OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2012
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: February 2013
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ARTS 100	College of Arts	9
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Home and the World: An Interdisciplinary Introduction to University Studies
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

In this interdisciplinary course, instructors guide you in exploring a theme from a range of perspectives: practical and theoretical, imaginative and analytical, contemporary and historical, global and local. The lectures, seminars, and tutorials in ARTS 100 will help you to develop skills in critical reading, research, writing, and participation in dialogue.

ARTS 100 may include field trips.

Note: This course meets the writing *and* the reasoning requirement for the Bachelor of Arts and the Liberal Arts Diploma. It is worth 9 credits, the equivalent of 3 courses. In determining maximum permissible course loads, ARTS 100 will count as 3 courses.

PREREQUISITES: Admission to the Bachelor of Arts degree program, plus the prerequisites for ENGL 105.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 135

STRUCTURE OF HOURS:

Lectures:	90	Hrs
Seminar:	22.5	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify): tutorial	22.5	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **60**
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Susan Fisher**		
Department Head:	**Jacqueline Nolte**	Date approved:	**October 2011**
Supporting area consultation (Pre-UEC)		Date of meeting:	**October 28, 2011**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**October 14, 2011**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**October 14, 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**November 25, 2011**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Locate, gather, and organize various types of research material in response to a question or problem, and assess the probable reliability of the research
2. Use at least one method of documentation
3. Describe (in a written assignment) how knowledge and skills from an academic field can be applied to a local issue or question
4. Explain (in a written assignment) how two academic fields might differ in their approach to a problem or question
5. Summarize an academic article
6. Use at least one form of information gathering in the field (e.g., interviews, observation)
7. Extract useful insights from common forms of statistical data (e.g., tables, graphs) and apply them to support an argument (both in discussion and in written work)
8. Describe how cultural perspectives could affect interpretations of and approaches to a significant local issue
9. Collaborate productively with fellow students

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, tutorial, field trips, guest lecturers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Each offering will be different.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

For an offering of this course entitled "Culture and Agriculture" (on the theme of land use), incorporating interdisciplinary perspectives from Geography and literary studies:

Required text (as per current recommendation for GEOG 140 Human Geography): Rubenstein, J. 2009. *Contemporary Human Geography.* Prentice Hall. Recommended Text: *Goodes' World Atlas*, or equivalent, latest edition.

Carlson, Keith Thor. *The power of place, the problem of time : Aboriginal identity and historical consciousness in the cauldron of colonialism*. Toronto: U of Toronto P, 2010.

Atwood, Margaret. *The Year of the Flood.* Toronto: McClelland and Stewart, 2009.
Kingsolver, Barbara. *Animal, Vegetable, Miracle: A Year of Food Life*. New York: HarperCollins, 2007.

Course pack of poetry (selections will illustrate the pastoral tradition in Western verse; may include poetry from other traditions)

Course pack of readings on local environment and on food issues:

- Excerpts from *High water: living with the Fraser floods* and *First nations and first settlers in the Fraser Valley (1890-1960)*.
- Doré, Anne. "Transnational Communities: Japanese Canadians of the Fraser Valley, 1904-1942." *BC Studies* 134 (2002): 35. Academic Search Premier. EBSCO. Web. 7 Sept. 2011.
- Johnston, Hugh. "Group Identity in an Emigrant Worker Community: The Example of Sikhs in Early Twentieth-Century British Columbia." *BC Studies*148 (2005): 3,3-23,141. CBCA Complete. Web. 12 Sep. 2011
- Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford, Clarendon, 1993. (excerpts)
- Stobbe, Tracey, Alison J. Eagle, and G. C. Van Kooten. "Niche and Direct Marketing in the Rural-Urban Fringe: A Study of the Agricultural Economy in the Lower Mainland and Fraser Valley." *BC Studies* 167 (2010): 105-134. Academic Search Premier. EBSCO. Web. 7 Sept. 2011.
- Woudneh, Million B., Ziqing Ou, and Mark Sekela. "Pesticide Multiresidues in Waters of the Lower Fraser Valley, British Columbia, Canada. Part I. Surface Water." *Journal of Environmental Quality* 38.3 (2009): 940-7. Biological & Agr Index Plus. Web. 7 Sep. 2011.

Textbooks, References, Materials continued:

Note: Many other themes could provide both a local focus and a range of scholarly contexts. Instructors from any discipline in the College of Arts (and potentially from other faculties at UFV) could collaborate on a theme:

- Incarceration (e.g., criminological perspectives and literary study of narratives of prison?)
- BC 2030: How might factors such as climate change, migration, and rising oil costs shape opportunities and possibilities in the next twenty years? (economics, biology, geography, anthropology, design?)
- Borders (e.g., historical, political, or literary perspectives?)
- Childhoods: Work and Play, Home and School (history/ geography/psychology/anthropology/ literary studies)
- Natives, settlers, migrants (anthropology/ sociology/history/ indigenous studies/literary studies)
- Portraits and People (study of representations of local communities?) Film/ photography/ history/ indigenous studies/ anthropology
- Houses and homes (study of local architecture, historical/contemporary/future) Art History, history, design, indigenous studies/anthropology)

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Quizzes	10%
Summary and contrast of readings from different disciplines (includes draft and revision)	15%
Preliminary proposal for course project	5%
Midterm	15%
Report on field trip/research gathering	5%
Final course project	25%
Participation in term-end colloquium	5%
Final exam	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Land Use: Culture and Agriculture

1. Introduction to human geography: scope, techniques, tools
2. The Fraser Valley: physical features
3. The pastoral tradition
4. Aboriginal peoples of the Fraser Valley: land use practices (Visit from Sto:lo Research and Resource Management)
5. Migrants and settlers in the Fraser Valley
6. The geopolitics of food, the geopoetics of land
7. Agricultural communities
8. Defining environmental sustainability: criteria, values, prospects
9. Industry, agriculture, settlement: Pressures and challenges
10. The Future of Food