, 2991, 3991, 4950, 4951, 4991
- 9 from any one of the following streams as indicated below.

Art Historical, Visual, and Cultural Contexts:

FINH 2101, 2111, 3031, 3051, 3061, 3071, 3081, 3141, 3241
HIST 1681
PHIL 2401
~~SPAN 4201~~ **SPAN/VMCS 3821**
VMCS 3101

Visuality in the Performing Arts:

DRAM/ENGL 1701
DRAM 2161, 3001, 3161, 3201, 3301
GERM 2811
MUSC 3281

Media and Popular Culture Studies:

CANA 2211
ENGL 3621
FREN 2801
GERM 2701
HIST 4001
RELG 1661, 3971
SOCI 3451

Archeological and Classical Contexts:

CLAS 1651, 2501, 2521, 2531, 3501, 3511, 3621, 3631, 3721, 3731
CLAS/HIST 2051

Indigenous Perspectives

CANA 3231
CANA/HIST/INDG 2801, 3831
CANA/INDG 3111
INDG 1001

The Arts, Culture, and Creative Industries:

CLAS 3801
COMM 3271, 4301
HIST 3861, 4901

Images and Visual Representation in Cultural and Geographic Settings:

CANA 1011, 4201, 4611
FREN 1811, 1821, 3301, 3771
HIST 1661, 3361, 3721
POLS 4200
RELG 2841, 3311, 3321, 3671
SPAN 1801, ~~1811~~, **SPAN/VMCS 1821**

Note: At least 6 credits must be from courses at the 3/4000 level

Note: Students are responsible for ensuring that they have prerequisites for 2/3/4000 level courses

The addition of the following new courses:

VMCS 2301 (3.00 CR)

HOMO FABER: WE ARE MAKERS

Prereq: 3 credits from VMCS 1301, WGST 1001; or permission of the Department

This course employs the concept of “Homo Faber” (Wo/Man the Maker) cross-culturally and through time to explore how the development of technologies such as containers, clothing, and shelters has shaped human societies and the relations between them. This course explores reflective and critical perspectives about the social, political, economic, environmental, gendered, and racialized impacts of textile technologies, both historical and contemporary. (Format: Studio 3 Hours)

Rationale: *This is an active learning course that highlights contemporary applications and implications of some of the fundamental material challenges in human society, taking up some of the goals of courses previously taught in Anthropology in a new format. This course fits into a trajectory of learning objectives in VMCS programming that begins with the VMCS 1301 (Introduction to Material Culture Studies), which was first taught in Fall 2019 and Winter 2020. VMCS 1301 enrollments in both terms reached the room capacity of 50 students. HOMO FABER: WE ARE MAKERS will be taught on a yearly basis by Dr Kelly Spurles and will contribute to a future Minor in Visual and Material Culture Studies.*

VMCS 3301

CRITICAL MAKING

Prereq: Second-year standing VMCS 1301; or permission of the Department

This course guides participants to interrogate the concept and practices of critical making (in and out of the classroom) while exploring how “making” can be a practice that strengthens and/or contests social norms and systems. The concepts of gender, race, and power are integrated throughout the course in lectures and assignments. Drawing our attention to makers’ agency, the course covers historical and contemporary topics in critical making that may include the Arts and Crafts and Craftsman movements, craft in feminist protests, “making” in ritual contexts, and cultural appropriation and technology. (Format: Integrated Lecture/Laboratory 3 hours)

Rationale: *This is an active learning course that highlights agency and criticality, taking up some of the learning objectives previously encountered in ANTH 1011, 2401, 3021, 3101, 3561, 3871, 4021 and 4621 in a new format. This course fits into a trajectory of learning objectives in VMCS programming that begins with the VMCS 1301 (Introduction to Material Culture Studies), which was first taught*

in Fall 2019 and Winter 2020. VMCS 1301 enrollments in both terms reached the room capacity of 50 students. VMCS 3301 CRITICAL MAKING will be taught in alternate years by Dr Kelly Spurles and will contribute to the Minor in Visual and Material Culture Studies currently under development.

VMCS 3311 (3.00 CR)

FASHION-OLOGY: THE MATERIAL CULTURE OF CLOTHING

Short title: FASHION-OLOGY

Prereq: Second-year standing; 3 credits from VMCS 1301, WGST 1001; or permission of the Department

This course focusses on clothing which is one of the largest and most rapidly expanding sectors of the global economy measured in terms of employment, sales, and pollution. It examines the social systems, body practices, and power configurations that underlie historical and contemporary clothing practices both cross-culturally and locally, focusing on Canada's fashion industry and dress practices. Topics include non-western and non-capitalist clothing practices; gender (male, female, and LGBTQ+) identities in fashion; the ready-made clothing manufacturing and retail industries; environmental impacts of the clothing industry; and labour practices. (Format: Studio 3 Hours)

Rationale: *This is an active learning course that examines the social systems, body practices, and power configurations that underlie contemporary and historical clothing practices cross-culturally with a focus on Canada. Some of the learning objectives of this course were previously covered in ANTH 1011, 2401, 3861, 3871, 4021, and 4621; they are addressed here in a studio format where students engage with material objects and practices in each session. This course fits into a trajectory of learning objectives in VMCS programming that begins with the VMCS 1301 (Introduction to Material Culture Studies), which was first taught in Fall 2019 and Winter 2020. VMCS 1301 enrollments in both terms reached the room capacity of 50 students. VMCS 3311 FASHION-OLOGY: THE MATERIAL CULTURE OF CLOTHING will be taught in alternate years by Dr Kelly Spurles and will contribute to the Minor in Visual and Material Culture Studies currently under development.*

VMCS 4301 (3.00 CR)

DESTRUCTION

Prereq: Third-year standing; VMCS 1301; or permission of the Department

This course examines how thinking about destruction helps us to understand our complicated relationship with material objects, what practices and meanings are associated with the destruction of material objects in different cultures, and how we respond to destruction in writing and other forms of representation. In this course, destruction will offer us a lens through which to consider themes of empire, economy, environment, memory, gender, and race. Topics include destruction in western and non-western religions, destruction in conflict and punishment, destruction in waste management, destruction as a market tool, and destruction in art and as art. (Format: Seminar 3 Hours)

Rationale: *This is an active learning course that focuses on how people engage in, experience, and respond to natural and human-made destruction. This course fits into a trajectory of learning objectives in VMCS programming that begins with VMCS 1301 (Introduction to Material Culture Studies), which was first taught in Fall 2019 and Winter 2020. VMCS 1301 enrollments in both terms reached the room capacity of 50 students. VMCS 4301 DESTRUCTION will be taught in alternate years by Dr Kelly Spurles and will contribute to the Minor in Visual and Material Culture Studies currently under development.*

The following change to prerequisites and course description:

VMCS 2111 (3.00 CR)

MAPS AND EMPIRE: UNCOVERING THE INSTRUMENTS OF IMPERIAL AMBITION

Prereq: 3 credits from VMCS 1201, 1301; or permission of the Department

This course is an introduction to cartography, which examines not only the visualization of space but also the creation of tools that can powerfully define and delineate space in political, social, and cultural ways, **which and in the process** give rise to borders and exclude or include people, things, and resources in life-changing ways. ~~This course~~ **It** digests several thousand years of mapping in the western and non-western worlds to teach students how maps work and what types of knowledge they express. Students will be exposed to the uses and implications of mapping as an instrument that furthers the ambitions of monarchs, leaders, and even academics. Students will also be exposed to non-western ways of articulating space and reflect on how the digital realm is urgently requiring our society to assess the ways that maps control how we know the world around us. (Format: Integrated Lecture/Laboratory 3 hours)

Rationale: *The intro. to visual culture course does not cover the topic of maps so this is not a continuation of a 1000 level course.*

Date: December 8th, 2020

To: Senators

From: Charlie Burke, Mount Allison Students' Union Vice President, Academic Affairs and Jonathan Ferguson, Mount Allison Students' Union President

Re: Pass/Fail option

Whereas the results presented in the Fall Student Experience 2020 Survey indicate students have felt overwhelmed and isolated during their Mount Allison experience in the COVID-19 pandemic;

whereas the global and local events which have unfolded since the aforementioned survey have only heightened this stress;

whereas there is a risk of students postponing their studies or dropping out and this having a negative effect on retention and budget projections;

whereas students consider the discussion on alternative grading schemes to be crucial to the betterment of the student condition this semester; and

whereas Mount Allison University has committed to being a national leader in taking a student-centred approach to education and in student satisfaction, we move:

Motion (Burke/Ferguson): that the Senate approves that upon the release of the final course marks for the Fall 2020 semester, students will have the option of choosing how their grade is recorded on their transcript. This would allow them to choose a letter grade as normal **or** opt for a Conditional Pass, Pass, or Fail (CP/P/F) option.

Supported by the Students' Unions of the Maple League of Universities and the New Brunswick Student Alliance:

We formally extend our support and stand in solidarity with the Mount Allison's University Students' Union. Our unions have consistently advocated for the extension of a pass/fail option and will continue to do so, in mutual support and solidarity.

Signed,

Georges-Philippe Gadoury-Sansfacon, Bishop's SRC Vice President of (Academic Affairs)

Lydia Houck, ASU Vice President (Academic and External Affairs)

Siobhan Lacey, STFX SU Vice President (Academic Affairs)

Megan Cormier, STUSU Vice President (Education)

Grace Pelkey, UNBSU Vice President (Internal)

Charlotte Fanjoy, UNB SRC (Vice President External Affairs)

Patrick Hickey, UNB SRC President & Chair of the New Brunswick Student Alliance

Sarah Kohut, STUSU President & Vice Chair of the New Brunswick Student Alliance