



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOCA 301	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Race, Place, and Space: Creative Tools for Navigating Turbulent Times Course Short Title: Race, Place & Space											
Faculty: Faculty of Humanities	Department (or program if no department): School of Creative Arts										
Calendar Description: Interdisciplinary theoretical content is illustrated with examples from creative practices, and students use creative and embodied methodologies to engage with course content. Students explore issues of decolonization, whiteness, racialization, privilege, and power, with the aim of promoting anti-racism. Students learn about global, national, and local expressions of systemic racism and the mechanisms of racial privilege. Note: Field trips outside of class time may be required. Note: Students with credit for IDS 300G cannot take this course for further credit.											
Prerequisites (or NONE):	45 university-level credits.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: IDS 300G Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 40										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	15					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	15										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: June 10, 2022										
Faculty Council approval	Date of meeting: October 14, 2022										
Undergraduate Education Committee (UEC) approval	Date of meeting: December 16, 2022										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Employ critical reading skills to engage with theoretical texts from various disciplines.
2. Apply concepts from theoretical readings to the analysis of performances, artworks, cultural performances, and social justice movements.
3. Critically position themselves in relation to readings and performances, demonstrating self-awareness.
4. Analyze systemic racism.
5. Examine approaches to decolonization, with consideration of the personal work it involves.
6. Articulate the "real-world" applications and implications of theory from multiple disciplinary perspectives, with particular emphasis on the implications for racialized and historically marginalized groups.
7. Contribute to the development of an intellectual community, e.g. through participation in seminars or discussion boards.
8. Synthesize various disciplinary perspectives, theoretical analyses and creative practices.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Journal	25%	Assignments:	15%	%
Class Engagement Activities	30%	Project:	30%	%

Details:

Class engagement activities include seminar participation (including level of engagement, contributing to conversations, listening, following class code of conduct), discussion board posts, in-class low stakes writing exercises, participation in peer review of research projects

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course is normally team-taught by instructors with different experiences of race and racialization from one another.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Article	David Garneau	Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing	2016
2. Article	Lee Maracle	Who Gets to Draw the Maps: In and Out of Place in British Columbia	2015
3. Article	Robin DiAngelo	White Fragility	2011
4. Article	Rodney Diverlus	Choreographic Design and Performing Black Activism	2020
5. Article	Robyn Maynard and Leanne Betasamosake Simpson	Toward Black and Indigenous Futures on Turtle Island	2020

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Positionality and power

- Vocabulary, space/place considerations and methods, personal connection to land and land acknowledgements
- Colonial thought: the Indian Act and the residential school system

Whiteness and privilege

- Racial privilege and white body supremacy, systemic racism
- Intersectionality and its impact on racialized and gendered violence: Black Lives Matter and MMIW (Missing and Murdered Indigenous Women)

Systemic racism

- Constellations of power and activism
- Race, place, and space

Decolonization and allyship

- Indigenous sovereignty and Indigenous resurgence
- Becoming antiracist

Resilience and joy