



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**November 24, 2023 - 10:00 AM**  
**A225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 9      **2.1. UEC draft minutes: Oct. 27, 2023**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

10 -      **3.1. Arts: Courses**  
13      Discontinuation: MUSC 100, 101, 150, 202

MOTION: To approve the discontinuation of MUSC 100, 101, 150, and 202.

14 -      **3.2. Culture, Media, and Society: Courses**  
46      Review with changes including prerequisites: MACS 210, 215, 221  
         Review with changes including title and prerequisites: MACS 230  
         Review with changes including prerequisites: MACS 240, 299  
         Review with changes: MACS 399, MACS 460/SOC 460

MOTION: To approve the MACS course outlines as presented.

47 -      **3.3. Graphic and Digital Design: Courses**  
66      Changes including prerequisites: GD 159, 254, 358  
         Changes including title and course code: GD 222 (formerly MEDA 222)  
         Changes including title and course code: GD 469 (formerly MEDA 469)

MOTION: To approve the GD course outlines as presented.

67 -      **3.4. Modern Languages: Courses**  
99      Review with changes: JAPN 101, 102, 103  
         Review with changes including prerequisites: JAPN 201  
         Review with changes: JAPN 202

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Review with changes including title and total hours: JAPN 301, 302

New course: JAPN 251, Introduction to Japanese Society and Culture

MOTION: To approve the JAPN course outlines as presented.

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112

**3.5. Social Work and Human Services: Courses**

Changes including title and pre/corequisites: HSER 130

Changes including title, prerequisites, and pre/corequisites: HSER 131 and 230

MOTION: To approve the HSER course outlines as presented.

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134

**3.6. Creative Arts: SOCA courses**

New course: SOCA 100, Ways of Seeing Art, Digital Media, and Visual Culture

New course: SOCA 105, Ways of Writing About Art, Design, Digital Media, and Visual Culture

New course: SOCA 201, Introduction to Visual Studies

New course: SOCA 402, Seminar in Visual Studies

MOTION: To approve the SOCA course outlines as presented.

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**3.7. Creative Arts: VA courses (new)**

New course: VA 100: Introduction to Visual Art

New course: VA 110: Creating on a Theme

New course: VA 260: Professional Skills for Visual Artists

New course: VA 295: Special Topics in Studio Fundamentals

New course: VA 300: Creative Research Methods

New course: VA 301: Creative Praxis

New course: VA 310: Art, Gender, and the Body

New course: VA 311: Place and Art-Making

New course: VA 325: Advanced Studio: Figure Painting and Figure Drawing

New course: VA 391: Socially Engaged Art Practices

New course: VA 392: Public Art

New course: VA 405: Senior Studio Project

New course: VA 490: Directed Studies in Studio Practice

MOTION: To approve the new VA course outlines as presented.

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261

**3.8. Creative Arts: VA courses (revised)**

Review with changes including total hours: VA 113

Review with changes including title, prerequisites, and total hours: VA 221, 223, 231, 251, 271, 280

Review with changes including title, prerequisites, and total hours, and course number: VA 225 (formerly VA 101)

Review with changes including title and prerequisites: VA 283

Review with changes including title, prerequisites, and total hours: VA 321, 331, 351, 360, 371

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Review with changes including title and prerequisites: VA 383  
Review including prerequisites and total hours: VA 395

MOTION: To approve the revised VA course outlines as presented.

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295

**3.9. Creative Arts: Programs**

Changes to program requirements: Visual Arts diploma  
Changes to program requirements: Visual Arts major  
Changes to program requirements: Visual Arts extended minor  
Changes to program requirements: Visual Arts minor

MOTION: To approve the changes to the Visual Arts diploma as presented, effective September 2024.

MOTION: To approve the changes to the Visual Arts major as presented, effective September 2024.

MOTION: To approve the changes to the Visual Arts extended minor and minor as presented, effective September 2024.

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345

**3.10. History: Courses**

Review with changes: HIST 122, 162/LAS 162, 211, 212, 309, 321, 325

New course: HIST 371, Populism in America: From Andrew Jackson to Donald Trump

New course: HIST 386, History of East Asian Communities in North America: Migration, Denial, and Belonging

New course: HIST 482, Under the Shogun: Social History of Early Modern Japan

MOTION: To approve the HIST course outlines as presented.

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354

**3.11. History: Programs**

Changes to program requirements: History major

MOTION: To approve the changes to the History major as presented, effective September 2024.

355 -  
370

**3.12. Planning, Geography, and Environmental Studies: Programs**

Changes to program: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying associate certificate (formerly Indigenous Maps, Films, Rights, and Land Claims associate certificate)

MOTION: To recommend approval of the changes to the Stó:lō Téméxw Responsibility, Reflection and (Re)Storying associate certificate as presented, effective May 2024.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

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**4.1. Policy Subcommittee**

MOTION: To approve the revised Policy Subcommittee Terms of Reference.

372

**4.2. UEC meeting schedule**

**4.3. APPC report**

**4.4. Senate report**

**4.5. Future topics for discussion**

**5. ADJOURNMENT**





## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

October 27, 2023  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Chris Campbell, Claire Carolan, Rhonda Colwell, Vlad Dvoracek, Samantha Hannah, Claire Hay, Carl Janzen, Amber Johnston, David Johnston, Selena Karli, Dana Landry, and Linda Pardy  
**ABSENT:** Ian Affleck, Shirley Hardman, Olivia Jackson, Bobby Jaswal, William Maher, Kate McCulloch, David McGuire, Lisa McMartin, Gurjot Singh, Shel Stefan, and Kevin Wainwright  
**GUESTS:** Hannah Celinski, Andrea Hughes, Lin Long, Heather McAlpine, Marlene Murray, Elaine Newman, Candace Stewart-Smith, Donna Tafreshi, Liana Thompson  
**RECORDER:** Amanda Grimson

#### **1. APPROVAL OF THE AGENDA**

#### **2. APPROVAL OF UEC MINUTES**

##### **2.1. UEC draft minutes: September 29, 2023**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Adult Education**

Review with changes: ADED 215

Review with changes including prerequisites: ADED 340, 407, 420

**MOTION:**

To approve the ADED course outlines as presented.

CARRIED

##### **3.2. English**

Review with changes: ENGL 200, 309, 325, 491, 492

Review with changes including title: ENGL 240, 340, 354, 356

Review with changes including change to special topics: ENGL 323

English proposed changing ENGL 323 to a special topics course, but there were some concerns with the rationale. As this change was made after CACC approval, it should go back to the Dean and/or CACC for further consultation.

**MOTION:**

To approve the ENGL course outlines as amended, except for ENGL 323:

- ENGL 240 calendar description: "Canadian literature in English" changed to "literatures in Canada in English"

- ENGL 491: "advisor" changed to "faculty supervisor"  
CARRIED

**3.3. Philosophy**

Discontinuation: RLST 201, 202, 320, 330, 340, 380

**MOTION:**

To approve the discontinuation of RLST 201, 202, 320, 330, 340, 380 as presented.  
CARRIED

**3.4. Psychology**

Review with changes including title and prerequisites: PSYC 301

**MOTION:**

To approve the PSYC 301 course outline as presented.  
CARRIED

**3.5. Engineering**

Name change and new credential: Engineering Common Core certificate (formerly Engineering Transfer program)

As noted in the proposal memo, it is acknowledged that this is outside the current definition of "certificate" in the Credentials policy (64).

It was clarified that if a student completes this certificate and continues at UFV, there will not be a limit on the number of credits they can apply to the Associate of Science or another diploma or degree. This is indicated in the Laddering Options section of the proposal and should be made clear to students.

**MOTION:**

To recommend creation of the Engineering Common Core certificate as presented.  
CARRIED

**3.6. Communication**

New program: Digital Communication and Promotion post-baccalaureate diploma

Chair was passed to the Vice Chair for this item.

**MOTION:**

To recommend approval of the Digital Communication and Promotion post-baccalaureate diploma as presented.  
CARRIED

**3.7. Arts and Integrated Studies**

Changes including title, prerequisites, and course code: AIS 111 (formerly CSM 104)

Changes including title, prerequisites, and course code: AIS 280 (formerly ARTS 280)

Changes including title, credits, prerequisites, and course code: AIS 380 (formerly ARTS 380)

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Changes including title, credits, prerequisites, total hours, and course code: AIS 480 (formerly ARTS 480)

Changes including title, antirequisite courses, and course code: AIS 299 (formerly ARTS 299)

Changes including title, prerequisites, and course code: AIS 398 (formerly PORT 398)

Changes including title and course code: AIS 399 (formerly PORT 399)

Changes including title, credits, prerequisites, and course code: AIS 401 (formerly ARTS 401)

A revised AIS 111 course outline was made available prior to the meeting, which included the following changes:

- Prerequisites changed from “fewer than 18 credits” to “none”
- Reference to Canada’s nine Skills for Success removed from calendar description, learning outcomes, and course content

It was noted that AIS 280 includes 61 total hours; this is unusual but intentional.

**MOTION:**

To approve the creation of the course code AIS (Arts and Integrated Studies).  
CARRIED

**MOTION:**

To approve the AIS course outlines as amended:

- AIS 398 evaluation: remove "holistic assessment"

CARRIED

Bachelor of Arts: Changes to program requirements

Bachelor of Integrated Studies: Changes to program requirements

**MOTION:**

To approve the changes to the Bachelor of Arts and Bachelor of Integrated Studies as presented, effective September 2024.  
CARRIED

#### **4. OTHER BUSINESS/DISCUSSION ITEMS**

##### **4.1. Centre for Experiential and Career Education (CECE)**

Liana Thompson (Executive Director, Student Academic Affairs) and Candace Stewart-Smith (Director, CECE) presented information about Work Integrated Learning (WIL), which includes:

- Apprenticeship
- Co-operative Education
- Internships
- Entrepreneurship
- Service learning
- Applied research projects
- Mandatory professional practicum/clinical placement
- Field placement
- Work experience

Academic units are encouraged to become familiar with the different forms of WIL, connect with CECE as they design programming that includes WIL, and communicate WIL activities to CECE for reporting purposes.

**4.2. Subcommittee membership****UEC Policy Subcommittee**

Current membership for 2023/24:

- UEC Chair: Samantha Hannah
- Registrar (or designate): David Johnston
- University Secretary: Al Wiseman
- Two UEC Faculty members: Michael Batu, Carl Janzen (first year of two year terms)
- UEC Advisor: Rhonda Colwell
- IR representative: Donna Alary
- PDQA representative: Claire Carolan
- Dean: Sylvie Murray
- UEC at large member: ***vacant***

*Note: Lisa McMartin subsequently volunteered to fill the remaining vacancy.*

**UEC Admissions Subcommittee membership for 2023/24**

Carl Janzen volunteered for the remaining vacancy on this subcommittee.

Current membership for 2023/24:

- Associate Registrar, Admissions and Recruitment: Sarah Graham
- University Registrar or designate: David Johnston
- Two UEC members from the faculty complement: Amber Johnston, Carl Janzen
- International Education representative: Daryl Smith
- One Associate Dean: Ian Affleck
- Two additional members, including at least one Academic or Program Advisor: Claire Hay, Vanessa Krahn
- Manager of Admissions (non-voting): Daniel Goertz

**4.3. APPC report**

The Journalism minor was approved and has been sent to DQAB for 30-day review, and there was an update on the revisions to the Institutional Learning Outcomes (ILOs).

**4.4. Senate report**

Senate approved UEC's revised Terms of Reference, changes to the Dental Office Receptionist program, and a schedule for graduand approvals.

**4.5. Senate Teaching and Learning Committee report**

Dana Landry will remain as Chair, with Vanessa Radzinski remaining as Vice Chair. STLC will meet next in December.

**5. INFORMATION ITEMS**

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**5.1. UEC Pre-Check Subcommittee rubric**

**5.2. UEC Liaisons**

Senate has approved the proposed revisions to UEC's Terms of Reference, which include UEC Liaison positions from Faculty Council Curriculum Committees that are not otherwise represented. These roles have not yet been filled.

**5.3. UEC membership, 2023/24**

**6. ADJOURNMENT**

**Memo for Course Changes**

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: , ,

Date: March 6, 2023

**Subject: Proposal for Discontinuation of MUSC 100**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **MUSC 100 was last offered May 2017 and was last reviewed January 2011. It is being discontinued as part of curriculum housekeeping.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**

**Memo for Course Changes**

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: , ,

Date: March 6, 2023

**Subject: Proposal for Discontinuation of MUSC 101**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **MUSC 101 was last offered Sept. 2019 and was last reviewed Sept. 2005. It is being discontinued as part of curriculum housekeeping.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**

**Memo for Course Changes**

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: , ,

Date: March 6, 2023

**Subject: Proposal for Discontinuation of MUSC 150**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **MUSC 150 was last offered Jan. 2018 and was last reviewed Sept. 2005. It is being discontinued as part of curriculum housekeeping.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**



**Memo for Course Changes**

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: , ,

Date: March 6, 2023

**Subject: Proposal for Discontinuation of MUSC 202**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☒ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: MUSC 202 was last offered 9/1/2014 and was last reviewed 9/1/2011. It is being discontinued as part of curriculum housekeeping.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? NA
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). NA
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? NA
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): NA

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 6, 2023

**Subject: Proposal for revision of MACS 210: History of Communication**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites The prerequisite used to be "None", now we have changed it to "15 university credits".
- ☒ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- Revised to recognize the distinct history of indigenous communication and culture in Canada as well as addressing how they were impacted by colonization.
- The pre-requisites were originally MACS 110 or 130 recommended but they were not required. It was changed to 15 university credits to recognize it as a 200 level course as this ensures students will have taken courses already and have an understanding of expectations and requirements for work and study while not being so onerous as to significantly shrink the pool of potential students. This makes the pre requisites more uniform with other SCMS courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

- Not substantial. Simply highlighting the focus on Canada and it's Indigenous peoples. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written. The revised learning outcomes also recognize the distinct history of indigenous communication and culture in Canad, as well as addressing how they were impacted by colonization.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- Not applicable.

5. Which program areas have been consulted about the change(s)?

- Not applicable.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - There is a more focused look at how Canada's (as well as other nation's) Indigenous peoples communicated, currently communicate, and how they historically were impacted with the introduction of new forms of communication.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The use of an edited anthology allows for multiple perspectives to be presented from many different authors with diverse backgrounds. Looking at the evolutionary role of communication media in a global context demonstrates the multiplicity of ways that media can and has affected all persons including traditionally marginalized groups.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - Changed to reflect that it has not been traditionally taught every semester due to the lack of faculty.
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - \$125 (textbook)

**CWC comment and response:**

- Given the nature of these courses, has any consideration been given to including OER resources rather than physical texts?

*I looked at the OER options at <https://collection.bccampus.ca/>. There are a few first-year introductions to media and communication studies available, but I was not able to find matches for the second-year MACS courses under review.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 210                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> History of Communication<br><b>Course Short Title:</b> History of Communication                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on the historical development of communication systems and technology from cave paintings to social networks. Students examine the changing relationships between technology, access to knowledge, and social values, and reflect on how these connect to their own relationship to communication today.                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | None. Note: As of January 2025, prerequisites will change to 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>GD 256</b><br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Analyze the social, cultural, and economic impact of communications technology.
2. Explain the factors involved in a society's adoption of new communication systems.
3. Describe the relationship between historical media and today's media environment.
4. Outline the ways media influence people's perceptions of time and space.
5. Discuss the connections between a society's dominant media and distribution of knowledge and power.
6. Examine how access to historical media shapes our understanding of the past.
7. Apply theoretical concepts to an analysis of media and communications in a historical context.

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

|          |     |              |     |             |     |
|----------|-----|--------------|-----|-------------|-----|
| Project: | 30% | Assignments: | 40% | Final exam: | 30% |
|          | %   |              | %   |             | %   |

**Details:**

**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.*)

May vary by instructor, but typical methods would include lectures, in-class discussions, group discussions, student-led activities, videos, and practice tests.

**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. Textbook | Heyer, P. & Urquhart, P. (Eds.) | <i>Communication in History: Stone Age Symbols to Social Media</i> (7 <sup>th</sup> ed). Routledge. | 2018 |
| 2.          |                                 |                                                                                                     |      |
| 3.          |                                 |                                                                                                     |      |
| 4.          |                                 |                                                                                                     |      |
| 5.          |                                 |                                                                                                     |      |

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

No

**Course Content and Topics**

- Methodology of studying communication history
- Oral traditions
- Space- and time-biased media
- The development of writing systems
- Indigenous concepts of knowledge
- The mechanization of printing, mass literacy, and industrialization
- Communication technology and colonialism
- Post-colonial and Indigenous critiques of the media framework
- Distinct forms of media: newspapers, magazines, photography, motion pictures, sound recording, radio, television, and the internet

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 6, 2023

**Subject: Proposal for revision of MACS 215: Advertising as Social Communication**

Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

1. Rationale for change:
  - Update the textbook as well as emphasize the critical and theoretical components of the course while also highlighting the potential for creative practical elements.
  - The pre-requisites were originally MACS 110 or 130 recommended but they were not required. It was changed to 15 university credits to recognize it as a 200 level course as this ensures students will have taken courses already and have an understanding of expectations and requirements for work and study while not being so onerous as to significantly shrink the pool of potential students. This makes the pre requisites more uniform with other SCMS courses.
2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
  - Not substantial.
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - Not applicable
4. Which program areas have been consulted about the change(s)?
  - Not applicable
5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- While there are no direct links in the course materials to indigenous forms of “advertising”, the course does allow for the opportunity of content delivery on the modern uses of creative practices by Indigenous peoples as well as highlighting how historical advertising worked to create stereotypical or racist imagery of indigenous peoples.
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - The course’s creative elements present the opportunity for multiple knowledge delivery methods from the traditional term paper to the production of advertising copy and video content.
  7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  8. Estimate of the typical costs for this course, including textbooks and other materials:
    - **Not applicable**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1991  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> MACS 215                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Course Full Title:</b> Advertising as Social Communication<br><b>Course Short Title:</b> Advertising as Social Comm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Calendar Description:</b><br>Explores the significance of advertising as a system of social communication, considering issues such as consumerism, identity construction, and social values. While the course is grounded in critical theories, it may also include creative and practical opportunities for students to demonstrate their knowledge.                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | None. Note: As of January 2025, prerequisites will change to 15 university-level credits.                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | None                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                        | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 36 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                         | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><br><b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |



**Learning Outcomes**

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

1. Outline the historical and theoretical foundations of advertising.
2. Critically assess the implications of the intersections between gender, race, class, and other social categories in advertising.
3. Deconstruct advertising texts, images, and narratives to identify meanings, ideologies, and persuasive techniques.
4. Discuss the role that advertising plays in constructing reality in contemporary market-industrial cultures.
5. Describe models for criticizing and justifying advertising's prominent position in society.
6. Assess advertising's relationship to corporate and government institutions and markets.
7. Discuss how form and content in advertising combine to attract and influence audiences.

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 30% | Project:    | 20% | % |
| Quizzes/tests: | 30% | Final exam: | 20% | % |

**Details:** Assignments may include creative projects that require the use of audio and/or video editing equipment.

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

**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. Textbook | Holm, N               | Advertising and Consumer Society: A Critical Introduction. 2nd ed. | 2023 |
| 2.          |                       |                                                                    |      |
| 3.          |                       |                                                                    |      |
| 4.          |                       |                                                                    |      |
| 5.          |                       |                                                                    |      |

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

Access to video equipment or a smart phone capable of recording video.

**Course Content and Topics**

- History of advertising
- Analyzing advertisements
- Advertising, capitalism, and ideology
- Commodities, commodity fetishism, and the commodification of culture
- The audience and audience research
- Role of the advertising agency
- Art and advertising
- Gender and advertising
- Race and advertising
- Children and advertising
- Advertising and political and regulatory concerns
- Digital advertising and data mining
- Global advertising

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 6, 2023

**Subject: Proposal for revision of MACS 221**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- The review for this course is overdue. This course should have been reviewed last October 2018. The calendar description and course learning outcomes have been updated to match the standards of the School of Culture, Media & Society and the College of Arts. Revisions to the calendar description describe the course more clearly and concisely.
- The pre-requisites were originally MACS 110 or 130 recommended but they were not required. It was changed to 15 university credits to recognize it as a 200 level course as this ensures students will have taken courses already and have an understanding of expectations and requirements for work and study while not being so onerous as to significantly shrink the pool of potential students. This makes the pre requisites more uniform with other SCMS courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No, this course is not required by any other program.
5. Which program areas have been consulted about the change(s)?
  - The School of Culture, Media & Society.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - This course can focus on expressions of popular culture by and for Indigenous peoples. It can examine such issues as the representation of Indigenous peoples, the power of Indigenous peoples to tell their own stories, and cultural appropriation. Moreover, students have the option of exploring Indigeneity in their assignments.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - This course focuses on cultural studies, a progressive approach to the study of popular cultures in all their diversity. This approach celebrates the production and consumption of popular cultures by communities of different backgrounds, including underrepresented and marginalized ones. It also critically examines incidences of sexism, racism, ageism, etc., in popular cultures.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.).
  - Not applicable
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - \$80.00 (the approx. cost of the required textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 221                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Media and Popular Cultures<br><b>Course Short Title:</b> Media & Popular Cultures                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the field of cultural studies through a critical examination of contemporary popular cultures. Cultural studies consider media production, meaning, and audience consumption.                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | None. As of January 2025, prerequisites will change to 15 university-level credits or MACS 110.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Evaluate various theoretical perspectives for the study of media and popular culture with an emphasis on cultural studies.
2. Analyze media representations of diverse identities, including ability, age, ethnicity, gender/sexuality, and race.
3. Explore the intersections of media and popular cultures with art, music, fashion, sports, or politics.
4. Contrast media trends and practices across different cultural contexts, including global, regional, and local ones.
5. Describe the history of debates on high versus low culture.
6. Explain how political and economic factors affect the content and accessibility of popular-culture texts in North America and beyond.
7. Assess how audiences participate in shaping media and popular cultures through their consumption practices, online participation, fandom, etc.

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 35% | Project:    | 20% | % |
| Quizzes/tests: | 20% | Final exam: | 25% | % |

**Details:**

**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.)*

May vary by instructor, but typical methods would include lectures, in-class discussions, group discussions, student-led activities, videos, music, practice tests.

**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. Textbook | Susie O'Brien & Imre Szeman | <i>Popular Culture: A User's Guide</i> , 4 <sup>th</sup> ed.                                                     | 2017 |
| 2. Article  | J. Griffith Rollefson       | Tom Ze's Fabrication Defect and the "Esthetics of Plagiarism": A Postmodern/Postcolonial "Cannibalist manifesto" | 2007 |
| 3. Article  | Laura Hall                  | Welcome to the horror show: Settler colonialism, gender, and the horror film.                                    | 2023 |
| 4.          |                             |                                                                                                                  |      |
| 5.          |                             |                                                                                                                  |      |

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

There are generally no unusual supplies required for this course.

**Course Content and Topics**

- Defining "cultural studies and "popular culture"
- Mass society critics: the precursors of cultural studies
- The British origins of cultural studies in the 1950s and 60s
- The production of popular culture
- Popular culture and social class
- Popular culture and identity formation
- Subcultures and countercultures
- Popular culture, gender, and sexuality
- Representations of race and ethnicity
- Postmodernist perspectives on popular culture
- Popular culture as social practice: fans and other audience members
- The role of popular culture in reflecting and prompting social change

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 19, 2023

**Subject: Proposal for revision of MACS 230: Cultural Industries in Canada**

Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

1. Rationale for change:

- The course has been updated in recognition of the increasing significance of both the roles and impacts of technology in this field.
- The addition of “Global Contexts” accounts for the reality that the dominant cultural industries transcend national boundaries in terms of ownership, scope and impact. To study them adequately, one has to employ a transnational perspective.
- Revisions to the calendar description describe the course in clearer and more concise language.
- The new prerequisites move away from recommending specific courses and towards requirements that are in harmony with the other second-year courses. We feel that students should have completed the equivalent of at least one semester’s worth of courses before enrolling in this second-year course.
- Minor revisions to the learning outcomes observe UFV’s rules for how they should be written.
- Updates to “Delivery methods and/or tests and resource materials” reflect how the course has evolved since last going to UEC.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

- The changes are not substantial.

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No, this course is not required by any other program.
4. Which program areas have been consulted about the change(s)?
  - The School of Culture, Media & Society.
5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - This course acknowledges the growing participation of Indigenous peoples in the cultural industries under review, from the greater number of Indigenous participants in the moviemaking process to the increased role played by Indigenous people in the publishing sector. Moreover, students have the option of exploring Indigeneity in some of their work.
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - In examining the cultural industries in Canada, this course explores issues of access by women and minorities to positions of power and influence. It also draws students' attention to examples of culturally sensitive works by Canadian creators of diverse backgrounds. Moreover, students in some of their coursework can focus on issues relevant to equity, diversity, and inclusion.
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - Not applicable.
8. Estimate of the typical costs for this course, including textbooks and other materials:
  - \$125 (the approximate cost of the required readings).



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 230                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Cultural Industries in Canada: Global Contexts<br><b>Course Short Title:</b> Cultural Industries in Canada                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on a selection of cultural industries in Canada with an emphasis on conditions of production and the impact of globalization. What interests do the cultural industries in Canada reflect, and how well do they serve Canadians?                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | None. Note: As of January 2025, prerequisites will change to 15 university-level credits.                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                          | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**MACS 230**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Explain how representative cultural industries developed in Canada.
2. Describe governments' role in regulating and subsidizing representative cultural industries.
3. Outline how technological change has affected cultural industries.
4. Situate Canadian cultural industries within the context of global media production.
5. Analyze the various functions of workers in the selected cultural industries.
6. Discuss the challenges that marginalized cultural producers in Canada face to make themselves heard.

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 30% | Final exam: | 20% | % |
| Quizzes/tests: | 30% | Project:    | 20% | % |

**Details:**

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

**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 | Hesmondhalgh, David                 | "The cultural industries approach: Distinctive features of culture-producing businesses," <i>The Cultural Industries</i> , 4 <sup>th</sup> ed.             | 2019 |
| 2. Article | DeCillia, Brooks, & Patrick McCurdy | "The sound of silence: The absence of public service values in Canadian media discourse about the CBC," <i>Canadian Journal of Communication</i> , 41(4)   | 2016 |
| 3. Article | Armstrong, Robert                   | "Canadian ownership and competition policy," <i>Broadcasting Policy in Canada</i> , 2 <sup>nd</sup> ed.                                                    | 2016 |
| 4. Article | Schnitzer, Ben                      | "Netflix: Canadian (dis)content. Competing sovereignties and the cultural politics of cultural policy." <i>American Review of Canadian Studies</i> , 49(1) | 2019 |
| 5.         |                                     |                                                                                                                                                            |      |

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

None

**Course Content and Topics**

- Defining "cultural industries"
- Critical theory of the cultural industries
- Critical theories of nation, multiculturalism, and decolonization in Canada
- Subsidization and regulation as government tools to steer the cultural industries
- Public and private television in Canada
- Differences in broadcast and digital media policy
- Internet media
- Film as business versus film as art
- Video game production in Canada
- The recording industry in Canada
- Publishing in Canada
- The sports entertainment industry in Canada

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 19, 2023

**Subject: Proposal for revision of MACS 240**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☒ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- The calendar description and course learning outcomes have been updated to match School and College standards.
- Revisions to the calendar description describe the course in clearer and more concise language.
- The new prerequisites move away from recommending specific courses and towards requirements that are in harmony with the other second-year courses. We feel that students should have completed the equivalent of at least one semester's worth of courses before enrolling in this second-year course.
- The learning outcomes have been updated to better fit both Indigenizing and EDI goals, *inter alia*.
- The frequency of course offerings has been updated to be consistent with other School offerings.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written. The new learning outcomes are more concise and to the point. There is also a new learning outcome to help meet Indigenizing and EDI goals.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - No, this course is not required by any other program.
  5. Which program areas have been consulted about the change(s)?
    - The School of Culture, Media & Society
  6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
    - Considering how Indigenous media fits into the political economy framework is now part of the learning outcomes.
    - The recommended evaluation methods replace quizzes with a project that may allow evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of the above.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - The approach explored in this course, the political economy of communication, examines the cultural industries in a critical and progressive manner that owes much to the work of neo-Marxists. The course examines the mainstream media in terms of how well they follow principles of equity, diversity and inclusion, suggests how these media could improve, and proposes alternatives to the dominant ideology.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.).
    - Not applicable
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
    - \$125 (approx. cost of required textbook).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 240                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Media, Money, and Power<br><b>Course Short Title:</b> Media, Money & Power                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Contemporary media claims to be more personalized and democratized, yet there is a disconnect between the proliferation of media and the concentration of media ownership into a few hands. This course considers how ownership and the quest for profit shapes the news and entertainment we experience.                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None. Note: As of January 2025, prerequisites will change to 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**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. Outline political economy as a theory and method of communication studies.
2. Describe how Indigenous and subaltern media fit into the political economy framework.
3. Differentiate between the various forms of media ownership.
4. Describe how changes in economic paradigms affect media industries.
5. Explain how financial and political considerations shape media, content, and audiences.
6. Discuss the effects of concentration of media ownership nationally and internationally.
7. Apply the political economic approach to analyze selected media in depth.

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

|          |     |              |     |             |     |
|----------|-----|--------------|-----|-------------|-----|
| Project: | 30% | Assignments: | 40% | Final exam: | 30% |
|          | %   |              | %   |             | %   |

**Details:**

**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.)*

**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. Textbook | Nichols, Randy, & Martinez, Gabriela (eds). | Political Economy of Media Industries: Global Transformations and Challenges | 2020 |
| 2. Textbook | Grisold, Andrea, & Preston, Paschal (eds)   | Economic Inequality and News Media: Discourse, Power, and Redistribution     | 2020 |
| 3. Textbook | Jin, Dal Yong                               | Globalization and Media in the Digital Platform Age                          | 2020 |
| 4. Textbook | Wasko, Janet                                | Understanding Disney: The Manufacture of Fantasy, 2 <sup>nd</sup> edition    | 2020 |
| 5.          |                                             |                                                                              |      |

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

None.

**Course Content and Topics**

- History of political economy theory
- Public, private, state, community, and user media ownership
- Capitalism and neoliberalism as economic and ideological systems
- Media convergence
- Media globalization
- Commodification of news media
- Commodification of audiences
- Intellectual property rights
- Government media regulations
- Platform and surveillance capitalism
- Labour in communication industries
- Decolonizing media

**Memo for Course Changes**

To: UEC

From: Eric Spalding, School of Culture, Media, and Society

Date: November 17, 2023

**Subject: Proposal for revision of MACS 299**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☒ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- The calendar description and course learning outcomes have been updated to match School and College standards.
- Revisions to the calendar description describe the course in clearer language.
- The new prerequisites move away from recommending specific courses and towards requirements that are in harmony with the other second-year courses. We feel that students should have completed the equivalent of at least one semester's worth of courses before enrolling in this second-year course.
- The frequency of course offerings has been updated to be consistent with other School offerings.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No

5. Which program areas have been consulted about the change(s)?
  - Not applicable
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - The content depends on the selected course topic. In the example topics, Western depictions of Islam or Superheroes: mass media and representation, both seek to critique the colonial assumptions of media.
7. The assignments may also allow evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - Moving away from a textbook to selected articles and chapters allows for the readings to reflect a diversity of perspectives and experiences.
  - A discussion of the role played by the media (learning outcome 6) questions who holds the powers in media and consider how that biases media output.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.).
  - Not applicable
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - \$0



ORIGINAL COURSE IMPLEMENTATION DATE: January 2014  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 299                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Media and Communications Studies I                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Special Topics I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a selected topic in media and communication studies not addressed in current course offerings. Topics covered vary from semester to semester.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None. Note: As of January 2025, prerequisites will change to 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**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. Define fundamental concepts relevant to an understanding of the topic from a media and communication studies perspective.
2. Describe a specific topic in relation to media and communication studies.
3. Outline several core themes and debates applicable to understanding of the topic.
4. Apply selected theories and ideas to a media and communication studies analysis of a topic/issue.
5. Evaluate the impact of the topic on society.
6. Analyze the role played by the media in society.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 50% | Quizzes/tests: | 25% | Final exam: | 25% |
|              | %   |                | %   |             | %   |

**Details:**

**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.)*

Lecture, seminar, and classroom discussion. Lectures may include films and guest speakers

**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         | Kellner, Douglas          | Kellner, Douglas. 2004. "9/11, Spectacles of Terror, and Media Manipulation: A Critique of Jihadist and Bush Media Politics." <i>Critical Discourse Studies</i> 1 (1): 41–64.<br><a href="https://doi.org/10.1080/17405900410001674515">https://doi.org/10.1080/17405900410001674515</a> . | 2004 |
| 2. Online resource | Nadel, Alan               | Nadel, Alan. 1997. "A Whole New (Disney) World Order: Aladdin, Atomic Power, and the Muslim Middle East." In <i>Visions of the East: Orientalism in Film</i> , 184–205. New Brunswick, New Jersey: Rutgers University Press.                                                               | 1997 |
| 3. Article         | Komel, Mirt               | Komel, Mirt. 2014. "Orientalism in Assassin's Creed: Self-Orientalizing the Assassins from Frerunners of Modern Terrorism into Occidentalized Heroes." <i>Teorija in Praksa; Ljubljana</i> 51 (1): 72-90,188.                                                                              | 2014 |
| 4. Online resource | Jamakani, Amira           | Jamakani, Amira. 2015. "'To Catch a Sheikh' in the War on Terror." In <i>An Imperialist Love Story: Desert Romances and the War on Terror</i> , 43–78. New York: New York University Press.                                                                                                | 2015 |
| 5. Video           | Earp, Jeremy & Sut Jhally | Earp, Jeremy, and Sut Jhally, dirs. 2006. <i>Reel Bad Arabs: How Hollywood Vilifies a People</i> . Media Education Foundation.                                                                                                                                                             | 2006 |

**Course Content and Topics**

Example: Western Media Depictions of Islam

- The West and the Islamic world
- Orientalism
- Racialized regimes of representation
- The "deviant" Muslim
- Muslim "fanatics"
- Racializing Islam
- The "good" Muslim

Example: Superheroes

- Why are superheroes popular now?
- Superheroes as transmedia
- Historical development of superheroes
- Superheroes and class
- Superheroes and race
- Superheroes as military propaganda?
- Superheroes and disability
- Superheros and gender

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 19, 2023

**Subject: Proposal for revision of MACS 399**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☒ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- The calendar description and course learning outcomes have been updated to match department and college standards.
- Revisions to the calendar description describe the course in clear language.
- The frequency of course offerings has been updated to be consistent with other department offerings.
- The course learning outcomes have been updated to match department and college standards.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- The new learning outcomes are substantially similar to the previous ones. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No

5. Which program areas have been consulted about the change(s)?

- School of Culture, Media & Society
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
    - The assessment of the course moves away from an examination-based model and evaluates on students actively responding to the course by demonstrating learning through their preferred way of expression. The course also focuses on holistic assessment, which connects students' reflections on their own experiences with the selected topic. The project also builds throughout the course, allowing students opportunities to reassess and demonstrate learning rather than through a one-time examination.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - Moving away from a textbook to selected articles and chapters allows for the readings to reflect a diversity of perspectives and experiences.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
    - Not applicable
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
    - \$125 (approx. cost of required readings).



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 399                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Media and Communications Studies II                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Special Topics II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a selected topic in media and communication studies not addressed in current course offerings. Topics covered vary from semester to semester.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits, including at least 3 credits in MACS.                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Explain concepts, themes, and theories deemed essential to an understanding of the special topic.
2. Articulate how the special topic is situated within media and communication studies.
3. Critically examine scholarly arguments on the special topic.
4. Clearly communicate key ideas from the course.
5. Reflect on the relevance of course ideas to their everyday lives.
6. Apply relevant theories in media and communication studies to analyze the special topic.

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

|              |     |          |     |                      |     |
|--------------|-----|----------|-----|----------------------|-----|
| Assignments: | 30% | Project: | 50% | Holistic assessment: | 20% |
|              | %   |          | %   |                      | %   |

**Details:** Given that this is a special topics course, the specific course requirements will vary from one iteration to another, depending upon what is considered most appropriate. In general, however:

- Projects will involve some kind of sustained work that draws upon the whole of the course. These will often be broken down into smaller assignments that build on each other.
- Assignments will consist of shorter pieces of work focused more on sub-topics of the course.
- Holistic assessment considers how the themes of the course relate to students' wider experiences. Such an assessment may take the form of written or oral critical self-reflection on the broader implications of course themes.

**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.)*

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual materials

**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         | Gee, James                | Gee, James. "Why Game Studies Now? Video Games: A New Art Form." <i>Games and Culture</i> 1.1 (January 2006): 58-61.                                                                                                                                                                             | 2006 |
| 2. Online resource | De Peuter, G.             | G. De Peuter. 2005. "Origins of an Industry: Cold Warriors, Hackers, and Suits, 1960-1984 " in <i>Digital Play: The interaction of technology, culture, and marketing</i> . Montréal: McGillQueen's University Press. pg 84-108.                                                                 | 2005 |
| 3. Article         | Yee, Nick                 | Yee, Nick. "The Labor of Fun: How Video Games Blur the Boundaries of Work and Play." <i>Games and Culture</i> , 1(1), January 2006. 68-71                                                                                                                                                        | 2006 |
| 4. Article         | Shaw, Adrienne            | Shaw, Adrienne. 2015. "He Could Be a Bunny Rabbit for All I Care! How We Connect with Characters and Avatars." In <i>Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture</i> . University of Minnesota Press.                                                               | 2015 |
| 5. Article         | Bowman, Nicholas D. et al | Bowman, Nicholas David, Daniel A Bowen, Melissa C Mercado, Lindsey Jean Resignato, and Philippe de Villemor Chauveau. 2022. "'I Did It without Hesitation. Am I the Bad Guy?': Online Conversations in Response to Controversial in-Game Violence." <i>New Media &amp; Society</i> , April, 146- | 2022 |

**Course Content and Topics**

Example: Cultural Studies and Video Games

- A short political history of gaming
- Work and Play: User Generated Content and Labour in the Game Industry
- Participatory culture
- Communities of play
- Video-game panics: violence, sex, and immorality
- Real, unreal, and the hyperreal
- Gaming identities
- Games as media texts / Games as communication
- Video games representation
- Cheating and playing the system

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: October 6, 2023

**Subject: Proposal for revision of MACS/SOC 460: Issues in an Information Society**

Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

**1. Rationale for change:**

- Updates reflect the rapidly changing nature of technology and the theoretical responses to that change.

**2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):**

- Not substantial, just a recognition of changing technologies and the introduction of how these technologies are being employed by indigenous communities.

**3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**

- Not applicable

**4. Which program areas have been consulted about the change(s)?**

- Not applicable

**5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).**

- By looking at how indigenous communities across the globe have harnessed modern technologies in an effort to preserve, promote, and support their cultures.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The course's creative elements present the opportunity for multiple knowledge delivery methods from the traditional term paper to the production of advertising copy and video content. The use of selected readings in place of, or in addition to a textbook, allows for multiple perspectives to be presented from many different authors with diverse backgrounds.
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - Not applicable
8. Estimate of the typical costs for this course, including textbooks and other materials:
  - \$125



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 460                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Course Full Title:</b> Issues in the Information Society<br><b>Course Short Title:</b> Issues in the Info Society                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Calendar Description:</b><br>Explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relation to a variety of social issues including the changing nature of work, individual identity formation, social roles, democracy, privacy, and community.<br><br>Note: This course is offered as MACS 460 and SOC 460. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 45 university-level credits including at least 9 credits of SOC and/or MACS.                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>SCMS 460</b><br>Cross-listed with: <b>SOC 460</b><br>Equivalent course(s): <b>SOC 460</b><br><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>                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>[click to select] |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                              |  |



**MACS 460**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**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. Describe some of the key social and cultural information technologies.
2. Chart the dominant discourses which frame the development and integration of information technologies in society.
3. Critically assess the claims of "the information society".
4. Describe the relationship between information technologies and various selected spheres of human activity and identity formation.
5. Explore how Indigenous (and other marginalized) communities utilize technology to preserve and promote language, culture, and customs.
6. Evaluate the subversive and suppressive potential of information technologies.

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

|                |     |              |     |             |     |
|----------------|-----|--------------|-----|-------------|-----|
| Quizzes/tests: | 20% | Assignments: | 55% | Final exam: | 25% |
|                | %   |              | %   |             | %   |

**Details:**

In-class mid-term exam 25%, group project/presentation 30%.

**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.)*

Lectures and tutorial-style discussions, collective news media analysis, as well as documentary videos and film clips.

**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. Textbook | Miller, Vincent       | Understanding Digital Culture                            | 2020 |
| 2. Other    |                       | Course pack containing readings from appropriate sources |      |
| 3.          |                       |                                                          |      |
| 4.          |                       |                                                          |      |
| 5.          |                       |                                                          |      |

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

**Course Content and Topics**

1. Technology, agency, and social change: introduction to issues in the information society
2. Key elements of digital media
3. Economics of the information age
4. Media and technological convergence
5. Technology, privacy, and surveillance
6. Technology and work
7. Information politics
8. Digital identity
9. Cybercrime and cyberterrorism
10. The body and information technologies



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOC 460                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                              |  |
| <b>Course Full Title:</b> Issues in the Information Society<br><b>Course Short Title:</b> Issues in the Info Society                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                            |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MACS 460</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relation to a variety of social issues including the changing nature of work, individual identity formation, social roles, democracy, privacy, and community.<br><br>Note: This course is offered as MACS 460 and SOC 460. Students may take only one of these for credit. |  |                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | 45 university-level credits including at least 9 credits of SOC and/or MACS.                                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | None.                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | None.                                                                                                                                                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>SCMS 460</b><br>Cross-listed with: <b>MACS 460</b><br>Equivalent course(s): <b>MACS 460</b><br><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>                                          |  | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Date of meeting:</b> October 2023                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>Date of meeting:</b> October 13, 2023                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Date of meeting:</b> November 25, 2023                                                                                                                                                                                           |  |

**Memo for Course Changes**

To: Linda Pardy

From: Jennifer Deon

Date: August 4, 2023

**Subject: Proposal for revision of GD159 Digital Design Media II**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

*Students require industry-standard typographic skills. We found that some students were coming into the course without understanding typography, which made learning too challenging for some students. Positioning GD159 after GD154 in students' course plans equips them with a foundation in typographic theory before moving into industry-standard methods of producing editorial and typographic projects. The learning outcomes have been revised to emphasize typographic skills, layout theory, and publication design critical to students' laddering into upper-level courses.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *The course learning outcomes have been streamlined and reduced from ten to five to eliminate redundancies and strengthen the communication of learning needed to fulfill the program outcomes.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
5. Which program areas have been consulted about the change(s)? *None.*

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This is a foundational, skills-based, technical course. We have included reference text and a recommended project topic to model respectful content sourcing that aligns with the UNDRIP articles 9 and 11.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The term project for this course encourages students to take a pluralistic approach to publication design and seek non-western perspectives for content, layout inspiration and typographic style.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

Estimate of the typical costs for this course, including textbooks and other materials:

*GD courses have a differential tuition fee.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 159                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Digital Design Media II                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Digital Design Media II                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduces professional layout applications for print and digital publishing. Students will produce comprehensive communication design projects while gaining knowledge of layout software, including font and file management, colour systems, and file formats.                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None. Note: As of January 2025, prerequisites will change to GD 154.                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>GD156</b><br>Cross-listed with:<br>Equivalent course(s): <b>GD156</b><br><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>                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Supervised laboratory hours (design lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**GD 159**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**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. Execute layouts and publications for print and digital media.
2. Develop content for editorial and typographic projects.
3. Describe print and digital publishing with professional terminology.
4. Produce typographic work using industry-standard methods, software, and tools.
5. Implement professional production workflow and management for print and digital publications.

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

|          |     |                |     |  |   |
|----------|-----|----------------|-----|--|---|
| Project: | 90% | Quizzes/tests: | 10% |  | % |
|          | %   |                | %   |  | % |

**Details:**

In-class projects (40%), a term project (50%) and a final quiz (10%)

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

**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. Textbook | Beth Tondreau         | Layout Essentials Revised and Updated: 100 Design Principles for Using Grids | 2019 |
| 2. Textbook | Kimberly Elam         |                                                                              | 2007 |
| 3. Textbook | Sue Apfelbaum         | Designing the editorial experience: a primer for print, Web, and mobile      | 2014 |
| 4. Textbook | Richard Poulin        | Design School: Layout: A Practical Guide for Students and Designers          | 2018 |

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

Access to Adobe CC subscription and Macintosh computer

**Course Content and Topics**

- Introduction to software and layout design for print and screen.
  - In-class project: Observe and capture
- Content and pages: Using content frames and layout elements. Discussion of appropriation and ethical sourcing of content.
  - In-class project: Composition play
- Type and layout: Using type panels. Expressive and functional text for layout design.
  - In-class project: Type and hierarchy
- Styles for efficiency: Object, paragraph, and character styles.
  - In-class project: Type styles
- Managing visual data: Working with charts and tables for information design.
  - In-class project: Lists and data
- Term project delivery: Culture zine.
- Publication design for print and screen. Examining cultural influences and pluralistic perspectives on communication design and layout.
  - In-class project: Multicultural editorial analysis
- Developing visual style: Designing layout comps and creating mood boards.
- Visual systems: Continuing with multi-page documents and developing design directions.
  - In-class project: Layout with grids
- Multi-page documents: Planning content and generating layout ideas for more than four pages.
- On-screen presentations: Interactive documents and adding functionality for user interaction and dynamic presentations.
- Printing documents: Booklets and binding.
- Lab time. Class critique of term project draft.
- Course wrap and open questions session.
- Term project: Final print and revised files due end of day.

**Memo for Course Changes**

To: Linda Pardy

From: Jennifer Deon

Date: August 4, 2023

**Subject: Proposal for revision of GD254 Typography II**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

*The initial course design included the need for training with code, but with the progression of industry tools, this skill set is no longer needed for this class. Removing the additional prerequisite creates more access for students. Feedback from the CACC was implemented in adjusting the delivery hours and removing the word “articulate” from learning outcome #7. A minor edit was made to the materials needed section by deleting a virtual server and a no longer-used subscription.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *n/a*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
5. Which program areas have been consulted about the change(s)? *None.*
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This course includes critically examining the systems we engage with for typographic communication and the more significant contexts of community and culture in which they exist. Students are empowered to create works that are personal to them and respectful in their design and development, responding to the UFV Commitment to Aboriginal Peoples policy to develop respectful and ethical educational, service and research protocols and guidelines for addressing knowledge systems, language, and culture. An example is an exploration of writing systems and alphabets where students are introduced to Indigenous languages through a guest speaker.*

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Topics and projects in this course require students to take a pluralistic approach to visual research through inclusive person-centred investigation. Accessibility, diversity, and complexity of culture and relationships are addressed through project explorations of meaning with type, image, compositional relationships, and materials. Students will learn the complexity of typographic communication and develop a closer connection to culture, context, and accessibility.*

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
8. Estimate of the typical costs for this course, including textbooks and other materials:

*GD courses have a differential tuition fee.*





ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|------------------------------------------|----|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 254                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Typography II<br><b>Course Short Title:</b> Typography II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students develop advanced skills in typography for transmedia design solutions and analyze the conceptual and communicative aspects of typographic composition, master typographic grids and hierarchies, explore expressive form and visual language, and integrate advanced typographic systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | GD 154.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised laboratory hours (design lab)</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 20 | Supervised laboratory hours (design lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> June 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                      |  |

**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. Design typographic solutions in response to a creative brief.
2. Produce advanced page composition, visual hierarchy, and complex text formatting using best practices.
3. Develop typographic systems to support brand strategy and touchpoints.
4. Create experimental composition and customized marks.
5. Explore the conceptual potential of typographic form, visual language, and application of different writing systems.
6. Integrate analog and digital typographic strategies to address accessibility.
7. Critically reflect on the Indigeneity or diaspora of aspirational designers and typographers.

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

|              |     |           |     |   |
|--------------|-----|-----------|-----|---|
| Assignments: | 80% | Lab work: | 20% | % |
|              | %   |           | %   | % |

**Details:**

50% Project 1: typographic identity

50% Project 2: typographic treatment for a book or film

**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.)*

Lectures, demonstrations, visual and participatory research, iteration, experiential learning, sprints, critiques, written reflections, and presentations.

**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. Textbook | Witmer, Ben                 | Bi-Scriptual: Typography and graphic Design with Multiple Script Systems           | 2019 |
| 2. Textbook | Hall, Sean                  | This Means This, This Means That, A User's Guide to Semiotics                      | 2012 |
| 3. Textbook | Lupton, Ellen               | Thinking with Type: A Critical Guide for Designers, Writers, Editors, and Students | 2014 |
| 4. Textbook | Bringhurst, Robert          | The Elements of Typographic Style: Version 4.0                                     | 2013 |
| 5. Textbook | Noble, Ian; Bestly, Russell | Visual Research, An Introduction to Research Methodologies in Graphic Design       | 2016 |

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

Internet connection, Google fonts, subscription to Adobe CC, and access to an Apple computer.

**Course Content and Topics**

**Type and Experimentation:** Developing visual language. Working with accessibility, diversity, and complexity by exploring meaning through type and image compositional relationships and materials. Readings: Type, Image, Message, Skolos + Wedell. Project 1 assigned Week 1, due Week 5.

**Working with letterforms, craft, and motion:** Working with multilingual writing systems. Students are introduced to different writing systems and alphabets. Sharing their knowledge and experience of a different writing system. The emotional qualities of typefaces.

**Type and Brand Identity:** Introducing the idea of dynamic brands in transmedia applications. Typography as a catalyst for cultural connection, persuasion, and engagement. Exploring type-only design systems and designed experiences. Establishing typography as essential to a brand strategy. The audience, interaction, and brand touch points. Defining project objectives and context. Applying visual research methodology (investigation, analysis, systems, semiotics, semantics, and design) from a pluralistic perspective.

**Transmedia applications:** from large-scale displays and retail environments to packaging, posters, web, and digital publications. Working with complexity and creating graphic standards for a typographic design system. Choosing typefaces that become the voice for a brand strategy. Creating a style guide for print applications and web types. Print vs. web type, where they overlap, and where they don't. People-first consideration of digital typographic treatments in interactive contexts.

**It's in the details:** Typographic best practices. Strategies for large amounts of content, information hierarchy, big and small sizes, and typographic systems for digital and print.

**Type in systems and contexts:** Explore typographic and design milestones and the aspirational creative practitioners behind them. Research one designer, analyze their design philosophy, and critically assess their approach. Write a 1,000-word essay and use this as a basis for a zine (digital or print). Express your opinions, develop a theme, include heads and subheads, and typographic compositions. Visually construct the zine to reflect the designer – focus on an issue and/or celebrate their creative practice.

**Memo for Course Changes**

To: Linda Pardy

From: (Department head or Chair of Program Working Group)

Date: September 25, 2023

**Subject: Proposal for revision of GD358 Interactive Design for Portfolio**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

*This course acts as a capstone in GDD's Interactive Design stream of courses. It is delivered simultaneously with diploma students' portfolio development course to capitalize on synergies between them in their final semester. GDD major students are encouraged to take this professional practice course in the final year of their program, drawing together the strands of interactive design skills and theories delivered in the major curriculum. Past iterations of the course have shown that non-program students and some GDD majors have been under-equipped for the rigours of this capstone course. This has led to a two-tiered instructional environment and skewed assessment models. The current pre-requisite has not supplied the foundational skills and literacy in web and user-experience design necessary for success in this course. Requiring GD202 in addition to GD204 or CIS 145 will ensure that students meet a minimum threshold of design skills and web knowledge to achieve portfolio-level interactive design work. Note that the advanced nature of this career-preparatory course makes it unsuitable as an upper-level elective for non-program students.*

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *only minor grammatical changes made to update language.*
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*

5. Which program areas have been consulted about the change(s)? *None.*
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This course allows students to pursue projects and tools most suitable to their portfolio and objectives as program graduates. Students are empowered to create works that are personal to them and respectful in their design and development. They are given readings and hold discussions in class on inclusive and respectful interactive design with First Nations Peoples. Projects are delivered in a manner that allows for individual expression of culture and values in creating interactive digital media, aligning with UNDRIP articles 11, 13 and 16.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The term project for this course encourages students to take a pluralistic approach to interactive design through exercises in accessibility and inclusive person-centred research methods. This is reflected in the course content and topics as part of the introduction to the work in the course.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials:  
*GD courses have a differential tuition fee.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 358                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Interactive Design for Portfolio<br><b>Course Short Title:</b> Interactive Design: Portfolio                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines current web, interactive, and experience design trends for screen-based media. Students design a portfolio website or expand on portfolio project(s) and create a case study for a design project intended for an online portfolio.                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | GD 204 or CIS 145. Note: As of January 2025, prerequisites will change to GD 202 and one of GD 204 or CIS 145.                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>GD 258</b><br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 15 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |

GD 358

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## 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. Implement visual design principles for a screen-based experience.
2. Refine a personal existing design project or create new interactive design projects to a portfolio-level standard.
3. Create visual and written content using industry practices.
4. Construct a professional mock-up site using prototype tools.
5. Assess a variety of content management systems (CMS).
6. Communicate reasoning behind web design solutions through a written and oral case study.
7. Design a visual experience for mobile platforms.

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

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|----------|------|---|---|

### Details:

Two major projects and weekly in-class projects and presentations.

50% Project 1 – Interactive project

30% Project 2 – Case study

20% Weekly in-class project work

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

**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. Textbook        | Pratt, Andy           | Interactive Design: An Introduction to the Theory and Application of User-Centered Design | 2012 |
| 2. Online resource | Burns, Ben            | The complete Case Study, The Future                                                       | 2018 |
| 3. Online resource |                       | LinkedIn Learning                                                                         |      |
| 4. Online resource | Hassall, Raylene      | Centre for Inclusive Design: User Testing with First Nations – A Design Guide             | N/D  |

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

Macintosh computer, Adobe CS

## Course Content and Topics

Current and emerging trends in both web and experience design:

- An analysis of digital portfolios and portfolio-level interactive projects.
- Define the purpose of an interactive project and establish user goals.
- Discuss accessibility, equity, and inclusion with interactive projects.
- Develop a creative brief for a major interactive project or portfolio website.
- Develop user personas and consider diverse representation.
- Project 1 – Portfolio site or major interactive project

Research applications and tools for development:

- Create site map, wireframes, and style guide.
- Do a competitive analysis of similar apps or websites.
- Source and create content employing appropriate writing techniques for web content.
- Gather information for a case study.

Project 2 – Case Study

Research methods to create a functioning prototype:

- Explore industry-standard prototyping tools.
- Create a functioning prototype.
- Read: Users, developers, and accessibility article. Develop a usability test with accessibility and inclusion as driving factors in your goals.
- Design the case study for the appropriate platform.

Evaluate various content management systems and uses:

- Assessing the pros and cons of different web applications and CMS tools.
- Integrating and testing interactive elements.
- Conduct testing on multiple screens with appropriate users.
- Present final work through oral presentation.

**Memo for New Course**

To: Linda Pardy

From: Heather Davis Fisch, Jennifer Deon

Date: July 05, 2023

**Subject: Proposal for a new course (GD 222 Design Inquiry: Ethos)**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for the new course, including how this course fits into the program(s):

**Note:** Adding this course to a program will usually require a program change request.

*SOCA and GDD propose discontinuing MEDA 222 in the Bachelor of Media Arts program and replacing it with a new course, GD 222 Design Inquiry: Ethos, to fulfill the requirements of the Graphic and Digital Design programs. GDD designed MEDA 222 in 2017 to be included in the proposed Bachelor of Media Arts (BMA) and the proposed Graphic and Digital Design (GDD) Major in the BFA. Both programs are now running, and MEDA 222 is no longer required for the BMA program requirements but remains in the GDD Diploma and BFA GDD major.*

*The course has always been taught by GDD faculty. The marketing process is embodied within visual communication and graphic and digital design practice. A title change and revisions are proposed in the learning outcomes, calendar copy and required texts to clarify the information. The title puts design inquiry as integral to the design process. This course focuses on industry standards, the role of the designer in a marketing plan, and ethics.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#)

| Course Outcome                                                                                                | PLO                                                                                                                                                           | ILO                                                |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Articulate design ethos in relation to visual communication using written, verbal or video-based expression.  | Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems. | Communicate effectively                            |
| Prepare a creative brief for a design project, including user profiles, journeys, and the marketing strategy. | Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences.                                  | Demonstrate information competency                 |
| Identify unethical practices in design and marketing, such as Indigenous cultural appropriation and tokenism. | Foster reflective thinking to lead change, resolve conflict, and motivate others.                                                                             | Pursue self-motivated and self-reflective learning |
| Implement a design concept that includes conventional and digital media to address the marketing strategy.    | Develop responsive design solutions that address the impact on cultures, societies, environments, and economies                                               | Use knowledge and skills proficiently              |

|                                                                                                                                       |                                                                                                     |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Describe the design and marketing process from inquiry and planning to execution.                                                     | Collaborate in interdisciplinary strategic processes for problem solving                            | Initiate inquiries and develop solutions to problems |
| Demonstrate an ethical code of design practice and the awareness of accessibility to promote inclusion according to UNDRIP standards. | Assess different technologies for specific design problem contexts using a human-centered approach. | Engage in respectful and professional practices      |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *No.*
4. Which program areas have been consulted about the course? *Bachelor of Media Arts*
5. If a new discipline designation is required, explain why: *N/A*
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This course addresses the need for respectful and ethical practices and protocols that honour Aboriginal knowledge systems through project work and discussion informed by texts examining cultural appropriation, tokenism, and the ethics of working with Indigenous peoples in design and marketing. LO#6 addresses UNDRIP articles as the guiding principles for ethical design. The texts and resources list include two recent Open Educational Resources on working with Indigenous communities and learning about Indigenous ethics and values. This knowledge inclusion is listed in the Course Content and Topics.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*Students implement purpose-driven campaigns in the field and assess their impact on audiences and the environment using a pluralistic approach to investigation. GDD uses the Registered Graphic Designer's Association of Canada's Code of Ethics to guide best practices for inclusion in design and marketing.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): *Students need access to specialized equipment typical of a professional design context. Class size must be limited to 28.*
9. Estimate of the typical costs for this course, including textbooks and other materials:  
*GD courses have a differential tuition fee.*





ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 222                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Design Inquiry: Ethos<br><b>Course Short Title:</b> Design Inquiry: Ethos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Bachelor of Media Arts                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explore and experience the role of the designer in the marketing process and as an agent of change. Discover how persuasion brings value to products, services, causes, or events. Implement purpose-driven campaigns in the field using a pluralistic approach.<br><br>Note: Students with credit for MEDA 222 cannot take this course for further credit.                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>MEDA 222</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td style="text-align: center;">12</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 24 | Tutorials/workshops | 24 | Experiential (work-integrated learning) | 12 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 24        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 24        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> June 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |

**GD 222**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Articulate design ethos in relation to visual communication using written, verbal or video-based expression.
2. Prepare a creative brief for a design project.
3. Identify unethical practices in the creative industry, such as Indigenous cultural appropriation and tokenism.
4. Implement a design concept that includes conventional and digital media.
5. Describe the creative process from inquiry and planning to execution. Demonstrate ethical codes of design practice and professional conduct that integrate accessibility, EDI, and research.

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

|                   |     |   |   |
|-------------------|-----|---|---|
| Field evaluation: | 20% | % | % |
| Assignments:      | 80% | % | % |

**Details:**

Assignments Part 1: Marketing and User Research 20%; Part 2: Creative Brief 20%; Part 3: Design Output 40%; Part 4: Reflective Writing 20%

**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.)*

Presentations, guest lecturers, group projects, field trips.

**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. Textbook        | Visocky O'Grady, J., O'Grady, K.                    | A Designer's Research Manual, Quatro                                               | 2017 |
| 2. Online resource | Government of Canada                                | Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans TCPS 2 | 2018 |
| 3. OER book        | Annette Sorensen and Scott van Dyk                  | Working With Indigenous Communities Ethically                                      | 2022 |
| 4. OER book        | Dianne Biin, Deborah Canada                         | Indigenous Ethics and Values                                                       | 2022 |
| 5. Online resource | Registered Graphic Designer's Association of Canada | <b>RGD/DesCan/SDGQ Code of Ethics</b>                                              | 2022 |

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

Course is delivered in a studio. Students have access to specialized tools and equipment (colour and 3D printers, laser cutter, photography equipment and Adobe Creative Suite).

**Course Content and Topics**
**Inquiry methods:**

Marketing process and ethnographic research methods.  
Human research ethics training (TCPS-2 course).

**Subject knowledge:**

Ethics and methods of persuasion in design and advertising.  
Unethical practices in design, such as cultural appropriation, tokenism, and sexualization.  
Introduce ethics using the UNDRIP guidelines and Registered Graphic Designers of Canada resources.

**Process of making:**

Creative campaign development from creative brief to implementation.  
Marketing strategy: user journey and emotional design.

**Professional development:**

Working ethically with Indigenous peoples and their knowledge.  
Refer to UNDRIP Article 31 for guidance on Indigenous Peoples rights to maintain, control, protect cultural heritage and traditional knowledge.  
Development of personal ethos as designers

**Communication:**

Project presentation in professional contexts.  
Proposal writing in professional contexts.

**Memo for New Course**

To: Linda Pardy

From: Heather Davis Fisch, Jennifer Deon

Date: June 15, 2023

**Subject: Proposal for a new course (GD 469 Design Inquiry: Practice)**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for the new course, including how this course fits into the program(s):

**Note:** Adding this course to a program will usually require a program change request.

*SOCA and GDD propose discontinuing MEDA 469 in the Bachelor of Media Arts program and replacing it with a new course, GD 469 Design Inquiry: Practice, to fulfill the BFA Graphic and Digital Design (GDD) major requirements. MEDA469 was designed in 2017 to be included in the proposed Bachelor of Media Arts (BMA) and the proposed GDD Major in the BFA. The course was initially designed by GD faculty and has always been taught by GD faculty. This new course expands on design thinking by including other participatory research methods used in professional and academic practice.*

*It augments the learning outcomes from GD 222 Design Inquiry: Ethos through reflective thinking and developing design frameworks for actionable change. The new title indicates the course as a second stage of design inquiry which segues from the GD 222 learning outcomes. Revisions have been made to the learning outcomes, calendar copy, prerequisites and required texts to align with design research, methodologies, and program and institutional learning outcomes.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#)

| Course Outcome                                     | PLO                                                                                                             | ILO                                                  |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Define an actionable challenge.                    | Foster reflective thinking to lead change, resolve conflict, and motivate others.                               | Initiate inquiries and develop solutions to problems |
| Engage in collaborative leadership.                | Collaborate in interdisciplinary strategic processes for problem-solving.                                       | Engage in collaborative leadership                   |
| Develop a process of inquiry and design framework. | Assess different technologies for specific design problem contexts using a human-centered approach.             | Analyze critically and imaginatively                 |
| Apply participatory research.                      | Develop responsive design solutions that address the impact on cultures, societies, environments, and economies | Engage in respectful and professional practices      |

|                                                                              |                                                                                                                              |                                                    |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Implement and human-centred empathetic approach.                             | Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences. | Contribute regionally and globally                 |
| Create ideas based on rethinking, critical reflection, and iterative cycles. | Engage in lifelong learning and continual growth as reflective practitioners                                                 | Pursue self-motivated and self-reflective learning |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *No.*
4. Which program areas have been consulted about the course? *Bachelor of Media Arts*
5. If a new discipline designation is required, explain why: *N/A*
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
*Focusing on the design process as a collaborative, human-centred one enables this course to work toward respectful and ethical research protocols that address Aboriginal knowledge systems through project work and discussion. Common topics for discussion and projects include decolonizing design, principles of respectful design, and a connection to Indigenous ways of knowing and being as a starting point for discovery and action. An example of a prompt might be for the student to consider their positionality and question what 'design-thinking' is to challenge its Western determination in finding solutions. Various recommended texts are chosen to provide the instructor and students with points of reference to integrate Indigenous perspectives into the conversation.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*Positionality and lived experiences are part of the design process. This course is taught pluralistically, encouraging students to reflect and share their experiences in their project work and discussions. The learning outcomes require students to take a human-centred empathetic approach in their discovery and design process. This is made explicit in the course content and topics through a participatory research-led approach to creation.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): *none.*
9. Estimate of the typical costs for this course, including textbooks and other materials:  
*GD courses have a differential tuition fee.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|----|--------------------------------------------|----|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 469                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Design Inquiry: Practice<br><b>Course Short Title:</b> Design Inquiry: Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>Design inquiry is a process used to approach challenges, social issues, and for discovery. Students engage in participatory design research methods and work together on real-world projects to empathize, assess, ideate, prototype, and test solutions while discovering their creative leadership potential.<br>Note: Students with credit for MEDA 469 cannot take this course for further credit.                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits. GD 222 is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>MEDA 469</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 15 | Experiential (field trip) | 20 | Supervised laboratory hours (computer lab) | 10 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>learning outcomes such as creative leadership and collaborative processes are best assessed within the scope of the course, not through portfolio or examination. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> June 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |    |                                            |    |  |  |                    |           |                                                                                                                                                                                                                                                                                 |  |

**GD 469**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Define an actionable challenge.
2. Engage in collaborative leadership.
3. Develop a process of inquiry and design framework.
4. Apply participatory design research methods for a variety of contexts.
5. Implement a human-centred empathetic approach.
6. Create ideas based on rethinking, critical reflection, and iterative cycles.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 20% | % | % |
| Project:     | 80% | % | % |

**Details:**

40% Project 1, 40% Project 2

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**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. Textbook        | Tunstall, Elizabeth (Dori) | Decolonizing Design: A Cultural Justice Guidebook                                         | 2023 |
| 2. Textbook        | Knapp, Jake                | Sprint: How to solve big problems and test new ideas in just five days. Simon & Schuster. | 2016 |
| 3. Textbook        | den Dekker, Teun           | Design Thinking. Routledge. <i>Full access to download, UFV library.</i>                  | 2020 |
| 4. Online resource | Frog                       | Collective Action Toolkit                                                                 | 2019 |
| 5. Online resource | Government of Canada       | Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans TCPS 2        | 2018 |

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

Adobe CC. and access to other tools and supplies as required on a project basis.

**Course Content and Topics**

**Introduction to design thinking models:** Design research as a way of working, thinking, doing and making. Integrating a participatory, people-centred approach in various contexts. Creating impact with empathy, innovation, curiosity, and agency..

**The process of inquiry:** Defining an actionable design challenge. Mapping a design research process. Creating a diverse team — facilitator, decider, designer, stakeholder, experts, and user. Valuing positionality, lived experiences, expertise, voice and disciplinary contributions. Human research ethics training (TCPS-2 course).

**Secondary research:** Identifying constraints, conditions, and physical requirements and looking at precedents.

**Responsible Design:** Watch: Thinking With | Arturo Escobar | Pluriversal Politics

**Collaborative research, brainstorming and framing ideas:** Initiating an iterative process, identifying themes, creating insight statements, and learning by doing.

**Designing transmedia solutions:** Developing systems thinking. Using rapid prototyping. Testing. Valuing iteration and analysis.

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 101**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course has been updated as part of its regular review. Assignment types have been removed from the calendar description and the language has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**
5. Which program areas have been consulted about the change(s)? **MOLA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course introduces learners to the Japanese language and culture. Instructors can assign readings or writing tasks which can focus on Indigenous topics and how the situation of Indigenous people in Japan compares with Canadian realities. Moreover, conversations about Japanese society might include,**

for example, discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course has no prerequisites and is open to students from all backgrounds and language levels. This course also focuses on an awareness of diversity through its study of different cultural norms and attempts to improve students' intercultural awareness.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *n/a*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition) *\$100*





**ORIGINAL COURSE IMPLEMENTATION DATE:** Fall 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 101                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Japanese Language I<br><b>Course Short Title:</b> Japanese Language I                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A comprehensive introductory course in the Japanese language for beginners to gain beginning-level communicative competency and form a solid foundation for further studies. Four skills in Japanese will be practiced: listening, speaking, reading, and writing.                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Use familiar everyday expressions and very basic phrases.
2. Introduce themselves and others; and ask and answer questions about personal details.
3. Read and write hiragana, katakana; and recognize about 50 basic Kanji.
4. Understand and create basic noun sentences, verb sentences, and adjective sentences in non-past and past tenses.
5. Build a basic vocabulary of about 500 words and know numbers up to one million.
6. Practice nonverbal communication that is common in Japan such as bowing and nodding.
7. Demonstrate some basic knowledge about Japanese customs and daily lives.

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

|                      |     |             |     |                |     |
|----------------------|-----|-------------|-----|----------------|-----|
| Holistic assessment: | 10% | Lab work:   | 15% | Quizzes/tests: | 18% |
| Assignments:         | 37% | Final exam: | 20% |                | %   |

**Details:**

Holistic assessment: class participation and presentation (10%). Lab work: lab seminar (7%), oral exam (8%). Assignments: word lists and worksheets (27%), in-class composition (10%).

**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 aims at developing students' proficiency in using Japanese for realistic, communicative purposes. Japanese grammar and communicative strategies are quite different from those used in English. Lectures (maximum 26 students) and exercises in class will help students develop Japanese listening, speaking, reading, and writing skills. In conversation seminars (maximum of 9 students) students are especially encouraged to use the skills they have learned.

**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. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Starter Language Competences, Sanshusha | 2013 |
| 2. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Starter Language Activities, Sanshusha  | 2013 |
| 3. Online resource | Japan Foundation      | Marugoto Web                                                                    |      |
| 4.                 |                       |                                                                                 |      |
| 5.                 |                       |                                                                                 |      |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*
**Dictionary:**

Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.  
Online Japanese dictionary

**Grammar/reading and writing:**

Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.

**Course Content and Topics**

Vocabulary, sentence structures, sounds, and writing are introduced and practiced throughout the course.

Course topics may include:

- Hiragana, Katakana
- Greetings and self-introduction
- Food
- Home
- Daily life
- Hobbies
- Towns
- Shopping
- Holidays and travel

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 102**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: **This course has been updated as part of its regular review. Assignment types have been removed from the calendar description and the language has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**
5. Which program areas have been consulted about the change(s)? **MOLA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course introduces learners to the Japanese language and culture. Instructors can assign readings or writing tasks which can focus on Indigenous topics and how the situation of Indigenous people in Japan compares with Canadian realities. Moreover, conversations about Japanese society might include,**

for example, discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course has no prerequisites and is open to students from all backgrounds and language levels. This course also focuses on an awareness of diversity through its study of different cultural norms and attempts to improve students' intercultural awareness.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *n/a*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition) *\$100*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1998  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 102                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Japanese Language II                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Japanese Language II                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Four skills in Japanese (speaking, listening, reading, and writing) will be practiced with adequate vocabulary, grammar, and cultural knowledge.                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | One of Japanese 11, JAPN 101, or assessment of the department.                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Understand and use expressions about topics regularly encountered in daily life.
2. Communicate in sentences using Te-forms and Plain forms.
3. Read and write approximately 100 kanji.
4. Comprehend and use 1000 words.
5. Read and compose paragraphs in familiar topics.
6. Demonstrate basic knowledge about some aspects of Japanese culture.

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

|                      |     |             |     |                |     |
|----------------------|-----|-------------|-----|----------------|-----|
| Holistic assessment: | 8%  | Lab work:   | 15% | Quizzes/tests: | 20% |
| Assignments:         | 37% | Final exam: | 20% |                | %   |

**Details:**

**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 aims at developing students' proficiency in using Japanese for realistic, communicative purposes. Japanese grammar and communicative strategies are quite different from those used in English. Lectures (maximum 26 students) and exercises in class will help students develop Japanese listening, speaking, reading and writing skills. In conversation seminars (maximum of 9 students) students are especially encouraged to use the skills they have learned. Computer Laboratory activities are designed for individual work to put Japanese skills into use and particularly to assist students in developing a smooth delivery of spoken Japanese.

**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. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Elementary 1 – Language Competences, Sanshusha | 2014 |
| 2. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Elementary 1 – Language Activities, Sanshusha  | 2014 |
| 3. Textbook        | Eri Banno             | Kanji: Look and Learn, Japan Times                                                     | 2009 |
| 4. Other           | Eri Banno             | Kanji: Look and Learn Workbook, Japan Times                                            | 2009 |
| 5. Online resource | Japan Foundation      | Marugoto web                                                                           |      |

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

**Dictionary:**

Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.  
Online Japanese dictionary

**Grammar/reading and writing:**

Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.

**Course Content and Topics**

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

Course topics may include:

- Introducing oneself and family
- Seasons and weather
- Introducing town and telling direction
- Events and making plans
- Languages and cultures of other countries
- Eating outdoors
- Business communication
- Staying healthy
- Celebrations

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 103**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: **This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**
5. Which program areas have been consulted about the change(s)? **MOLA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Although in Japan, Indigenous issues are in less of a focus than in modern Canada, this course is a study tour of contemporary Japanese society. Instructors may decide to visit certain areas where discussion of Indigenous topics might play a role in conversations about Japanese society. For example, this study**

tour might bring up discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) Depending on the number of instructors who participate in the tour, the number of students should be between 18 and 22.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): This estimate is impossible to give accurately at the present time because of the current chaotic nature of international travel and financial markets, but we believe that we could provide a three-week study tour for between \$3000 and \$4000 plus tuition.





**ORIGINAL COURSE IMPLEMENTATION DATE:** Fall 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 103                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Course Full Title:</b> Japanese Study Tour: Language and Culture                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Course Short Title:</b> Japanese Study Tour                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Designed for students who have little or no knowledge of Japanese, this course offers students an introduction to Japanese language and culture through a study tour of Japan. Includes in-class lectures and a study tour experience.                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>26</b> |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Experiential (field trip) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The course is a Study Tour of Japan |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                   |  |

**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. Demonstrate basic Japanese grammar and vocabulary.
2. Use basic commands of spoken Japanese in real life situations.
3. Demonstrate nonverbal communication that is common in Japan such as bowing and nodding.
4. Demonstrate customs and manners that are common in daily life in Japan.
5. Identify Japanese geography.
6. Articulate a basic knowledge of Japanese history, religions, education, and economy.
7. Compare contemporary Japan with its history and background.
8. Compare and contrast Japanese and other (primarily western) cultures.

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

|                |     |                   |    |   |
|----------------|-----|-------------------|----|---|
| Quizzes/tests: | 60% | Field evaluation: | 5% | % |
| Assignments:   | 35% |                   | %  | % |

**Details:**

Quizzes/tests 20%; midterm exams (2) 20%. Field evaluation: attendance and active participation 5%.

**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.)*

Lectures, conversational seminars, field trips, and class discussions.

**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. Textbook | Banno, et al (Japan Times) | Genki 1: An Integrated Course in Elementary Japanese | 2020 |
| 2. Textbook | Sugimoto (Cambridge)       | Cambridge Comparison to Modern Japanese Culture      | 2009 |
| 3.          |                            |                                                      |      |
| 4.          |                            |                                                      |      |
| 5.          |                            |                                                      |      |

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

Travel Guidebook of Japan.

**Course Content and Topics**

Each study tour will be unique. Students will spend six days in Canada before the trip completing the first three chapters of *Genki 1* textbook and will complete the last two chapters during their stay in Japan. A possible calendar of events for the trip would be the following:

- Asking location, talking about past, phone conversation: existence (imasu/arimasu), location nouns, past tense of noun sentence and verb sentence, double particle, use of writing paper
- Invitation, talking about past, making comments: i-adjective/na-adjective, use of adjective, adjective sentence (affirmative/negative, present/past), likes and dislikes, invitation (~masyoo)
- Meiji-jingu field trip, 5-day field trip: Hiroshima – Kyoto field trip
- In-class writing
- Field trip: tea ceremony
- Discussion on theme papers, Wrap-up

**Memo for Course Changes**

To: Linda Parady, CACC Chair

From: Alan Cameron, MOLA

Date: May 24, 2023

**Subject: Proposal for revision of JAPN 201**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. The learning outcomes have been updated to reflect the course as currently taught. Textbook choices and resources have been updated.

Japanese 12 has been added as an alternative prerequisite to JAPN 102.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcome changes are not major. The changes reflected here show how this language course represents a progression of students' competencies through acquisition of vocabulary, speaking and listening skills, grammar, and sociocultural knowledge. We recognize that the outcomes for JAPN 201 and 202 may seem similar; this reflects the similarity in the types of activities (acquisition of vocabulary, practice of structures, conversation), but the courses cover different topics, focus on different grammatical structures, and building of different/expanded vocabulary.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

While it can be difficult in language acquisition courses to specifically include Indigenous topics, instructors may add discussion into the conversation topics and general sociocultural discussions. For example, this course talks about honorifics in addressing people in Japanese, which is an opportunity to compare with protocols for addressing Indigenous elders. The relationship between language and culture is another opportunity for discussion of topics related to decolonization and reconciliation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course assesses students through a range of competencies, including understanding, listening, speaking, and writing, which allows greater opportunities for success for students of different abilities and backgrounds. Language acquisition which is tied to sociocultural norms, as in this course, improves students' ability to understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Japanese I                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intermediate Japanese I                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Designed for students who have prior knowledge of the Japanese language, mainly through Japanese Language I and Japanese Language II, or equivalent courses. The course will advance students' fluency and accuracy in both speech and listening comprehension, develop their reading and writing skills, and increase their understanding of modern Japanese culture through authentic materials.                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | One of Japanese 12, JAPN 102, or assessment of the department.                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> August 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Use expressions related to area of most immediate relevance.
2. Communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
3. Describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.
4. Write coherent sentences, using Hiragana, Katakana, and about 200 Kanji.
5. Comprehend and use 1500 words.
6. Demonstrate grammatical knowledge to accomplish described outcomes above including passive forms and potential forms.
7. Demonstrate knowledge about some aspects of Japanese cultures such as annual events, basic geography, and traditions in present day lives.

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

|                      |     |             |     |                |     |
|----------------------|-----|-------------|-----|----------------|-----|
| Holistic assessment: | 8%  | Lab work:   | 15% | Quizzes/tests: | 20% |
| Assignments:         | 37% | Final exam: | 20% |                | %   |

**Details:** Holistic assessment: class participation and presentation (8%). Lab work: lab seminar (7%), oral exam (8%). Assignments: word lists and worksheets (27%), in-class composition (10%).

**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.)*

1. Various tasks and exercises for developing speaking, listening, reading, and writing skills
2. Conversation practice
3. Written and conversational exercises to practice grammar and its structure
4. Formal presentations to practice grammar and its structure
5. Formal presentations on aspects of Japanese culture

**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. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Elementary 2 – Language Competences, Sanshushya | 2014 |
| 2. Textbook        | Japan Foundation      | Marugoto: Japanese Language and Culture Elementary 2 – Language activities, Sanshushya  | 2014 |
| 3. Textbook        | Eri Banno             | Kanji: Look and Learn, Japan Times                                                      | 2009 |
| 4. Other           | Eri Banno             | Kanji: Look and Learn, Japan Times                                                      | 2009 |
| 5. Online resource | Japan Foundation      | Marugoto Web                                                                            |      |

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

**Dictionary:**

Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.  
Online Japanese dictionary

**Grammar/reading and writing:**

Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.

**Course Content and Topics**

A continued study of:

- Vocabulary
- Sentence structure
- Kanji
- Language in social contexts: formal and informal language and the use of honorific styles (expressing politeness or respect)
- Communication in Japanese

Course topics may include:

- Describing personalities and characteristics
- Talking about diets, ingredients, and table manners
- Travels and activities
- Cultural events and volunteer works
- Annual events
- Uses of technology
- Towns with history and culture
- Human life

**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 202**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.
3. Only a few changes have been made to the learning outcomes. This course is a continuation of the outcomes from Japanese 201, only more of the same: new topics, new sentence structures, new vocabulary as a progression of students' competencies through development of speaking and listening skills, competency at grammar, and sociocultural knowledge. We recognize that the outcomes for JAPN 201 and 202 may seem similar; this reflects the similarity in the types of activities (acquisition of vocabulary, practice of structures, conversation), but the courses cover different topics, focus on different grammatical structures, and building of different/expanded vocabulary.
4. This course fulfills the BA language requirement. These changes will not affect the BA.
5. Which program areas have been consulted about the change(s)? MOLA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action,

and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Language courses may not specifically include Indigenous topics, but instructors may add discussion into the conversation topics and general sociocultural discussions. For example, this course talks about the high level of respect given to the elderly in Japanese culture and can afford an opportunity to compare with how we treat the elderly in Indigenous and non-Indigenous groups. The relationship between language and culture is another opportunity for discussion of topics related to decolonization and reconciliation.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 202 continues assess students through the four linguistic skills of understanding, speaking, reading and writing, which allows greater opportunities for success for students of different abilities and backgrounds. By acquiring another language, which is tied to sociocultural norms, students hone their ability to understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2001  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Japanese II<br><b>Course Short Title:</b> Intermediate Japanese II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Designed for students who have completed Intermediate Japanese I or equivalent courses. Students will advance their fluency and accuracy in both speech and listening comprehension, develop reading and writing skills, and increase their understanding of modern Japanese culture through authentic materials. Students will develop the skills to use Japanese in both social and workplace situations.                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | JAPN 201.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: right; padding: 2px 5px;">45</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised laboratory hours (computer lab)</td> <td style="text-align: right; padding: 2px 5px;">15</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: right; padding: 2px 5px;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Demonstrate speaking and listening skills in Japanese at an intermediate level for various daily life situations, including the workplace.
2. Write sophisticated compound and complex sentences, using Hiragana, Katakana, and Kanji (approximately 300 characters).
3. Demonstrate reading skills, including ability to read and understand modern Japanese prose and to skim and scan various kinds of reading materials.
4. Discuss sociocultural knowledge in professional situations.

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 25% | Final exam: | 25% | % |
| Quizzes/tests: | 50% |             | %   | % |

**Details:**

Assignments: speaking ability (class participation, presentation) 15%; written assignments (journal, etc.) 5%; in-class composition 5%.  
Quizzes/tests: written quizzes (vocabulary, grammar, reading, etc.) 15%; listening quizzes (dictation and comprehension) 15%; daily vocabulary and Kanji quizzes 10%; oral exam 10%.

**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.)*

1. Various tasks and exercises for developing speaking, listening, reading and writing skills
2. Conversation practice with a native speaker
3. Written and conversational exercises to practice grammar and its structure
4. Formal presentations to practice grammar and its structure
5. Formal presentations on aspects of Japanese culture
6. Videos and films of cultural interest

|                    |                  |                                                                                        |      |
|--------------------|------------------|----------------------------------------------------------------------------------------|------|
| 1. Textbook        | Japan Foundation | Marugoto: Japanese Language and Culture Elementary 2 – Language Competences, Sanshusya | 2014 |
| 2. Textbook        | Japan Foundation | Marugoto: Japanese Language and Culture Elementary 2 – Language activities, Sanshusya  | 2014 |
| 3. Textbook        | Eri Banno        | Kanji: Look and Learn, Japan Times                                                     | 2009 |
| 4. Other           | Eri Banno        | Kanji: Look and Learn, Japan Times                                                     | 2009 |
| 5. Online resource | Japan Foundation | Marugoto Web                                                                           |      |

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

**Dictionary:**

Masuda, K. *New Japanese-English Dictionary*. Kenkyusha, 1993.  
Kenkyusha's *Furigana English-Japanese Dictionary*. Kenkyusha, 1990.  
Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.  
Todo, Akiyasu. *Kanji Gakushu Jiten*. Shogakkan, 1985.

**Grammar/reading and writing:**

Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.  
Mitsuko Endo Hudson. *English grammar for students of Japanese*. The Olivia and Hill Press, 1994.  
Sakaeda, Florence (Ed.). *A Guide to Reading and Writing Japanese*. 73rd printing. Rutland and Tokyo: Charles E. Tuttle Co., 1994.

**Journal:**

Nihongo Journal. ALC Press. 2-54-12 Eifuku Sugunami-ku Tokyo, Japan. <http://www.alc.co.jp/> nj@alc.co.jp  
ISSN 0912-5361

**Course Content and Topics**

A continued study of:

- Sentence structure
- General and work-related vocabulary
- Language in social contexts: formal and informal language and the use of honorific styles (expressing politeness or respect)
- Sociocultural practices

**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 301**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.

3. Japanese 301 continues to build on the outcomes from Japanese 202. It is the first half of the third-year course. 301 tackles new grammatical structures, different discussion topics, and new vocabulary to develop students' skills by honing their speaking and listening competencies to a new level of sophistication, by developing and demonstrating advanced skills in grammar, as well as inculcating a more refined sociocultural knowledge. **It has been retitled to Intermediate Japanese 3 to better represent the sequential nature of the course. The number of credit hours is now in line with other MOLA upper-level courses in MOLA, all of which have 60 contact hours. Japanese 301 also has a seminar component for further development of learners' skills at speaking.**

4. This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated

Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Although Indigenous issues are in less of a focus than in modern Canada, instructors may thread discussion of Indigenous topics into conversations about Japanese society. For example, this course talks about different cultural norms in Japan for activities such as tipping and other social conventions which could stimulate a comparison of Indigenous practices. Discussion of loanwords in Japanese could also focus on the number of borrowings from Indigenous languages in both English and French.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 301 continues to allow greater opportunities for success for students of different abilities and backgrounds. Students can better understand and appreciate cultural diversity, as they develop their skills in acquiring another language at an advanced level and continue to improve their skills at understanding, speaking, reading and writing. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 301                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Japanese III                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intermediate Japanese III                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Modern Language                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>As an integrated course, four skills of the Japanese language (listening, speaking, reading, and writing) are reinforced to an advanced level. Authenticity of verbal and written communications in particular cultural situations is pursued.                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | JAPN 202.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">60</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>75</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Demonstrate listening comprehension of speech at a natural speed and on the TV/radio.
2. Speak at an appropriate level of formality depending on the situation.
3. Read using skimming and scanning in preparation for reading authentic materials without difficulty.
4. Write texts with multiple paragraphs by hand and by using a Japanese word processor.
5. Write 80 and read 100 new Kanji (in addition to the previous 300 learned at lower levels).
6. Discuss the common beliefs and customs that form the basis of communication strategies in Japanese.

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 30% | Final exam: | 20% | % |
| Quizzes/tests: | 50% |             | %   | % |

**Details:**

Assignments: assignments 20%, active participation and performance in class 10%.

Quizzes/tests 20%, oral exam 10%, midterm exam 20%.

**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.)*

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese cultures
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills
3. Conversation focused lab activities including group work and exercises involving native speakers
4. Use of computers and videos
5. Essay writing

**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. Textbook | Miura and McGloin     | An Integrated Approach to Intermediate Japanese (with workbook), Japan Times | 2008 |
| 2. Other    | Nakamura and Yoshida  | Kodansha's Furigana Dictionary                                               | 2013 |
| 3. Other    | Banno                 | Kanji Look and Learn Workbook                                                | 2009 |
| 4. Other    | Makino and Tsutsui    | A Dictionary of Basic Japanese Grammar                                       | 1989 |
| 5. Other    | Makino and Tsutsui    | A Dictionary of Intermediate Japanese Grammar                                | 1995 |

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

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

- Assessment interview, JLPT (Japanese Language Proficiency Test), and N3 level exercises
- Speaking in formal settings
- Explaining one's own study history, writing an autobiography
- Passive, causative, and causative-passive
- Making requests, asking favours
- Readings and discussion about studying in Japan
- Japanese home and family, asking permissions
- Explaining one's own family members and hometown
- Japanese geography, education system in Japan
- Introducing one's own university
- Honorific language system
- Reading and writing about different customs in Japan such as tipping
- Final review and interview

**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 302**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.

3. Japanese 302 builds on the outcomes from Japanese 301. It is the second half of the third-year course. 302 adds different syntactical structures, new discussion topics, and new vocabulary to develop students' skills by perfecting their speaking and listening competencies, their abilities to develop and use advanced skills in grammar, as well as their sociocultural knowledge. **It has been retitled to Intermediate Japanese 4 to better represent the sequential nature of the course. The number of credit hours is now in line with other MOLA upper-level courses in MOLA, all of which have 60 contact hours. Japanese 302 also has a seminar component for further development of learners' skills at speaking.**

4. This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods,

which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Modern Japan does not have a similar situation concerning indigenous issues as modern Canada, but instructors may thread discussion of Indigenous topics into conversations about Japanese society. For example, this course talks about different cultural norms in Japan for linguistics topics such as the use of onomatopoeia and psychomimes which may also be reflected in Indigenous practices. Discussion of loanwords in Japanese could also focus on the number of borrowings from Indigenous languages in both English and French.

6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 302 continues to allow greater opportunities for success for students of different abilities and backgrounds. As they develop their skills in acquiring another language at an advanced level and continue to improve their skills at understanding, speaking, reading and writing, they can better understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00





ORIGINAL COURSE IMPLEMENTATION DATE: January 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> JAPN 302                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Japanese IV<br><b>Course Short Title:</b> Intermediate Japanese IV                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>The second of a two-semester sequence of 300-level Japanese courses. This course aims to develop the four communication skills of the Japanese language (listening, speaking, reading, and writing), as well as conversation strategies. Focus is on authenticity of verbal and written communications in particular cultural situations.                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | JAPN 301.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>75</b></td> </tr> </table>                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Listen to and understand speech at a natural speed and on the TV/radio.
2. Speak at an appropriate level of formality depending on situations.
3. Read written texts with specific content concerning everyday topics including excerpts from authentic materials.
4. Explain thoughts and opinions in Japanese in written and oral formats.
5. Write coherent paragraphs, using Hiragana, Katakana, and about 500 Kanji.
6. Comprehend and use 3000 words.

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

|                      |     |             |     |              |     |
|----------------------|-----|-------------|-----|--------------|-----|
| Holistic assessment: | 5%  | Lab work:   | 10% | Assignments: | 25% |
| Quizzes/tests:       | 40% | Final exam: | 20% |              | %   |

**Details:**

Holistic assessment: class participation, presentation 5%. Lab work: oral exam 10%. Assignments: oral presentation 10%, writing assignments 5%, word lists and worksheets 10%. Written quizzes (vocabulary, grammar, kanji etc.) 40%.

**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.)*

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese culture.
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills.
3. Conversation focused lab activities including group work and exercises involving native speakers.
4. Use of computers, and videos.
5. Essay writing.

**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. Textbook         | Japan Foundation      | Marugoto: Japanese Language and Culture Intermediate 2, Sanshusha | 2017 |
| 2. Textbook         | Eri Banno             | Kanji: Look and Learn, Japan Times                                | 2009 |
| 3. Other            | Eri Banno             | Kanji Look and Learn Workbook, Japan Times                        | 2009 |
| 4. Online resources | Japan Foundation      | Marugoto Web                                                      |      |
| 5. Other            | Japan Foundation      | JLPT N3 Official Practice Workbook Edition 2, Bonjinsha           | 2012 |
| 6. Other            | Nakamura and Yoshida  | Kodansha's Furigana Dictionary                                    | 2013 |
| 7. Other            | Makino and Tsutsui    | A Dictionary of Basic Japanese Grammar                            | 1989 |
| 8. Other            | Makino and Tsutsui    | A Dictionary of Intermediate Japanese Grammar                     | 1995 |

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

None

**Course Content and Topics**

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

Course topics may include:

- Describing personalities
- Outdoor activities
- Healthy lifestyle: onomatopoeia and psychomimes
- Traditional theatres
- News: Loanwords in Japanese
- Daily necessities
- Movies
- Transportations
- Historical figures

**Memo for New Course**

To: CACC

From: Alan Cameron, MOLA Department head

Date: February 25, 2022

**Subject: Proposal for new course -- Japanese 251**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

**Note:** *This course will further develop students' skills in understanding Japanese culture.*

Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

In an environment of high context culture such as that of Japan, much knowledge regarding the society, customs, and values are shared by many speakers. This mutual understanding forms a foundation that communication is layered on top of. Language learners will not communicate well in the target language without a background in this type of knowledge. The progression of regular integrated Japanese language courses, from JAPN 101 to JAPN 302, do not have much time to dedicate to study of Japanese society and culture.

This new course will complement existing courses well. The main audience for this course will be the students aiming at the intermediate and the advanced certificate of Japanese. This course will definitely help them to perform better in required 200 and 300 level courses for the certificates. Also since the course is available with only one pre/corequisite, students who just have a casual interest in Japanese language and culture may enroll. If the study of Japanese culture sparks their interest in Japan they may be motivated to pursue further Japanese language studies.

The anticipation is that this course may substitute for one of the four JAPN 101 sections currently offered each year. We would probably offer the new course in the winter semester.

Japanese 251 will help develop students' abilities in information competency and their skills at analyzing information critically. They will be able to demonstrate their knowledge by communicating effectively in both Japanese and English and develop solutions to complex cultural and linguistic problems. This cultural study will help them reflect on the differences between Canadian and Japanese cultures.

2. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **no**
3. Which program areas have been consulted about the course? **The course has been approved by members of MOLA.**

4. If a new discipline designation is required, explain why: **N/A**
5. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Comparisons will be drawn between Japanese culture and Indigenous cultures. This comparison is emphasized in the course outcomes and a selected reading from the Truth and Reconciliation Commission's final report.**
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **Students will focus on Japanese culture through discussions of language, history, and social norms. These areas will also be contrasted with other diverse cultures to allow students to develop a better intercultural competence. Learning the language will improve the students' ability to understand and appreciate cultural diversity. The topic of personal pronouns provides an interesting basis for comparison between cultures and languages, and an opening to discuss issues related to personal and gender identity through language.**
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): **none**
8. Estimate of the typical costs for this course, including textbooks and other materials: **\$150.00**



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURREY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: JAPN 251, MODERN LANGUAGES, COLLEGE OF ARTS  
**Date:** JUNE 21, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course JAPN 251, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**
**COURSE TO BE REVIEWED** (six years after UEC approval):

**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> JAPN 251                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Introduction to Japanese Society and Culture<br><b>Course Short Title:</b> Japanese Society & Culture                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Overview of Japan's geography, history, customs, annual events, religion, economy, and social issues. Compares and contrasts Japanese society with Canadian society. Through reading, discussion, and writing students will develop an understanding of elements of Japanese culture. The course will be taught in both English and Japanese.                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | JAPN 101 or Japanese 11.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                               | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                       | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> February 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |

**JAPN 251**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**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. Demonstrate basic knowledge of the geography, historical events, economy, environment, and people's lifestyle in Japan.
2. Identify the fundamental ideas about culture and religion that are valued in Japan.
3. Discuss the unique mix of modernity and tradition in the Japanese society.
4. Evaluate the influence of Japan and Japanese culture on other societies around the world.
5. Compare aspects of Japanese culture and society to their Canadian counterparts, including attitudes and approaches toward reconciliation, decolonization, and Indigenization.
6. Develop skills further to improve communication in a Japanese speaking environment.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 25% | Quizzes/tests: | 35% | Assignments: | 20% |
| Project:    | 20% |                | %   |              | %   |

**Details:**

**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.)*

Lectures, Student presentations, Discussions

**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. Textbook | Sugimoto, Yoshio                           | An Introduction to Japanese Society                                                                                                                                                                                                                                                                                           | 2021 |
| 2. Article  | Truth and Reconciliation Commission Canada | Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.<br>Retrieved from <a href="https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf">https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf</a> | 2015 |
| 3.          |                                            |                                                                                                                                                                                                                                                                                                                               |      |
| 4.          |                                            |                                                                                                                                                                                                                                                                                                                               |      |
| 5.          |                                            |                                                                                                                                                                                                                                                                                                                               |      |

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

**Course Content and Topics**

- Geography: the physical features of the island nation.
- History: brief overview of the past two thousand years, the Tokugawa period, the Meiji Restoration, and post-war Japan.
- Customs and events: manners and behavioral patterns, rites through one's life, and origins of national holidays.
- Religion: Buddhism and Shinto, conscious and unconscious influence on the life and mind of individuals.
- Economy: roots in the Tokugawa period, modernization, the post-war economy, the bubble economy, and the present day.
- Social issues: influence of changes in economy, demographics, and society.

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Karun Karki, Human Services Chair, School of Social Work and Human Services

**Date:** August 30, 2023

**Subject:** HSER 130 Social Service Worker Practicum I

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

According to the Official Course Outline, HSER 130 was due to be reviewed in February 2023. The revised name of the course now reflects the name of the revised Social Service Worker diploma program. When *HSER 140: Introduction to Indigenous-Centred Human Services* was introduced in 2020, HSER 230 was revised with the intention that HSER 140 would be a pre-requisite to the second-year practicum; however, in the official course outline that was published, it appears as a co-requisite.

*Indigenous-Centred Human Services* must be taught in the first year of the program, not during or after the second practicum, because it is foundational knowledge, we require all program students to have before completing their final practicum. PSYC 101 or 102 are also added as pre/corequisites for the same reason.

The calendar description has been updated to reflect an increased emphasis on social justice, equity, diversity, and inclusion.

While the total number of hours remains unchanged, they have been reallocated to better reflect how the course is delivered.



3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes were revised to mirror the [Field Education Practice Guidelines](#) of the School of Social Work and Human Services. New learning outcomes place emphasis on critical reflection skills, professionalism, social justice, and decolonization. ILOS 1, 2, 3, 4, 5, 6, 8, and 9 are reflected in the revised learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No

5. Which program areas have been consulted about the change(s)?

HSER Committee, Field Education Committee, School of Social Work and Human Services Committee.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course embraces decolonizing ways of working with Indigenous service recipients. It contributes to indigenizing our Academy through teaching practices that reflect Indigenous ways of knowing and learning. Students reflect on and learn about the impact of colonialism and the need for reconciliation. For example, one week's theme is the *Truth and Reconciliation Commission of Canada's Calls to Action* related to social services. This theme aims to achieve course learning outcome number eight.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course better prepares students for the human services workforce where they will work with people from diverse backgrounds and cultures. The outline incorporates diverse perspectives into course materials, including critical self-reflection, cultural humility, social justice, Truth and Reconciliation, and Equity, Diversity, and Inclusion. The principles of EDI are reflected through topic selection, assignment design, and curriculum delivery.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).

Not applicable.

9. Estimate of the typical costs for this course, including textbooks and other materials:

Not applicable.



ORIGINAL COURSE IMPLEMENTATION DATE: May 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------|----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HSER 130                                                                                                                                                                                                                                                                                                                                                           |            | <b>Number of Credits:</b> 7 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Social Service Worker Practicum I<br><b>Course Short Title:</b> Social Service Worker Pract I                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |            | <b>Department:</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Supervised field experience in a community-based social service setting. Students must also attend field education workshops and seminars that are grounded in social justice, equity, diversity, and inclusion.                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |            | Admission to the Social Service Worker diploma, HSER 120, and (CMNS 125 or ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                        |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |            | SOWK 110. Note: As of January 2025, pre/corequisites will change to HSER 140, (PSYC 101 or 102), and SOWK 110.                                                                                                                                                                                                                                                                                                                                                                               |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>16</b> |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Practicum</td> <td>210</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>230</b></td> </tr> </table>                                                                |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 210 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>230</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                         | 210        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>230</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |            | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Date of meeting:</b> June 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |            | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |

**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. Demonstrate professionalism by adhering to the policies and procedures of the practicum setting.
2. Differentiate between personal values, boundaries, and professional obligations.
3. Identify conflicts between practicum setting policies and professional obligations.
4. Critically reflect on the BC College of Social Workers' Code of Ethics and Standards of Practice and its impact on human service work.
5. Demonstrate the expectations outlined in the School's Field Education Practice Guidelines, including establishing learning goals.
6. Examine team dynamics and demonstrate effective teamwork.
7. Explore social justice, equity, diversity, and inclusion issues as they relate to the practicum setting's service users.
8. Examine the impacts of colonization in the practicum setting.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 15% | % | % |
| Practicum:   | 85% | % | % |

**Details:**

Assignments (e.g., journals, seminar participation)

Students must participate in field education, workshops, practicum seminars, and complete all assignments.

**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.)*

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

**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. Other           | UFV                   | Field education practice guidelines                  | current |
| 2. Online resource | BCCSW                 | Social work code of ethics and standards of practice | current |
| 3.                 |                       |                                                      |         |
| 4.                 |                       |                                                      |         |
| 5.                 |                       |                                                      |         |

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

**Course Content and Topics**

1. Practicum expectations, seminars, supervision, and evaluation methods.
2. Students' learning outcomes and practicum settings' learning opportunities.
3. Personal and professional values and the helping relationship.
4. Social Work Code of Ethics and Standards of Practice.
5. Cultural humility, social justice, equity, diversity, and inclusion.
6. Truth and Reconciliation Commission of Canada: Calls to Action related to social services.

**Memo for Course Changes****To:** Chair, Undergraduate Education Committee**From:** Dr. Karun Karki, Human Services Chair, School of Social Work and Human Services**Date:** August 30, 2023**Subject:** HSER 131: Education Assistant/Community Support Worker Practicum*Note that even minor changes may result in comments from committees on all aspects of the course.*

## 1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

## 2. Rationale for change:

The revised name of the course reflects the two areas of practice possible for the certificate program's practicum. Prerequisites have been updated to include *HSER 192: Supporting Students in Schools* and removing *SOWK 110: Introduction to Social Work and Social Services*, which will be removed as a requirement of the certificate program when a replacement course is developed and implemented. Pre/corequisites have been updated to include the new course, *HSER 194: Education Assistants and Inclusive Schools*, and remove the now discontinued course, *HSER 196: Personal Care for Persons with Disabilities*.

The calendar description has been updated to specify that practicum must be completed in a school or community inclusion setting and to emphasize the importance of required field education workshops.

While the total number of hours remains unchanged, they have been reallocated to better reflect how the course is delivered.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes were revised to mirror the [Field Education Practice Guidelines](#) of the School of Social Work and Human Services. New learning outcomes place emphasis on critical reflection

skills, professionalism, social justice, EDI, and the impact of colonization. ILOS 1, 2, 3, 4, 5, 6, 8, and 9 are reflected in the revised learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No

5. Which program areas have been consulted about the change(s)?

HSER Committee, Field Education Committee, School of Social Work and Human Services Committee.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course embraces decolonizing ways of working with Indigenous service recipients. It contributes to indigenizing the curriculum through teaching practices that reflect Indigenous ways of knowing and learning. Students reflect on and learn about the impact of colonialism and the need for reconciliation. For example, week five's theme is Indigenous ways of knowing, cultural humility, diversity, and social justice, which aims to achieve course learning outcome number eight.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course better prepares students for the human services workforce where they will work with people from diverse backgrounds and cultures. Learning outcome number seven addresses social justice, equity, diversity, and inclusion issues in the practicum setting. The outline incorporates diverse perspectives into course materials, including critical self-reflection, cultural humility, social justice, Truth and Reconciliation, and Equity, Diversity, and Inclusion. The principles of EDI are reflected through topic selection, assignment design, and curriculum delivery.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).

The maximum class size was lowered from 24 to 16 to match the maximum class size of practicum courses in the other undergraduate programs offered by the School (BSW and Social Service Worker diploma). In consultation with the Dean's office, BSW practicum class sizes were raised from 14 to 16 in Winter 2018 and diploma practicum class sizes were lowered from 24 to 16 in Winter 2020. HSER 131 has been timetabled with 16 class size maximums since Winter 2020 and the change to HSER 131 reflects that practice.

9. Estimate of the typical costs for this course, including textbooks and other materials:

Not applicable.

*Dean has confirmed full support of reduction in class size from 24 to 16.*



ORIGINAL COURSE IMPLEMENTATION DATE: March 1990  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|-----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HSER 131                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 7 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Education Assistant/Community Support Worker Practicum<br><b>Course Short Title:</b> EA/CSW Practicum                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                 |            | <b>Department:</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Supervised field experience in a school or community inclusion setting. Students must also attend field education workshops and seminars that are grounded in social justice, equity, diversity, and inclusion.<br><br>Note: A valid First Aid certificate (Red Cross Basic Life Support, Occupational First Aid Level 1, or St. John Ambulance Standard First Aid) is required prior to practicum placement. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |            | Admission to the School and Community Support Worker certificate, HSER 120, HSER 190, and one of (CMNS 125 or ENGL 105). Note: As of January 2025, prerequisites will change to include HSER 192.                                                                                                                                                                                                                                                                                            |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                             |            | HSER 195. Note: As of January 2025, pre/corequisites will change to include HSER 194.                                                                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                           |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>16</b> |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Practicum</td> <td>210</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>230</b></td> </tr> </table>                                                                                                                |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20 | Practicum | 210 |  |  |  |  |  |  | <b>Total hours</b> | <b>230</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Students must complete a practicum at the end of this program |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                               | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                     | 210        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>230</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> June 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                             |  |

**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. Demonstrate professionalism while working within the practicum setting's mission and vision.
2. Differentiate between personal, societal, and professional values and obligations.
3. Identify tensions between the setting's policies and procedures and professional obligations.
4. Reflect on topics including professional boundaries, self-care, and work-life balance.
5. Establish personal learning outcomes as they relate to the setting's mission, service delivery, and professional practice.
6. Demonstrate effective teamwork while exploring the dynamics of the team.
7. Address social justice, equity, diversity, and inclusion issues in the practicum setting.
8. Examine the continuing impacts of colonization.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 15% | % | % |
| Practicum:   | 85% | % | % |

**Details:**

Assignments (e.g., journals, seminar participation)

Students must participate in field education, workshops, practicum seminars, and complete all assignments.

**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.)*

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

**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. Other | UFV                   | Field education practice guidelines  | current |
| 2.       |                       |                                      |         |
| 3.       |                       |                                      |         |
| 4.       |                       |                                      |         |
| 5.       |                       |                                      |         |

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

**Course Content and Topics**

1. Practicum expectations, personal learning outcomes, and evaluation methods.
2. Professionalism (limits of confidentiality, etc.).
3. Preparation for supervision.
4. Effective use of self in the helping relationship.
5. Indigenous ways of knowing, cultural humility, diversity, and social justice.
6. Professional boundaries, ethical practice, and self-care.

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Dr. Karun Karki, Human Services Chair, School of Social Work and Human Services

Date: August 30, 2023

**Subject: HSER 230 Social Service Worker Practicum II**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

According to the Official Course Outline, HSER 230 was due to be reviewed in February 2023. The revised name of the course now reflects the name of the revised Social Service Worker diploma program.

The calendar description has been updated to reflect an increased emphasis on social justice, equity, diversity, and inclusion. The focus has been shifted to emphasize community-based social service organizations. School-based practica are primarily intended for certificate students and those interested in becoming Indigenous Student Support Workers.

When *HSER 140: Introduction to Indigenous-Centred Human Services* was introduced in 2020, HSER 230 was revised with the intention that HSER 140 would be a pre-requisite to the second-year practicum; however, in the official course outline that was published, it appears as a co-requisite.

*Indigenous-Centred Human Services* must be taught in the first year of the program, not during or after the second practicum, because it is foundational knowledge we require all program students to have before completing their final practicum.

SOWK 210 was added as a pre/corequisite for the same reason as HSER 140 was made a pre-requisite to HSER 230. Students must take SOWK 110 before or during the same semester as their first year practicum (HSER 130). SOWK 210 must be taken before or during the same semester as



their second year practicum, which they should take during their last semester in the program. The School believes that an introductory course on social welfare is knowledge required before or during their second year practicum.

While the total number of hours remains unchanged, they have been reallocated to better reflect how the course is delivered.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes were revised to mirror the [Field Education Practice Guidelines](#) of the School of Social Work and Human Services. New learning outcomes place emphasis on critical reflection skills, professionalism, social justice, and decolonization. ILOS 1, 2, 3, 4, 5, 6, 8, and 9 are reflected in the revised learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No

5. Which program areas have been consulted about the change(s)?

HSER Committee, Field Education Committee, School of Social Work and Human Services Committee.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course embraces the decolonizing ways of working with Indigenous service recipients. It contributes to indigenizing our Academy through teaching practices that reflect Indigenous ways of knowing and learning. Students reflect on and learn about the impact of colonialism and the need for reconciliation. For example, one week's theme is the Truth and Reconciliation Commission of Canada's Calls to Action related to social services. This theme aims to achieve course learning outcome number eight.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course better prepares students for the human services workforce where they will work with people from diverse backgrounds and cultures. The outline incorporates diverse perspectives into course materials, including critical self-reflection, cultural humility, social justice, Truth and Reconciliation, and Equity, Diversity, and Inclusion. The principles of EDI are reflected through topic selection, assignment design, and curriculum delivery.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

Not applicable.

9. Estimate of the typical costs for this course, including textbooks and other materials:

Not applicable.



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1991  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|-----|--|--|--|--|--|--|--------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HSER 230                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Number of Credits:</b> 7 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Social Service Worker Practicum II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Course Short Title:</b> Social Service Worker Pract II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Department:</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br>Building on HSER 130, this is a supervised field experience in a community-based social service setting. Students must also attend field education workshops and seminars that are grounded in social justice, equity, diversity, and inclusion.                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | Admission to the Social Service Worker diploma and HSER 130. Note: As of January 2025, prerequisites will change to include HSER 140.                                                                                                                                                                                                                                                                                                                                                        |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | HSER 140, HSER 200, and SOWK 297. Note: As of January 2025, pre/corequisites will change to include SOWK 210.                                                                                                                                                                                                                                                                                                                                                                                |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                        |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>16</b> |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Practicum</td> <td style="text-align: center;">210</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>230</b></td> </tr> </table> |            | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20 | Practicum | 210 |  |  |  |  |  |  | <b>Total hours</b> | <b>230</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Students must complete a practicum at the end of their program. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 210        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>230</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> June 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Date of meeting:</b> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |     |  |  |  |  |  |  |                    |            |                                                                                                                                                                               |  |

**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. Establish personal learning outcomes as they relate to the setting's mission, service delivery, and professional practice.
2. Actively participate in supervision as a collaborative learning opportunity.
3. Demonstrate effective verbal, non-verbal, and written communications.
4. Apply professional values and ethics outlined in the British Columbia College of Social Workers Code of Ethics and Standards of Practice.
5. Demonstrate the expectations as outlined in the SWHS Field Education Practice Guidelines.
6. Demonstrate self-awareness, self-reflection, cultural humility, and respect for diversity.
7. Incorporate Indigenous approaches as a means of decolonizing social service delivery.
8. Articulate the relationship between social policy and the impact of social change on social services.

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

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 15% | Practicum: | 85% |  | % |
|              | %   |            |     |  | % |

**Details:**

Assignments (e.g., Journals, Seminar participation)

Students must participate in field education workshops, practicum seminars, and complete all assignments.

**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.)*

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

**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. Other           | UFV                   | Field education practice guidelines                         | current |
| 2. Online resource | BCCSW                 | Social work code of ethics and standards of practice, BCCSW | current |
| 3.                 |                       |                                                             |         |
| 4.                 |                       |                                                             |         |
| 5.                 |                       |                                                             |         |

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

1. Learning outcomes in the practicum setting.
2. Team dynamics within the practicum setting.
3. Intersection of personal and professional values.
4. Tensions between professional obligations and policies and procedures of the practicum setting.
5. Truth and Reconciliation Commission of Canada: Calls to Action related to social services.
6. Cultural humility, social justice, equity, diversity, and inclusion in the practicum setting.
7. Evaluation of the practicum experience.



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: SOCA 100, 105, 201, AND 402, SCHOOL OF CREATIVE ARTS, COLLEGE OF ARTS

**Date:** SEPTEMBER 7, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new Courses SoCA 100, 105, 201, and 402, and I approve their submission to CACC and UEC for curriculum review.

All curricular changes proposed by SoCA (including these new courses) have been submitted by the Dean's office to the Budget Office as part of the 2024-25 Course & Enrolment Planning process and are pending review by the Budget Office. We are anticipating an efficiency savings with an overall reduction in the number of sections, while enrollment remains consistent with prior years and/or SEM growth projection.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, Director, School of Creative Arts

Date: May 18, 2023

**Subject: Proposal for new course SOCA 100: Ways of Seeing Art, Digital Media, and Visual Culture**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed in response to program review recommendations in the Visual Arts Program review and to items in the unit response and action plan, namely to integrate theory and practice more effectively, incorporating visual studies earlier in the program and to be more financially sustainable. It will be a required course for Visual Arts Majors, Minors, Extended Minors, Diploma, and in the Indigenous Arts Certificate. The course specifically responds to feedback from students and faculty gathered through the program review process, asking that students be exposed to more examples of current art, digital media, and visual culture practices earlier in their programs, and in ways that integrated experiential learning, supplementing the critical and historical frame that is provided in Art History requirements. In addition, the course is expected to improve the overall financial picture for Visual Arts, as it is capped at 36 students and is likely to attract students from many programs across UFV. The course is coded as SOCA, rather than VA or AH in recognition that the pedagogical approach and methodological/theoretical framing of the course in visual studies spans both disciplines and is not contained by either.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

*This course serves several programs, but we expect the main programs it will serve are the VA Major and the Indigenous Arts Certificate:*

| Course Outcome.                                                                                                                                                                                     | VA Major                                                                                             | Indigenous Arts Certificate                                                                                                                        | ILO                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Ask critically informed questions about examples of art, digital media, and visual culture, situating examples of Indigenous artistic practices in relation to Indigenous ways of knowing and being | Articulate formal and conceptual links between visual art theory and practice.                       | Use artistic creation to express their identity as Indigenous people and their relationship to land, place, and their cultural and political views | Analyze critically and imaginatively               |
| Explain contexts for understanding examples                                                                                                                                                         | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.   | Create art that is critically engaged with Indigenous rights, histories, politics, resurgence, and cultural reclamation                            | Demonstrate information competency                 |
| Pursue self-reflective learning by situating their own responses to examples of art, digital media, and visual culture in relation to their own world views, to the communities                     | Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives | Self-reflect on their creative process in ways that can enhance their abilities                                                                    | Pursue self-motivated and self-reflective learning |

|                                                                                                                                                                                                                                                                   |                                                                                                          |                                                                                    |                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------|
| they are part of, to their relationships to place and land, and to their understandings of Indigenous cultural and artistic practices                                                                                                                             |                                                                                                          |                                                                                    |                                                    |
| Discuss exhibitions, field trips, and examples of artistic work with peers and with curators, artists and/or culture sector professionals, including considerations of how works by Indigenous artists participate in decolonization and/or Indigenous resurgence | Engage with contemporary practices in visual art exhibition development and installation                 | Contribute to a collaborative learning environment                                 | Communicate effectively                            |
| Reflect on experiential learning through oral, narrative, written, and/or creative outputs                                                                                                                                                                        | Articulate why art matters – to themselves and to communities, throughout the past, present, and future. | Communicate, orally and in writing, about their own and others' artistic practices | Pursue self-motivated and self-reflective learning |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? Visual arts, art history, theatre, media arts, graphic design, communications, media and communication studies. Consultation also included discussion with Lorna Andrews, the teaching and learning Indigenization specialist.
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*Learning outcomes 1, 3, and 4 explicitly address Indigenous ways of knowing and being and the specificities of Indigenous cultural and artistic practices. An instructor may address these LOs at the level of course content first through selection of field trips, speakers, and guest artists (these will vary every semester, depending on exhibitions and events taking place), then through emphasizing the ways that selected artists'/speakers' artistic practices reflect their cultures' ways of knowing and being; this may be done in introductory lectures and class discussions. An instructor may also address these LOs through class discussions that allow students to position themselves, whether they are Indigenous or non-Indigenous, in relation to culture and place, and by emphasizing the relationships to land and place that inform artistic works. Assessment methods emphasize self-reflexivity, allowing space for students to engage in reflection and self-positioning, and allow students choice in how to demonstrate their learning, allowing students to use oral, narrative, and creative outputs to demonstrate their understanding of course material: multi-modal assessments can provide students with space to use their own strengths to demonstrate their learning.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Course content will vary with each iteration of the course, and provides space for instructors to select examples of artistic practices that reflect diversity and social justice agendas. The course is centered on experiential learning, with course content that does not presuppose any knowledge of art history, visual studies, or experience with art, making the course accessible to students with a wide range of academic preparation. Assessment is multi-modal and instructors can select assessment methods that serve students with learning disabilities, students who are neurodivergent, and students who prefer to be assessed without heavy reliance on written outputs; instructors are encouraged to provide students with choices about how to demonstrate their learning.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: Field trip costs will vary, but estimated between \$120-\$250.

**CWC comment and response:**

- Experiential hours assigned to field trips are not typically given the same weight towards credit as other instructional hours. How will this work in this course? What type of activities will the students be engaged in? Should the contact hours be reconsidered?

*The students will be actively engaging in critical assessment and peer-discussion during field trips to contemporary art spaces, guided throughout by the instructor.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOCA 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Ways of Seeing Art, Digital Media, and Visual Culture<br><b>Course Short Title:</b> Art, Dig Media, Visual Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>In this experiential course, students learn how visual art, digital media, and culture inform and express diverse worldviews. Students participate in field trips and attend artist talks and exhibitions to gain exposure to contemporary examples of art, digital media, and visual culture practices. Applied learning is enhanced with discussions, reflection, and projects. Examples of Indigenous art, digital media, and visual culture are core content in all iterations of this course; when the course is offered as part of the Indigenous Arts certificate, all examples will be drawn from Indigenous cultural practices.</p> <p>Note: Field trips outside of class time will be required.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Experiential (field trip)</td> <td>15</td> </tr> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                     |           | Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15 | Lecture/seminar | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                             |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Ask critically informed questions about examples of art, digital media, and visual culture, situating examples of Indigenous artistic practices in relation to Indigenous ways of knowing and being.
2. Explain contexts for understanding examples.
3. Pursue self-reflective learning by situating their own responses to examples of art, digital media, and visual culture in relation to their own world views, to the communities they are part of, to their relationships to place and land, and to their understandings of Indigenous cultural and artistic practices.
4. Discuss exhibitions, field trips, and examples of artistic work with peers and with curators, artists and/or culture sector professionals, including considerations of how works by Indigenous artists participate in decolonization and/or Indigenous resurgence.
5. Reflect on experiential learning through oral, narrative, written, and/or creative outputs.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              |      | % | % |

**Details:**

Assignments include in-class exercises, reflective journals, narrative self-assessment, presentations/storytelling, and collaborative 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.)*

Guest speakers, field trips, slide lectures, readings, digital media, place-based learning activities

**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. Textbook        | Tishman, Shari.                       | Slow looking: The art and practice of learning through observation. Routledge.                                                                                                                                                                                              | 2017 |
| 2. Online resource | Hopkins, Candice, and Dylan Robinson. | "Soundings: An Exhibition in Five Parts." Morris and Helen Belkin Art Gallery. The UBC Fine Arts Gallery. <a href="https://belkin.ubc.ca/exhibitions/soundings-an-exhibition-in-five-parts/">https://belkin.ubc.ca/exhibitions/soundings-an-exhibition-in-five-parts/</a> . | 2022 |
| 3.                 |                                       |                                                                                                                                                                                                                                                                             |      |
| 4.                 |                                       |                                                                                                                                                                                                                                                                             |      |
| 5.                 |                                       |                                                                                                                                                                                                                                                                             |      |

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

Students will be assigned podcasts, videos, online resources, exhibition catalogues and other resources that expand on or contextualize the examples addressed in field trips and class content (e.g., guest speakers, activities).

**Course Content and Topics**

Note: Field trips and experiential activities are selected by the instructor and will be reflected in course content. Course content will vary depending on the field trips and experiences that are part of each iteration of the course.

- Strategies for approaching art, digital media, and visual culture
- Local and regional arts and culture ecologies and networks, including significant hubs, theatres, museums, and galleries
- Locating yourself inside and outside of an exhibition
- The role of perspective and situated knowledge in contemporary interdisciplinary practices, including Indigenous perspectives on situated knowledge
- Speaking to what you see, feel, and think
- The role of the art object, artist, viewer, and world in the art experience
- The role of space and place in art practices and relationships between art practices and Indigenous understandings of place and land
- How to engage in self-directed learning strategies (reflective journaling, introspective self-evaluation, interest-based assignments, collaborative learning)
- Self-identifying knowledge gaps and fostering openness to community-rooted knowledge (group-led discussions, guest lectures, attention to place, critical reflections on institutional knowledge)
- Culturally-based vs "universal" understandings of art

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, Director, School of Creative Arts

Date: May 18, 2023

**Subject: Proposal for new course SOCA 105: Ways of Writing About Art, Design, Digital Media, and Visual Culture**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course will be required for students in the BFA program and in the Indigenous Arts Certificate. It is designed to introduce students to the types of writing tasks they will encounter in university-level creative arts and design programs, and to provide them with skills and strategies for success in their programs. During the VA program review, students expressed a desire to build discipline-specific writing skills earlier in their programs. The VA program review action plan included the recommendation that the VA program scaffold academic skills more effectively across the four years of the Major. Consultation with GDD revealed that GDD faculty had similar concerns for students in the GDD Major. The course is coded as SOCA to reflect that the course addresses the needs of multiple creative arts disciplines.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

*The course will serve students in all programs of the BFA degree and the Indigenous Arts Certificate; rather than mapping the course against all program LOs, we map here to ILOs directly.*

| Course Outcome                                                                                                                                                                                            | ILO                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Identify appropriate resources to research questions arising from art, design, digital media, and visual culture studies                                                                                  | Demonstrate information competency                 |
| Cite sources following a recognized method                                                                                                                                                                |                                                    |
| Apply inclusive, equitable, and diverse frameworks in written analysis of art and visual culture, including Indigenous critical approaches and the analysis of works of Indigenous art and visual culture | Analyze critically and imaginatively               |
| Use clear and precise language to write for creative, self-reflexive, and critical purposes                                                                                                               | Use knowledge and skills proficiently              |
| Use clear and precise language to write for creative, self-reflexive, and critical purposes                                                                                                               | Communicate effectively                            |
| Assess how a range of approaches to writing—including oral/verbal, visual, and dialogic strategies—allow them to meet their own needs and emphasize their individual strengths                            | Pursue self-motivated and self-reflective learning |
| Contribute with intention to a peer learning community                                                                                                                                                    | Engage in respectful and professional practices    |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This is an interdisciplinary course, required in the BFA and Indigenous Arts Certificate.

4. Which program areas have been consulted about the course? Indigenous studies, visual arts, art history, theatre, media arts, graphic design, communications, media and communication studies, and English. Consultation also included discussion with Lorna Andrews, the teaching and learning Indigenization specialist. The course was designed by a team of SOCA faculty that included Indigenous faculty members in art history and visual arts and the calendar description was discussed with Indigenous Studies as part of the proposed revisions to the Indigenous Arts Certificate.
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This course, via learning outcome 1, recognizes writing as a colonial/western practice and provides space for students to consider how the writing practice might be decolonized (course content point 2). Course learning outcome 2 allows students to foreground the ways that less colonial forms of expressive practice, e.g. oral, visual, and dialogic practices, can operate alongside writing of and inform the writing process. Learning outcome 3 explicitly addresses the tension around writing as colonial practice and centres how Indigenous approaches to communication can be part of writing practices. Assessments include some non-written options (e.g. vlog posts) and for students to explore their own interests through selection of topics (artists, designers); instructors teaching this course outside of the Indigenous Arts Certificate will be encouraged to include examples of Indigenous artists and designers for all assignments. Course content points 10 and 11 (using narrative and storytelling in academic writing, writing strategies that emphasize strengths) provide spaces where instructors can introduce Indigenous examples and value Indigenous ways of knowing and being.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Many students in creative arts programs struggle with writing. This course explicitly introduces a range of strategies for students to explore so that they can determine how to approach writing in a way that emphasizes their strengths and helps students overcome barriers to writing. Its emphasis on low stakes and in-class writing (calendar description) and collaboration and iterative writing (LO4) are explicit attempts to reduce student anxiety around writing, to make expectations for creative arts writing clear to students, and to emphasize writing as a process and practice. Instructors are encouraged (via course content point 11) to introduce technologies and strategies that will help the students in their course succeed, e.g. talk-to-text, apps to assist students with learning disabilities, resources, time management and writing planning.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50

## CWC comment and response:

- How is this course different from ENGL 105? Has English been specifically consulted?  
Proposed changes to the BFA will require both this and an ENGL or CMNS course, but it appears that this will replace the current writing requirement courses in the Visual Arts

diploma. UEC will need to know that English is fully aware of this course and any potential implications.

*Yes, ENGL has been consulted, and the Dean's office has taken this into consideration in their review of the 2024 course plans for both English and SoCA.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOCA 105                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Ways of Writing About Art, Design, Digital Media, and Visual Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Writing About Visual Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn about different ways of writing reflectively and critically about art, design, digital media, and visual culture. In-class and low stakes explorations of developing ideas, understanding genres and writing tasks, and rhetorical strategies allow students to develop their voices as writers. Emphasis is on developing strategies for writing and on writing for both critical reflection and creative development, including how oral and dialogic practices can contribute to writing. Examples of Indigenous art, design, digital media, and visual culture are core content in this course; when the course is offered as part of the Indigenous Arts certificate, all examples will be drawn from Indigenous cultural practice. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | One of the following: (C+ or better in English Studies 12, English First Peoples 12, English 12 or English Literature 12), CPT score of 48 or better, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> .                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Describe the characteristics of different genres of writing used in creative contexts (e.g. artist statement, project rationale, review, catalogue essay, blog post, response paper, website copy), recognizing these genres—and writing itself—as culturally and historically situated.
2. Assess how a range of approaches to writing—including oral/verbal, visual, and dialogic strategies—allow them to meet their own needs and emphasize their individual strengths.
3. Explain how Indigenous approaches to communication and expression can be integrated into writing processes in creative disciplines.
4. Participate in iterative writing processes, including co-creating, revising, editing, peer review, and proofreading work.
5. Use clear and precise language to write for creative, self-reflexive, and critical purposes.
6. Apply inclusive, equitable, and diverse frameworks in written analysis of art and visual culture, including Indigenous critical approaches and the analysis of works of Indigenous art and visual culture.
7. Position themselves in their writing practice, through meaningful content, language diversity, and stylistic choices.
8. Identify appropriate resources to research questions arising from art, design, digital media, and visual culture studies, citing sources following a recognized method.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              |      | % | % |

**Details:**

Assignments include reflective journals, response papers, blog/vlog post, artist biography, artist statement, research or project proposal, collaborative text summary, bibliography.

**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.)*

Guest speakers, lectures, readings, collaborative work, self-directed work, oral presentations, guided tour (campus library),

**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  | León, Ana María                                               | "Crowdsourcing Knowledge: Cowriting, Coteaching, and Colearning." Art Journal Open. Art Journal Open, July 24, 2020. <a href="http://artjournal.collegeart.org/?p=10593">http://artjournal.collegeart.org/?p=10593</a> . | 2020 |
| 2. Textbook | Guttorm, Hanna, Lea Kantonen, Britt Kramvig, and Aili Pyhälä. | "Decolonized research-storying: Bringing indigenous ontologies and care into the practices of research writing." In Indigenous research methodologies in Sámi and global contexts, pp. 113-143. Brill.                   | 2021 |
| 3. Textbook | Younging, Greg                                                | Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples                                                                                                                                        | 2018 |

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

Additional texts and resources on writing strategies will be responsively provided to students by the instructor according to student needs.

**Course Content and Topics**

Themes may include:

- Determining structure, argument, tone, style, and voice in diverse examples of writing for art, digital media, and visual culture
- Demystifying and decolonizing the writing process through critique, collaborative tasks, and co-writing
- Writing as an iterative process: thinking through writing, stages of writing, outlining, editing, and revision
- Issues concerning figures, images, citation style, clarity, concision, communicating purposefully, grammar, and word choice
- Inclusive language selection, engaging the reader, and writing for diverse audiences
- Locating oneself and others inside and outside of the writing practice
- Library, database and resource tutorial
- Introduction of discipline-specific publications
- Academic writing expectations: description vs. analysis, types of argument, argumentative and rhetorical "moves"
- Using narrative and storytelling in academic writing, examples of this in writing by Indigenous authors
- Strategies, resources, and technologies to emphasize strengths and address personal challenges with writing processes
- Self-reflection and self-directed growth (reflective journaling, introspective self-evaluation, interest-based assignments)

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, Director, School of Creative Arts

Date: May 18, 2023

**Subject: Proposal for new course SOCA 201: Introduction to Visual Studies**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed in response to program review recommendations in the Visual Arts Program review and to items in the unit response and action plan, namely to integrate theory and practice more effectively, incorporating visual studies, creative research methodologies, and critical theory earlier in the program; and, to emphasize thematic approaches, inter/transdisciplinarity, and experimentation. It will be a required course for Visual Arts Majors, Extended Minors and Diploma students. The course specifically responds to feedback from students and faculty gathered through the program review process, requesting that students have earlier and more opportunities to integrate theoretical/historical knowledge in their creative practice: this course introduces students to how to integrate theory and practice. The course is coded as SOCA, rather than VA or AH in recognition that the pedagogical approach and methodological/theoretical framing of the course in visual studies spans both disciplines and is not contained by either.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course LO                                                                                                                                                                                                                                           | VA Major LO                                                                                                                                           | ILO                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Articulate the argument in critical texts in the field of visual studies, explaining texts' significance to the field                                                                                                                               | Articulate formal and conceptual links between visual art theory and practice.                                                                        | Demonstrate information competency                 |
| Explore formal and conceptual relationships between art theory and practice through participation in praxis-based exercises                                                                                                                         | Articulate formal and conceptual links between visual art theory and practice.<br><br>Create artworks that investigate themes, ideas and/or theories. | Use knowledge and skills proficiently              |
| Communicate with intention, explaining connections between theory, artistic precedents, and personal practice orally and in writing                                                                                                                 | Communicate knowledgeably and with humility for a range of creative contexts and audiences.                                                           | Communicate effectively                            |
| Use theoretical frameworks to critically and imaginatively analyze the practices of diverse contemporary artists                                                                                                                                    | Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives                                                  | Analyze critically and imaginatively               |
| Demonstrate self-reflexivity and an awareness of positionality by situating themselves in their writing, research and making practices through meaningful connections with texts, situated knowledge, relationships to land, and personal histories | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.                                                    | Pursue self-motivated and self-reflective learning |



|                                                                                                                                                                                     |                                                                                                      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|
| Describe the contributions of Indigenous scholars and artists to the field of visual studies, with reference to the relationship between visual practices and Indigenous resurgence | Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? Visual arts, art history, theatre, media arts, graphic design, communications, media and communication studies. Consultation also included discussion with Lorna Andrews, the teaching and learning Indigenization specialist.
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*Learning outcome 6 engages with UNDRIP Article 11; students will address how Indigenous artists and scholars are revitalizing cultural practices in relation to visual culture. The first bullet point of themes, in course content, provides an example of Indigenous scholars and artists whose work engages with the theme of Indigenous futurism, indicating one way that the specific component of the LO related to Indigenous resurgence can be addressed in content. Assessment through creative projects that demonstrate students' understanding of course ideas and themes provides space for students to choose and explore creative approaches based on their strengths and skills, allowing students to showcase their own gifts and experiences.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*The course introduces theory in an accessible manner by introducing and foregrounding reading and interpretive strategies. It emphasizes peer learning and collective knowledge making, allowing students to support each other and create a learning community. The assignments will provide ways for students to demonstrate their knowledge in both formal/written and creative/applied ways. Students have choices about how to approach creative response assignments and can use artistic/creative approaches to demonstrate their learning. Course content can address equity and diversity in relation to visual representation and art practices, see final content bullet point.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50

**CWC comment and response:**

- The proposed prerequisite of 15 university-level credits does not give students any specific skills for entering into this second-year course. Pre-Check recommends including SOCA 105 as a simpler option for students that will also ensure they are prepared for this level of

coursework. (Learning outcomes #1 and #3 also suggest that students should complete SOCA 105 prior to this course.)

*Prerequisites have been updated as suggested.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Introduction to Visual Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: Intro to Visual Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Department (or program if no department): School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students gain familiarity with the field of visual studies by connecting ideas and themes in visual studies to artists working in the field, then experimenting with these ideas and themes in their creative practice, through the lens of their own experience. Content is explored through making practices and thematic approaches, focusing on how material and form are brought into conversation with concepts. Content will emphasize Indigenous subject matter and contemporary issues. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | SOCA 105.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: NONE<br>Cross-listed with: NONE<br>Equivalent course(s): NONE<br><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>                                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Articulate the argument in critical texts in the field of visual studies, explaining texts' significance to the field.
2. Explore formal and conceptual relationships between art theory and practice through participation in praxis-based exercises.
3. Communicate with intention, explaining connections between theory, artistic precedents, and personal practice orally and in writing.
4. Use theoretical frameworks to critically and imaginatively analyze the practices of diverse contemporary artists.
5. Demonstrate self-reflexivity and an awareness of positionality by situating themselves in their writing, research and making practices through meaningful connections with texts, situated knowledge, relationships to land, and personal histories.
6. Describe the contributions of Indigenous scholars and artists to the field of visual studies, with reference to the relationship between visual practices and Indigenous resurgence.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Assignments include summaries of theoretical and critical texts, creative response assignments, participatory and reflective writing, and oral presentations.

**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.)*

Guest speakers, slide lectures, readings, digital media, learning in relationship to the land, personal history and community

**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. Textbook | Nicholas Mirzoeff                    | The Visual Culture Reader                                                                                                                                                      | 2013 |
| 2. Article  | Amber Hickey                         | Rupturing Settler Time: Visual Culture and Geographies of Indigenous futurity, World Art, 9:2,163-180                                                                          | 2019 |
| 3. Article  | Munroe, H., & Payne, D.              | Creative Research as Story-Telling: An Indigenous visual culture course from the perspectives of a librarian, a professor and students. Art Libraries Journal, 45(4), 128-142. | 2020 |
| 4. Textbook | Robertson, Jean, and Craig McDaniel. | Themes of Contemporary Art: Visual Art after 1980. 4th edition. Oxford: Oxford University Press.                                                                               | 2016 |
| 5.          |                                      |                                                                                                                                                                                |      |

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

Students will be provided with podcasts, videos, online resources, exhibition catalogues, and other resources that reflect the contemporary case studies taken up in each course iteration. Resources will follow the course trajectory linking theory -> artistic precedents -> personal practice.

Examples of this approach to case studies are provided for the first two entries under "themes" in the following section.

**Course Content and Topics**
**Processes and frameworks may include:**

- Expectations for academic research and writing
- Key works in art theory and visual culture, introduced across thematic lines, including key texts by Indigenous scholars
- Introduction to contemporary critical practices in visual art, across thematic lines
- Approaches to collective knowledge-making, linking conceptual relationships to artistic precedents
- How to relate making strategies with theory and existing creative scholarship
- Oral, written and creative outputs linking theory to artistic precedents to personal practice
- Unpacking inclusive language selection, engaging the reader, and writing for a range of audiences
- Locating oneself in relation to writing and creative practices
- Creating an outline and planning argumentative moves in written work
- Incorporating narrative, storytelling, self-reflection, and visual analysis in written work
- Peer feedback, peer review, and collaborative editing

**Themes may include:**

- Indigenous Futurism (dystopian now, technological traditions, science fiction, romanticized colonial histories and possible futures). Possible case studies: Lidchi, Henrietta, and Suzanne Newman Fricke. "Future history: Indigenous Futurisms in North American Visual Arts." *World Art* 9, no. 2 (2019): 99-102; Fragnito, Skawennati. Skawennati. <https://www.skawennati.com/>. 2023.
- Truth (The myth of photographic truth, universal truth, positivism, realism with a small "r"). Possible case studies: Barthes, Roland. "From Camera Lucida." In *Theatre and Performance Design*, pp. 43-50. Routledge, 2012; Farocki, Harun. "I Thought I Was Seeing Convicts / Ich Glaubte Gefangene Zu Sehen (2000) Dir. Harun Farocki." YouTube, April 1, 2022. <https://youtu.be/HOuUHRDazlc>.
- Ownership (mechanical reproduction, simulation/AI, politics of appropriation, colonialism)
- Mass Consumption ((anti)capitalism and the art object, the (a)politics of social awareness, social media and modern consumerism)
- Representation (visual primacy in everyday life, mad art, situated knowledge vs top-down Western knowledge systems, object vs subject, scientific looking, gender, race, and class in looking practices)

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, Director, School of Creative Arts

Date: May 18, 2023

**Subject: Proposal for new course SOCA 402: Seminar in Visual Studies**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed in response to program review recommendations in the Visual Arts Program review and to items in the unit response and action plan, namely to incorporate visual studies and critical theory more rigorously across the programs offered and to be more financially sustainable. This course will effectively replace AH 403/VA 403, which was previously required for VA Majors but had a prerequisite structure that made it inaccessible for students outside the VA Major. This course can be taken by any upper-level student, allowing SOCA to address concerns around enrolment management and budget sustainability. We expect that students from other humanities disciplines and other creative arts programs will take this course to fulfill upper level elective requirements, particularly if topics for the seminar are of interest outside of visual arts. The course is coded as SOCA to reflect that it integrates approaches and methods from both VA and AH (and potentially other creative disciplines such as theatre (content example 6)).*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Outcome                                                                                                                                                | VA Major                                                                                             | ILO                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Articulate self-generated research questions, integrating theory and practice                                                                                 | Apply methods for generating, investigating, and responding to creative research questions.          | Initiate inquiries and develop solutions to problems             |
| Lead seminar discussions for peers, generating questions and drawing connections between comments                                                             | Collaborate effectively, respectfully, and creatively with diverse peers and community members       | Engage in collaborative leadership                               |
| Communicate research clearly in writing and oral presentations                                                                                                | Communicate knowledgably and with humility for a range of creative contexts and audiences.           | Use knowledge and skills proficiently<br>Communicate effectively |
| Question visual art and visual culture from inclusive, equitable, and diverse perspectives, drawing on Indigenous scholarship, methodologies, and/or theories | Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives | Contribute regionally and globally                               |
| Interpret texts and ideas critically and imaginatively, embracing interdisciplinarity and multi-modal approaches                                              | Articulate formal and conceptual links between visual art theory and practice.                       | Analyze critically and imaginatively                             |
| Pursue self-motivated and self-reflective learning by locating themselves and their interests in their writing, research, and creative practices              | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.   | Pursue self-motivated and self-reflective learning               |
| Recognize value in diverse knowledge banks, selecting                                                                                                         | Collaborate effectively, respectfully, and creatively with diverse peers and community members       | Engage in respectful and professional practices                  |

|                                                           |  |  |
|-----------------------------------------------------------|--|--|
| theoretical sources and frameworks with humility and care |  |  |
|-----------------------------------------------------------|--|--|

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? Visual arts, art history, theatre, media arts, graphic design, communications, media and communication studies. Consultation also included discussion with Lorna Andrews, the teaching and learning Indigenization specialist.
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*Course content and topics will vary with each iteration of the course; LO 4 is intended to ensure that all iterations of the course include Indigenous scholarship, methods, or theoretical approaches relevant to the selected topic or focus. The course is a seminar course, which emphasizes peer learning and is a model that decentres the instructor and emphasizes students as co-creators of knowledge, reflecting Indigenous ways of knowing and being that emphasize the gifts each learner brings to a learning experience. Assessment is based on participatory activities, such as seminar discussions, as well as oral presentations and written papers, allowing students to express their knowledge in ways that play to their strengths as learners.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Course content will vary with each iteration of the course, and provides space for instructors to select examples of artistic practices, theories, and methodologies that reflect diversity and social justice agendas. Students are assessed in both written and oral assignments and there is space for creative projects to be included in the course as either content or assessment, providing opportunities for students to be assessed in ways that reflect their abilities. The written research project is scaffolded, to provide students with supports in developing a significant piece of writing.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50-\$150.

**CWC comment and response:**

- How does the proposed prerequisite of 60 credits in any subject prepare students for an advanced seminar specifically in Visual Studies? Students in a wide variety of programs outside of Creative Arts would be eligible to take this course without being prepared to synthesize information, lead in-class discussions, or develop research-based writings to articulate links between visual studies theory and practice. Pre-Check recommends including some additional relevant courses in the 60 credits, such as SOCA 201.

*The course creators considered what would allow a student to be successful in this course, and found the prerequisite sufficient, while also allowing students from across the university to take this advanced course, as it does not require any technical training, but rather upper-year critical engagement.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOCA 402                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Seminar in Visual Studies<br><b>Course Short Title:</b> Seminar in Visual Studies                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore a topic or question related to visual studies and/or creative art practices through reading and analysis of relevant theoretical texts. Students will synthesize information, lead in-class discussions, and develop research-based writings to articulate formal and conceptual links between visual studies theory and practice.               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Articulate self-generated research questions, integrating theory and practice.
2. Lead seminar discussions for peers, generating questions and drawing connections between comments.
3. Communicate research clearly in writing and oral presentations.
4. Question visual art and visual culture from inclusive, equitable, and diverse perspectives, drawing on Indigenous scholarship, methodologies, and/or theories.
5. Interpret texts and ideas critically and imaginatively, embracing interdisciplinarity and multi-modal approaches.
6. Pursue self-motivated and self-reflective learning by locating themselves and their interests in their writing, research, and creative practices.
7. Recognize value in diverse knowledge banks, selecting theoretical sources and frameworks with humility and care.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              |      | % | % |

**Details:**

Assignments may include textual summaries and response journal, student-led seminar presentation/discussion, self-assessment, research project including proposal, annotated bibliography, research paper, and oral presentation.

**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.)*

Student-led discussions, slide lectures, readings, digital media, learning in relationship to self, oral presentations, symposium

**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. Textbook | Heather Igloliorte & Heather Taunton, eds. | The Routledge Companion to Indigenous Art Histories in the United States and Canada, New York: Routledge                                                | 2023 |
| 2. Textbook | Asselin, Olivier et. al. eds.              | Precarious Visualities: New Perspectives on Identification in Contemporary Art and Visual Culture. Montreal & Kingston: McGill-Queen's University Press | 2008 |
| 3. Textbook | Bishop, Claire.                            | Artificial Hells: Participatory Art and the Politics of Spectatorship. London: Verso                                                                    | 2012 |
| 4. Textbook | Osborne, Peter D.                          | Photography and the Contemporary Cultural Condition. New York: Routledge                                                                                | 2019 |
| 5. Textbook | Serafini, Paula.                           | Performance Action: The Politics of Art Activism. New York: Routledge                                                                                   | 2018 |

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

Studio materials, if required for student-led projects.

**Course Content and Topics**

Course content varies with each iteration of the course and will be determined by the instructor. Course content will be responsive to current issues and debates in visual studies and will incorporate Indigenous scholarship.

Topics for the seminar could include:

- Globalization, Art, and Debates on Uncertain Cultural Futures
- Eco-Art — Rethinking Humanity's Relationship to Nature
- Sentimental Sutures? Considering Compassion, Trauma, and the Art of Healing
- Photography and the Sacred: Beyond the Bounds of Faithful Description
- Who Owns the City? Creative Transgressions of Urban Norms
- Performance Art, the Body, and the Other
- Corporeal Mediums: The Body in Creative Practice
- Land-Based Practice and Site-Specific Work



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURREY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: VA 100, 110, 195, 260, 295, 300, 301, 310, 311, 325, 391, 392, 405, AND 490, VISUAL ARTS, SCHOOL OF CREATIVE ARTS, COLLEGE OF ARTS

**Date:** SEPTEMBER 7, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new Courses VA 100, 110, 195, 260, 295, 300, 301, 310, 311, 325, 391, 392, 405, and 490, and I approve their submission to CACC and UEC for curriculum review.

All curricular changes proposed by SoCA (including these new courses) have been submitted by the Dean's office to the Budget Office as part of the 2024-25 Course & Enrolment Planning process and are pending review by the Budget Office. We are anticipating an efficiency savings with an overall reduction in the number of sections, while enrollment remains consistent with prior years and/or SEM growth projection.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**CWC comments and responses:**

VA 100, 110, 260, 295, 300, 301, 310, 311, 325, 391, 392, 405, 490 (new courses)

**Comments for multiple courses:**

- Several memos indicate that existing courses may be discontinued, but this is somewhat unclear. It would help the committee to understand the larger plan if this can be clarified. Will all of the following courses (and/or any others) be discontinued, and if so, when?
  - VA 115, 116, and 119 (VA 100 and VA 110 memos)
  - VA 222 (VA 325 memo)
  - VA 232, 252, 272, 284 (VA 295 and VA 231 memos)
  - VA 402 and 404 (VA 405 memo)
  - VA 421, 422, 431, 432, 451, 452, 471, 472, 483, 484 (VA 490 memo)

*We plan to discontinue these courses over the next three semesters; with all discontinuations occurring by fall 2025. The specific discontinuation plan is still underway, as we want to ensure workload continuity for our faculty and a smooth pathway for existing students.*

- The breakdown for typical instructional hours should use only the provided categories in the drop-down boxes:
  - VA 310, 311, 395, and 490 include either “independent studio hours” or independent studio work”, which sounds like homework rather than supervised hours.
  - VA 405 includes “student directed learning”. This has been a problematic category in the past, as it is unclear whether the hours are independent or instructor-supervised. Would these hours be appropriate as “tutorials/workshops”?

*We can revise these all to “supervised studio hours” and request that this be recognized as a necessary category addition. The closest existing category would be the “supervised laboratory hours (design lab)” but an art studio is not a laboratory, so this is confusing/misleading to students.*

- Are there no sample texts that can/should be included in any of VA 100, 110, 195, 301, 325, 392, or 490? Many of these courses include a note that texts will vary by instructor, but that is already noted on the course outline form. Sample texts can help give students, sessional instructors, and transfer credit institutions a better picture of the course.

*VA faculty opted not to include specific texts. Most course materials shift continually depending on term/instructor; and often in the mode of a slide-lecture as space for how students meet the materials (vs textbooks/ readings).*

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 100: Introduction to Visual Art**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations. This course functionally replaces VA 115, VA 116, and VA 119 as part of program requirements, introducing program students and non-program students to the basic vocabulary, expectations, and approaches used in VA studio courses. The course eliminates content duplication across the three above courses in terms of introducing expectations for studio practice. VA 100 will be the prerequisite for most 200-level studio courses or will be one of two prerequisites (in the case of drawing courses).*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|--------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 3, 4, 5               | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.     | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| LO 7, 8                  | Collaborate effectively, respectfully and creatively with diverse peers and community members      | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 2, 6, 8               | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 4                     | Apply methods for generating, investigating, and responding to creative research questions         | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 7, 8                  | Behave ethically in relation to creative practices                                                 | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally                            |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA and Indigenous Studies (calendar description, not full outline - because this course is

requirement in Indigenous Arts Certificate.) The course was also reviewed by the Teaching and Learning Indigenization Specialist.

5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Learning outcomes 1, 2, and 6 explicitly address Indigenization and decolonization. Examples of Indigenous artists' practices must be included as course content to meet LO 1 and contexts for understanding Indigenous art practices must be included as course content to meet LO2. Topics listed as examples that would allow an instructor to meet these LOs are listed under "Themes Across All Modules" and are the 2 and 6<sup>th</sup> bullet points. In addition, bullet points 3, 4, 7, and 9 are points where Indigenous ways of knowing and being can be introduced to students e.g. through concepts such as self-positioning and situation of knowledge, and through considerations of space, place and place-based ways of knowing.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course has been designed to address what the department has observed as significant gaps in knowledge and experience among 100-level students, which often arise because students have not had access to similar experiences in secondary school. The course is designed to ensure that all students moving from this course into further study of VA share similar vocabulary and understandings of expectations in studio courses. Content introduced to meet LO1 introduces students to diverse approaches to art. LO 6 provides space for students' own life experiences to inform their engagement with course content.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$200 materials.

**CWC comment:**

- Since this course has no prerequisites but is required for many of the later courses, the department will need to schedule enough sections to meet the needs of Visual Arts students as well as demand from students in other programs who may be interested in this as an elective.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Visual Art<br><b>Course Short Title:</b> Intro to Visual Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students are introduced to a wide range of visual arts techniques and materials in hands-on studio settings. Through workshops with visual arts faculty, students make projects and learn how to show, share, and reflect upon their work in the context of contemporary visual art studio practice. Examples of Indigenous art are core content in this course; when the course is offered as part of the Indigenous Arts certificate, all workshops, modules, and examples will be drawn from Indigenous cultural and artistic practices. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10 | Tutorials/workshops | 15 | Supervised studio hours | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Discuss a range of visual art mediums, with reference to diverse examples of art practice, including Indigenous art.
2. Discuss contexts for art-making, including the role of arts practices in Indigenous cultures.
3. Apply introductory visual art techniques in projects.
4. Explore how conceptual frameworks can be integrated into art projects.
5. Identify a range of visual art materials, including their properties and how to select them for specific projects.
6. Develop a personalized approach to introductory visual art processes, informed by their own positionality, cultural background, and lived experiences.
7. Collaborate respectfully and creatively with diverse peers and community members in shared studio environments.
8. Respond thoughtfully to the ideas and feedback of others.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Assignments will include in-class projects x4, in class exercises, critiques, written and verbal reflective assignments, and self-evaluation.

**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.)*

Lectures, in-class exercises, group projects, critiques, image presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |

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

Supplies vary by instructor and by module; list will be given to students through email or on the first day of class.

**Course Content and Topics**

Modules will vary with instructors' availability and area of expertise.

- Painting module (3 weeks)
- Sculpture/3D module (3 weeks)
- Print media module (3 weeks)
- Photography module (3 weeks)

Themes across all modules:

- Strategies for making visual art
- Local and regional arts and culture practitioners and their artworks, including examples from Stó:lō artists and Indigenous artists based in the Pacific Northwest
- Locating yourself inside and outside of artistic practice
- The role of perspective and situated knowledge in contemporary visual art studio practice
- Making in response to what you see, feel, and think
- The role of the art object, artist, viewer, and histories of making, including discussion of Indigenous approaches to creative processes
- The role of space and place in art practices
- How to engage in studio strategies (creative visual research, material experimentations, maquettes and models, reflective journaling, collaborative learning)
- Fostering openness to community-rooted knowledge (group-led discussions, guest lectures, attention to place, Indigenous perspectives on land- and place-based ways of knowing, critical reflections, and guided critiques)



**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10 2023

**Subject: Proposal for new course VA 110: Creating on a Theme**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations. This course addresses recommendations to create opportunities for inter/transdisciplinary study and experimentation and to improve the critical rigour of the program by explicitly introducing conceptual (rather than strictly technical) and theoretical approaches to the creative process at the beginning of the program. With VA 100, this course functionally replaces VA 115, VA 116, and VA 119. See VA calendar changes for indication of where it fits.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|--------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1, 2, 3, 4            | Create artworks that investigate themes, ideas and/or theories.                                    | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 6, 7                  | Collaborate effectively, respectfully and creatively with diverse peers and community members      | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 1, 2, 4, 5, 7         | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to](#)

[Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Learning outcomes 1 and 2, and 6 explicitly address Indigenization. In order to meet these LOs, an instructor must include examples of Indigenous artists' practices and consider how thematic elements of Indigenous art function on their own and as part of broader social/political contexts. Because this course has a thematic focus, content and topics will vary, however, the final bullet point of course content indicates how Indigenization will be included in content of the course. In addition, bullet points 3, 6, and 7 indicate places where Indigenous ways of knowing and being can be introduced to students e.g. through concepts such as self-positioning and through considerations of space, place and place-based ways of knowing.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Assignments provide a number of opportunities for strength-based assessment and for students to demonstrate knowledge in ways that reflect their lived experiences and learning styles. Content will vary based on theme, but in order to meet LO 1, instructors must include examples of diverse art practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$200 materials.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 110                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Creating on a Theme<br><b>Course Short Title:</b> Creating on a Theme                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students are introduced to how themes and concepts inform material and technical decisions in studio-art practices. Each iteration of the course will focus on a theme determined by the instructor. Students will engage with texts, ideas, artistic works, and studio projects that align with the course theme. A praxis-based course, students develop personal and group studio projects in response to the course theme. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 15 | Supervised studio hours | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Discuss a concept or theme found in visual art mediums, with reference to diverse examples of art practice, including Indigenous art.
2. Discuss how Indigenous artists use themes within artworks to contribute to resurgence and de/anti-colonialism.
3. Apply introductory technical and conceptual visual art strategies that reflect a theme.
4. Show an understanding of how form, material and concept are used to address themes in visual art.
5. Develop a personalized approach to creative research on a theme.
6. Collaborate respectfully and creatively with diverse peers and community members in shared studio environments.
7. Respond thoughtfully to the ideas and feedback of others.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 50% | Holistic assessment: | 20% | % |
| Project:     | 30% |                      | %   | % |

**Details:**

Assignments include in-class creative activities, short analysis and response assignments, critiques, and iterative creative assignments in response to course theme.

**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.)*

Lectures, in-class exercises, group assignments, individual projects, critiques, image presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |

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

Supplies vary by instructor and by theme; list will be given to students through email or on the first day of class.

**Course Content and Topics**

Content and topics will vary with course theme.

Thematic examples:

- Anti/De-Colonialism in Contemporary Art
- Memory and Recollection
- "Nature" in Art
- Science Fiction
- The Archive
- Labour and Ideas of Work

Content addressed across all themes:

- Strategies for approaching thematic studio practice
- Theme-based arts and culture practitioners and their artworks
- Locating yourself inside and outside of themes in visual art
- The role of themes and creative research in contemporary visual art studio practice
- Making in response to ideas and specific subject matter
- How to engage in thematic studio strategies (creative research, material experimentations, maquettes and models, reflective journaling, collaborative learning)
- Fostering openness to community-rooted knowledge (group-led discussions, guest lectures, attention to place, critical reflections and guided critiques)
- Examples of Indigenous artists whose work engages with the course theme/concept

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 260: Professional Skills for Visual Artists**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically a recommendation to introduce professional practices earlier in programs – previously, professional practices were only explicitly introduced at the 300-level and students gained hands on experience with exhibition practices at the 400-level in VA 402/VA 404. This course also provides VA Diploma students with an introduction to professional practices as part of their program and the opportunity to exhibit their work before completing the Diploma.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                      | Institutional Learning Outcome                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 7                     | Collaborate effectively, respectfully and creatively with diverse peers and community members | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 1, 2, 6, 8            | Communicate knowledgeably and with humility for a range of creative contexts and audiences    | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| LO 3, 4, 5               | Engage with contemporary practices in visual art exhibition development and installation      | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally                            |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to](#)

[Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Learning outcomes 4 and 5 explicitly address contemporary Indigenous art exhibition practices and the need to decolonize and Indigenize exhibition practices across the GLAM sector. Text #3 and course content bullet points 1, 2, and 3 explicitly address Indigenization in relation to LOs 4 and 5. Course content related to responding to place/space, considering viewership/inclusion/access, and contextualizing artworks in space provide additional places where Indigenous and decolonial approaches can be foregrounded.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

LOs 3 and 4 require instructors to address EDI as it is part of contemporary exhibition practices and a key component of best practices in exhibition practice. Course content on “considering viewership, inclusion and accessibility when planning exhibitions” explicitly addresses these LOs.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$50.

**CWC comments and responses:**

- It seems like these professional practices may be happening a little too early in the program. Can more context be provided, and/or additional detail about what students will be doing in this course?

*As noted in the course memo, this course has been developed in response to the external program review recommendation to introduce professional practices earlier in the program in order to meet the standards of professional development of comparable programs. This course becomes the pre-requisite for VA360: Professional Development & Practices; and a required course for VA majors and for the VA diploma (providing diploma students an opportunity to publicly exhibit their work).*

- Can more information about the project (40%) be provided?  
*Project details will be determined by individual instructors in their syllabi. A typical project—culminating in a public showcase of the student’s art work--will include a proposal statement, studio production of the work (distinct phases and incorporation of feedback), final written statement about the created work, documentation of final work and its installation. This allows students to gain experience with all of the phases of generating a public-facing project, and so enter the capstone VA405A/B Senior Studio Project with greater ability to complete capstone-level work for a BFA.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 260                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Skills for Visual Artists<br><b>Course Short Title:</b> Prof Skills for Visual Artists                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn key professional skills necessary for establishing a cohesive body of artwork, exhibiting their work publicly and building an artist's curriculum vitae, guided by contemporary best practices in the visual arts. Students demonstrate professional skills through a variety of creative research and hands-on activities centered around their own practices. This course culminates in a public group exhibition on campus. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | VA 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised studio hours</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 | Tutorials/workshops | 20 | Supervised studio hours | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Articulate the goals and values of visual arts programming in relation to their personal professional goals.
2. Demonstrate creative research, installation, display, and documentation skills specific to contemporary visual art exhibition practices.
3. Analyze how visual arts exhibitions, core ideas and methodologies inform contemporary visual arts practices.
4. Explain how contemporary exhibition practices are informed by historical contexts, techniques, and approaches, including non-western and Indigenous practices.
5. Discuss ways to support Indigenization of cultural sector events and exhibitions, and how to support Indigenous voices and experiences in visual arts programming.
6. Implement skills and knowledge of creative research, planning, installation, and documentation for a public visual arts exhibition.
7. Collaborate respectfully and creatively with diverse peers and community members.
8. Articulate the personal, social, and professional benefits and challenges of building a professional CV and participating in public visual arts exhibitions.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 40% | Holistic assessment: | 20% | % |
| Project:     | 40% |                      | %   | % |

**Details:**

Holistic assessment is designed as a reflective participation self-assessment.

**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.)*

Readings, lectures, guest lectures, individual and group in-class work, written assignments, field work, field trip, workshops and tutorials

**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. Textbook | Claire Bishop                                                                                                                         | Artificial Hells: Participatory Art and the Politics of Spectatorship  | 2012 |
| 2. Textbook | Laura Raicovich                                                                                                                       | Culture Strike: Art and Museums in an Age of Protest                   | 2021 |
| 3. Other    | Kathleen Ritter, Tania Willard                                                                                                        | BEAT NATION: Art, HipHop and Aboriginal Culture (Exhibition Catalogue) | 2012 |
| 4.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                                        |      |
| 5.          |                                                                                                                                       |                                                                        |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

- Showing and sharing diverse art practices, including Indigenous exhibition practices
- Art exhibition in multiple historical periods and cultures, including the histories of art exhibition in Indigenous cultures, particularly in Indigenous cultures of the Pacific Northwest.
- Anti/De-colonial approaches to exhibiting and exhibition spaces
- Contemporary strategies for artwork exhibition
- Nuts and bolts: functional hardware and installation best practices
- Material safety and conservation
- Situating yourself and your work in an exhibition
- Group, two-person, collaborative and solo exhibitions
- Responding to place and space with installation of artworks
- Considering viewership, inclusion and accessibility when planning exhibitions
- Strategies for complex artworks installation
- Contextualizing artworks in a space: writings and readings



### Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 295: Special Topics in Studio Fundamentals**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations. We are no longer going to offer the second part of studio streams (VA 232, VA 252, VA 272, VA 284) as part of program requirements, so the 200-level special topics provides VA with space to respond to student interests in curriculum no longer covered as part of the 200-level studio curriculum (e.g. a course in a specific area of print media or sculpture techniques not included in VA 251 or VA 231). It also provides a space for faculty to share their own areas of technical expertise and for the Visual Arts program to explore new areas of studio practice.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|--------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1                     | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.     | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| LO 4, LO 6               | Articulate formal and conceptual links between visual art theory and practice.                     | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 2, LO 6               | Create artworks that investigate themes, ideas and/or theories.                                    | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 3                     | Collaborate effectively, respectfully and creatively with diverse peers and community members      | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 5                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA

5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In order to meet LO 4, instructors must include examples of Indigenous art practice relevant to the course topic and must situate those art practices in the specific cultural context in which they arise. In the sample course content (for a course on zines), text 3 and specific examples of Indigenous artists using zines as a way of promoting Indigenous resurgence demonstrates one way this LO could be met by an instructor.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This will depend on the special topic and the instructional approach. In order to meet LO 3, students must demonstrate the ability to collaborate with diverse peers.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$0-200, depending on topic.

**CWC comments and responses:**

- There appears to be a lack of cohesion between the learning outcomes, evaluation, and course content. Learning outcomes #2 and #3 and the portfolio assessment (30%) do not seem to be reflected in the general course content, which appears to be all analysis rather than creation. *The course content does not currently reiterate the hands-on project and portfolio assignments. The general course content does include elements to do with creation/ creative practice: “studio practices introduction; technical demonstrations; in-class student critiques [where students receive in-person feedback on their creative work]. In the specific topic example sample course content, the creative aspects of the course are more clearly laid out.*

- The sample topic (zines) does not seem to be an ideal choice to represent studio arts. A more traditional topic, such as sculpture or drawing, may be a more effective example for this course.

*As this is a special topics course, the zine was chosen as a topic of interest. Zines have resurfaced as a popular art practice for Generation Z, and are a common special topic across comparable institutions.*

- Should prerequisites include the relevant previous fundamentals course?

*This course is not being envisioned as a laddering from the previous fundamentals courses, but rather as a course to offer alongside, for additional breadth. Each fundamentals course introduces students to the techniques of the distinct studio art being covered.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 295                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Studio Fundamentals<br><b>Course Short Title:</b> Sp Topics: Studio Fundamentals                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Creative Arts                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students gain knowledge of a specific area of studio arts practice, focused on techniques, materials, and relevant concepts related to the topic.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | VA 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10 | Tutorials/workshops | 15 | Supervised studio hours | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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 techniques and materials relevant to special topic area.
2. Create artworks that investigate themes, ideas and/or theories related to special topic.
3. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
4. Discuss examples of Indigenous art in the context of the course topic, demonstrating a recognition of the cultural specificity of diverse Indigenous practices.
4. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
6. Formulate methods for generating creative research questions related to the special topic.

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

|              |     |            |     |   |
|--------------|-----|------------|-----|---|
| Assignments: | 40% | Portfolio: | 30% | % |
| Project:     | 30% |            | %   | % |

**Details:**

**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.)*

Slide lectures, class discussions, studio demonstrations, in-class studio work time, field trips, guest artists.

**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.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. Below are sample texts for Zines: Democratic Multiples |                                                                 |      |
| 2. Textbook | Watson, Esther                                                                                                                                                                               | Whatcha Mean, What's A Zine?, Clarion Books                     | 2006 |
| 3. Other    | Wreck, Alex                                                                                                                                                                                  | Stolen Sharpie Revolution: A DIY Zine Resource, Silver Sprocket | 2020 |
| 4. Other    | Nixon, Lindsay and Molly Swain                                                                                                                                                               | Decolonization 101, a zine                                      | 2015 |
| 5. Other    | Students of "Beyond 2020: Queer and Trans of Color Visions" at University of Colorado Boulder                                                                                                | Queer & Trans Futurisms: A BIPOC Visions Zine                   | 2021 |
| 5.          |                                                                                                                                                                                              |                                                                 |      |

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

Supplies and materials vary by instructor and by special topic offering. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Course content will vary by special topic.

- Special topic and studio practices introduction
- Special topic technical demonstrations
- Creative research strategies in relation to special topic
- Guest artist lecture
- Examples of Indigenous artists whose work relates to the topic
- Discussion of cultural specificities and contexts of Indigenous artists' work in the area of practice/in the topic of the course
- Special topic lectures on form, material, and concept
- In-class student presentations
- In-class student critiques

**Example for Zines: Democratic Multiples:**

Students engage with artists' books that, for ideological reasons of accessibility, are printed mechanically and priced affordably. The history and contemporary environment of artists' publications will be central, as well as hands-on experience in the preparation and production of one or more artist books/publications.

Demonstrations, assignments, and self-directed projects allow students to develop skills and personal approaches. Readings, lectures, creative research, tutorials, and critiques will provide a forum to critically examine the role of printed multiples in contemporary visual culture.

Content and topics:

- Self-publishing techniques and approaches
- How to situate work within contemporary self-publishing
- Skills necessary to conceptualize, edit, layout, print, assemble, and distribute self-published material
- History and cultural context of the development and current contemporary practice of printed matter, artist books/publications, zines, and multiples as a de/anti-colonial artistic medium
- How Indigenous artists use zines and self-publishing to contribute to resurgence and de/anti-colonialism
- Establishing project planning and time management skills for self-directed and group publications
- Building a strong relationship between content, concept, form, and materials
  
- **Weekly, student-led presentations** on a zine, a skill share or quick workshop, a performance, a blog, a mixed tape/cd, a broadside or poster, a classified ad... the form is up to the student group. The content must relate to the notion of "the democratic", "the multiple" or a combination of both terms
  
- **Self Directed Project 1 and 2:** submitted at mid-term and end-of term critiques respectively, projects must be completed in editions or multiples matching class size, as both project 1 and 2 will be exchanged with class-mates, giving each student a collection of projects at year-end
  
- **Class Publication Project:** A lot of zines, multiples and self-publishing projects involve a great collaboration between 2 or more artists/publishers/writers/illustrators/editors/binders, sometimes a few people perform many or all of these tasks. It is in this spirit that our class publication project will be pursued. On the first day of class, each student will submit an idea for the overall theme of the group publication, and a vote on the theme will take place. Each student will then be responsible for a contribution (be it illustrative, narrative, word and image, photographic, etc.) Students will choose one of 6 tasks to participate in: models, production, editing, printing, assembly, distribution, and will meet with the class and instructor at various stages of the publication process.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 300: Creative Research Methods**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically to emphasize opportunities for inter/transdisciplinary study and experimentation and to create a “spine” of core classes focused on issues and competencies. VA 300 provides students with a toolbox of methods and strategies that can be applied to creative projects, strengthening connections between criticality/theory and artistic practice and providing students with tools to improve the critical rigour of their studio practice.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|--------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 7                     | Collaborate effectively, respectfully and creatively with diverse peers and community members      | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 1, 3, 4, 5            | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 5, 6                  | Communicate knowledgably and with humility for a range of creative contexts and audiences          | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| LO 1, 2, 3, 6            | Apply methods for generating, investigating, and responding to creative research questions         | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 6, 8                  | Behave ethically in relation to creative practices                                                 | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Text #3 and course content bullet points 3, 4, 6, 8, 10 provide examples of how LOs 5 and 6 can be taught in the course.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course provides space for students to recognize their own interests and skills/strengths and to develop a research practice that aligns with those (LO 3). A range of research methods are introduced, providing students with strategies to employ in their own projects. Course content addresses de/anti colonial approaches and ethics around research practices, as well as diverse approaches to documenting and communicating research.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$0-200, depending on student projects/fields of practice.

**CWC comment and response:**

- Are the prerequisites sufficient for an upper-level research methods course?

*The course creators considered what would allow a student to be successful in this course, and found the prerequisites sufficient. As the course introduces creative research methods, and hopes to be a pathway for students from many distinct studio areas and creative arts areas more broadly, as well as a good course for transfer students from the Vancouver Film School, requiring any 200-level technique-based VA course would be an unnecessary obstacle.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 300                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Creative Research Methods<br><b>Course Short Title:</b> Creative Research Methods                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students engage with a range of creative research methods, tactics, and strategies to identify their own creative research interests. Students learn how to apply creative research methodologies to their artistic work by incorporating, practicing, and enacting ideas and theories in their own art practice. Topics include de/anti-colonial methodologies, embodied practice, archival methods, and ethics in artistic research. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of VA 100, VA 110, or (12 credits in AH, FILM, GD, MEDA, SOCA, THEA, or VA).                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Supervised studio hours</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 | Tutorials/workshops | 5 | Supervised studio hours | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Explore formal and conceptual relationships between art theory and material practice.
2. Apply methods for generating, investigating, and responding to creative research questions.
3. Formulate a personal creative research framework, specific to self-directed studio practices.
4. Demonstrate self-reflexivity and an awareness of positionality by situating themselves in their creative research and making practices through meaningful connections with texts, situated knowledge, relationships to land, and personal histories.
5. Describe the contributions of Indigenous artists to the field of contemporary visual art, with reference to the relationship between visual practices and Indigenous resurgence.
6. Discuss ways that Indigenous research methodologies and epistemologies can be applied to creative research questions.
7. Collaborate effectively, respectfully, and creatively with diverse peers and community members in a shared studio environment.
8. Describe how ethical research strategies can be applied in creative contexts.

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

|              |     |                |     |  |   |
|--------------|-----|----------------|-----|--|---|
| Assignments: | 40% | Quizzes/tests: | 20% |  | % |
| Project:     | 40% |                | %   |  | % |

**Details:**

**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.)*

Guest speakers, slide lectures, readings, digital media, learning in relationship to the land, personal history and community, individual studio meetings, studio critiques

**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. Textbook | Kennedy, Gabrielle (editor)                                                                                    | IN/Search RE/Search: Imagining Scenarios Through Art and Design, Valiz Press | 2021 |
| 2. Textbook | Hoffman, Jens (editor)                                                                                         | The Studio, MIT Whitechapel Documents in Contemporary Art                    | 2012 |
| 3. OER book | Biin, Dianne et al                                                                                             | Pulling Together: A Guide for Researchers Hiikala                            | n.d. |
| 4.          | Additional resources, specific to students' creative research pathways, will be offered on case-by-case basis. |                                                                              |      |
| 5.          |                                                                                                                |                                                                              |      |

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

Students will be provided with podcasts, videos, online resources, exhibition catalogues, and other resources that reflect creative research practices. Contemporary texts, resources and case studies related to each student's creative research pathway will be discussed. Resources will follow the course trajectory linking research strategy -> related themes -> personal practice.

**Course Content and Topics**

- Demystifying creative research tactics
- Identifying core themes and interests in artistic practice
- Overview of Indigenous research methods and examples of application in visual art contexts
- Kinship in artistic practice: who are our elders?
- Creative Annotated Bibliographies
- Challenging research methodologies with de/anti-colonial approaches
- Embodied practice and intuitive decision-making
- Decolonizing archives
- Material investigation, models, and maquettes
- Why ethics matter in creative practice
- Collaboration between research and making
- Encapsulating, recording, and documenting research and practice

### Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 301: Creative Praxis**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically to emphasize opportunities for inter/transdisciplinary study and experimentation and to create a “spine” of core classes focused on issues and competencies. VA 300 builds on the skills and competencies that students in the Major are introduced to in VA 110 and provides an intermediate-advanced engagement with practice- and praxis-oriented approaches to inter/transdisciplinary study. In addition, the course emphasizes the integration of practice and theory, providing students with a studio-focused opportunity to explore big themes and concepts.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1                     | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| LO 7 LO 8                | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 5, LO 6               | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 2                     | Collaborate effectively, respectfully and creatively with diverse peers and community members       | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 3                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 4                     | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| LO 5                     | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In order to deliver LOs 7 and 8, instructors must include analysis of examples of contemporary Indigenous artistic practices, specifically the thematic and conceptual concerns addressed in these examples. The course is thematic in its focus, so texts/content will be included in response to the course theme. In the sample topic, an instructor could include a consideration of Indigenous ways of knowing and transmitting knowledge (bullet point 3) and addressing the potentials for Indigenous resurgence arising from engagement with archives, broadly defined, in the work of Indigenous artists.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course is thematic, so topics and assignments will vary with different iterations. In order to deliver LO 4, an instructor would need to provide examples of inclusive and equitable analysis of art practices and include examples of the practice representative of diverse subjectivities.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$0-200, depending on topic.

**CWC comment and response:**

- It is unclear how the chosen example of course content matches with the learning outcomes, structure of hours, and assessments.

*In keeping with contemporary art theory and creative practice, this sample topic of Archives & Art demonstrates how students would engage with the archive conceptually and generate their own related creative research project. The sample topic lays out critical engagement, research questions, and presenting work. The assignment section clarifies the expectations of the major project—driven by a student’s own proposal.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 301                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Creative Praxis<br><b>Course Short Title:</b> Creative Praxis                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students focus on how to integrate themes, theory, and studio practice. They will learn to identify and develop specific questions to drive artistic research and studio practice. Each course offering will address a theme determined by the instructor and center learning about how to incorporate thematic concepts and ideas into material and formal decision-making to build strong, de/anti-colonial contemporary studio arts practices. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of VA 100, VA 110, or (12 credits in AH, FILM, GD, MEDA, SOCA, THEA, or VA).                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Supervised studio hours | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Demonstrate technical proficiency in visual art techniques and materials, in relation to the course theme or focus.
2. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
3. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
4. Critically analyze visual art and visual culture related to the theme from inclusive, equitable, and diverse perspectives.
5. Formulate methods for generating thematic creative research questions.
6. Research a theme through creative practice strategies.
7. Explain how contemporary practices, including those of Indigenous and non-western artists, related to the theme are informed by historical contexts, techniques, and approaches.
8. Describe ways that Indigenous artists and cultural practitioners integrate conceptual frames in their artistic practices.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 50% | % | % |
| Project:     | 50% | % | % |

**Details:**

Assignments include self-directed work-path proposals, journal reflections of theoretical and critical texts, creative response assignments, and oral presentations. One major project (proposed by student in work-path assignment) will be completed in response to assignments/in-class exercises, resource materials, and the theme of course offering.

**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.)*

Lectures, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Content and topics will vary by theme and by instructor. The following is a sample for the theme Archives and Art.

Students explore how archives, collections, and printed matter can inform their studio practice both in form and function. Archives and collections are authoritative repositories of printed matter, but on whose authority? Concepts of identity, narrative, anti/de-colonialism, technology and nostalgia will be examined alongside examples of contemporary and historical use of archiving, collecting, and printed material in art. Primary research, re-enactment, publishing and preservation skills will be introduced as tactics for art-making and art-related research.

- Introduction to archives and the archival lexicon
- Primary source research methods
- Indigenous archives and reference systems
- Virtual holdings: online archives and collections
- Materiality, form and meaning in the archive
- Multiplicity, gathering, storage and decay: archival aesthetics
- Shaping creative practice and research questions
- Past place: contemporary artists activating and challenging archival holdings
- Indigenous resurgence in and through archival engagement
- Defining a collection in context with archives
- Document and object
- Archival and collections vernacular
- Presenting creative research and studio works

### Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 310: Art, Gender, and the Body**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically to emphasize opportunities for inter/transdisciplinary study and experimentation and to increase opportunities for the integration of practice and theory, providing students with a studio-focused opportunity to explore theories and concepts of gender and embodiment.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1, LO2, LO 6          | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 1                     | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 7                     | Collaborate effectively, respectfully and creatively with diverse peers and community members       | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 4, LO 5               | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 1, LO 2, LO 6         | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| LO 3                     | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 8                     | Behave ethically in relation to creative practices                                                  | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In order to deliver LOs 2 and 6, instructors must incorporate examples of Indigenous ways of knowing and being (through the concept of two-spiritedness) and explicitly and critically address elements of Indigenous art practice in relation to course themes. In the course outline, Kent Monkman's work is included as one course resource that would allow for an exploration of both these elements. Course content examples through which these outcomes could be addressed are around Indigenous ways of knowing and being in art, queer art and LGBTQIA2S+ representation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course explicitly engages with diverse bodies, different modes of intersectionality, and diverse experiences of embodiment, both through content presented to students and through creative prompts and in-class exercises. Of particular note are examples of course content related to gender identities, queer art, intersectionality, disability and body art, body positivity/neutrality/fat representation.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$0-200, depending on areas of artistic practice students explore.

**CWC comments and responses:**

- The last sentence of the calendar description appears to be a statement rather than a description of what is happening in the course. This should be removed or revised.  
*Will be revised.*
- As noted above, the 20 hours of "independent studio hours" should be included in one of the provided categories. However, there also seems to be a mismatch between this structure of



hours and the learning outcomes/assessments, which do not appear to include significant creative time.

*We can revise this to “supervised studio hours”, and request that this be recognized as a necessary category addition. The closest existing category would be the “supervised laboratory hours (design lab)” but an art studio is not a laboratory, so this is confusing/misleading to students.*

*This course is a creative praxis course. As noted in the calendar description, the work of critical engagement takes place through studio projects, hence 30 of the 45 instructional hours are focusing on applied practice, and many of the LOs are met through creative praxis. This is especially highlighted in LOs # 1,3,4,5, 7.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Art, Gender, and the Body<br><b>Course Short Title:</b> Art, Gender & the Body                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Through studio projects, students challenge gender stereotypes and biases, developing perspectives on art as a tool for resistance, empowerment, and healing. Students engage in a critical examination of the social, cultural, and historical contexts that shape how gender and the body are represented and experienced in various forms of art. Indigenous and global perspectives inform how art can be a powerful tool for expressing identity, reclaiming cultural heritage, and challenging dominant narratives about gender and the body. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | VA 100 or VA 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Supervised studio hours | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Explore formal and conceptual relationships between gender, the body and material artistic practice.
2. Identify how gender, two-spiritedness, and sexuality intersect with other social identities and lived experiences and are addressed in examples of visual art practices.
3. Apply methods for generating, investigating, and responding to creative research questions about gender and the body.
4. Formulate a personal creative research framework, specific to the body and gender-based studio practices.
5. Demonstrate self-reflexivity and an awareness of positionality by situating themselves in their creative research and making practices through meaningful connections with texts, situated knowledge, interconnectedness, and personal histories.
6. Describe the contributions of Indigenous artists to the field of contemporary visual art, with reference to the relationship between gender, body autonomy, and Indigenous resurgence.
7. Collaborate effectively, respectfully, and creatively with diverse peers and community members in a shared studio environment.
8. Construct ethical research strategies in relation to the body and gender-based creative practices.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 40% | Holistic assessment: | 20% | % |
| Project:     | 40% |                      | %   | % |

**Details:**

Holistic assessment is designed as a reflective participation self-assessment.

**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.)*

Lectures, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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. Textbook | Gettsy, David J. (editor)                                               | Queer,<br>MIT Whitechapel: Documents of Contemporary Art                  | 2016 |
| 2. Textbook | Monkman, Kent (artist), Barbara Fischer and Lucy Lippard (contributors) | Shame and Prejudice: A Story of Resilience: Kent Monkman, Black Dog Press | 2020 |
| 3.          |                                                                         |                                                                           |      |
| 4.          |                                                                         |                                                                           |      |
| 5.          |                                                                         |                                                                           |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Course topics may include, but are not limited to:

- Historical representations of gender and the body in art
- Intersectionality and indigenous ways of knowing and being in art
- Feminist art movements and artists
- The male gaze and objectification
- Gender performance and identity
- Queer art and LGBTQIA2S+ representation
- The intersectionality of race, gender, and the body in artistic practices
- Disability and body image in art
- Historical and contemporary art issues of body positivity, neutrality and fat representation
- Eco-feminism and the body in relation to nature and the environment
- How technology, gender and the body comingle
- Social media and the representation of the body in art
- Embodiment and the relationship between body and mind
- Healing and trauma in relation to the body in art
- Performance art and the body as a medium

### Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 311: Place and Art-Making**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically to emphasize opportunities for inter/transdisciplinary study and experimentation and to increase opportunities for the integration of practice and theory, providing students with a studio-focused opportunity to explore theories and concepts of place and space. The course also contributes to Indigenization of the curriculum by explicitly foregrounding Indigenous ways of thinking about and being in relation to place.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1, LO 6               | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 1, LO 4               | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 7                     | Collaborate effectively, respectfully and creatively with diverse peers and community members       | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 3, LO 4               | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 1, LO 5, LO 6         | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| LO 2, LO 3               | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 8                     | Behave ethically in relation to creative practices                                                  | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course explicitly foregrounds Indigenous ways of thinking about and being in place, and the role that territory and land-based knowledge play in Indigenous art-making practices. Texts 1 and 4 introduce theoretical frames for understanding Indigenous place-based knowledge. Almost all examples of course content provide space for Indigenous perspectives to be introduced to students, but bullet points 1, 2, 9, and 1 explicitly address Indigenous perspectives on land, Indigenous epistemologies around place, and the relationship between place and Indigenous sovereignty.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course explicitly frames self-positioning in relation to place and space, providing opportunities for students to connect meaningfully and from their own lived experiences to course content and creative practices. The course emphasizes the development of a personal creative research practice, allowing students to explore their strengths and address challenges they face in their creative/academic practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

This course will generally include opportunities for experiential learning, so field trips may be included in the course. Students would be notified of any scheduling or cost issues arising from field trips in the published timetable ahead of registering in the course.

9. Estimate of the typical costs for this course, including textbooks and other materials: \$0-200, depending on areas of artistic practice students explore.

**CWC comment and response:**

- In the current studio courses, lab hours are significantly higher to account for the fact that students are not receiving direct explicit instruction. That model is more congruent with Policy 105 than what is proposed here. This is likely to be a concern at UEC.

*As previously noted, independent studio practice has been revised to “supervised studio hours”, with the request that this be recognized as a necessary category addition. [Again, the closest existing category would be the “supervised laboratory hours (design lab)” but an art studio is not a laboratory, so this is confusing/misleading to students.] These hours are receiving supervision, with a focused task and supervised feedback, while the student is tasked to demonstrate self-direction. With 20 hours of supervised studio, the student is receiving a focused and rigorous applied learning experience; meeting Policy 105’s requirement for student content mastery.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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: VA 311                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Place and Art-Making<br>Course Short Title: Place & Art-Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>In this studio-based course, students explore the relationship between place and space with focus on the importance of land-based methods and the ways in which Indigenous ways of knowing and being inform understanding of site and locality in contemporary art. Creative projects, guests, texts, and discussions promote critical thinking and reflection on the complex issues surrounding land, sovereignty, and colonization. Student art practices are enriched by engagement with diverse perspectives and experiential learning. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | VA 100 or VA 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Supervised studio hours | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**VA 311**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Explore formal and conceptual relationships between site, place-based theory, and material practice.
2. Apply methods for generating, investigating, and responding to creative research questions about place.
3. Formulate a personal creative research framework, specific to place-based studio practices.
4. Demonstrate self-reflexivity and an awareness of positionality by situating themselves in their creative research and making practices through meaningful connections with texts, situated knowledge, relationships to land, and personal histories.
5. Describe the contributions of Indigenous artists to the field of contemporary visual art, with reference to the relationship between land and Indigenous resurgence.
6. Outline Indigenous theories around place, land-based knowledge, and place-based methodologies.
7. Collaborate effectively, respectfully, and creatively with diverse peers and community members in a shared studio environment.
8. Construct ethical research strategies in relation to place-based creative practices.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 40% |                      |     | % |
| Project:     | 40% | Holistic assessment: | 20% | % |

**Details:**

Holistic assessment is designed as a reflective participation self-assessment.

**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.)*

Experiential learning activities, including land-based excursions, studio tutorials, lectures, critiques and reflection exercises. The course will also feature guest speakers who are experts in the field of indigenous knowledge systems and land-based learning.

**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. Textbook | Robin Wall Kimmerer          | Braiding Sweetgrass, Milkweed Editions                                       | 2015 |
| 2. Textbook | Lucy R. Lippard              | Lure of the Local: Senses of Place in a Multicentered Society, The New Press | 1998 |
| 3. Textbook | bell hooks                   | Belonging: A Culture of Place, Routledge                                     | 2008 |
| 4. Textbook | Eve Tuck and Marcia McKenzie | Place in Research: Theory, Methodology, and Methods                          | 2015 |
| 5.          |                              |                                                                              |      |

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

Topics covered in the course may include:

- The relationship between Indigenous peoples and the land in contemporary art
- The concept of "two-eyed seeing", Indigenous and Western perspectives on place, space, and regionality
- Traditional ecological knowledge and environment-focused art practices
- Ethics of documenting, collecting, and keeping from sites
- Site visits: developing creative research questions about place
- Land art and place-based making
- Home, shelter and the domestic as artistic site
- Site-specific and site-responsive art practices
- Indigenous epistemologies and methodologies in practice
- Environmental justice, Indigenous rights, and land-based protest art



**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 325: Advanced Studio: Figure Painting and Figure Drawing**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically to improve pathways between studio streams and consistency of offerings across studio streams. Previously, VA offered VA 101 (Figure Drawing) and VA 222 (Figure Painting); it is moving VA 101 to the 200-level (VA 225) and discontinuing VA 222 as it introduces this 300-level course which covers both figure drawing and figure painting at a more advanced level. The combination of both painting and drawing in this course led to the new course designation (rather than a revision to VA 222) and the learning outcomes in this course parallel the revisions made to other 300-level advanced studio offerings in VA.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                             |
|--------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| LO 1                     | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                |
| LO 2                     | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                            |
| LO 3                     | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems              |
| LO 5                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                |
| LO 6, LO 7               | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                 |
| LO 4                     | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning |
| LO 8                     | Behave ethically in relation to creative practices                                                  | Engage in collaborative leadership<br>Engage in respectful and professional practices                      |

|      |                                                                                          |                                                                                                                             |
|------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| LO 8 | Engage with contemporary practices in visual art exhibition development and installation | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
|------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content includes examples of Indigenous artists who practice figural drawing and painting. In order to deliver LO 6 and 7, instructors will need to engage with the content as well as the context for examples of Indigenous art shown to students through slide lectures etc.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course explicitly engages with diverse bodies and frames its consideration of figurative art (both examples shown to students and work generated by students) through a lens of inclusion and equity (see LO 6). The course situates perspectives on the body transhistorically (LO 7), framing perspectives on gender, sexuality, and embodiment as contingent.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$200

**CWC comments and responses:**

- As previously noted, the memo indicates that VA 222 will be discontinued; when is this expected to occur? If it will be discontinued, should it still be included in the prerequisites for this course?  
*VA 222 will be discontinued by fall 2025. It should not be included in the prerequisites here.*
- Who pays for the live models used in this and other courses? Is this included in the \$200 in memo question #9?  
*Live models are part of the School of Creative Arts operational budget.*

- Learning outcome #4: what does “creative research questions” mean?  
*As in, Creative Research methods.*
- As previously noted, some texts would be helpful. Learning outcomes (such as “articulate how key features of figurative art are informed by multiple historical periods and cultures”) should be supported by some resources.  
*VA faculty opted not to include specific texts. Most course materials shift continually depending on term/instructor; and often in the mode of a slide-lecture as space for how students meet the materials (vs textbooks/ readings).*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studio: Figure Painting and Figure Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adv Figure Painting & Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students elaborate on their study of painting and drawing techniques related to live, timed, and untimed inclusive representations of the human figure. Formal, conceptual, and technical depth is prioritized as students complete in-class sessions, design their own projects, and work independently, in consultation with the instructor.<br>Note: Draped and undraped (nude) models are present for in-class sessions                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of VA 221, VA 223, or VA 225.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 | Tutorials/workshops | 10 | Supervised studio hours | 25 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Demonstrate technical proficiency in live figurative drawing and painting techniques and materials.
2. Articulate formal and conceptual links between figure painting/drawing, theory, and practice.
3. Create completed artworks (timed and untimed) that investigate themes, ideas and/or theories related to live figurative studies.
4. Apply methods for generating, investigating, and responding ethically to creative research questions.
5. Employ self-reflection, contextual analysis, and constructive feedback to evaluate their own and others' figurative works.
6. Critically analyze figurative art from inclusive, equitable, and diverse perspectives, including diverse bodies, genders, and sizes, Indigenous bodies, bodies of colour, and LGBTQIA2S+ bodies.
7. Articulate how key features of figurative art are informed by multiple historical periods and cultures, including the histories of figurative painting, and drawing in Indigenous culture.
8. Engage with contemporary practices in figurative art exhibition development.

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

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 20% | Portfolio: | 40% |  | % |
| Project:     | 40% |            | %   |  | % |

**Details:**

**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.)*

Lectures, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies and materials vary by instructor and student needs. A list of required materials and equipment will be determined in consultation with student and instructor.

**Course Content and Topics**

- Live demonstrations of advanced figure painting and drawing techniques and processes by instructor
- Advanced in-situ problem-solving strategies for timed live figure painting and drawing
- Experimental approaches in the field of figure study
- Indigenous figure drawing and painting practitioners, such as Annie Pootoogook, Lawrence Paul Yuxweluptun, Catherine Blackburn and KC Hall
- Figure study in the expanded field
- Independent student research and project development
- Storytelling, self-reflection, and awareness of positionality as writing, critique, and project development methodology
- Documentation and presentation of a self-directed series
- Creative research methodologies for series development

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 391: Socially Engaged Art Practices**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically as one option that delivers program learning outcome 10 (articulate why art matters). The area previously offered VA 390 Community Art Practice, which typically was delivered in one of two very distinct ways (with an emphasis on socially engaged art practices or with an emphasis on public art installation). The area has decided to split VA 390 into two courses, with distinct learning outcomes, to clarify two very different approaches to what was previously called community art practice. This course is one option for students in the VA Major to complete list C in program requirements.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                          | Institutional Learning Outcome                                                                                                                         |
|--------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1                     | Collaborate effectively, respectfully and creatively with diverse peers and community members     | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 2                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 1                     | Communicate knowledgably and with humility for a range of creative contexts and audiences         | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| LO 6                     | Apply methods for generating, investigating, and responding to creative research questions        | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 4, LO 7               | Behave ethically in relation to creative practices                                                | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

|                  |                                                                                                        |                                                                                                                             |
|------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| LO 3, LO 4, LO 5 | Articulate why art matters – to themselves and to communities, throughout the past, present and future | Contribute regionally and globally<br>Communicate effectively<br>Contribute regionally and globally                         |
| LO 4, LO 5       | Engage with contemporary practices in visual art exhibition development and installation               | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course addresses Indigenous approaches to community collaboration and ways of understanding participation in community art projects/initiatives. The course also addresses ways of being in partnership across difference i.e. considerations for settlers working with Indigenous groups, considerations for Indigenous artists working outside their own community/ies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course is about using art practices as a tool for social change i.e. to improve society and social relationships in relation to increasing social justice. Learning outcomes address considerations for working across differences, particularly in relation to vulnerable and historically marginalized groups (at the level of knowledge and best practices, if not in applied sense).

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials: \$0

**CWC comments and responses:**

- Are the prerequisites sufficient for success in this course?  
*The course creators considered what would allow a student to be successful in this course, and found the prerequisites sufficient. As the course introduces creative research methods, and hopes to be a pathway for students from many distinct studio areas and creative arts areas more*

*broadly, as well as a good course for transfer students from the Vancouver Film School, requiring any 200-level technique-based VA course would be an unnecessary obstacle.*

- What is the plan to engage the community with this course, and who is involved? (Is the VP Community Engagement aware of this course?) What happens when something doesn't go well?  
*As noted in the course memo, this course is a revision of an existing course, VA390: Community Arts Practice, which has run since 2007, and has included a variety of community partnerships. The current revision—creating both VA391 and VA392, with the plan to discontinue VA390--addresses distinguishing between two very different approaches to community art practice: namely, socially engaged art practices and public art installation.*
- Why is this a lab course? (What does the lab consist of?)  
*As the current categories of instructional hours are limiting and not representative of creative arts pedagogy, supervised laboratory hours seemed the most akin to supervised project-based work across mediums. Suggestions for a better category are welcomed.*
- Can more information about the project (40%) be provided?  
*Project details will be determined by individual instructors in their syllabi, and will vary in relation to the community partnership. Project elements have previously included: research questions, project proposal, draft deck/ pitch, final deck/ pitch.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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: VA 391                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Course Full Title: Socially Engaged Art Practices<br>Course Short Title: Socially Engaged Art Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Through collaboration with peers and a partner organization, students will develop de/anti-colonial community relationships and awareness of care practices through a creative project. As artist-citizens, students will challenge historical narratives and negotiate meaningful, ethical, cultural contexts for creative work. Using artistic research methodologies, group decision-making and consultative processes, students in the class will develop visual arts projects with the aim of acknowledging and expanding community relationships.<br><br>Note: Field trips outside of class time will be required.<br>Note: Students with credit for VA 390 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | One of VA 100, VA 110, or (12 credits in AH, FILM, GD, MEDA, SOCA, THEA, or VA).                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number: <b>VA 390</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b><br>NOTE: Values shift with each offering, in response to community partner and instructor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Experiential (field trip) | 15 | Supervised studio hours | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |    |                         |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

**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. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
2. Employ self-reflection, active listening, and constructive feedback to evaluate collaborative creative works.
3. Explain how socially engaged art practices are informed by historical contexts, techniques, and approaches, including non-western and Indigenous practices.
4. Discuss ethical and practical considerations for working with vulnerable populations, Indigenous communities, and historically marginalized communities.
5. Analyze socially engaged arts practices from inclusive, equitable, and diverse perspectives.
6. Apply methods for generating, investigating, and responding to creative research questions.
7. Behave ethically in relation to community art practices.

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

|              |     |                   |     |  |   |
|--------------|-----|-------------------|-----|--|---|
| Assignments: | 40% | Field evaluation: | 20% |  | % |
| Project:     | 40% |                   | %   |  | % |

**Details:**

**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.)*

Creative research methodologies, readings, round-table discussions, lectures, individual and group projects, guest lectures, field trips, community consultations.

**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. Textbook | Tom Finkelpearl                                                                                                                       | What We Made: conversations on art and social cooperation          | 2012 |
| 2. Textbook | Miwon Kwon                                                                                                                            | One Place After Another: site-specific art and locational identity | 2002 |
| 3. Textbook | Dean Spade                                                                                                                            | Mutual Aid                                                         | 2020 |
| 4.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                                    |      |
| 5.          |                                                                                                                                       |                                                                    |      |

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

Supplies and materials vary by instructor and by community partnership.

A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Course content varies by instructor and community partner.

- Strategies for engagement and collaboration
- Indigenous ways of knowing and being and participatory asset mapping
- Partnership and creative research: anti/de-colonial approaches to site visits, community relationships, primary sources, and recording histories
- Connecting with community organizations
- Assessment of community organization needs and desires
- Communication and active listening
- Group decision-making: working from proposal to completion of project
- Integrating feedback loops into process
- Documentation as a participatory action
- Launching, celebrating, and legacy in community art projects

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 392: Public Art**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This course has been developed as part of revisions to all VA programs as a result of program review recommendations, specifically as one option that delivers program learning outcome 10 (articulate why art matters). The area previously offered VA 390 Community Art Practice, which typically was delivered in one of two very distinct ways (with an emphasis on socially engaged art practices or with an emphasis on public art installation). The area has decided to split VA 390 into two courses, with distinct learning outcomes, to clarify two very different approaches to what was previously called community art practice. This course is one option for students in the VA Major to complete list C in program requirements.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                          | Institutional Learning Outcome                                                                                                                         |
|--------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 3, LO 4               | Articulate formal and conceptual links between visual art theory and practice.                    | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 1, LO 7               | Collaborate effectively, respectfully and creatively with diverse peers and community members     | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 2                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 1, LO 7               | Communicate knowledgeably and with humility for a range of creative contexts and audiences        | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| LO 5                     | Apply methods for generating, investigating, and responding to creative research questions        | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| LO 1, LO 3, LO 6         | Behave ethically in relation to creative practices                                                | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

|                                        |                                                                                                        |                                                                                                                             |
|----------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| LO 3, LO 4, holistically across course | Articulate why art matters – to themselves and to communities, throughout the past, present and future | Contribute regionally and globally<br>Communicate effectively<br>Contribute regionally and globally                         |
| LO 5, LO 7                             | Engage with contemporary practices in visual art exhibition development and installation               | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course content covers examples of Indigenous public art, situating these practices in their historical and cultural contexts, and asking students to critically analyze them. The examples of public art included will depend on the type of project students are undertaking (e.g. Indigenous muralists may be featured in a course focusing on murals). Course content also explicitly addresses relationships to space via a consideration of Indigenous spaces and territory and considerations for working as a public art creator on traditional, unceded territories.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course includes a consideration of examples of public art from inclusive and diverse perspectives i.e. analysis of examples with a view of cultural and social specificities of artist(s) positionalities and situations from which public art projects can arise. The course also introduces practical skills for working as an artist in community and for navigating differences as a working artists (LO 7). Course content points 3, 4, 5, 8, 9, 10, 13 address frameworks for, examples of, and practices for working with community partners.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: \$0. Project costs are typically covered by the external partner.

**CWC comments and responses:**

- All comments for VA 391 also apply to this course.
- Is the 45 hours for field trip accurate, or should this be listed as something else?  
*Within available categories, this is the closest to explaining that work is done on-site.*
- There appears to be a mismatch between the course description and the learning outcomes. It is unclear whether students will be making a public installation or analyzing one (or both).  
*Creative practice is situated within an understanding of existing art practice, so students are both analyzing existing public art and collaborating to create a new public art piece.  
The applied creative work is linked to the following LO's: 1,5,6,7.*
- There appears to be no progression in learning outcomes from VA 391 to VA 392; is this correct?  
*These courses are not meant to be progressive. Each course covers a distinct community art practice. As noted in the course memos, the current revision—creating both VA391 and VA392, with the plan to discontinue VA390--addresses distinguishing between two very different approaches to community art practice: namely, socially engaged art practices and public art installation.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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: VA 392                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Public Art<br>Course Short Title: Public Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students work as a group on a collaborative public-facing arts project, such as a mural or installation. In partnership with an organization, students propose and develop a project intended for placement in an accessible, regional community setting. Working as an artistic team, the group negotiates concepts, develops a timeline, and completes their on-site project within a budget. Students engage with principles of positionality and place, Indigenous ways of knowing and being, and community goals.<br><br>Note: Field trips outside of class time will be required.<br>Note: Students with credit for VA 390 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | One of VA 100, VA 110, or (12 credits in AH, FILM, GD, MEDA, SOCA, THEA, or VA).                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number: <b>VA 390</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Experiential (field trip) | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
2. Employ self-reflection, contextual analysis, and constructive feedback to evaluate public art works.
3. Critically analyze public arts practices from inclusive and diverse perspectives, including Indigenous public art.
4. Discuss examples of Indigenous public art, demonstrating a recognition of the cultural specificity of diverse historical and contemporary Indigenous public art practices.
5. Apply methods for generating, investigating, and responding to creative research questions.
6. Behave ethically in relation to public art practices.
7. Negotiate design development and project delivery in consultation and alignment with community goals.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 40% | Field evaluation: | 20% | % |
| Project:     | 40% | %                 |     | % |

**Details:**

**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.)*

Individual and group research, studio work, field trips, meetings with organization, and field work

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Course content varies by instructor and community partner.

- Historical and contemporary public art projects in context with place
- Indigenous public art practitioners and relationships with placing works publicly
- Connecting with community organizations and public sites
- Assessment of community organization needs and public site parameters
- Participatory group asset mapping
- Strategies for collaboration and engagement with community partners
- Project management basics: budget requirements, planning timelines, materials, supplies, and transport
- Ethical collaboration in public-centered projects
- Responsible placement of public art works on traditional, unceded territories
- Creative research: site visits, community relationships, primary sources, and histories
- Working from proposal to completion of project
- Integrating feedback loops into process
- Documentation as a participatory action
- Launching, celebrating, and legacy in public art projects

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 405: Senior Studio Project**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*This new course combines VA 402 and VA 404 into a 6 credit, two-semester capstone experience. Learning outcomes and content have been revised as part of overall curriculum mapping and the rearticulation of program learning outcomes. The primary motivation for the new course, however, is to reflect the process-oriented nature of the senior studio capstone, to allow students to be evaluated in ways more reflective of the ongoing learning that occurs across the two semesters, and to ensure that students take both parts of the senior studio course sequentially and in the same academic year.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO 1                     | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| LO 5                     | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| LO 2                     | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| LO 3                     | Collaborate effectively, respectfully and creatively with diverse peers and community members       | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| LO 4                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| LO 5                     | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| LO 7                     | Communicate knowledgably and with humility for a range of creative contexts and audiences           | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |



|                        |                                                                                                        |                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| LO 6                   | Apply methods for generating, investigating, and responding to creative research questions             | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                  |
| LO 7, LO 8             | Behave ethically in relation to creative practices                                                     | Engage in collaborative leadership<br>Engage in respectful and professional practices                                       |
| LO 4, LO 5, LO 7, LO 8 | Articulate why art matters – to themselves and to communities, throughout the past, present and future | Contribute regionally and globally<br>Communicate effectively Contribute regionally and globally                            |
| LO 7                   | Engage with contemporary practices in visual art exhibition development and installation               | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA
5. If a new discipline designation is required, explain why: NA
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course is focused on students developing their own artistic practices and finding their voice as artists as they complete their degrees. As such, one way the course contributes to Indigenization is through its approach to individual practice, honouring students' individual gifts and experiences through their personal art practice. The instructor for the course will introduce examples of art practices relevant to students' interests, LO 5 ensures that these examples presented need to include Indigenous artists, and the specific areas of practice will arise from students' interests. The course also situates exhibition practices as being in relationship to land and territory, having students consider what it means for their art to be exhibited on the traditional and ancestral territory of the Stó:lō people (LO 8). See course content for an indication of how Indigenization guides the course's approach to situating all students' practices in relation to decolonization and making explicit the need to think about Indigenous ways of knowing and being as part of all students' developing art practice.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course focuses on students' developing their voice as emerging artists and mastering the areas of art practice that they choose to focus on. The course is focused on self-directed growth, so it provides ways for students' own positionalities, lived experiences, talents, and strengths to be showcased. At the same time, the instructor takes a personalized approach to each students' development and can provide students with support in developing artistic or professional skills they identify as important to their professional/artistic development.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: dependent on student projects.

**CWC comments and responses:**

- How is this course different from VA 402 and 404?  
*As noted in the course memo, this new course combines VA 402 and VA 404 into a 6 credit, two-semester capstone experience. The primary motivation for the new course is to reflect the process-oriented nature of the senior studio capstone, to allow students to be evaluated in ways more reflective of the ongoing learning that occurs across the two semesters, and to ensure that students take both parts of the senior studio course sequentially and in the same academic year.*
- Will VA 402 and 404 be discontinued?  
*Yes*
- Both VA 402 and 404 are listed as equivalent to this course, but the second calendar note suggests that students with only VA 402 can take this course for credit. Equivalencies of this nature can be complicated and confusing. The calendar note should be updated to indicate that students with credit for either VA 402 or 404 cannot take this course for credit. If necessary, a student with credit for only one can be granted an exception on an individual basis.  
*Noted*
- VA 402 includes VA 401/AH 401 as a pre/co-requisite, but that is not included on this outline.  
*VA401 will be discontinued.*
- As previously noted, "student directed learning hours" should be changed to one of the provided categories. How much supervision will students receive to ensure they are do the work necessary for a 6-credit course?  
*The model for this course was MEDA403, which likewise includes 70hours of student directed learning. This is supervised learning—receiving feedback and consultation, but the student is tasked with self-directing the work, a core requirement to meet comparable program standards.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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: VA 405                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Number of Credits: 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Course Full Title: Senior Studio Project<br>Course Short Title: Senior Studio Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Over two semesters, students refine and expand the conceptual components, material choices, and technical execution of a major studio project through experimentation, research, writing, critiques, and faculty/peer feedback. Indigenous ways of knowing and being guide participation and studio presence of participants. Students will install, publicly present, and document their final body of artwork in preparation for a public exhibition.<br><br>Note: This course is offered as VA 405A and VA 405B. Students must take both in the same academic year to receive credit.<br>Note: Students with credit for VA 402 or VA 404 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | VA 300 or VA 301.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>VA 402 and VA 404</b><br><br>Cross-listed with:<br><br>Equivalent course(s): <b>VA 402 and VA 404</b><br><br>( <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> )                                                                                                                                                                                                                                                     |           | <b>Course Details</b><br><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br><br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>Face-to-face only</b><br><br>Expected frequency: <b>Annually</b><br><br>Maximum enrolment (for information only): <b>25</b> |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Student directed learning</td> <td>70</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 20 | Student directed learning | 70 |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a capstone course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 70        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                  |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                          |  |

**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. Demonstrate technical proficiency in techniques, materials, and contexts of making related to chosen area(s) of studio practice.
2. Create artworks that investigate themes, ideas and/or theories.
3. Synthesize creative research questions about personal studio practice.
4. Collaborate respectfully and creatively with diverse peers and community members.
5. Employ self-reflection, contextual analysis, and constructive feedback to evaluate own and others' creative works.
6. Interpret how art responds to contemporary visual culture, with reference to diverse examples of art practice, including Indigenous art.
7. Engage with contemporary practices in visual art exhibition development and installation.
8. Articulate own relationship to land, positionality, and responsibility, with explicit reference to settler/Indigenous and intersectional positionalities, in relation to their own art practice.

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

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 40% | Portfolio: | 30% |  | % |
| Project:     | 30% |            | %   |  | % |

**Details:**

**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.)*

Lectures, presentations, group work, class discussions, studio work, field trips, guest speakers, workshops.

**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. Textbook | Markonish, Denise., ed.                                                                                                                                                                                                                  | Oh Canada: Contemporary Art from North America,      | 2012 |
| 2. Article  | Todd, Zoe                                                                                                                                                                                                                                | Indigenizing the Anthropocene                        | 2014 |
| 3. Textbook | Boon, Marcus and Gabriel Levine, ed.                                                                                                                                                                                                     | Practice, Whitechapel: Documents of Contemporary Art | 2018 |
| 4.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. Resource/text lists are developed in conversation with student goals and themes for their project. |                                                      |      |
| 5.          |                                                                                                                                                                                                                                          |                                                      |      |

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

List of required materials and supplies are developed in conversation with student goals and themes for their individual projects.

**Course Content and Topics**

Senior Studio is a class designed for self-directed growth. Course structure, meetings and critiques are intended to help research, develop, and facilitate the making of self-proposed projects. The aim and direction of this class is to help students cultivate their own thematic, technical, and conceptual directions within the creative process. While the course emphasis is on individual creative projects, the class also addresses how we can support the growth and development of each other's work as community of creative practitioners, in many cases working and living on unceded lands.

Course content and topics may include:

- Writing a term proposal
- Developing an annotated research list
- How to deliver research presentations
- Individual studio meetings: how to prepare and participate
- Group discussion and critiques: strategies for engagement
- Drafting, writing and editing project statements
- Exhibiting final project statements and documentation of projects
- Strategies for artwork exhibition

A question that guides this course offering is how can we, as a group of artists, decolonize and open spaces in contemporary art and criticism for Indigenous ways of being of being and knowing? How can we be guided by these principles as we recognize and share our artistic gifts? This is woven across discussions throughout the full year of the course.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 10, 2023

**Subject: Proposal for new course VA 490: Directed Studies in Studio Practice**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

*VA currently has 10 directed study courses in the calendar. This is unwieldy to maintain. In addition, many students propose projects that do not fit into one of the existing shells. This course will replace those 10 courses. Prerequisites will allow students in the VA Major or Extended Minor to take a DS course.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                             |
|--------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| LO 1                     | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                |
| LO 2                     | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems              |
| LO 3                     | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                |
| LO 4                     | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively Pursue self-motivated and self-reflective learning                    |
| LO 5                     | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA and Indigenous Studies (because this course is requirement in Indigenous Arts Certificate.
5. If a new discipline designation is required, explain why: NA

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Students must develop proposals for the DS that allow them to meet LO 6, so will need to identify Indigenous practices related to their project and understand those practices sufficiently to address the historical contexts, techniques, and/or approaches related to the examples.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students develop assessment criteria and content with their instructor, so can shape the course to meet their needs in relation to learning/creative style and challenges they encounter in their practice.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

NA

9. Estimate of the typical costs for this course, including textbooks and other materials: varies depending on project/focus.

#### **CWC comments and responses:**

Calendar description note should be removed and replaced with department permission as a prerequisite.

- 33 credits for prerequisites is unusual; why has this number been chosen?  
*The number is the same one used in the Theatre area for the directed study prereq. Based on previous experience, after around 11 courses, students have a sense of individual interest, are aware of what is not offered through existing courses, and, have developed a working relationship with possible supervising faculty. Can revise to 35-credits, if preferable.*
- As noted, “independent studio work” hours should be changed to one of the provided categories.  
*Again, we can revise this to “supervised studio hours”, and request that this be recognized as a necessary category addition. The closest existing category would be the “supervised laboratory hours (design lab)” but an art studio is not a laboratory, so this is confusing/misleading to students.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------|----|--|--|--|--|--|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 490                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Course Full Title:</b> Directed Studies in Studio Practice<br><b>Course Short Title:</b> Dir Studies in Studio Practice                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Calendar Description:</b><br>A self-directed course in which a student proposes and realizes a body of work. Through independent work and regular consultation with the instructor, the student formulates their own creative research pathways, executes a major project, reflects upon studio processes and material studies, and develops critical and contextual awareness of their proposed subject matter. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | 33 credits in AH, SOCA, or VA, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 1 repeat for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>N/A</b> |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Supervised studio hours</td> <td>40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                       |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5 | Supervised studio hours | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Directed Studies |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                             | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                           |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                |  |

**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. Demonstrate technical proficiency in visual art techniques and materials, in context with their selected project.
2. Create artworks that investigate themes, ideas and/or theories.
3. Employ self-reflection, contextual analysis, and constructive feedback to evaluate their own creative works.
4. Critically analyze visual art and visual culture related to their project from inclusive, equitable, and diverse perspectives.
5. Formulate methods for generating, investigating, and responding to creative research questions.
6. Evaluate how contemporary practices related to their project/process are informed by historical contexts, techniques, and approaches, including non-western and Indigenous practices.

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

|            |     |   |   |
|------------|-----|---|---|
| Project:   | 50% | % | % |
| Portfolio: | 50% | % | % |

**Details:**

- Project proposal (including creative research, material and technical models/tests and project stages), developed in conjunction with the instructor.
- Reading/resource list for semester, developed in conjunction with the instructor.
- Regular consultations with instructor
- Annotated bibliography
- Midterm critique
- Project statement and artwork documentation
- Final critique

**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.)*

Independent projects, critiques, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. Resources are developed in conversation with student goals and themes for their project. |                                      |      |
| 2.   |                                                                                                                                                                                                                                |                                      |      |
| 3.   |                                                                                                                                                                                                                                |                                      |      |
| 4.   |                                                                                                                                                                                                                                |                                      |      |
| 5.   |                                                                                                                                                                                                                                |                                      |      |

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

List of required materials and supplies are developed in conversation with student goals and themes for their project.

**Course Content and Topics**

This course is an advanced study of art processes with special emphasis on independent projects and objectives. Through selected readings and creative research, students will develop critical awareness of the historical and contemporary context for their project themes and ways of making. Students will be encouraged to understand their own work from a range of viewpoints, emphasizing the importance of their practice and project in relationship and context with Indigenous artists, practices, and projects and Indigenous ways of knowing and being.



**CWC comments and responses:**

VA 113, 221, 223, 225, 231, 251, 271, 280, 283, 321, 331, 351, 360, 371, 383, 395 (revised courses)

**Comments for multiple courses:**

- Timetabling is not a sufficient rationale for reducing hours from 60 to 45 for VA 113, 221, 223, 225, 231, 251, 271, and 280.

*The revision to 45 contact hours per term and 3-hour block is in keeping with institutional standards for visual art classes across comparable programs. Course content has been revised to be able to cover it in a 3-hour class block.*

- The breakdown for typical instructional hours should use only the provided categories in the drop-down boxes:

- VA 280 and 371 both include “critiques”; could these hours be combined with “tutorials/workshops”?

*Critiques are a distinct instructional method, allowing for in-person feedback from instructor and peers. Recognizing it as a distinct instructional method is important for articulation.*

- VA 331, VA 351, VA 371 include “student directed learning”. This has been a problematic category in the past, as it is unclear whether the hours are independent or instructor-supervised. Could these hours also be combined with “tutorials/workshops”?

*We can revise this to “supervised studio hours” and request that this be recognized as a necessary category addition. The closest existing category would be the “supervised laboratory hours (design lab)” but an art studio is not a laboratory, so this is confusing/misleading to students.*

- Evaluations that include both a project and portfolio may require additional details. Are the projects included in the portfolios?

*As per institutional standards, faculty specify additional details and the requirements of the portfolio in their syllabi. The portfolio tends to be a culminative assessment of growth across the term, but the inclusion of previous projects takes different forms depending on the instructor, with regards to the expectations of continual reworking of projects and inclusion of new materials.*

- Are there sample texts that can/should be included in any of VA 113, 225 (101), 251, 271, 280, 321, 271, 383, or 395? Many of these courses include a note that texts will vary by instructor, but that is already noted on the course outline form. Sample texts can help give students, sessional instructors, and transfer credit institutions a better picture of the course.

*VA faculty consulted opted not to include specific texts. Most course materials shift continually depending on term/instructor; and often in the mode of a slide-lecture as space for how students meet the materials (vs textbooks/ readings).*

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 113: Introduction to Drawing**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☒ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☒ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: VA 113 is due for review and is being updated as part of VA curriculum changes. Main changes are updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Yes – GDD. No impact on GDD program.

5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

To meet LO 5, instructors must introduce examples of Indigenous drawing practices and contextualize them culturally and politically. Examples of Indigenous artists whose work might be included in the course are listed as bullet point 8 of course content, and through discussion of their

work in relation to Indigenous resurgence, are examples of how the articles of UNDRIP (namely article 11) might be incorporated into the course. In addition discussions of appropriation (content #3) and of situated knowledge in relation to art practice (content #11) provide spaces where Indigenous perspectives on ownership of knowledge and artistic practices and positionality can be introduced conceptually.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Learning outcome 1 addresses diverse drawing practices and ways of critically engaging with diverse practices through an EDI lens. Learning outcome 6 provides space for students to explore how their own ways of engaging with the world and their own strengths can be part of their drawing practice.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200



ORIGINAL COURSE IMPLEMENTATION DATE: May 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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: VA 113                                                                                                                                                                                                                                                                                                                                                           |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Introduction to Drawing<br>Course Short Title: Intro to Drawing                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                           |           | Department (or program if no department): Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore introductory drawing skills and the important role drawing plays in Indigenous and global contemporary art and cultures. Materials, ideas, and techniques are demonstrated as students develop strategies for individual expression through traditional and experimental drawing methods.<br>Note: This course may utilize nude models. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(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.)      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <b>No</b><br>(See <a href="#">policy 207</a> for more information.)<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Supervised studio hours | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>(If yes, fill in <a href="#">transfer credit form</a> .)                                                                                                                                                                                                                                                     |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                      |           | Date of meeting: May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                         |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

VA 113

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Identify the role of drawing practices in historical and contemporary visual culture, from inclusive, equitable and diverse perspectives.
2. Apply introductory technical and conceptual drawing methods.
3. Practice observation skills.
4. Explain the uses of different drawing materials and their properties.
5. Discuss how Indigenous artists employ drawing practices as a tool for cultural and political expression.
6. Develop a personal approach to drawing processes.
7. Respond respectfully to the ideas and feedback of others.

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

|              |     |            |     |   |
|--------------|-----|------------|-----|---|
| Project:     | 30% | Portfolio: | 20% | % |
| Assignments: | 50% |            | %   | % |

**Details:**

Assignments include 10% sketchbook.

**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.)*

Lectures, in-class exercises, independent projects, critiques, image presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies vary by instructor; list will be given to students by email or on the first day of class.

**Course Content and Topic**

- Shape, form and line: understanding variation in line weight
- Two-dimensional shape, building volume and mark-making
- What is original and authentic? on the ethical use of source images, plagiarism, "originality" and appropriation
- Value building: the importance of contrast and spatial shifts and grounding in a composition
- Perspective drawing and realism across cultural tradition, place and time
- Sighting and measuring: essential life drawing skills
- The role of artists and identity in society
- Indigenous resurgence in drawing practices: Luke Marston's Bentwood box, Michael Yahgulanaas' Comics, Annie Pootoogook's illustrations
- Colour theory: foundational knowledge of colour wheel traditions, primary, secondary and tertiary colours, hue, saturation, tint, tone, shade, chromatic blacks and complementary colours
- Texture and emphasis: directing the viewer's eye, creating interest, rest, activated negative space and directional movement
- Concepts, content and form: the medium as the message, social identity and situated knowledge, working from a place of experience, and the role of art in the world

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 221 Drawing Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☒ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: VA 221 is due for review and is being updated as part of VA curriculum changes. Main changes are updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? BMA – Digital Entertainment Arts concentration, no impact.

5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

To meet LO 6, instructors must introduce examples of Indigenous drawing practices, contextualize them culturally, and address specific aesthetic features of drawing practices emerging from different

Indigenous cultures. Examples of significant Indigenous artists whose work might be included in the course are listed as bullet point 8 of course content, and this list represents a cross section of drawing practices from a range of Indigenous cultures. Course content bullet point 9 provides an example of how interdisciplinarity in Indigenous artistic practices might be addressed, providing space for instructors to connect a range of Indigenous practices and to address transhistorical ways of looking at cultural continuity in Indigenous art practices (as opposed to traditional/contemporary binaries).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Learning outcome 3 provides space for students to identify and implement personal approaches to drawing practices. In class assignments (especially around experimental drawing processes) provide opportunities for students to try out approaches to drawing and to explore diverse ways of seeing and representation in their practice.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 221                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Drawing Fundamentals<br><b>Course Short Title:</b> Drawing Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students advance their understanding of contemporary drawing principles and practices while expanding their knowledge of Indigenous and global perspectives on drawing. Focused skill development, personal expression and experimentation are explored through black and white and colour applications.<br><br>Note: This course may utilize nude models.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | VA 101 or VA 113. Note: As of September 2025, prerequisites will change to one of VA 100 or VA 113.                                                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><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>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Course Details</b><br><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Annually</b><br><br>Maximum enrolment (for information only): <b>25</b> |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">10</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised studio hours</td> <td style="text-align: center; padding: 2px 5px;">30</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5 | Tutorials/workshops | 10 | Supervised studio hours | 30 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                        |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |



**VA 221**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Demonstrate intermediate technical skills in drawing.
2. Distinguish the properties of a wide range of drawing materials.
3. Implement a personal approach to drawing processes and theme development.
4. Respond respectfully to the critical feedback of others.
5. Articulate why drawing matters – to themselves and to communities, throughout the past, present and future.
6. Discuss diverse examples of drawing practices from inclusive and equitable perspectives, including the cultural contexts informing and aesthetic features observed in Indigenous drawing practices.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 70% | % | % |
| Project:     | 30% | % | % |

**Details:**

Assignments include in class timed drawing exercises, home drawing assignments, presentations, response papers, and critiques.

**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.)*

Lecture, demonstrations, in-class presentations.

**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. Textbook | Elderton, Louisa and Rebecca Morrill (editors)                                                                                        | Vitamin D3: today's best in contemporary drawing, Phaidon | 2021 |
| 2.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                           |      |
| 3.          |                                                                                                                                       |                                                           |      |
| 4.          |                                                                                                                                       |                                                           |      |
| 5.          |                                                                                                                                       |                                                           |      |

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

- Drawing studio protocols and procedures
- Advanced exploration of technical drawing fundamentals
- Still life drawing
- Strategies for articulating shadow, light and form
- Principles of colour in drawing
- Historical and contemporary abstract drawing tactics
- Experimental drawing processes
- Examples of Indigenous drawing practices, techniques, forms with artists such as Sonny Assu, Norval Morrisseau, Bruno Canadien, and the Cape Dorset artists.
- Relationships between Indigenous drawing practices and other forms of cultural knowledge, such as beading practices (Catherine Blackburn), dance/performance (Amy Malbeuf) and weaving (Angela George)

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 223 Painting Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 223 is due for review and is being updated as part of VA curriculum changes. Main changes are updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. A prerequisite is now added to be consistent with other 200-level studio courses and to ensure students are adequately prepared for general expectations of a 200-level studio course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In order to meet LO 6, instructors must discuss Indigenous painting practices, their relationship to other art practices, and Indigenous artists' understanding of interdisciplinarity in art practices. Examples of Indigenous painters whose work might be included are Chantelle Trainor-Matties and Alex Janvier.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Learning outcome 4 provides space for students to identify and implement personal approaches to painting practices. Course content addresses bias in art via topics such as techniques to avoid "universalism" in relation to skin tones.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> VA 223                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Painting Fundamentals<br><b>Course Short Title:</b> Painting Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students learn about and practice historical and contemporary painting processes. Technical skills and experimental approaches are explored in context, with introductions to painting theory. Examples of diverse approaches to painting, including the work of Indigenous artists, are included.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>FA 123, VA 123</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                        | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 | Tutorials/workshops | 10 | Supervised studio hours | 30 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |

VA 223

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Identify the properties of a range of materials and equipment used in painting.
2. Apply a variety of historical and contemporary painting techniques.
3. Employ principles of composition and image development in painting.
4. Experiment with personal approaches to painting processes and theme generation.
5. Participate respectfully in group feedback sessions (for own work and work of peers).
6. Discuss how painting practices are integrated into interdisciplinary art practices, with reference to diverse examples of art practice, including Indigenous art.
7. Reflect upon their own work from inclusive and equitable perspectives, demonstrating self-awareness and self-positioning.

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

|              |     |          |     |   |
|--------------|-----|----------|-----|---|
| Assignments: | 40% | Project: | 40% | % |
| Portfolio:   | 20% |          | %   | % |

**Details:**

**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.)*

Lecture/slides, class critiques, technical exercises, painting/drawing assignments.

**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. Textbook |                        | The Landscape Painter's Workbook, Quarto Publishing Group | 2021 |
| 2. Textbook | Gottsegen, Mark David. | <i>The Painters Handbook</i> , Watson-Guption Publishers  |      |
| 3.          |                        |                                                           | 2021 |
| 4.          |                        |                                                           |      |
| 5.          |                        |                                                           |      |

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

Supplies vary by instructor and are based on acrylics and water-based media.

**Course Content and Topics**

- Introduction to paint studio materials and equipment
- Surface preparations and underpainting
- Colour theory and mixing
- Composition and action
- Still life and observational painting approaches
- Monochromatic and polychromatic studies
- Working from photographic source material
- Palette strategies to address misunderstandings/racism around "universal" skin tones
- Portrait painting
- Painting in context with contemporary critical writing
- Diverse painting practices with emphasis on the cultural specificity of Indigenous painting practices, featuring artists such as Chantelle Trainor-Matties and Alex Janvier
- Experimentation and abstraction in painting
- Deepening your practice: theoretical interests and aesthetic interests, finding your voice

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 225 Figure Drawing Fundamentals (formerly VA 101)**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☒ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 101 was due for review and is being updated as part of VA curriculum changes. Main changes are updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. The course has moved from the 100 to the 200 level, reflecting that this is a more specialized course than other 100-level offerings and that a level of academic and social maturity is required for students to engage in figure drawing. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. A prerequisite is now added to be consistent with other 200-level studio courses and to ensure students are adequately prepared for general expectations of a 200-level studio course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA. Previous learning outcomes of 100-level course were more appropriate to a 200-level course.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? BMA – Digital Entertainment Arts concentration, no impact.
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content addresses inclusive approaches to figure drawing, particularly in relation to representation of diverse bodies, including representations of Indigenous bodies. This will typically be addressed through slide lectures/image-based lectures by the instructor introducing examples of artists' representations of Indigenous bodies. In addition, the course includes content examples of Indigenous figure drawing in relation to resurgence and anti/de colonialism. Because the examples included in the course are intended to be largely contemporary, the specific Indigenous artists whose practices will be introduced in the course will change regularly.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course explicitly addresses diversity across bodies, both in historical contexts (LO 8) and contemporary practices. In discussing diverse bodies in figure drawing, the instructor frames content within the lens of inclusion and equity-based approaches. The ethics of figure drawing are addressed as part of course content.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200

**CWC comment and response:**

- Is it really necessary to change the course? There is no functional difference between a 100- and 200-level course, and Advising has noted that this often causes problems for students who take both versions of the course without realizing that they can only receive credit for one. Pre-Check strongly recommends leaving this as VA 101.

*As per the course change memo, the functional difference of the change is to highlight that this is no longer an entry-level course. While an introduction to figure drawing, it is not an introduction to drawing broadly, and we are updating the course to require a pre-requisite, to ensure students arrive with the necessary maturity for working with live models. We have a note on the course outline flagging that students who have taken VA101 cannot take this revised course again for credit.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> VA 225                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Figure Drawing Fundamentals<br><b>Course Short Title:</b> Figure Drawing Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program if no department):</b> Visual Arts                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br><p>Students will investigate the formal and conceptual elements of introductory figure drawing while learning how to draw from a live model. A variety of live drawing techniques and in-class material demonstrations inform the experimental possibilities of figure drawing as it pertains to contemporary art practice and discourse.</p> <p>Note: This course utilizes nude models.<br/>                 Note: Students with credit for VA 101 cannot take this course for further credit.</p> |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | None. Note: As of September 2025, prerequisites will change to VA 100 or VA 113. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NONE                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | NONE                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>VA 101</b><br>Cross-listed with:<br>Equivalent course(s): <b>VA 101</b><br><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>                                                                                                     |                                                                                  | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Supervised studio hours</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                      |                                                                                  | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 | Tutorials/workshops | 5 | Supervised studio hours | 30 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a></i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                  | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                  | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                         |    |  |  |  |  |                    |           |                                                                                               |



**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. Demonstrate technical drawing skills in anatomical study, proportion, composition, light, and skeletal structure.
2. Implement experimental figure drawing processes.
3. Employ a range of 2D drawing materials.
4. Identify the formal and conceptual elements of timed, live figure drawing, with reference to diverse cultural approaches to figure drawing.
5. Develop a personal approach to figure drawing processes.
6. Respond respectfully to the ideas and feedback of others.
7. Discuss diverse artwork, including examples of Indigenous figure drawing, from inclusive and equitable perspectives.
8. Explain how contemporary figure drawing is informed by historical contexts, techniques, and approaches, including non-western and Indigenous practices.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Portfolio:   | 40% | % | % |

**Details:**

Assignments include 20% critiques.

**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.)*

Lectures, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      | 2016 |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

**Course Content and Topics**

- Protocols and procedures for figure drawing in draped and undraped settings
- Histories and taboos of nudity in context with contemporary figurative art
- Live demonstrations of figure painting and drawing techniques and processes by instructor
- In-situ problem-solving strategies for timed live figure painting and drawing
- Figure drawing as a representation of diverse bodies, genders, and sizes, including Indigenous bodies, bodies of colour, and LGBTQIA2S+ bodies
- Indigenous figure drawing practices as they contribute to resurgence and anti/de-colonialism
- Compositional fundamentals in figure drawing
- In-class demonstration (by instructor) of drawing fundamentals and materials for short, medium and sustained model poses
- Compositional and material experimentation
- Storytelling and positionality as critique methodology

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 231 Sculpture Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 231 was due for review and is being updated as part of VA curriculum changes. The course is moving from a focus on both sculpture and extended media (e.g. time-based, interdisciplinary, multimedia practices) to just focusing on sculptural practices; this is because with the dual emphasis in the course and the reduction of 200-level studio courses from two to one (VA 232 will be discontinued), students will not have time to learn the fundamentals of both practices. In addition, students are often confused about what extended media means or only want to learn about sculpture, and the dual focus was at times a deterrent for students from taking sculpture courses. The course will continue to address the relationship between sculpture and other practices (e.g. content items 2 and 3), but will be more tightly focused. Main changes also include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. A prerequisite is now added to be consistent with other 200-level studio courses and to ensure students are adequately prepared for general expectations of a 200-level studio course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA

5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content includes suggested texts by Indigenous artists (David Garneau) and examples of Indigenous artists incorporating historical and more recent sculptural practices in their work. The works of Indigenous artists included as examples must also address cultural and social contexts for understanding their work in order to meet LO 6.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course learning outcomes require students to position themselves in relation to their work, providing space for students' diverse lived experiences to inform the classroom experience, see content bullet points 7 and 8 for how this can appear in content.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200

**CWC comment and response:**

- As noted in the comments on the new VA courses, this memo mentions that VA 232 will be discontinued. When is this expected to occur?  
*By fall 2025.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 231                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Sculpture Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Sculpture Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore 3-dimensional properties of objects and materials. Traditional building and fabrication skills are introduced, along with principles of form, concept development, and contemporary studio practices. Students are introduced to 3D and sculptural practices, including examples of Indigenous artworks from a range of historical periods, including contemporary.                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None. One of VA 100, 113, 115, or 116 is recommended. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                            |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>FA 131, VA 131</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Supervised studio hours | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a></i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                       |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Use a range of media to demonstrate three-dimensional relationships.
2. Employ safe production and technical skills in shared studio settings.
3. Identify conceptual and technical principles within diverse sculptural methods.
4. Integrate creative research with traditional sculpture skills and interdisciplinary studio approaches.
5. Articulate diverse conceptual possibilities in contemporary art theory and practice.
6. Recognize how Indigenous artists employ sculptural practices as a tool for cultural and political expression.
7. Recognize and respond respectfully to the ideas and feedback of others.
8. Discuss their own work from inclusive and equitable perspectives, positioning self in relation to work.

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

|              |     |          |     |            |     |
|--------------|-----|----------|-----|------------|-----|
| Assignments: | 40% | Project: | 30% | Portfolio: | 30% |
|              | %   |          | %   |            | %   |

**Details:**

**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.)*

Within the context of a schedule of studio assignments, instruction is individual. Demonstrations, lectures, historical studies, and field trips complement sculpture-making projects and critiques. Indigenous guest artists featured in class.

**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. Online resource | David Garneau                                                                                                                         | Imaginary Spaces of Conciliation and reconciliation | 2012 |
| 2. Textbook        | Hudek, Antony                                                                                                                         | The Object; The MIT Press                           | 2014 |
| 3. Other           | Helen Molesworth, Editor                                                                                                              | Part Object, Part Sculpture                         | 2005 |
| 4.                 | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                     |      |
| 5.                 |                                                                                                                                       |                                                     |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

- Concept development through sketches, models, and maquettes
- Elements of form and basic 3d principles in interdisciplinary practices
- Artists practicing in sculpture and related media
- Indigenous artists making traditional and contemporary sculpture, eg. Rocky LaRock and Brian Jungen
- Safe use of hand tools, power tools, materials and basic joining methods
- Creative research through artist statements and project analysis
- Storytelling as critique methodology
- Practicing oral critique skills and knowledge sharing

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 251 Print Media Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 251 is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. A prerequisite is now added to be consistent with other 200-level studio courses and to ensure students are adequately prepared for general expectations of a 200-level studio course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content includes includes examples of Indigenous print making, with a specific emphasis on Inuit print making and the relationship between print making and Indigenous resurgence in Nunavut. In addition, print practices of Indigenous cultures outside of North America e.g. in South Asia, are part of course content, allowing for a comparative approach.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Course content provides space for students to personally connect with print making via artist statements and critiques, allowing for students to bring lived experiences into the classroom.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100-200



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------|----|---------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 251                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Print Media Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Print Media Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn basic relief printmaking methods, including linocut, relief stenciling, and colour applications. Historical and social contexts for understanding print media and examples of Indigenous printmakers are introduced as students develop their own perspective on image development in contemporary art.                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                                                                            |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>VA 151, FA 151</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 | Supervised studio hours | 30 | Tutorials/workshops | 5 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                        |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                         |    |                     |   |  |  |  |  |                    |           |                                                                                               |  |



VA 251

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Implement basic relief print processes in image development.
2. Demonstrate safe technical material and equipment skills in the print studio environment.
3. Integrate themes, concepts and creative research into print editions.
4. Employ basic print media vocabulary in discussions, writing, and critiques.
5. Prepare and complete prints for presentation, using traditional print media editioning conventions.
6. Collaborate respectfully and creatively with diverse peers in shared print studio environment.
7. Respond respectfully to the critical feedback of others.
8. Articulate the roles print media plays in different cultural contexts, with emphasis on Indigenous printmaking practices.

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

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 40% | Portfolio: | 20% |  | % |
| Project:     | 40% |            | %   |  | % |

**Details:**

**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.)*

Lecture, demonstrations, in-class presentations, discussions, critiques

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies vary by instructor; list will be given to students through email or on the first day of class.

**Course Content and Topics**

- Introduction to shared print studio environment, procedures, and materials
- Lino cutting tools and techniques
- Printing with ink by hand and with presses
- Process in pulling prints: plate development, proofing, and editioning
- Creative research and idea development in print
- Printmaking as Indigenous cultural practice, with emphasis on Cape Dorset print artists and the role of print making in Indigenous resurgence
- Print practices, current and historical, with diverse world views, including socio-political block printed works from South America, traditional South Asian textile printing
- Contemporary print media work by LGBTQ+ artists.
- Curating prints for editions and exhibitions
- Principles of colour mixing with ink in print media
- Tactics for image transfer and reversal in printmaking
- Storytelling as artist statement and critique methodology

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 271 Interdisciplinary Collaborative Art Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 271 is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. A prerequisite is now added to be consistent with other 200-level studio courses and to ensure students are adequately prepared for general expectations of a 200-level studio course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Examples of Indigenous artists working in interdisciplinary and/or collaborative modes are included. In addition, course content examines how collaborative art practices can contribute to Indigenous resurgence and de/anticolonialism. Students will discuss examples of Indigenous art practice and the work of Indigenous artists.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Course content addresses strategies for collaboration, including inclusive and equitable approaches to artistic collaboration; in order to meet LO 6, students need to address the ethics of collaborative art making in relation to these strategies.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-100



ORIGINAL COURSE IMPLEMENTATION DATE: May 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> VA 271                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Interdisciplinary Collaborative Art Fundamentals<br><b>Course Short Title:</b> Interdisc Collab Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students learn how to engage in group project work from ideation to creation and documentation. Technical skills and conceptual frameworks are developed through creative praxis and group generation of image, sound, digital, and performance-based artworks.                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | None. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>VA 171</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                 | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: Letter grades<br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">10</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 | Tutorials/workshops | 10 | Supervised studio hours | 25 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                         |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |

VA 271

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Explain how contemporary interdisciplinary, collaborative art practices—including those practiced by Indigenous and non-western artists—are informed by historical contexts, techniques, and approaches.
2. Describe Indigenous methodologies related to collaborative art practices and Indigenous understandings of interdisciplinarity.
3. Collaborate effectively, respectfully, and creatively with diverse peers and community members to produce art works.
4. Investigate themes and projects related to collaborative image, sound, and performance art practices.
5. Apply methods for generating, investigating, and responding as a group to creative research questions.
6. Behave ethically in relation to collaborative art practices.
7. Employ self-reflection, contextual analysis, and constructive feedback to evaluate collaborative art works.

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

|                      |     |          |     |                   |   |
|----------------------|-----|----------|-----|-------------------|---|
| Assignments:         | 40% | Project: | 40% | [click to select] | % |
| Holistic assessment: | 20% |          | %   | [click to select] | % |

**Details:**

Holistic assessment is designed as a reflective participation self-assessment.

**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.)*

Course is delivered/explored through student presentations, reading assignments, individual projects, visual presentations of time-based work, technical demonstrations, class critiques and discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies are based on students' projects in consultation with the instructor.

**Course Content and Topics**

- Performance, spectatorship, and the gaze in contemporary art
- Collaboration and Artist Groups as a tactic for sustainable practice
- Indigenous Artists working with interdisciplinarity such as Kent Monkman, Rebecca Belmore, Ursula Johnson
- Strategies for collaboration with groups in creative contexts
- Indigenous resurgence and de/anti-colonialism through acts of collaboration
- Creative research tactics and idea generation for collaboration
- Technical demonstrations on recording tools and techniques
- Demonstrations with image, sound and video editing and production software
- Organizing and exhibiting interdisciplinary artworks as a team

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 280 Digital Photography Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☒ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 280 is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Hours are changed from 60 to 45, reflecting changes to many studio courses to allow easier timetabling from student perspective. Course title is changed to be consistent with other 200-level studio courses. The prerequisite has been changed to be consistent with other 200-level studio courses; VA 180 will become a service course for students outside of the VA Major.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content addresses how Indigenous artists working in digital photography have used photography as a practice contributing to Indigenous self determination. In addition, examples of Indigenous and non-Indigenous artists using digital photography to challenge colonial aesthetic and documentation practices, such as portraiture, are considered.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students learn how to discuss their own work from inclusive and equitable perspectives; this can include addressing their own positionality and lived experiences in relation to their art practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

NA

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



ORIGINAL COURSE IMPLEMENTATION DATE: January 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|-----------|---|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 280                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Digital Photography Fundamentals<br><b>Course Short Title:</b> Digital Photog Fundamentals                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore photographic digital image-making through development of technical and concept-building skills in a series of personal projects. Students learn to incorporate contemporary perspectives in art photography and current issues into the content of their work.                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised studio hours</td> <td>20</td> </tr> <tr> <td>Critiques</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 | Tutorials/workshops | 15 | Supervised studio hours | 20 | Critiques | 5 |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| Critiques                                                                                                                                                                                                                                                                                                                                                                                         | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                     |    |                         |    |           |   |  |  |                    |           |                                                                                               |  |



**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. Apply terms, concepts, and techniques in contemporary digital photography.
2. Demonstrate proficiency in photo-imaging software skills.
3. Develop themes and narrative in personal work.
4. Prepare and produce digital and large-format fine art prints.
5. Implement lighting and metering techniques.
6. Receive and respond respectfully to the critical feedback of others.
7. Discuss how digital photography practices are integrated into contemporary art, with reference to diverse examples of art practice, including Indigenous art.
8. Reflect on their own work from inclusive and equitable perspectives.

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

|                |     |            |     |  |   |
|----------------|-----|------------|-----|--|---|
| Quizzes/tests: | 15% | Portfolio: | 30% |  | % |
| Assignments:   | 55% |            | %   |  | % |

**Details:**

Assignments include 10% presentation.

**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.)*

Lectures/slides, class critiques, technical exercises, technical quiz, photo assignments.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Digital SLR camera (model with manual control options is recommended) and a USB storage stick (1GB minimum recommended).

**Course Content and Topics**

- Contemporary digital photography and imaging practices
- Digital photography and Indigenous self-determination on Turtle Island, as explored by artists such as Isabella Dagnino (UFV alum), Deb Silver (UFV Alum), Kali Spitzer and Stan Williams.
- Digital workflow and file management
- Raw format processing
- Image sequences and storytelling
- Colour management, composition, masking, and filters
- Abstract digital photographic approaches
- Digital photography as a tool for exploring and challenging traditional colonial photographic practices such as portraiture and documentation with artist examples such as Dayna Danger, Jin-Me Yoon and Dana Claxton and Cindy Sherman.
- Scanning techniques
- Studio lighting techniques
- Image composites
- Printing methods
- Presentation methods for digital photographic art

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 283 Darkroom Photography Fundamentals**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 283 is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Course title is changed to be consistent with other 200-level studio courses. The prerequisite has been changed to be consistent with other 200-level studio courses. This course is not changing to 45 hours (like other VA studio courses) due to the capacity of the darkroom and the time involved in having students practice technical skills during class time.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content addresses how Indigenous artists have used photography as a tool for cultural and political expression, through examples of Indigenous photographers' work and through guest artist talks. In addition, the course considers how photography can be decolonized (and briefly addresses problematic histories of photography in relation to colonial practices).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students learn how to discuss their own work from inclusive and equitable perspectives; this can include addressing their own positionality and lived experiences in relation to their art practices. In addition, students discuss how photography can be used as a social and political tool to improve social justice.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Students require access to a 35mm camera; these can be rented from the School.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



ORIGINAL COURSE IMPLEMENTATION DATE: September 1995  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 283                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Darkroom Photography Fundamentals<br><b>Course Short Title:</b> Darkroom Photog Fundamentals                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the basic principles of black-and-white darkroom photography. Students learn manual camera controls using 35 mm film cameras, followed by chemical processing and printing. Photographic processes involving digital scanning and printing are introduced. Students learn about contemporary concepts and practices in film-based photo art.                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | None. One of VA 113, VA 115, or VA 116 is strongly recommended. Note: As of September 2025, prerequisites will change to VA 100.                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>VA 183</b><br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 | Tutorials/workshops | 10 | Supervised studio hours | 40 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                 | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                         | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                        |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |

VA 283

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Identify and use the controls of a 35 mm camera.
2. Demonstrate processing and printing methods for 35 mm black-and-white film.
3. Safely implement darkroom chemistry.
4. Explain the basic vocabulary used in black-and-white photography.
5. Apply the principles of natural light, composition, and design in film photography.
6. Respond respectfully to the critical feedback of others.
7. Articulate from different perspectives why film photography matters – to themselves and to others, recognizing the cultural specificity of diverse Indigenous photographic practices.
8. Discuss their own work from inclusive and equitable perspectives.

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

|                |     |            |     |   |
|----------------|-----|------------|-----|---|
| Assignments:   | 40% | Portfolio: | 40% | % |
| Quizzes/tests: | 20% |            | %   | % |

**Details:**

**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.)*

Lectures/slides, class critiques, technical exercises, technical quiz, photo assignments, Indigenous guest artists.

**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. Textbook | London, Barbara & Stone, Jim | A Short Course in Photography        | 2014 |
| 2.          |                              |                                      |      |
| 3.          |                              |                                      |      |
| 4.          |                              |                                      |      |
| 5.          |                              |                                      |      |

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

Note: Students must either provide their own 35 mm camera or rent one from the department.

**Course Content and Topics**

- History of photography and decolonizing the language of photography.
- How Indigenous artists employ photographic practices as a tool for cultural and political expression
- Introduction to 35 mm film cameras
- Safe use of darkroom equipment and chemistry
- Idea and concept development for photographic projects
- Processing film and making contact sheets
- Enlarger and exposure techniques
- Digital scanning with negatives
- Printing and presenting images from film
- Contemporary and de/anti-colonial practices in film photography
- Storytelling as critique and writing methodology

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 321 Advanced Studio: Painting and Drawing**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 321 is due for revision and is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Learning outcomes have been revised to Indigenize the course and reflect program learning outcomes. Course title is changed to be consistent with other 300-level studio courses. The prerequisite has been changed to reflect changes to 200-level studio courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes have been revised to improve criticality (LO 5) and more firmly situate painting and drawing historically (LO 8) reflecting program learning outcomes of "Articulate formal and conceptual links between visual art theory and practice," "Apply methods for generating, investigating, and responding to creative research questions."
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content includes coverage of Indigenous artists working primarily in 2D and how Indigenous and non-Indigenous artists incorporate de/anti-colonial approaches to their practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students learn how to discuss their own work and others' work from inclusive and equitable perspectives; this can include addressing their own positionality and lived experiences in relation to their art practices. In addition, examples of work by artists who identify as IBPOC and who occupy intersectional positionalities will be included and contextualized in course content.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 321                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studio: Painting and Drawing                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adv Studio: Painting & Drawing                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students expand their knowledge of painting and drawing techniques. Indigenous perspectives on drawing and painting are explored through the study of Indigenous artists' practice. Self-directed projects experimenting with thematic, formal, and conceptual principles in contemporary art are developed in consultation with the instructor.                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | One of VA 221, VA 222, VA 223, VA 224, or VA 225.                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>FA 321</b><br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5 | Tutorials/workshops | 10 | Supervised studio hours | 30 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |



VA 321

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Demonstrate technical competence in the use of drawing and painting materials and techniques.
2. Formulate personal approaches to 2D experimentation through painting and drawing.
3. Select methods for generating, investigating, and responding to creative research questions.
4. Employ self-reflection, contextual analysis, and constructive feedback to evaluate own work and the work of other artists.
5. Articulate formal and conceptual links between visual art theory and painting/drawing practices, including links between Indigenous theories and Indigenous painting/drawing practices.
6. Respond respectfully to the critical feedback of others.
7. Critically analyze their own and others' work from inclusive, equitable and diverse cultural perspectives.
8. Identify artistic characteristics of historical forms of painting and drawing, from diverse cultures.

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

|              |     |            |     |                   |   |
|--------------|-----|------------|-----|-------------------|---|
| Assignments: | 30% | Portfolio: | 30% | [click to select] | % |
| Project:     | 40% |            | %   | [click to select] | % |

**Details:**

**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.)*

Lectures, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

Schedules and syllabi vary by instructor.

- Self-directed project methodologies
- Experimental approaches in 2D art practices
- Indigenous 2D art practices and practitioners such as Sonny Assu, Susan Point, Tamara Bell, Corey Bulpitt, and Shoshannah Greene
- Advanced 2D materials and techniques
- Responding to themes in contemporary art
- 2D artwork in the expanded field, including anti/de-colonial approaches to 2D art practice, such as exhibition and curatorial history of Bill Reid Foundation and Gallery, drawing practice of Syrus Marcus Ware, drawing/painting/animation practice of Howie Tsui, painting/drawing practice of Sandeep Johal
- Creative research tactics in contemporary art
- Praxis exercises to explore formal and conceptual relationships between art theory and 2D practices

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 331 Advanced Studio: Sculpture**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 331 is due for revision and is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Learning outcomes have been revised to Indigenize the course and reflect program learning outcomes. Course title is changed to be consistent with other 300-level studio courses. The prerequisite has been changed to reflect changes to 200-level studio courses offerings. Like VA 231, the course is moving from a focus on both sculpture and extended media (e.g. time-based, interdisciplinary, multimedia practices) to primarily sculptural practices. In addition, students are often confused about what extended media means or only want to learn about sculpture, and the dual focus was at times a deterrent for students from taking sculpture courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Course content includes coverage of Indigenous artists working primarily in 3D and how Indigenous and non-Indigenous artists incorporate de/anti-colonial approaches to their practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students learn how to discuss their own work and others' work from inclusive and equitable perspectives; this can include addressing their own positionality and lived experiences in relation to their art practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 331                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studio: Sculpture<br><b>Course Short Title:</b> Advanced Studio: Sculpture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students respond to their environment with theoretical and philosophical frameworks, furthering their understandings of diverse contemporary sculpture practices and contexts, including Indigenous sculpture. Interdisciplinary and 3D materials, techniques, and approaches are expanded upon through demonstrations and self-directed projects.                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | One of VA 232, VA 261, or VA 272. Note: As of September 2025, prerequisites will change to VA 231.                                                                                                                                                                                                                                                                                                                                                                |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>FA 331</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: right; padding: 2px 5px;">15</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised studio hours</td> <td style="text-align: right; padding: 2px 5px;">30</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: right; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Supervised studio hours | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**VA 331**
**University of the Fraser Valley Official Undergraduate Course Outline**

 Page **2** of **2**
**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. Demonstrate theoretical grounding in 3D art practices, including considerations of Indigenous theories and practices around 3D art practices.
2. Engage in self-directed technical development in the area of sculptural production.
3. Contextualize one's own creative work within traditional and contemporary art practices.
4. Document and publicly present completed artworks.
5. Receive and respond respectfully to the critical feedback of others.
6. Develop their artistic voice and learn how to honour their gifts.
7. Critically analyze their own and others' work from inclusive, equitable and diverse perspectives

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Portfolio:   | 40% | % | % |

**Details:**

Assignments include 20% critiques and presentations.

**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.)*

Technical demonstrations, lectures, student presentations, class critiques, readings, writing assignments, online resources, field trips.

**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. Textbook | Thompson, Nato                               | <i>Living as Form; Socially Engaged Art from 1991 - 2011</i>               | 2012 |
| 2. Other    | Kim Grant                                    | All About Process: The Theory and Discourse of Modern Artistic Labour      | 2017 |
| 3. Textbook | Skoll World Forum on Social Entrepreneurship | Artists as Activists: Using Creative Talent for Social Programs            | 2011 |
| 4. Textbook | O'Rourke, Karen                              | Walking and Mapping: Artists as Cartographers                              | 2013 |
| 5. Other    | Natalie Loveless                             | How to Make Art at the End of the World: A Manifesto for Research-Creation | 2019 |

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

To be determined in consultation with instructor.

**Course Content and Topics**

- Sculpture, kinetics, and the human form
- Self-directed project methodologies
- Documentation strategies for works that include image, text, sound, video and performance
- Indigenous voices of anti/de-decolonial sculptural practices: Rebecca Belmore, Ursula Johnson, Kent Monkman
- Installing work in public contexts
- Creative research tactics in contemporary art and process-based methodologies
- Participation in praxis-based exercises, exploring formal and conceptual relationships between art theory and sculptural practices
- Storytelling as project development tactic, writing strategy and critique methodology

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 351 Advanced Studio: Print Media**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
  
2. Rationale for change: VA 351 is due for revision and is being updated as part of VA curriculum changes. Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Learning outcomes have been revised to Indigenize the course and better contribute to program learning outcomes. Course title is changed to be consistent with other 300-level studio courses. The prerequisite has been changed to reflect changes to 200-level studio courses offerings and for consistency across similar 300-level advanced studio courses.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LO 5 aligns with "Articulate formal and conceptual links between visual art theory and practice"; LO 7 aligns with "Articulate why art matters – to themselves and to communities, throughout the past, present and future" and LO 8 aligns with "Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives."
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
  
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In order to meet LO 5, instructors must find ways to situate examples of the works of Indigenous print media artists in relation to Indigenous concepts of aesthetics and epistemologies. Course content bullet point 7 addresses this outcome with examples from Northwest Coast artists.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students learn how to discuss their own work and others' work from inclusive, diverse and equitable perspectives; this can include addressing their own positionality and lived experiences in relation to their art practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 351                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studio: Print Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Advanced Studio: Print Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the possibilities of mixing multiple print mediums. Photo-based printmaking and digital printing strategies are incorporated with traditional print techniques and materials. Conceptual development of projects is contextualized within diverse Indigenous, traditional, and contemporary print media cultures.                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | VA 113, VA 115, VA 116, VA 252, and one of VA 160 or VA 180. Note: As of September 2025, prerequisites will change to VA 251.                                                                                                                                                                                                                                                                                                                                     |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: FA 351<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5 | Tutorials/workshops | 10 | Supervised studio hours | 30 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |



**VA 351**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Produce preparatory material for photographic print applications.
2. Integrate multiple printing techniques.
3. Demonstrate digital skills in print media contexts.
4. Produce a portfolio of print images reflecting creative research and concept development.
5. Articulate formal and conceptual links between visual art theory and print media practices, with reference to examples of Indigenous print artists, Indigenous aesthetics, and Indigenous ways of knowing and being.
6. Receive and respond respectfully to the critical feedback of others.
7. Articulate why print media matters – to themselves and to communities, in traditional and contemporary contexts.
8. Critically analyze their own and others' work from inclusive, equitable and diverse perspectives.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 40% | % | % |
| Assignments: | 60% | % | % |

**Details:**

Assignments include in-class activities, print media exercises, drawings/plans, presentations, critiques, and technical exercises/assignments.

**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.)*

Lectures, media presentations, independent projects, preparatory drawings, technical demonstrations, readings, discussions, and critiques.

**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. Textbook | Beth Grabowski and Bill Fick                                                                                                          | Printmaking: A complete guide to materials and processes | 2009 |
| 2.          | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                          |      |
| 3.          |                                                                                                                                       |                                                          |      |
| 4.          |                                                                                                                                       |                                                          |      |
| 5.          |                                                                                                                                       |                                                          |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

- Self-directed project methodologies
- Process-based approaches in print media practices
- Advanced photo-based print materials and techniques
- Combining a variety of tradition print methods with digital print
- Plate development and printing strategies
- Responding to themes in contemporary art
- Indigenous print media communities and practitioners of the Northwest Coast e.g. Maynard Johnny Jr., Bill Reid, Robert Davidson, Susan Point
- Printmaking in the expanded field
- Creative research tactics in contemporary art
- Documentation and presentation of print editions
- Participation in praxis-based exercises, exploring formal and conceptual relationships between art theory and print media practices

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 360: Professional Development + Practices**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☒ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: VA 360 is due for revision and is being updated as part of VA curriculum changes. The course builds upon VA 260 and emphasizes the development of professional and career planning skills in relation to students' personal and professional goals (whereas VA 260 emphasizes technical/professional skills in relation to exhibition practices). Main changes include updates to learning outcomes to meet best practices for curriculum and to ensure outcomes are clearly stated for students. The course, holistically speaking, is intended to provide students with practice/scaffolding in meeting program learning outcomes of "Communicate knowledgeably and with humility for a range of creative contexts and audiences" and "Engage with contemporary practices in visual art exhibition development and installation."
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): See above.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course uses the TRC Calls to Action and UNDRIP (both assigned as course resources) to frame discussion of Indigenization in the art sector.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course emphasizes the development of a personal approach to professional practice, and students articulate their own professional/personal goals, and then work toward understanding how to meet those goals. Students will learn how to build on their own strengths and address any challenges they may face in pursuing professional careers.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Development and Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Prof Development & Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn about career pathways in visual arts, explore post-graduation career and creative opportunities, and identify how to meet their personal and professional goals related to their art practice. Guest speakers complement in-depth analysis of required components and skills necessary for participation in the contemporary cultural sector. Students develop grant applications, professional application packages, and complete the course with a post-graduation action plan. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 45 university-level credits including 15 credits in VA. Note: As of September 2025, prerequisites will change to VA 260.                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <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> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

VA 360

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Explain ethical, legal and professional frameworks that underpin a personal/professional creative art practice.
2. Employ independent research skills in relation to educational, career, and professional art practice goals.
3. Create professional portfolio documents in support of individual creative practices.
4. Evaluate a range of research funding and financial support options.
5. Discuss ways to support the Indigenization of creative practice sectors and how to promote Indigenous voices and experiences.
6. Articulate how research, organizational, and creative skills can be transferred to related fields and occupations.
7. Exercise self-reflection, contextual analysis, and constructive feedback to evaluate creative portfolios.
8. Articulate why their artistic practice matters – to themselves and to communities, in context of past, present, and future artists.

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

|              |     |            |     |   |
|--------------|-----|------------|-----|---|
| Assignments: | 30% | Portfolio: | 30% | % |
| Project:     | 40% |            | %   | % |

**Details:**

**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.)*

Weekly readings, lectures, individual and group in-class work, written assignments, field work, and tutorials.

**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. Textbook        | Bhandari, Heather Darcy and Jonathan Melber.                                                                                          | Art/Work. Free Press                                                                                                                                                                                                                | 2009 |
| 2. Online resource | UNDRIP                                                                                                                                | <a href="https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf">https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</a> |      |
| 3. Online resource | Beyond 94: Truth and Reconciliation in Canada                                                                                         | <a href="https://www.cbc.ca/news/indigenous/beyond-94-truth-and-reconciliation-1.4574765">https://www.cbc.ca/news/indigenous/beyond-94-truth-and-reconciliation-1.4574765</a>                                                       |      |
| 4.                 | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                                                                                                                                                                                                                     |      |
| 5.                 |                                                                                                                                       |                                                                                                                                                                                                                                     |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**COURSE CONTENT:**

- Portfolio development and required elements for creative professionals
- Commercial and public exhibiting spaces
- Traditional and experimental organizations, associations, and publications
- Applying to shows, calls, and artist residencies: how to find and read a call, predatory calls, managing expectations, budgeting/grants when you have a show
- Researching funding and financial support: how to form a research plan, why research matters in art and postsecondary institutions, what counts as research, primary and secondary research, creative research, how to read and consume information for research
- Indigenization in the arts in collaboration with TRC Calls to Action and UNDRIP articles
- Professional documents and record-keeping for creative practitioners
- Photo documentation of artwork
- Employment and educational opportunities
- Legal and financial issues for artists
- Building and maintaining community support systems

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 371 Advanced Studio: Interdisciplinary Collaborative Art**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: VA 371 is due for revision and is being updated as part of VA curriculum changes. The emphasis of the course is shifting toward methodology (interdisciplinary, collaborative, interactive), which was a core component of the previous course, but was not highlighted in the course outline, which emphasized the types of practices (digital image, sound, performance art). Students in this course can still explore digital and durational practices, however these are framed in relation to creative methodologies and issues in creative practice. In addition, learning outcomes are updated to meet best practices for curriculum and to ensure outcomes are clearly stated for students. Learning outcomes have been revised to Indigenize the course and address EDI more explicitly. Course title is changed to be consistent with other 300-level studio courses. The prerequisite has been changed to reflect changes to 200-level studio courses offerings and for consistency across similar 300-level advanced studio courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LOs 2, 3, 5, and 7 align with "Collaborate effectively, respectfully and creatively with diverse peers and community members"; LO 2 aligns with "Behave ethically in relation to creative practices"; LO 6 aligns with "Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives."
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA

5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenous approaches to collaborative art practices and examples of collaboratively created Indigenous art are included in the course. As part of LO 2, instructors will need to address the challenges of Indigenous-settler collaboration; this could be addressed through examples of art projects that successfully navigate this (as in bullet point 4 of content). Spatial considerations around art installations on unceded and/or traditional territories will be covered as part of content bullet points 5 and 6.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course places a strong emphasis on how to collaborate across diversities, both within the class and in examples of collaborative projects that involved diverse makers or relationships across difference between makers and audience/spectators/the public. Students will analyze and/or evaluate how examples of collaborative and interdisciplinary projects worked across difference and will participate in projects that require them to navigate different positionalities and lived experiences.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



ORIGINAL COURSE IMPLEMENTATION DATE: May 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|-----------|----|-------------------------|----|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> VA 371                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Advanced Studio: Interdisciplinary Collaborative Art                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Adv Interdisc Collab Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department (or program if no department):</b> Visual Arts                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students expand their understanding of participation and partnership as a radical, de/anti-colonial way of sustaining artistic practice. Theory and principles of collaboration, cooperation and spectatorship are examined and implemented to provide pathways for meaningful collective practice. Working in groups, students research, plan, develop and share works where audiences are part of meaning-making. Experimental and unconventional art-making modes are required. |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VA 113, VA 115, VA 116, VA 272, and one of VA 160 or VA 180. Note: As of September 2025, prerequisites will change to VA 271. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                |                                                                                                                               | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Critiques</td> <td>10</td> </tr> <tr> <td>Supervised studio hours</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                         |                                                                                                                               | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Critiques | 10 | Supervised studio hours | 10 |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| Critiques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                               | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                               | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                               | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |           |    |                         |    |  |  |                    |           |                                                                                               |



VA 371

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Articulate the impact of contemporary interdisciplinary, collaborative art practices in contemporary and historical contexts, including non-Western and Indigenous practices.
2. Describe the ethical and personal considerations one must bring to collaborating across diversities, including the particularities of Indigenous-settler collaborations.
3. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
4. Synthesize methods for generating, investigating, and responding as a group to creative research questions.
5. Devise collaborative artworks using experimental and/or unconventional practices and techniques.
6. Critically analyze interdisciplinary, collaborative art works from inclusive, equitable, and diverse perspectives.
7. Present a contemporary, interdisciplinary art installation with peers.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 40% | % | % |
| Assignments: | 60% | % | % |

**Details:**

Assignments include 30% attendance/participation.

**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.)*

Course content is explored through student presentations, proposal writing, visual presentations of time-based interactive or performative work, individual projects, class critiques and discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Materials to be determined by student groups. Course packages assembled by the instructor.

**Course Content and Topics**

Three example modules that may structure the course:

1. Participation: how can we challenge the observer/maker divide in art?
  2. Collaboration: how can working with partner(s) expand artistic practice?
  3. Interactivity: how can audiences and participants be part of meaning-making in contemporary art?
- Participation, dialogue, performance, and presence in contemporary experimental art
  - Interdisciplinary artistic collaborations across histories
  - Indigenous approaches to and presentations of collaborative art
  - Ethical collaborations: how ceremony and ritual can meaningfully inform participatory artworks
  - Activating sensitive environments and social spaces
  - Problematizing performance: politics of public presentation and spectatorship
  - Challenging artistic assumptions through cooperation, collaboration and group project development
  - Embodiment in art practices and the performing body
  - Advanced documentation techniques - capture, processing, editing of collaborative works
  - Strategies for activating spaces with unconventional/experimental artworks

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 383 Advanced Studio: Photography**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☒ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: VA 383 is due for revision and is being updated as part of VA curriculum changes. Learning outcomes have been revised to Indigenize the course and address EDI more explicitly, to align with revised program learning outcomes, and to reflect streamlining of studio offerings in VA generally. Course title is changed to be consistent with other 300-level studio courses. The prerequisite has been changed to reflect changes to 200-level studio courses offerings and for consistency across similar 300-level advanced studio courses. Total hours for this course are not changing because of the capacity of UFV's darkroom and the technical nature of the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LO 4 aligns with "Articulate formal and conceptual links between visual art theory and practice"; LO 5 aligns with "Articulate why art matters – to themselves and to communities, throughout the past, present and future," and LO 6 aligns with "Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives."
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course includes a critical analysis of the history of photography in relation to its role in colonization and how photographic language can be decolonised. In addition, this course includes analysis of a number of both historical and contemporary Indigenous photographers and the ways their work contributes to Indigenous self-representation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course addresses implicit and explicit bias in photography through its framing of photography practices as linked to colonialism.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1998  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|------------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 383                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Studio: Photography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Advanced Studio: Photography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students focus on the integration of conceptual development and contextual awareness within contemporary photographic art. Studio techniques such as studio lighting, colour printing, and experimental processes are explored. Students have the option to explore various formats of camera. Students explore the role of photography within contemporary visual culture through oral presentations and group critiques.                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | VA 283 and one of VA 180 or VA 284. Note: As of September 2025, prerequisites will change to VA 280 or VA 283.                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>FA 383</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>17</b> |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 15 | Supervised laboratory hours (design lab) | 30 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |

VA 383

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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. Create a body of photographic work reflecting experimental processes, critical thought, and creative research skills.
2. Select colour application to reflect conceptual and thematic intentions.
3. Employ studio lighting techniques and hand-held light meter.
4. Articulate formal and conceptual links between fine art photographic theory and practice.
5. Assess why fine art photography matters – to themselves and to communities, in historical and contemporary contexts.
6. Critically analyze their own and others' work from inclusive, equitable and diverse perspectives, including the role photography has played in Indigenous cultures in relation to self-representation, resistance, and resurgence.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Portfolio:   | 40% | % | % |

**Details:**

Assignments include 20% presentation.

**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.)*

Lecture/slides, class critiques, technical exercises, photo assignments.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

35mm SLR Film camera or SLR digital camera; film and printing paper appropriate for projects, USB, or external memory drive.

**Course Content and Topics**

- History of photography and decolonizing the language of photography
- Alternative processes in photographic practices
- Colour photography: technique and context
- Student presentations on contemporary photography: issues and debates
- Studio lighting: technique and context
- Participation in praxis-based exercises, exploring formal and conceptual relationships between art theory, histories and photographic practices
- Engage with contemporary methods of photographic exhibition development
- Storytelling as oral presentation and group critique methodology
- Historical and contemporary examples of Indigenous photography practices, including ways that photographic practices contributed to Indigenous self-representation, including artists such as Nadya Kwandibens, Katherine Takpannie, Eli Farinango and Cara Romero

**Memo for Course Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 16, 2023

**Subject: Proposal for revision of VA 395 Special Topics in Visual Arts**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
  
2. Rationale for change: This course is being updated as part of VA curriculum changes. Learning outcomes have been revised to Indigenize the course and address EDI more explicitly and align with revised program learning outcomes. The prerequisite has been changed to reflect changes to VA offerings at the 100 level.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LO 1 aligns with "Demonstrate technical proficiency in visual art techniques, materials, and contexts of making," LO 2 aligns with "Create artworks that investigate themes, ideas and/or theories," LO 3 aligns with "Collaborate effectively, respectfully and creatively with diverse peers and community members," LO 4 aligns with "Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works," LO 5 aligns with "Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives," LO 6 aligns with "Apply methods for generating, investigating, and responding to creative research questions."
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
  
5. Which program areas have been consulted about the change(s)? AH, CMNS, ENGL, FILM, GDD, MACS, MEDA, THEA.
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This is a special topics course, so assignment, topics, and course delivery methods will vary. Course content will need to include examples of Indigenous artists/practitioners working in the area and historical examples of Indigenous approaches when relevant, in order that instructors meet course LO 7.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Assignments, topics, and delivery methods will vary with each iteration of this course; however, LO 5 requires instructors to assess students' ability to analyze examples from an EDI lens.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-200

**CWC comment and response:**

- "Forest bathing" is listed as potential topic; how is this a visual art as opposed to a mindfulness practice?

*This potential topic was proposed by Associate Prof. Melanie Jones, who ran an early summer course on this topic—supported by a FIT grant—in summer 2019. The following link provides further context for engaging forest bathing within a visual art practice:*

[https://www.ufv.ca/media/assets/provost/fit/reports/Jones,-Melanie-FIT-REPORT\\_Creativity-and-Forest-Bathing.pdf](https://www.ufv.ca/media/assets/provost/fit/reports/Jones,-Melanie-FIT-REPORT_Creativity-and-Forest-Bathing.pdf)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|-------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 395                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Special Topics in Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students gain in-depth knowledge and experience in an advanced studio technique, in a specific conceptual or theoretical approach to art production, or in a particular area of professional practice.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 6 credits of VA or 45 university-level credits. Note: As of September 2025, prerequisites will change to one of VA 100, VA 110, or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><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>                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Annually</b><br><br>Maximum enrolment (for information only): <b>25</b> |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Supervised studio hours</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5 | Tutorials/workshops | 15 | Supervised studio hours | 25 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised studio hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                     |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                     |    |                         |    |  |  |  |  |                    |           |                                                                                               |  |



VA 395

University of the Fraser Valley Official Undergraduate Course Outline

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**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. Demonstrate technical proficiency in visual art techniques and materials, as relevant to the topic.
2. Create artworks or projects that investigate themes, ideas and/or theories.
3. Collaborate effectively, respectfully, and creatively with diverse peers and community members.
4. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
5. Critically analyze visual art and visual culture related to topic from inclusive, equitable, and diverse perspectives.
6. Formulate methods for generating, investigating, and responding to creative research questions.
7. Explain how contemporary practices related to the course topic are informed by historical contexts, techniques, and approaches, including non-Western and Indigenous practices.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Portfolio:   | 40% | % | % |

**Details:**

Assignments include 20% critiques.

**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.)*

Lectures, in-class exercises, independent projects, critiques, slide presentations, sketchbook assignments, demonstrations, readings, discussions.

**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.   | Texts, journals, and visual resources reflect contemporary artists and practices; resources will vary by instructor and year to year. |                                      |      |
| 2.   |                                                                                                                                       |                                      |      |
| 3.   |                                                                                                                                       |                                      |      |
| 4.   |                                                                                                                                       |                                      |      |
| 5.   |                                                                                                                                       |                                      |      |

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

Supplies and materials vary by instructor. A list of required materials and equipment will be provided in class.

**Course Content and Topics**

- Special topic and studio practices introduction
- Special topic technical demonstrations
- Creative research strategies in relation to special topic
- Guest artist lecture
- Special topic lectures on form, material, and concept
- In-class student presentations
- In-class student critiques
- Examples of Indigenous artists/practitioners working in the special topic area
- Historical examples of the special topic, including non-western and Indigenous approaches when relevant

Examples of potential topics:

- Photo print techniques: how to integrate digital and analog photography and print making practices
- Forest bathing
- Illness, autopathography, and art-making practices
- Ecologies of art practice

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 18, 2023

**Subject: Program change Visual Arts diploma**

1. Summary of changes (select all that apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

*The Visual Arts program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Visual Arts area's response and action plan. To summarize, the revised program is structured around a core of required courses and then lists of courses students can select from to develop the skills to meet program learning outcomes upon completion of the program. See attached chart for learning outcome and curriculum mapping for both programs. In addition, the VA diploma was extremely rigorous (in comparison to the VA Major, for example, it required more lower-level Art History courses!); the area wishes to increase accessibility to the diploma by reducing the number of writing-focused/heavily "academic" courses from 15 to 6 credits (SOCA 105 and SOCA 201). Finally, the diploma required housekeeping, to remove discontinued courses etc.*

*Specifically, program revisions arise from the following recommendations (from Dean's Summary approved at APPC). In italics, we indicate how the program revisions respond to each recommendation (recommendations in regular font).*

- Restructure all VA programs with emphasis on:
  - Flexible pathways
  - Opportunities for inter/transdisciplinary study and experimentation
  - Creation of a "spine" of core classes focused on issues and competencies

- *In the VA diploma, students were required to take 18 lower-level VA credits, including no more than 6 credits in painting/drawing. In effect, this meant that students generally needed to complete the first two parts of three studio streams: the problem of course sequencing and restrictive prerequisites was less pronounced in the diploma than in the Major, but was essentially the same.*
  - *The revised program centres on the core (the “spine”) which scaffolds development in critical thinking, integration of practice and theory, inter/transdisciplinary thinking, research methods for creative arts, and thematic/issue-driven approaches to art making across the two years.*
  - **Ensure courses are relevant to contemporary art activity and discourse, resonate with student interests, and reflect area’s commitment to Indigenization and community.**
    - *SOCA 100 (required in both programs) and SOCA 201 (required in extended minor) are direct responses to this recommendation. The content in these courses allows for evolution over time while ensuring competencies are consistently delivered. Individual course outlines for 200- and 300-level studio courses include learning outcomes to this effect.*
  - **Introduce art theory and discourse earlier in the program, through dedicated classes and within studio courses.**
    - *SOCA 100 and SOCA 201 explicitly address this recommendation. Revised studio course outlines incorporate the introduction of conceptual vocabulary relevant to specific studio practices.*
  - **Introduce professional practices earlier in programs.**
    - *VA 260 has been developed in response to this recommendation and is a program requirement.*
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: See attached chart.
  4. What consideration has been given to Indigenizing the curriculum?  
  
*At the program level, the required courses SOCA 100, SOCA 105, and VA 100 have been developed to meet the needs of all VA programs, including the Indigenous Arts Certificate. List A also provides space for students to take IPK 277 to meet VA program requirements. Finally, students can use all courses in the Indigenous Arts Certificate to ladder into the VA diploma.*
  5. Will additional resources be required? If so, how will these costs be covered?  
  
*We have worked with the Dean’s office on costing the new program and at this time, it will not require additional resources in terms of facilities, faculty/staff, or sections in the enrolment plan.*
  6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

***Students will be able to switch to the new program requirements with minimal disruption to their planning, as all 200-level required courses from the old studio streams will transfer to the new program requirements. Once the revised program requirements are approved, we will work with advising in advance of the September 2024 launch of program revisions on appropriate substitutions (e.g. accepting lower-level AH in lieu of SOCA 100, considering VA 115 and/or VA 116 and/or VA119 as equivalent to VA 100) to ensure that students who wish to transfer to the new program requirements will be able to do so. The change is expected to increase access to and enrolment in the program over time.***

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

***Yes. Yes.***

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

***Sections will be converted to account for discontinued courses and new courses. Timetabling will be simplified because restrictive course sequencing is being reduced significantly.***

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

***Yes, students will take interdisciplinary SOCA courses as part of program requirements and will have the option of taking courses from other creative arts disciplines and Indigenous studies to meet program requirements. SOCA classes will be funded through the VA budget, and total enrolments in that budget's sections are expected to be stable in year one and increase over time. Courses outside of the VA budget will see minimal increases initially, given that there are a number of choices for students and a relatively small number of students in the VA Major.***

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**Visual Arts diploma Learning Outcomes**

1. Confidently explore visual art techniques, materials, and contexts of making
2. Create artworks that investigate themes and ideas
3. Collaborate effectively, respectfully, and creatively with diverse peers
4. Employ self-reflection and constructive feedback to evaluate creative works
5. Apply inclusive, equitable, and diverse perspectives to the study of visual art and visual culture
6. Communicate effectively in creative contexts
7. Behave ethically in relation to creative practices
8. Articulate why art matters – to themselves and to communities
9. Engage with contemporary practices in visual art exhibition development and installation

**VA DIPLOMA LEARNING OUTCOMES MAPPING**

| Course Learning Outcomes     | Program Learning Outcome                                                                   | Institutional Learning Outcome                                                                                                                         |
|------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA 100, VA 113, List A       | Confidently explore visual art techniques, materials, and contexts of making.              | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| VA 110                       | Create artworks that investigate themes, ideas and/or theories.                            | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| VA 100, VA 110, List A       | Collaborate effectively, respectfully and creatively with diverse peers                    | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| VA 100, VA 110, List A       | Employ self-reflection and constructive feedback to evaluate creative works.               | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| SOCA 100, SOCA 105, SOCA 201 | Apply inclusive, equitable and diverse perspectives to the study of art and visual culture | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| SOCA 105, SOCA 201, VA 260   | Communicate effectively in creative contexts                                               | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| VA 100, VA 260               | Behave ethically in relation to creative practices                                         | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |
| SOCA 100, SOCA 105, VA 260   | Articulate why art matters – to themselves and to communities                              | Contribute regionally and globally<br>Communicate effectively                                                                                          |
| SOCA 100, VA 260             | Engage with contemporary practices in visual art exhibition development and installation   | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally                            |

## Visual Arts diploma

### Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Portfolio review. ~~An interview may be requested. Attendance at a program orientation is a required element of the portfolio review process.~~
3. Students with university-level credit must have a grade point average of 2.00 on all credits attempted. Transcripts must be submitted to substantiate this.
4. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Students who do not meet these requirements might consider [Qualifying Studies](#).

### When to apply

Applications are accepted for entrance to the Fall and Winter semesters. For application deadlines, see [Specific intake application process](#).

### How to apply

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).  
Additional documents required for a complete application:
  - Proof of B.C. secondary school graduation or equivalent, if not 19 years of age or older.
  - Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date their application is mailed or submitted.
2. When their application has been processed by the Office of the Registrar, applicants will receive information on portfolio submission dates and a copy of the portfolio requirements. ~~Applicants must submit a portfolio of recently created art works and accompanying documentation, as directed in the portfolio requirements. Portfolio requirements are also available from the Visual Arts department offices or on the Visual Arts department website. The portfolio is not due at the time of application, but must be submitted online for review in April for the Fall intake and in October for the Winter intake. Applicants must attend a program orientation.~~ An official letter of acceptance will be sent from the Office of the Registrar.
3. Upon admission to the program, applicants will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

If this program is full, or applicants are waiting to find out about their admission to the program, they will be given an opportunity to register as a Qualifying Studies student. It is not

necessary to submit a separate application form. If applicants meet the entrance requirements and a space becomes available later, they will be contacted.

For students under 19 years of age, Fall admission is conditional upon proof of B.C. secondary school graduation. Proof of completion of entrance requirements is due the beginning of August.

#### **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation (including portfolio submission), and the application fee have been submitted.

#### **Program Requirements**

~~Visual Arts studio requirements: 30 credits~~

~~Foundation requirements: 12 credits~~

| <del>Course</del>    | <del>Title</del>                                       | <del>Credits</del> |
|----------------------|--------------------------------------------------------|--------------------|
| <del>VA 101</del>    | <del>Figure Drawing</del>                              | <del>3</del>       |
| <del>or VA 113</del> | <del>Introduction to Drawing</del>                     | <del>-</del>       |
| <del>VA 115</del>    | <del>Introductory Studio I: Material Practices</del>   | <del>3</del>       |
| <del>VA 116</del>    | <del>Intro Studio II: Space, Form, and Time</del>      | <del>3</del>       |
| <del>One of:</del>   |                                                        | <del>3</del>       |
| <del>VA 119</del>    | <del>Introductory Studio III: Digital Multi-Tool</del> | <del>-</del>       |
| <del>VA 160</del>    | <del>Introduction to Video Production</del>            | <del>-</del>       |
| <del>VA 180</del>    | <del>Digital Photography I</del>                       | <del>-</del>       |

~~Studio core requirements: 18 credits~~

| <del>Course</del>                         | <del>Title</del>                      | <del>Credits</del> |
|-------------------------------------------|---------------------------------------|--------------------|
| <del>-</del>                              | <del>18 credits of 200-level VA</del> | <del>18</del>      |
| <del>Including no more than two of:</del> |                                       | <del>-</del>       |
| <del>VA 221</del>                         | <del>Drawing II</del>                 | <del>-</del>       |
| <del>VA 222</del>                         | <del>Figure Painting</del>            | <del>-</del>       |
| <del>VA 223</del>                         | <del>Painting I</del>                 | <del>-</del>       |
| <del>VA 224</del>                         | <del>Painting II</del>                | <del>-</del>       |

~~Note: Students laddering into the BFA are encouraged to consult with the BFA Academic Advisor to choose 200-level courses that will meet the 300-level prerequisites for three full studio streams.~~

~~Art History requirements: 15 credits~~

| <del>Course</del> | <del>Title</del>                                                | <del>Credits</del> |
|-------------------|-----------------------------------------------------------------|--------------------|
| <del>AH 102</del> | <del>Art and Culture in the West from 1400 to the Present</del> | <del>3</del>       |
| <del>Plus:</del>  | <del>An additional three credits of 100-level AH</del>          | <del>3</del>       |
| <del>AH 200</del> | <del>Art History and Its Methods</del>                          | <del>3</del>       |



|       |                                                              |   |
|-------|--------------------------------------------------------------|---|
| Plus: | An additional three credits of 200-level AH                  | 3 |
| Plus: | Three additional credits of Art History, 100-level or higher | 3 |

**Writing requirements: 3-4 credits**

| Course   | Title                                                            | Credits |
|----------|------------------------------------------------------------------|---------|
| One of:  | -                                                                | 3-4     |
| ENGL 105 | Academic Writing (see Note 1)                                    | -       |
| CMNS 120 | Communicating in University (discontinued)                       | -       |
| CMNS 125 | Communicating Professionally to Academic and Workplace Audiences | -       |

Note 1: Students who received an A in English Studies 12, English First Peoples 12, or equivalent (English 12, English Literature 12, English 12 First Peoples, IB English A (standard level or higher level), or AP English); ENGL 091; or ENGL 099 may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

Note 2: UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

**Elective requirements: 12 credits**

12 credits chosen from:

- Additional Visual Arts credits.
- Up to six credits may be BFA-related electives other than VA, chosen from AH, FD (discontinued), FILM, GD, MACS, MEDA, or THEA; any ENGL course designated as Creative Writing; or LAS 100 or 206.
- Three credits may be any ENGL 100-level or higher, CMNS 120 (discontinued), or CMNS 125 (see Note).

Note: CMNS 125 must have been taken in September 2017 or later.

Students must complete requirements in five areas:

- Visual Arts Core: 21 credits
- Materials and Methods (List A): 12 credits
- Electives (see distribution requirements below): 27 credits

**Visual Arts Core: 21 credits**

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                          |                                                                              |                   |
|--------------------------|------------------------------------------------------------------------------|-------------------|
| <a href="#">SOCA 100</a> | <a href="#">Ways of Looking at Art, Digital Media, and Visual Culture</a>    | <a href="#">3</a> |
| <a href="#">SOCA 105</a> | <a href="#">Ways of Writing About Art, Digital Media, and Visual Culture</a> | <a href="#">3</a> |
| <a href="#">VA 100</a>   | <a href="#">Introduction to Visual Arts</a>                                  | <a href="#">3</a> |
| <a href="#">VA 110</a>   | <a href="#">Creating on a Theme</a>                                          | <a href="#">3</a> |
| <a href="#">VA 113</a>   | <a href="#">Introduction to Drawing</a>                                      | <a href="#">3</a> |
| <a href="#">SOCA 201</a> | <a href="#">Introduction to Visual Studies</a>                               | <a href="#">3</a> |
| <a href="#">VA 260</a>   | <a href="#">Professional Skills for Visual Artists</a>                       | <a href="#">3</a> |

**Materials and Methods (List A)**

Select 12 credits, including 9 credits of 200-level VA and an additional 3 credits chosen from:

| <a href="#">Course</a>                  | <a href="#">Title</a>                                 | <a href="#">Credits</a> |
|-----------------------------------------|-------------------------------------------------------|-------------------------|
| <a href="#">FILM 260</a>                | <a href="#">Video Production Techniques I</a>         | <a href="#">3</a>       |
| <a href="#">FILM 261</a>                | <a href="#">Video Production II</a>                   | <a href="#">3</a>       |
| <a href="#">IPK 277</a>                 | <a href="#">Indigenous Art: Stories and Protocols</a> | <a href="#">3</a>       |
| <a href="#">MEDA 210</a>                | <a href="#">Digital Concept Art</a>                   | <a href="#">3</a>       |
| <a href="#">MEDA 270</a>                | <a href="#">3D Modelling and Animation I</a>          | <a href="#">3</a>       |
| <a href="#">MEDA 280</a>                | <a href="#">Game Engines I</a>                        | <a href="#">3</a>       |
| <a href="#">THEA 250</a>                | <a href="#">Storytelling</a>                          | <a href="#">3</a>       |
| <a href="#">Any 200-level VA course</a> |                                                       | <a href="#">3</a>       |

**Elective Distribution Requirements**

| <a href="#">Disciplinary designation</a>                                                                                                                                                            | <a href="#">Number of Credits</a> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <a href="#">Visual Arts (100-400 level)</a>                                                                                                                                                         | <a href="#">6</a>                 |
| <a href="#">Creative Arts (Art History, English courses specified as Creative Writing, Film, Graphic and Digital Design, Media Arts, Media and Communication Studies, or Theatre) 100-400 level</a> | <a href="#">6</a>                 |
| <a href="#">General (any discipline, including Visual Arts) 100-400 level</a>                                                                                                                       | <a href="#">15</a>                |

## Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration

limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of nine credits at the start of students' academic careers and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

## Course repetition

Students may not register for a course more than twice. Where a course has been repeated, only the higher grade is counted in the GPA calculation.

## Readmission

Students who have been required to withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

To be readmitted to the Visual Arts diploma program, students must complete nine university-level credits (can be duplicate courses), with a minimum CGPA of 2.00. Once these criteria are met, they may apply for readmission at the Office of the Registrar. When readmitted, students will remain on Academic Warning until their overall CGPA is 2.00.

## Residency

Students must complete at least 30 of the credits required for the Visual Arts diploma at UFV. Transfer credits and credits earned through prior learning assessment, including course challenge, may only be applied for up to 30 credits of the 60-credit diploma.

## Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the BFA Academic Advisor. To be eligible to graduate, students must achieve a cumulative GPA of 2.00. ~~Diploma candidates who qualify to receive a UFV Visual Arts diploma must be approved by the UFV Arts division and the Senate.~~

Students must apply for graduation in the first month of their final semester. Visit the [Graduation webpage](#) for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 18, 2023

**Subject: Program change Visual Arts major**

1. Summary of changes (select all that apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

*The Visual Arts program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Visual Arts area's response and action plan. To summarize, the revised program is structured around a core of required courses and then lists of courses students can select from to develop the skills to meet program learning outcomes upon completion of the program. See attached chart for learning outcome mapping.*

*Specifically, program revisions arise from the following recommendations (from Dean's Summary approved at APPC). In italics, we indicate how the program revisions respond to each recommendation (recommendations in regular font).*

- Restructure all VA programs with emphasis on:
  - Flexible pathways
  - Opportunities for inter/transdisciplinary study and experimentation
  - Creation of a "spine" of core classes focused on issues and competencies
  - Retention of requirement to develop high level of maturity/competency in one area of studio practice
    - *The lack of flexible pathways in the program arose from the requirement that students complete three studio streams (12 credits each) and with the way these streams had to be sequenced (the area does not have the resource to offer the 2<sup>nd</sup> through 4<sup>th</sup> courses*

*more than once/year, so students often had to wait multiple semesters to proceed through the streams if they missed a course). The revised program eliminates this requirement and instead provides students with lists of grouped courses which they may select from. The area does not have the resources to fully retain the requirement that all students develop a high-level of competency in one area of studio practice (as this would require continuing to offer four-course streams). Students who wish to develop their skills and mastery of a specific area of studio practice may do so by taking the fundamental and advanced courses in each area and complementing these with projects in praxis courses like VA 300 and VA 301 and/or through directed studies courses.*

- *Practice and praxis-oriented approaches to inter/transdisciplinary study and experimentation are introduced in VA 110 and SOCA 100 and further developed in SOCA 201, VA 300, and VA 301. Inter-disciplinarity is also embedded in SOCA 401 and SOCA 402. New courses VA 310 (Art, Gender, and the Body) and VA 311 (Place and Space in Art) provide an option for students who are particularly interested in thematic and transdisciplinary approaches to the creative process.*
- *The revised program centres on the core (the “spine”) which scaffolds development in critical thinking, integration of practice and theory, inter/transdisciplinary thinking, research methods for creative arts, and thematic/issue-driven approaches to art making.*
- **Ensure courses are relevant to contemporary art activity and discourse, resonate with student interests, and reflect area’s commitment to Indigenization and community.**
  - *SOCA 100, SOCA 201, and SOCA 402 are direct responses to this recommendation. The content in these courses allows for evolution over time while ensuring competencies are consistently delivered. Individual course outlines for 200- and 300-level studio courses include learning outcomes to this effect.*
- **Introduce art theory and discourse earlier in the program, through dedicated classes and within studio courses.**
  - *SOCA 100 and SOCA 201 explicitly address this recommendation. Revised studio course outlines incorporate the introduction of conceptual vocabulary relevant to specific studio practices.*
- **Introduce professional practices earlier in programs.**
  - *VA 260 has been developed in response to this recommendation and is part of the core of the program.*
- **Curriculum revisions need to increase flexibility around course scheduling and provide better access to multiple program pathways. Curriculum revisions should emphasize the deepening and maturing of a students’ art practice over several years.**
  - *See above. In addition, all prerequisites have been reviewed, and reduced as much as possible while still allowing students to successfully complete upper-level studio courses reliant on knowledge of techniques, materials, and methods.*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: See attached chart.

4. What consideration has been given to Indigenizing the curriculum?

***At the program level, students are required to take one course that is focused on Indigenous content (AH 204, AH 321, FILM 313, or SOCA 301). List A includes the option of IPK 277 and THEA 250. Program changes to the VA major were made alongside revisions to the Indigenous Arts Certificate to ensure that students can seamlessly ladder into the VA major upon completing the Certificate.***

5. Will additional resources be required? If so, how will these costs be covered?

***We have worked with the Dean's office on costing the new program and at this time, it will not require additional resources in terms of facilities, faculty/staff, or sections in the enrolment plan.***

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

***Students will be able to switch to the new program requirements with minimal disruption to their planning, as all 200- and 300-level required courses from the old studio streams will transfer to the new program requirements. Once the revised program requirements are approved, we will work with advising in advance of the September 2024 launch of program revisions on appropriate substitutions (e.g. accepting AH 101 or 102 in lieu of SOCA 100) to ensure that students who wish to transfer to the new program requirements will be able to do so. The change is expected to increase enrolment in the program over time.***

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

***Yes. Yes.***

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

***Sections will be converted to account for discontinued courses and new courses. Timetabling will be simplified because restrictive course sequencing is being reduced significantly.***

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

***Yes, students will take interdisciplinary SOCA courses as part of program requirements and will have the option of taking courses from other creative arts disciplines and Indigenous studies to meet program requirements. SOCA classes will be funded through the VA budget, and total enrolments in that budget's sections are expected to be stable in year one and increase over time. Courses outside***

*of the VA budget will see minimal increases initially, given that there are a number of choices for students and a relatively small number of students in the VA major.*

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.



**Visual Arts major: Program Learning Outcomes**

1. Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.
2. Articulate formal and conceptual links between visual art theory and practice.
3. Create artworks that investigate themes, ideas and/or theories.
4. Collaborate effectively, respectfully, and creatively with diverse peers and community members
5. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
6. Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives
7. Communicate knowledgably and with humility for a range of creative contexts and audiences.
8. Apply methods for generating, investigating, and responding to creative research questions.
9. Behave ethically in relation to creative practices
10. Articulate why art matters – to themselves and to communities, throughout the past, present, and future.
11. Engage with contemporary practices in visual art exhibition development and installation

**VA LEARNING OUTCOMES MAPPING**

I – Introduction of outcome

P – Practice/enrichment of outcome

M – Mastery/graduation-level achievement

| Course Learning Outcomes                                                                                                                                           | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| I – VA 100, VA 113<br>P – “list A”<br>M – VA 405                                                                                                                   | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| I – SOCA 105<br>P – SOCA 201<br>M – SOCA 401, SOCA 402                                                                                                             | Articulate formal and conceptual links between visual art theory and practice.                      | Analyze critically and imaginatively<br>Communicate effectively                                                                                        |
| I – VA 110<br>P – List B, VA 301<br>M – VA 405                                                                                                                     | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| I – VA 100, VA 110<br>P – List A, VA 260<br>M – List B, List C                                                                                                     | Collaborate effectively, respectfully and creatively with diverse peers and community members       | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| I – VA 100, VA 110<br>P – List A, List B<br>M – VA 405                                                                                                             | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| I – SOCA 100, SOCA 105<br>P – AH 200, SOCA 201, Indigenous content requirement<br>M – 300-level AH requirement, Indigenous content requirement, SOCA 401, SOCA 402 | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| I – SOCA 105<br>P – SOCA 201, VA 260, VA 360<br>M – VA 405, SOCA 401, SOCA 402                                                                                     | Communicate knowledgeably and with humility for a range of creative contexts and audiences          | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| I – VA 100<br>P – VA 300, VA 301<br>M – VA 405                                                                                                                     | Apply methods for generating, investigating, and responding to creative research questions          | Initiate inquiries and develop solutions to problems<br>Pursue self-motivated and self-reflective learning                                             |
| I – VA 100<br>P – VA 300, List C<br>M – VA 405                                                                                                                     | Behave ethically in relation to creative practices                                                  | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |

|                                                                      |                                                                                                        |                                                                                                                             |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| I – SOCA 100, SOCA 105, AH 100<br>P - List C<br>M – SOCA 401, VA 405 | Articulate why art matters – to themselves and to communities, throughout the past, present and future | Contribute regionally and globally<br>Communicate effectively<br>Contribute regionally and globally                         |
| I – SOCA 100, VA 260<br>P – VA 360<br>M – VA 405                     | Engage with contemporary practices in visual art exhibition development and installation               | Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |

## Visual Arts major

This section specifies the Visual Art major requirements only. Please refer to the [Bachelor of Fine Arts](#) section for information on [additional requirements](#), [admissions](#), [declaration of a major](#), and [BFA requirements](#). [Students completing the Visual Art diploma or the Indigenous Arts certificate should consult with an Academic Advisor regarding laddering into this major in the BFA degree.](#)

### Foundation studio: 12 credits

| Course               | Title                                       | Credits |
|----------------------|---------------------------------------------|---------|
| VA 101               | Figure Drawing                              | 3       |
| <del>or VA 113</del> | <del>Introduction to Drawing</del>          | -       |
| VA 115               | Introductory Studio I: Material Practices   | 3       |
| VA 116               | Intro Studio II: Space, Form, and Time      | 3       |
| VA 119               | Introductory Studio III: Digital Multi Tool | 3       |
| <del>or VA 180</del> | <del>Digital Photography I</del>            | -       |

### Core studio: 36 credits

#### Lower-level core studio requirements

| Course | Title                                          | Credits |
|--------|------------------------------------------------|---------|
| -      | 18 credits of 200-level VA (see Notes 1 and 2) | 18      |

Note 1: Students may use FILM 260 and FILM 261 to meet 200-level VA requirements.

Note 2: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

#### Upper-level core studio requirements

| Course                      | Title                                               | Credits |
|-----------------------------|-----------------------------------------------------|---------|
| <b>Three of:</b>            |                                                     | 9       |
| FILM 360                    | Video Production III: Storytelling and the Director | -       |
| VA 321                      | Painting/Drawing III                                | -       |
| VA 331                      | Sculpture & Extended Media III                      | -       |
| VA 351                      | Print Media III: Mixed Media                        | -       |
| VA 383                      | Intermediate Photography                            | -       |
| <b>Three of: (see Note)</b> |                                                     | 9       |
| FILM 361                    | Video Production IV: Short Film Project             | -       |
| VA 322                      | Painting/Drawing IV                                 | -       |
| VA 332                      | Sculpture & Extended Media IV                       | -       |
| VA 352                      | Print Media IV: Advanced Mixed Media                | -       |
| VA 384                      | Large-Format Photography                            | -       |

Note: Theatre minor or extended minor students may substitute THEA 370 for one Studio IV course.

**Art History: 20 credits**

| Course  | Title                                          | Credits |
|---------|------------------------------------------------|---------|
| AH 100  | History of Art and Culture in a Global Context | 3       |
| Plus:   | One additional 100-level AH course             | 3       |
| AH 200  | Art History and Its Methods                    | 3       |
| Plus:   | One additional 200-level AH course (see Note)  | 3       |
| One of: |                                                | 4       |
| AH 315  | Arts in Context: Contemporary                  | -       |
| AH 321  | Canada: Contact Zone (see Note)                | -       |
| AH 324  | Arts in Context: Avant-Garde Art, 1900-1945    | -       |
| Plus:   | One additional 300-level AH course             | 4       |

Note: Students must complete one of AH 204 or AH 321.

**Capstone courses: 15 credits**

| Course        | Title                                  | Credits |
|---------------|----------------------------------------|---------|
| SOCA 401      | Critical Theory for Creative Arts      | 3       |
| VA 360        | Professional Development and Practices | 3       |
| VA 402        | Senior Studio I                        | 3       |
| VA 403/AH 403 | Senior Seminar II                      | 3       |
| VA 404        | Senior Studio II                       | 3       |

Students must complete requirements in five areas:

Visual Arts Core: 52-53 credits

Materials and Methods (List A): 12 credits

Advanced and Thematic Approaches (List B): 9 credits

Art Practice in the World (List C): 3-4 credits

Creative Practice and Critical Studies Breadth: 9 credits

**Visual Arts Core: 52-53 Credits**

| Course | Title                                          | Credits |
|--------|------------------------------------------------|---------|
| AH 100 | History of Art and Culture in a Global Context | 3       |

|                                                                                                                                                                                                        |                                                                                  |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------|
| <a href="#"><u>SOCA 100</u></a>                                                                                                                                                                        | <a href="#"><u>Ways of Looking at Art, Digital Media, and Visual Culture</u></a> | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 100</u></a>                                                                                                                                                                          | <a href="#"><u>Introduction to Visual Arts</u></a>                               | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 110</u></a>                                                                                                                                                                          | <a href="#"><u>Creating on a Theme</u></a>                                       | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 113</u></a>                                                                                                                                                                          | <a href="#"><u>Introduction to Drawing</u></a>                                   | <a href="#"><u>3</u></a>   |
| <a href="#"><u>AH 200</u></a>                                                                                                                                                                          | <a href="#"><u>Art History and Its Methods</u></a>                               | <a href="#"><u>3</u></a>   |
| <a href="#"><u>SOCA 201</u></a>                                                                                                                                                                        | <a href="#"><u>Introduction to Visual Studies</u></a>                            | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 260</u></a>                                                                                                                                                                          | <a href="#"><u>Professional Skills for Visual Artists</u></a>                    | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 300</u></a>                                                                                                                                                                          | <a href="#"><u>Visual Arts Research Methods</u></a>                              | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 301</u></a>                                                                                                                                                                          | <a href="#"><u>Visual Arts Praxis</u></a>                                        | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 360</u></a>                                                                                                                                                                          | <a href="#"><u>Professional Development for Visual Artists</u></a>               | <a href="#"><u>3</u></a>   |
| <a href="#"><u>SOCA 401</u></a>                                                                                                                                                                        | <a href="#"><u>Critical Theory for Creative Arts</u></a>                         | <a href="#"><u>3</u></a>   |
| <a href="#"><u>SOCA 402</u></a>                                                                                                                                                                        | <a href="#"><u>Visual Studies Seminar</u></a>                                    | <a href="#"><u>3</u></a>   |
| <a href="#"><u>VA 405 A/B</u></a>                                                                                                                                                                      | <a href="#"><u>Visual Arts Senior Studio</u></a>                                 | <a href="#"><u>6</u></a>   |
| <a href="#"><u>One of AH 204 (Indigenous Art of the Northwest Coast), AH 321 (Canada: Contact Zone), SOCA 301 (Race, Place, and Space: Art for Turbulent Times), or FILM 313 (Indigenous Film)</u></a> |                                                                                  | <a href="#"><u>3-4</u></a> |
| <a href="#"><u>Any 300-level AH course</u></a>                                                                                                                                                         |                                                                                  | <a href="#"><u>4</u></a>   |

### [List A: Materials and Methods](#)

[Select 12 credits, including 9 credits of 200-level VA and an additional 3 credits chosen from:](#)

| <a href="#"><u>Course</u></a>   | <a href="#"><u>Title</u></a>                                 | <a href="#"><u>Credits</u></a> |
|---------------------------------|--------------------------------------------------------------|--------------------------------|
| <a href="#"><u>FILM 260</u></a> | <a href="#"><u>Video Production Techniques I</u></a>         | <a href="#"><u>3</u></a>       |
| <a href="#"><u>FILM 261</u></a> | <a href="#"><u>Video Production Techniques II</u></a>        | <a href="#"><u>3</u></a>       |
| <a href="#"><u>IPK 277</u></a>  | <a href="#"><u>Indigenous Art: Stories and Protocols</u></a> | <a href="#"><u>3</u></a>       |
| <a href="#"><u>MEDA 210</u></a> | <a href="#"><u>Digital Concept Art</u></a>                   | <a href="#"><u>3</u></a>       |

|                                         |                                              |                          |
|-----------------------------------------|----------------------------------------------|--------------------------|
| <a href="#">MEDA 270</a>                | <a href="#">3D Modelling and Animation I</a> | <a href="#"><u>3</u></a> |
| <a href="#">MEDA 280</a>                | <a href="#">Game Engines I</a>               | <a href="#"><u>3</u></a> |
| <a href="#">THEA 250</a>                | <a href="#">Storytelling</a>                 | <a href="#"><u>3</u></a> |
| <a href="#">Any 200-level VA course</a> |                                              | <a href="#"><u>3</u></a> |

### List B: Advanced and Thematic Approaches

Select 9 credits, including 6 credits of 300 or 400-level VA and an additional 3 credits chosen from:

| <a href="#">Course</a>                         | <a href="#">Title</a>                                               | <a href="#">Credits</a>  |
|------------------------------------------------|---------------------------------------------------------------------|--------------------------|
| <a href="#">FILM 360</a>                       | <a href="#">Video Production III: Storytelling and the Director</a> | <a href="#"><u>3</u></a> |
| <a href="#">FILM 361</a>                       | <a href="#">Video Production IV: Short Film Project</a>             | <a href="#"><u>3</u></a> |
| <a href="#">Any 300 or 400-level VA course</a> |                                                                     | <a href="#"><u>3</u></a> |

### List C: Art Practice in the World

Select 3-4 credits from:

| <a href="#">Course</a>   | <a href="#">Title</a>                           | <a href="#">Credits</a>  |
|--------------------------|-------------------------------------------------|--------------------------|
| <a href="#">AH 230</a>   | <a href="#">Issues in Exhibition</a>            | <a href="#"><u>3</u></a> |
| <a href="#">AH 330</a>   | <a href="#">Museum Principles and Practices</a> | <a href="#"><u>4</u></a> |
| <a href="#">ARTS 380</a> | <a href="#">Practicum/Internship II</a>         | <a href="#"><u>3</u></a> |
| <a href="#">VA 391</a>   | <a href="#">Socially Engaged Art Practices</a>  | <a href="#"><u>3</u></a> |
| <a href="#">VA 392</a>   | <a href="#">Public Art</a>                      | <a href="#"><u>3</u></a> |
| <a href="#">THEA 304</a> | <a href="#">Applied Theatre</a>                 | <a href="#"><u>4</u></a> |
| <a href="#">THEA 399</a> | <a href="#">Theatre Production II</a>           | <a href="#"><u>4</u></a> |

### Creative Practice and Critical Studies Breadth

Select 9 credits from Art History, English courses specified as Creative Writing, Film, Graphic and Digital Design, Media Arts, Media and Communication Studies, Theatre, or Visual Arts.

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 18, 2023

**Subject: Program change Visual Arts minor and extended minor**

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

*The Visual Arts program underwent its external review in 2021-22. Program changes are in direct response to the external reviewers' recommendations and arise from the Visual Arts area's response and action plan. To summarize, the revised program is structured around a core of required courses and then lists of courses students can select from to develop the skills to meet program learning outcomes upon completion of the program. See attached chart for learning outcome and curriculum mapping for both programs.*

*Specifically, program revisions arise from the following recommendations (from Dean's Summary approved at APPC). In italics, we indicate how the program revisions respond to each recommendation (recommendations in regular font).*

- Restructure all VA programs with emphasis on:
  - Flexible pathways
  - Opportunities for inter/transdisciplinary study and experimentation
  - Creation of a "spine" of core classes focused on issues and competencies
  - Retention of requirement to develop high level of maturity/competency in one area of studio practice
    - *The lack of flexible pathways in the program arose from the requirement that students complete two studio streams in the extended minor (12 credits each) and with the way*



*these streams had to be sequenced (the area does not have the resource to offer the 2<sup>nd</sup> through 4<sup>th</sup> courses more than once/year, so students often had to wait multiple semesters to proceed through the streams if they missed a course). The revised program eliminates this requirement and instead provides students with lists of grouped courses which they may select from. The area does not have the resources to fully retain the requirement that all students develop a high-level of competency in one area of studio practice (as this would require continuing to offer four-course streams). Students who wish to develop their skills and mastery of a specific area of studio practice may do so by taking the fundamental and advanced courses in each area and complementing these with projects in praxis courses like VA 300 and VA 301 and/or through directed studies courses.*

- *Extended minor: Practice and praxis-oriented approaches to inter/transdisciplinary study and experimentation are introduced in VA 110 and SOCA 100 and further developed in SOCA 201, VA 300 or VA 301. Inter-disciplinarity is also embedded in SOCA 401 or SOCA 402. New courses VA 310 (Art, Gender, and the Body) and VA 311 (Place and Space in Art) provide an option for students who are particularly interested in thematic and transdisciplinary approaches to the creative process.*
- *Minor: Practice and praxis-oriented approaches to inter/transdisciplinary study and experimentation are introduced in SOCA 100 and further developed in VA 300 or VA 301.*
- *The revised program centres on the core (the “spine”) which scaffolds development in critical thinking, integration of practice and theory, inter/transdisciplinary thinking, research methods for creative arts, and thematic/issue-driven approaches to art making.*
- **Ensure courses are relevant to contemporary art activity and discourse, resonate with student interests, and reflect area’s commitment to Indigenization and community.**
  - *SOCA 100 (required in both programs) and SOCA 201 (required in extended minor) are direct responses to this recommendation. The content in these courses allows for evolution over time while ensuring competencies are consistently delivered. Individual course outlines for 200- and 300-level studio courses include learning outcomes to this effect.*
- **Introduce art theory and discourse earlier in the program, through dedicated classes and within studio courses.**
  - *SOCA 100 and SOCA 201 explicitly address this recommendation. Revised studio course outlines incorporate the introduction of conceptual vocabulary relevant to specific studio practices.*
- **Introduce professional practices earlier in programs.**
  - *VA 260 has been developed in response to this recommendation and is an option in both programs. Professionalization specific to visual art practices is less of a concern for students completing a minor or extended minor.*

- Curriculum revisions need to increase flexibility around course scheduling and provide better access to multiple program pathways. Curriculum revisions should emphasize the deepening and maturing of a students' art practice over several years.
  - *See above. In addition, all prerequisites have been reviewed, and reduced as much as possible while still allowing students to successfully complete upper-level studio courses reliant on knowledge of techniques, materials, and methods.*
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: See attached chart.
- 4. What consideration has been given to Indigenizing the curriculum?

***At the program level, students are required to take one course that is focused on Indigenous content (AH 204, AH 321, FILM 313, or SOCA 301). List A includes the option of IPK 277 and THEA 250. Program changes to the VA minor and extended minor were made alongside revisions to the Indigenous Arts Certificate to ensure that students can seamlessly ladder into the minor or extended minor upon completing the Certificate.***
- 5. Will additional resources be required? If so, how will these costs be covered?

***We have worked with the Dean's office on costing the new program and at this time, it will not require additional resources in terms of facilities, faculty/staff, or sections in the enrolment plan.***
- 6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

***Students will be able to switch to the new program requirements with minimal disruption to their planning, as all 200- and 300-level required courses from the old studio streams will transfer to the new program requirements. Once the revised program requirements are approved, we will work with advising in advance of the September 2024 launch of program revisions on appropriate substitutions (e.g. accepting lower-level AH in lieu of SOCA 100) to ensure that students who wish to transfer to the new program requirements will be able to do so. The change is expected to increase enrolment in the program over time.***
- 7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

***Yes. Yes.***
- 8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

***Sections will be converted to account for discontinued courses and new courses. Timetabling will be simplified because restrictive course sequencing is being reduced significantly.***

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

***Yes, students will take interdisciplinary SOCA courses as part of program requirements and will have the option of taking courses from other creative arts disciplines and Indigenous studies to meet program requirements. SOCA classes will be funded through the VA budget, and total enrolments in that budget's sections are expected to be stable in year one and increase over time. Courses outside of the VA budget will see minimal increases initially, given that there are a number of choices for students and a relatively small number of students in the VA Major.***

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**Visual Arts extended minor Learning Outcomes**

1. Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.
2. Create artworks that investigate themes, ideas and/or theories.
3. Collaborate effectively, respectfully, and creatively with diverse peers
4. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.
5. Critically analyze visual art and visual culture from inclusive, equitable, and diverse perspectives
6. Communicate knowledgeably and with humility for a range of creative contexts and audiences.
7. Behave ethically in relation to creative practices
8. Articulate why art matters – to themselves and to communities

**VA LEARNING OUTCOMES MAPPING – EXTENDED MINOR**

I – Introduction of outcome

P – Practice/enrichment of outcome

M – Mastery/graduation-level achievement

| Course Learning Outcomes                                                                                                                                  | Program Learning Outcome                                                                            | Institutional Learning Outcome                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| I – VA 100<br>P – List A<br>M – List B                                                                                                                    | Demonstrate technical proficiency in visual art techniques, materials, and contexts of making.      | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| I – VA 110<br>P – List B<br>M - VA 300/301                                                                                                                | Create artworks that investigate themes, ideas and/or theories.                                     | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems                                                          |
| I – VA 100<br>P – List A<br>M – List B                                                                                                                    | Collaborate effectively, respectfully and creatively with diverse peers                             | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| I – VA 100<br>P – List A<br>M – List B                                                                                                                    | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works.  | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| I – SOCA 100<br>P – AH 200, SOCA 201<br>Indigenous content requirement<br>M – 300-level AH requirement, Indigenous content requirement, SOCA 401/SOCA 402 | Critically analyze visual art and visual culture from inclusive, equitable and diverse perspectives | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| I – SOCA 105/writing requirement within degree<br>P – SOCA 201<br>M –SOCA 401/SOCA 402                                                                    | Communicate knowledgably and with humility for a range of creative contexts and audiences           | Use knowledge and skills proficiently<br>Communicate effectively                                                                                       |
| I – VA 100<br>P – AH courses<br>M - VA 300/VA 301                                                                                                         | Behave ethically in relation to creative practices                                                  | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |
| I – SOCA 100<br>P – AH requirement<br>M – SOCA 401/SOCA 402                                                                                               | Articulate why art matters – to themselves and to communities,                                      | Contribute regionally and globally<br>Communicate effectively                                                                                          |

**Visual Arts extended minor Learning Outcomes**

1. Demonstrate competence in visual art techniques, materials, and contexts of making.
2. Collaborate effectively and respectfully with diverse peers
3. Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works
4. Apply inclusive, equitable, and diverse perspectives to the study of visual art and visual culture
5. Behave ethically in relation to creative practices
6. Articulate why art matters – to themselves and to communities

**VA LEARNING OUTCOMES MAPPING - MINOR**

I – Introduction of outcome

P – Practice/enrichment of outcome

M – Mastery/graduation-level achievement

| Course Learning Outcomes                                             | Program Learning Outcome                                                                           | Institutional Learning Outcome                                                                                                                         |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| I – VA 100<br>P – List A<br>M – List B                               | Demonstrate competence in visual art techniques, materials, and contexts of making.                | Demonstrate information competency<br>Use knowledge and skills proficiently                                                                            |
| I – VA 100<br>P – List A<br>M – List B                               | Collaborate effectively and respectfully with diverse peers                                        | Communicate effectively<br>Engage in collaborative leadership<br>Engage in respectful and professional practices<br>Contribute regionally and globally |
| I – VA 100<br>P – List A<br>M – List B                               | Employ self-reflection, contextual analysis, and constructive feedback to evaluate creative works. | Use knowledge and skills proficiently<br>Pursue self-motivated and self-reflective learning                                                            |
| I – SOCA 100<br>P/M – Indigenous content requirement/AH requirements | Apply inclusive, equitable, and diverse perspectives to the study of visual art and visual culture | Analyze critically and imaginatively<br>Pursue self-motivated and self-reflective learning                                                             |
| I – VA 100<br>P – AH requirements<br>M – VA 300/VA 301               | Behave ethically in relation to creative practices                                                 | Engage in collaborative leadership<br>Engage in respectful and professional practices                                                                  |
| I – SOCA 100<br>P/M – AH requirements, VA 300/VA 301                 | Articulate why art matters – to themselves and to communities,                                     | Contribute regionally and globally<br>Communicate effectively                                                                                          |

## Visual Arts extended minor

~~This extended minor can be applied to any degree program at UFV, provided the degree accepts extended minors. The Visual Arts extended minor allows students in the BFA to combine their study of visual art with study of another creative arts area. While the Extended minor is designed for students in the BFA degree, it can be applied to any degree program at UFV, provided the degree accepts extended minors.~~ This section specifies the extended minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements.

The Visual Arts extended minor can be combined with another creative practice program only in the Bachelor of Fine Arts degree. Creative practice programs are offered in Creative Writing, Graphic and Digital Design, Theatre, and Visual Arts.

### ~~Lower-level requirements: 21 credits~~

| <del>Course</del>  | <del>Title</del>                                             | <del>Credits</del> |
|--------------------|--------------------------------------------------------------|--------------------|
| <del>-</del>       | <del>Two lower-level AH courses (see Note 1)</del>           | <del>6</del>       |
| <del>Plus:</del>   | <del>Four 200-level VA courses (see Note 2)</del>            | <del>12</del>      |
| <del>IPK 277</del> | <del>Indigenous Art: Stories and Protocols</del>             | <del>3</del>       |
| <del>or</del>      | <del>Any additional lower-level VA course (see Note 2)</del> | <del>-</del>       |

~~Note 1: Students completing a double extended minor in Visual Arts and Art History in the Bachelor of Arts will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications.~~

~~Note 2: Students may substitute FILM 260 and FILM 261 for 200-level VA courses, or for the additional lower-level VA requirement.~~

~~Note 3: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.~~

### ~~Upper-level requirements: 16 credits~~

| <del>Course</del>   | <del>Title</del>                                               | <del>Credits</del> |
|---------------------|----------------------------------------------------------------|--------------------|
| <del>Two of:</del>  |                                                                | <del>6</del>       |
| <del>FILM 360</del> | <del>Video Production III: Storytelling and the Director</del> | <del>-</del>       |
| <del>VA 321</del>   | <del>Painting/Drawing III</del>                                | <del>-</del>       |
| <del>VA 331</del>   | <del>Sculpture &amp; Extended Media III</del>                  | <del>-</del>       |

|                |                                         |          |
|----------------|-----------------------------------------|----------|
| VA 351         | Print Media III: Mixed Media            | -        |
| VA 383         | Intermediate Photography                | -        |
| <b>Two of:</b> |                                         | <b>6</b> |
| FILM 361       | Video Production IV: Short Film Project | -        |
| VA 322         | Painting/Drawing IV                     | -        |
| VA 332         | Sculpture & Extended Media IV           | -        |
| VA 352         | Print Media IV: Advanced Mixed Media    | -        |
| VA 384         | Large-Format Photography                | -        |
| <b>Plus:</b>   |                                         | <b>-</b> |
| -              | Four credits of upper-level AH          | <b>4</b> |

Students must complete requirements in three areas:

- Visual Arts Core: 24-26 credits
- Materials and Methods (List A): 6 credits
- Advanced and Thematic Approaches (List B): 6 credits

Students must complete a minimum of 15 credits in upper-level courses in order to complete the extended minor.

### Visual Arts Core: 24-26 credits

| <b><u>Course</u></b>                                                                                                                                                                  | <b><u>Title</u></b>                                                | <b><u>Credits</u></b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|
| <u>SOCA 100</u>                                                                                                                                                                       | <u>Ways of Looking at Art, Digital Media, and Visual Culture</u>   | <u>3</u>              |
| <u>VA 100</u>                                                                                                                                                                         | <u>Introduction to Visual Arts</u>                                 | <u>3</u>              |
| <u>VA 110</u>                                                                                                                                                                         | <u>Creating on a Theme</u>                                         | <u>3</u>              |
| <u>SOCA 201</u>                                                                                                                                                                       | <u>Introduction to Visual Studies</u>                              | <u>3</u>              |
| <u>One of: VA 300 or VA 301</u>                                                                                                                                                       | <u>Visual Arts Research Methods or Visual Arts Praxis</u>          | <u>3</u>              |
| <u>One of: SOCA 401 or SOCA 402</u>                                                                                                                                                   | <u>Critical Theory for Creative Arts or Visual Studies Seminar</u> | <u>3</u>              |
| <u>One of AH 204 (Indigenous Art of the Northwest Coast), AH 321 (Canada: Contact Zone), SOCA 301 (Race, Place, and Space: Art for Turbulent Times) or FILM 313 (Indigenous Film)</u> |                                                                    | <u>3-4</u>            |



|                                       |            |
|---------------------------------------|------------|
| <u>Any 200 or 300-level AH course</u> | <u>3-4</u> |
|---------------------------------------|------------|

### List A: Materials and Methods

#### Select 6 credits

| <u>Course</u>                   | <u>Title</u>                                 | <u>Credits</u> |
|---------------------------------|----------------------------------------------|----------------|
| <u>FILM 260</u>                 | <u>Video Production Techniques I</u>         | <u>3</u>       |
| <u>FILM 261</u>                 | <u>Video Production Techniques II</u>        | <u>3</u>       |
| <u>IPK 277</u>                  | <u>Indigenous Art: Stories and Protocols</u> | <u>3</u>       |
| <u>MEDA 210</u>                 | <u>Digital Concept Art</u>                   | <u>3</u>       |
| <u>MEDA 270</u>                 | <u>3D Modelling and Animation I</u>          | <u>3</u>       |
| <u>MEDA 280</u>                 | <u>Game Engines I</u>                        | <u>3</u>       |
| <u>THEA 250</u>                 | <u>Storytelling</u>                          | <u>3</u>       |
| <u>Any 200-level VA course*</u> |                                              | <u>3</u>       |

\*Students may select 6 credits of 200-level VA

### List B: Advanced and Thematic Approaches

#### Select 6 credits

| <u>Course</u>                          | <u>Title</u>                                               | <u>Credits</u> |
|----------------------------------------|------------------------------------------------------------|----------------|
| <u>FILM 360</u>                        | <u>Video Production III: Storytelling and the Director</u> | <u>3</u>       |
| <u>FILM 361</u>                        | <u>Video Production IV: Short Film Project</u>             | <u>3</u>       |
| <u>Any 300 or 400-level VA course*</u> |                                                            | <u>3</u>       |

\*Students may select 6 credits of 300-level VA

## Visual Arts minor

This minor can be applied to any degree program at UFV, provided the degree accepts minors. This section specifies the minor discipline requirements only.

Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements.

**Lower level requirements: 12 credits**

| Course                                             | Title                     | Credits |
|----------------------------------------------------|---------------------------|---------|
| 12 credits in VA, FILM, and AH including at least: |                           | 12      |
| -                                                  | One lower-level AH course | -       |
| -                                                  | One lower-level VA course | -       |

**Upper level requirements: 15 credits**

| Course                                              | Title                     | Credits |
|-----------------------------------------------------|---------------------------|---------|
| 15 credits in VA, FILM, and AH, including at least: |                           | 15      |
| -                                                   | One upper-level AH course | -       |
| -                                                   | One upper-level VA course | -       |

Note: In order to be eligible to take the required upper level courses, students must ensure they complete the appropriate lower level prerequisites.

Students must complete requirements in four areas:

Visual Arts Core: 15-17 credits

Materials and Methods (List A): 6 credits

Advanced and Thematic Approaches (List B): 3 credits

Students must complete a minimum of 15 credits in upper-level courses in order to complete the minor.

**Visual Arts Core: 15-17 credits**

| Course                          | Title                                                            | Credits  |
|---------------------------------|------------------------------------------------------------------|----------|
| <u>SOCA 100</u>                 | <u>Ways of Looking at Art, Digital Media, and Visual Culture</u> | <u>3</u> |
| <u>VA 100</u>                   | <u>Introduction to Visual Arts</u>                               | <u>3</u> |
| <u>One of: VA 300 or VA 301</u> | <u>Visual Arts Research Methods or Visual Arts Praxis</u>        | <u>3</u> |

|                                                                                                                                                                                                |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <a href="#">One of AH 204 (Indigenous Art of the Northwest Coast), AH 321 (Canada: Contact Zone), SOCA 301 (Race, Place, and Space: Art for Turbulent Times) or FILM 313 (Indigenous Film)</a> | <a href="#">3-4</a> |
| <a href="#">Any 200 or 300-level Art History course</a>                                                                                                                                        | <a href="#">3-4</a> |

### List A: Materials and Methods

#### Select 6 credits

| <u>Course</u>                            | <u>Title</u>                                          | <u>Credits</u>    |
|------------------------------------------|-------------------------------------------------------|-------------------|
| <a href="#">FILM 260</a>                 | <a href="#">Video Production Techniques I</a>         | <a href="#">3</a> |
| <a href="#">FILM 261</a>                 | <a href="#">Video Production Techniques II</a>        | <a href="#">3</a> |
| <a href="#">IPK 277</a>                  | <a href="#">Indigenous Art: Stories and Protocols</a> | <a href="#">3</a> |
| <a href="#">MEDA 210</a>                 | <a href="#">Digital Concept Art</a>                   | <a href="#">3</a> |
| <a href="#">MEDA 270</a>                 | <a href="#">3D Modelling and Animation I</a>          | <a href="#">3</a> |
| <a href="#">MEDA 280</a>                 | <a href="#">Game Engines I</a>                        | <a href="#">3</a> |
| <a href="#">THEA 250</a>                 | <a href="#">Storytelling</a>                          | <a href="#">3</a> |
| <a href="#">Any 200-level VA course*</a> |                                                       | <a href="#">3</a> |

[\\*Students may select 6 credits of 200-level VA](#)

### List B: Advanced and Thematic Approaches

#### Select 3 credits

| <u>Course</u>                                   | <u>Title</u>                                                        | <u>Credits</u>    |
|-------------------------------------------------|---------------------------------------------------------------------|-------------------|
| <a href="#">FILM 360</a>                        | <a href="#">Video Production III: Storytelling and the Director</a> | <a href="#">3</a> |
| <a href="#">FILM 361</a>                        | <a href="#">Video Production IV: Short Film Project</a>             | <a href="#">3</a> |
| <a href="#">Any 300 or 400-level VA course*</a> |                                                                     | <a href="#">3</a> |

[\\*Students may select 6 credits of 300 or 400-level VA](#)

**Memo for Course Changes**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Sebastian Huebel, HIST 122 course reviewer.

Date: March 8, 2023

**Subject: Proposal for revision of History 122**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NO
5. Which program areas have been consulted about the change(s)? NONE
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course includes sections on European imperialism, especially in Africa and Asia, and de-colonization post-1945. The course discusses practices of subjugation and genocide against Indigenous peoples under European rule in the late 19<sup>th</sup> and early 20<sup>th</sup> century. Indigenous perspectives are incorporated to eschew colonialist, Eurocentric views.

Much of the learning is predicated on traditional First Nations Learning Principles such as engagement and conversation. Students are encouraged to inquire about the past and respond to analytical questions to help them reach the Learning Objectives actively and on their own. Through class discussion and debate, students will acquaint themselves with multiple perspectives and viewpoints and learn how to share and respect one another's viewpoints. Further emphasis will be placed on stories, historical primary sources, in writing and through oral (recorded) formats for students to better appreciate the personal-human aspects of history and empathize with the importance of learning lessons from the past.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Pedagogically, the course strives to foster an inclusive and safe work environment that is based on mutual respect, inclusivity and reciprocity among students and instructor. As students showcase a diverse range of needs and skills, students will be able to make use of different means of learning to contribute to the course and achieve Learning Outcomes. This includes oral participation in class, group discussions, written assignments including personal reflection pieces, and online discussions to be completed at home (an ideal means for more shy, introverted students).

In terms of content, students will be exposed to a diverse range of historical topics, periods and geographies that spans the entire European continent and comprises numerous countries, languages and cultures. Students will develop a sensitivity for the histories of diversity, multiculturalism and peace, all in historical contexts where at times, such norms and values were rejected and abandoned (think of Nazi Germany and other totalitarian regimes) but also contested and re-instated (such as in Western Europe after World War II).

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

None

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): under \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 122                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Europe Since 1850: Imperialism, Total War, and the Question of Unity                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Europe Since 1850                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the ascendancy of Europe from the mid-1800s to its destruction in two world wars, and its political, cultural, social, and economic reconstruction during and after the Cold War.                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>HIST 210, HIST 111</b><br><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>                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Identify major themes and epochs in modern European political, economic, social, and cultural history.
2. Distinguish and compare the development of different modern European states, institutions, and cultures.
3. Assess the significance and impact of radical ideologies and worldviews on Europe and the world.
4. Interpret and evaluate modern European history through a critical examination of a variety of historical and scholarly sources.
5. Identify the differences between primary and secondary sources in analyzing modern European history.
6. Articulate the relationship between the past and the present in the study of history.
7. Communicate in oral and written forms to diverse audiences.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 25% | Assignments: | 40% |  | % |
| Quizzes/tests: | 35% |              | %   |  | % |

**Details:**

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

**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. Textbook | Merriman, J.          | A History of Modern Europe, Volume 2: From the French Revolution to the Present (4 <sup>th</sup> ed.). W.W. Norton | 2019 |
| 2. Textbook | Perry, Berg, Krukons  | Sources of European History Since 1900 (2 <sup>nd</sup> ed.). Wadsworth                                            | 2011 |
| 3. Textbook | Lynn Hunt et al.      | The Making of the West: Peoples and Cultures, Volume 2: Since 1500 (7 <sup>th</sup> ed.) Macmillan (alternate)     | 2021 |
| 4.          |                       |                                                                                                                    |      |
| 5.          |                       |                                                                                                                    |      |

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

None

**Course Content and Topics**

- Post-1848 Europe: socialism, nationalism, and militarism
- European imperialism and the outbreak of the First World War
- Russian revolution and peace settlements
- The Soviet Union under Stalin
- Fascism: Mussolini, Franco, and Hitler
- Crisis in the 1930s and the origins of WWII
- Second World War and the Holocaust
- Postwar settlements and the development of the Cold War
- Eastern Europe and the Soviet Union
- Rebuilding and reinventing the West: prosperity, welfare, integration and the cultural reaction
- From Detente to renewed Cold War tensions: 1970s-1980s
- The collapse of European communism
- Europe since 1990

## UFV Transfer Credit Request Form

**Course(s):** HIST 122 Europe Since 1850: Imperialism, Total War, and the Question of Unity

| Code | Full Institution name                      | Transfer credit exists   | Request transfer credit             |
|------|--------------------------------------------|--------------------------|-------------------------------------|
| ALEX | Alexander College                          | <input type="checkbox"/> | <input type="checkbox"/>            |
| ASM  | Acsenda School of Management               | <input type="checkbox"/> | <input type="checkbox"/>            |
| AU   | Athabasca University                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| BCIT | BC Institute of Technology                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| CAMO | Camosun College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| CAPU | Capilano University                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| CCC  | Corpus Christi College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CMTN | Coast Mountain College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CNC  | College of New Caledonia                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| COTR | College of the Rockies                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| COLU | Columbia College                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| COQU | Coquitlam College                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| DOUG | Douglas College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| EC   | Emily Carr University of Art & Design      | <input type="checkbox"/> | <input type="checkbox"/>            |
| FDU  | Fairleigh Dickinson University             | <input type="checkbox"/> | <input type="checkbox"/>            |
| FIC  | Fraser International College               | <input type="checkbox"/> | <input type="checkbox"/>            |
| JIBC | Justice Institute of BC                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| KPU  | Kwantlen Polytechnic University            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LANG | Langara College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LCV  | LaSalle College Vancouver                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| NVIT | Nicola Valley Institute of Technology      | <input type="checkbox"/> | <input type="checkbox"/>            |
| NIC  | North Island College                       | <input type="checkbox"/> | <input type="checkbox"/>            |
| NLC  | Northern Lights College                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| OC   | Okanagan College                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| QU   | Quest University                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| SELK | Selkirk College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SFU  | Simon Fraser University                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TRU  | Thompson Rivers University                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TWU  | Trinity Western University                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UBCO | University of British Columbia – Okanagan  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UBCV | University of British Columbia – Vancouver | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UCW  | University Canada West                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| UNBC | University of Northern BC                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UVIC | University of Victoria                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| VCC  | Vancouver Community College                | <input type="checkbox"/> | <input type="checkbox"/>            |
| VIU  | Vancouver Island University                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| YVU  | Yorkville University                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Visit <https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy> for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see [www.bccat.ca/pubs/resources/HowToArticulate2018.pdf](http://www.bccat.ca/pubs/resources/HowToArticulate2018.pdf).



**Memo for Course Changes: Six-Year Revision of HIST 162/LAS 162**

To: CACC, UEC

From: Adrianna Bakos (History Department Head) and Geoffrey Spurling (Chair, History Department Curriculum Committee, and HIST 162/LAS 162 course designer)

Date: March 8, 2023

**Subject: Proposal for revision of HIST 162/LAS 162**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: HIST 162/LAS 162 is up for its six-year review.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The learning outcomes have been updated, with some additional detail added but with no substantial changes. The course LOs align with the History Program's learning outcomes and UFV's ILOs.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is cross-listed with Latin American Studies and can be used for the LAS minor or extended minor. None of the updates for the course revision will have an impact on the LAS Program.
5. Which program areas have been consulted about the change(s)? As there are no substantial changes to the course, I have not advised the LAS Program.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

History/LAS 162 contributes directly to the process of Indigenizing UFV. One week of the course focuses specifically on the historical relationship between Latin American Indigenous peoples and the state. After a broad historical overview of Indigenous history (the subject of two other courses I teach—History/LAS 162 and 458), this section of 162 focuses in particular on Andean music and musicians from the early 20th century to the present, considering the impacts of the Indigenista movement and questions of national identity, shifting power relations, and rural-urban migration.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? At its core, History/LAS 162 explores questions of equity and inequity, of racial, ethnic, and national diversity, and of inclusion and exclusion. The entire course examines how soccer and music have intersected historically with class, race, ethnicity, and gender, and with regional, national, and transnational identities.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50.00



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: HIST 162                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Soccer and Song in Latin America<br>Course Short Title: Soccer & Song in Latin America                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Department (or program if no department): History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the history of modern Latin America through the study of soccer and music. Using these themes students examine national and local identities; class, race, ethnicity, and gender; relations between Indigenous peoples and the state; rural-urban migration, industrialization, and populist politics; military rule, repression, resistance, and exile; the drug trade; globalization; and cultural hybridity.<br><br>Note: This course is offered as HIST 162 and LAS 162. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br><br>Former course code/number:<br><br>Cross-listed with: <b>LAS 162</b><br><br>Equivalent course(s): <b>HIST 262/LAS 262, LAS 162</b><br><br><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>                                                                                                     |           | <b>Course Details</b><br><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Annually</b><br><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Date of meeting: March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Date of meeting: May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Date of meeting: November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Identify key components in the history of nineteenth- and twentieth-century Latin America.
2. Debate themes and issues in the history of soccer and music in Latin America in an inclusive and open-minded manner.
3. Describe historical shifts in the complex relationship between Indigenous peoples and Latin American nation-states.
4. Analyze how the history of Latin American music and soccer intersects with questions of class, race, ethnicity, gender, and national identity.
5. Identify the differences between primary and secondary sources.  
Employ primary and secondary sources in historical analyses.
6. Articulate the relationship between the past and the present in the study of history.
7. Use argument, evidence, an awareness of audience, historical sources, and historical thinking in oral and written work.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 20% | Assignments: | 60% |  | % |
| Quizzes/tests: | 20% |              | %   |  | % |

**Details:**

Quizzes/tests: mid-term exam

Assignments:

- Five writing and historical skills exercises: 50%
  - Quoting and paraphrasing; footnote citations and bibliography (7%)
  - Writing a summary (précis) of a secondary source (8%)
  - Defining and arguing a thesis (2 x 10%)
  - Writing an introduction (15%)
- Weekly seminar discussion/participation: 10% (calculated weekly; based on thoughtful, critical responses to readings questions posted well in advance on the course website, and active discussion of other course materials presented in class (films, music, etc.)

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

**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. Textbook        | Nadel, J/H                                                                                                                                                                                                                                                                                                                  | Futbol! Why Soccer Matters in Latin America. Univ. Press of Florida. 1 <sup>st</sup> ed. | 2014 |
| 2. Textbook        | Rampolla, M.                                                                                                                                                                                                                                                                                                                | A Pocket Guide to Writing in History. Bedford/St.Martin's. 10 <sup>th</sup> ed.          | 2021 |
| 3. Online resource | PDFs of journal articles, book chapters, song lyrics, etc. on course website / includes a chapter from Tom Turino's Music in the Andes on historical transformations of Indigenous Andean music in the context of shifting power relations and the movement of Andean migrants from the countryside to Lima, Peru's capital |                                                                                          |      |

**Course Content and Topics**

- Course introduction; regional and historical context
- New nation states, nineteenth-century liberalism, and immigration; analyzing Latin American history through the lens of popular culture; soccer's origins and importance in Latin America
- Urban growth, industrialization, and political change in early twentieth-century Latin America; tango, soccer, race, class, and national identity
- Populist politics, nationalism, music, and soccer, 1930s to 1950s; the 1950 Maracanazo in Brazil, and the 1958 and 1962 World Cup victories
- Indigenous peoples, Indigenismo, rural-urban migration, and Andean music
- Military rule and the politics of soccer (Argentina, Chile, and Brazil)
- Music, social critique, and resistance; the New Song movement; tropicalism, rock, and the counterculture
- Narcos, narcosoccer, and narcocorridos
- Sexuality, gender, and soccer
- Neoliberalism and globalization; corruption and the business of soccer; sport, urban development, and violence; music and local identities
- Caribbean sounds, identities, and transnational connections: salsa, merengue, bachata, and reggaetón
- Río, the 2014 World Cup, and the 2016 Olympics; the 2018 and 2022 World Cups; concluding comments on soccer and song in Latin America



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> LAS 162                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                               |
| <b>Course Full Title:</b> Soccer and Song in Latin America<br><b>Course Short Title:</b> Soccer & Song in Latin America                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Department (or program if no department):</b> History                                                                                                                                                                             |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>HIST 162</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                      |
| <b>Calendar Description:</b><br>Explores the history of modern Latin America through the study of soccer and music. Using these themes students examine national and local identities; class, race, ethnicity, and gender; relations between Indigenous peoples and the state; rural-urban migration, industrialization, and populist politics; military rule, repression, resistance, and exile; the drug trade; globalization; and cultural hybridity.<br><br>Note: This course is offered as HIST 162 and LAS 162. Students may take only one of these for credit. |                                                                                                                                                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                                |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | None.                                                                                                                                                                                                                                |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | None.                                                                                                                                                                                                                                |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>HIST 162</b><br>Equivalent course(s): <b>HIST 262/LAS 262, HIST 162</b><br><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>                                                                                                                 | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                   |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                            |

## UFV Transfer Credit Request Form

**Course(s):** HIST/LAS 162 Soccer and Song in Latin America

| Code | Full Institution name                      | Transfer credit exists   | Request transfer credit             |
|------|--------------------------------------------|--------------------------|-------------------------------------|
| ALEX | Alexander College                          | <input type="checkbox"/> | <input type="checkbox"/>            |
| ASM  | Acsenda School of Management               | <input type="checkbox"/> | <input type="checkbox"/>            |
| AU   | Athabasca University                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| BCIT | BC Institute of Technology                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| CAMO | Camosun College                            | <input type="checkbox"/> | <input type="checkbox"/>            |
| CAPU | Capilano University                        | <input type="checkbox"/> | <input type="checkbox"/>            |
| CCC  | Corpus Christi College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CMTN | Coast Mountain College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CNC  | College of New Caledonia                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| COTR | College of the Rockies                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| COLU | Columbia College                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| COQU | Coquitlam College                          | <input type="checkbox"/> | <input type="checkbox"/>            |
| DOUG | Douglas College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| EC   | Emily Carr University of Art & Design      | <input type="checkbox"/> | <input type="checkbox"/>            |
| FDU  | Fairleigh Dickinson University             | <input type="checkbox"/> | <input type="checkbox"/>            |
| FIC  | Fraser International College               | <input type="checkbox"/> | <input type="checkbox"/>            |
| JIBC | Justice Institute of BC                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| KPU  | Kwantlen Polytechnic University            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LANG | Langara College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LCV  | LaSalle College Vancouver                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| NVIT | Nicola Valley Institute of Technology      | <input type="checkbox"/> | <input type="checkbox"/>            |
| NIC  | North Island College                       | <input type="checkbox"/> | <input type="checkbox"/>            |
| NLC  | Northern Lights College                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| OC   | Okanagan College                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| QU   | Quest University                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| SELK | Selkirk College                            | <input type="checkbox"/> | <input type="checkbox"/>            |
| SFU  | Simon Fraser University                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TRU  | Thompson Rivers University                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TWU  | Trinity Western University                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| UBCO | University of British Columbia – Okanagan  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UBCV | University of British Columbia – Vancouver | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UCW  | University Canada West                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| UNBC | University of Northern BC                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| UVIC | University of Victoria                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| VCC  | Vancouver Community College                | <input type="checkbox"/> | <input type="checkbox"/>            |
| VIU  | Vancouver Island University                | <input type="checkbox"/> | <input type="checkbox"/>            |
| YVU  | Yorkville University                       | <input type="checkbox"/> | <input type="checkbox"/>            |

Visit <https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy> for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see [www.bccat.ca/pubs/resources/HowToArticulate2018.pdf](http://www.bccat.ca/pubs/resources/HowToArticulate2018.pdf).

**Memo for Course Changes (HIST 211)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and David Milobar, HIST 211 course reviewer.

Date: May 16, 2023

Subject: Proposal for revision of HIST 211: England from 1066-1688: An Emerging Nation-State

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: History 211 has been refreshed to reflect new departmental and institutional priorities relating to diversity and Indigenization, as well as learning outcomes. Course delivery methods also reflect new materials and sources available online and new course texts that both enrich student learning while reducing the cost of course materials for students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of History 211 have evolved to more directly align with the History Program Learning Outcomes as defined by more recent departmental initiatives to better define the nexus between the Academy and the broader institution and the world beyond.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

5. Which program areas have been consulted about the change(s)? Not applicable.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course will prioritize student engagement based on diversity and inclusion and the principle of reciprocity that is at the core of Indigenous pedagogy. The emphasis placed on stories in Indigenous

studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and society very different from our own to complement traditional academic historical literature. For example, the British Library houses an extensive (free/public) archive of images, literature, stories, medieval chronicles and narratives providing insight into the values and perspectives of women, peasants, trades people and others whose voices are not often heard through official sources.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

A critical aspect of course design is to create an inclusive and caring community where all students are respected and valued for who they are, feel safe, and belong and shine in their own distinct way. The class environment will be one that celebrates diversity, inclusion and equity in an environment where collaborative respect fosters student learning and success. Furthermore, the principles of equity, diversity and inclusion are supported in the course material and subjects covered over the course of the term. The broad list of documents used in the course include material that reflects not only a different time but a range of themes and lived experiences from which a student can select to explore individual interests. Similarly, the list of monographs for the book review has been enlarged to incorporate new scholarship exploring not only traditional political subjects but gender, class and race. The dramatic readings and short lectures from sources, such as the 'Citizens : 800 years in the making' (History Hub), incorporated into the course architecture expose students to diverse perspectives often not explored in a survey course. All of these are examples of initiatives encouraging students to take an active role in shaping their respective learning experience and to explore a diverse range of perspectives. Furthermore, History 211 uses course design to support the needs of all students from diverse backgrounds integrating into an academic environment. Students benefit from low stakes writing assignments that afford them the opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment.

A survey course on medieval and early modern England provides students the opportunity to explore positions, experiences, and expressions of a time and people culturally different from our own world while developing an understanding of how that remote past intersects with our present.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Not applicable.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approximately \$50.00

**CWC comment and response:**

- UEC may have concerns regarding repeated learning outcomes across multiple courses, as recently discussed with the department.  
*Please include these in the package to go to the next UEC meeting with the Learning Outcomes as they are now. If the UEC does recommend changes, then the LOs will be altered at that point.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 211                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> England from 1066-1688: An Emerging Nation-State                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> England from 1066-1688                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore English history from the Norman Conquest to the Glorious Revolution of 1688, seeking to understand how England was transformed from a peripheral player on the edge of Europe into a geo-political powerhouse, poised on the brink of empire.                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 109</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**HIST 211**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Identify key components in medieval and early modern English history from 1066 to 1688.
2. Debate issues related to medieval and early modern England.
3. Identify the differences between primary and secondary sources.
4. Employ primary and secondary sources to analyze a specific historical theme on medieval England.
5. Articulate the relationship between the past and the present in the study of the history of England.
6. Communicate in oral and written forms to diverse audiences.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 30% | Assignments: | 50% | % |
| Quizzes/tests: | 20% |              | %   | % |

**Details:**

Assignments: 20% Summary/Critiques (5); 20% Book Review; 10% Primary source analysis.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**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. Textbook        | John Gillingham and Ralph A. Griffiths                                                                   | Medieval Britain: A Very Short Introduction | 2021 |
| 2. Textbook        | John Guy                                                                                                 | The Tudors: A Very Short Introduction.      | 2021 |
| 3. Textbook        | John Morrill                                                                                             | Stuart Britain: A Very Short Introduction.  | 2021 |
| 4. Online resource | Articles, books and streaming videos available online through UFV Library.                               |                                             |      |
| 5. Online resource | Streaming videos, podcasts, 'virtual exhibitions' and documents available on (free) public online sites. |                                             |      |

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

None

**Course Content and Topics**

- Introduction to history: what is history?
- 1066 and the legacy of the Norman Conquest
- Angevin England and the rise of a centralizing monarchy
- Life in medieval England
- Medieval England in a time of plague and war: social, economic, and political change
- England as a house divided: social, political, and economic perspectives
- Tudor England and the beginnings of modernity
- Church and state in the age of Reformation
- Elizabethan England: a golden age?
- Absolutism and the challenge of modernity
- Stuart England: war and revolution
- The rise and fall of the Protectorate and the road to restoration
- The Glorious Revolution and the triumph of Parliament: social and political perspectives
- Modern society and culture: a new world?

**Memo for Course Changes (HIST 212)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and David Milobar, HIST 212 course reviewer.

Date: May 16, 2023

**Subject: Proposal for revision of: HIST 212: History of Britain, 1688-1990: Great Power Status and Beyond**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: The revisions will refresh the course to reflect the changing scholarly landscape and better align the course to reflect new departmental and institutional priorities relating to diversity and Indigenization as well as learning outcomes; course delivery methods also reflect new materials and sources available online and new course texts to enrich learning while reducing the cost of course materials.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The Learning Outcomes have evolved to align more directly with the History Program Learning Outcomes as defined by more recent departmental initiatives to better define the nexus between the Academy, the broader Institution and the world beyond.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

History 212 focuses on the history of Britain; however, it also studies social, political and economic forces that were integral to shaping colonialism as it defined the settler- Indigenous relationship over time. Colonialism and treatment of Indigenous peoples throughout the global British Empire was mediated through the prism of issues relating to class, gender and race as they were first contested in the metropole. Online primary sources available through institutions such as the British Library, British Museum and the National Archives are utilized to support learning that enables students to better understand the origins of attitudes and values upon which colonialist thinking evolved. Furthermore, the course will prioritize student engagement based on diversity and inclusion that is the foundation of the principle of reciprocity at the core of Indigenous pedagogy. Students will play an integral role in shaping the learning experience of the entire class. Assignments are designed to encourage students to engage in collaborative learning that values mutual support of fellow students for one another and instructor-student exchanges with a view to encourage respectful exchange of diverse perspectives and understanding based on a student's own life experience. The emphasis placed on stories in many Indigenous studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and society different to our own to complement traditional academic literature.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

A critical element of course design is to create an inclusive and caring community where all students are respected for who they are, feel safe, and belong in an environment where they can shine in their own ways. The various assignments and activities are designed to support students with a range of learning styles. . This goal will be highlighted explicitly at the outset and will be reinforced throughout the term by encouraging students to take an active role in shaping their learning goals on their own schedule. Low stakes writing assignments, such as the summary/critiques, will afford students the opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment that inspires learning and allows students to build on their strengths. Course materials, such as the documents and review monographs, include titles on themes and topics relating to diversity and equality. Online dramatic readings of speeches etc from sites such as the 'Citizen' project are curated to include voices that are often ignored in a general survey. A survey course on modern Britain affords students the opportunity to explore the distinct positions, experiences, and expressions of the past and how it intersects with our present.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. None.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1978  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 212                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> A History of Britain, 1688-1990: Great Power Status and Beyond                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> A History of Britain, 1688-1990                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Surveys the major developments in British history from the Glorious Revolution to recent times. The course gives special attention to the evolution of social, economic, and political institutions and their impact on ordinary people.                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 110</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Identify key components in British History between 1688 and 1990.
2. Debate themes and issues related to British History in an inclusive and open-minded manner.
3. Identify the differences between primary and secondary sources to analyze a specific theme on modern Britain.
4. Employ primary and secondary sources in historical analysis.
5. Articulate the relationship between the past and the present in the study of the history of Britain.
6. Communicate in oral and written forms to diverse audiences.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 30% | Assignments: | 50% | % |
| Quizzes/tests: | 20% |              | %   | % |

**Details:**

Assignments: 20% book review (1000- 1200 words); 20% Reading Summary/Critiques (5) (400 words each); 10% document analysis (800 words).

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

**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. Textbook        | Paul Langford                                                                                                                       | Eighteenth-Century Britain: A Very Short Introduction. | 2021 |
| 2. Textbook        | Christopher Harvie and H.C.G. Matthew,                                                                                              | Nineteenth-Century Britain: A Very Short Introduction. | 2021 |
| 3. Textbook        | Kenneth O. Morgan,                                                                                                                  | Twentieth-Century Britain: A Very Short Introduction.  | 2021 |
| 4. Online resource | UFV Library Article and Streaming video databases, UFV Library e-books.                                                             |                                                        |      |
| 5. Online resource | Streaming videos, podcasts, 'virtual' exhibits, libraries, archives, museums and galleries available on (free) public online sites. |                                                        |      |

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

None

**Course Content and Topics**

- Introduction: what is history?
- The legacy of the Glorious Revolution: did it inspire significant social-political change?
- Consumer society and the rise of the "middling sort"
- England in a time of revolution: 1783-1815
- Britain as the "workshop of the world"
- Life in mid-Victorian Britain
- "Pax Britannia"
- A land in crisis? Challenges to the Victorian and Edwardian world
- Britain and the Great War
- Post war Britain: society and the Great Depression
- "Their finest hour"? Britain, World War II and beyond
- "I'm alright Jack": fifties Britain
- Britain from the "swinging sixties" to the Thatcher Revolution

**Memo for Course Changes (HIST 309)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Adrianna Bakos, HIST 309 course reviewer

Date: March 13, 2023

**Subject: Proposal for revision of History 309: Witches, Whores, and Midwives: Women in Early Modern Europe**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The course LOs have been revised to align with new departmental Program Learning Outcomes (revised 2022). LOs 1, 6, 7 and 8 have been added to reflect the department's explicit commitment to helping students graduate with the ability to "communicate effectively" (ILO 5), "pursue self-motivated and self-reflective learning" (ILO 6) and "engage in respectful and professional practices" (ILO 8).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? Department of History
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

A central activity of this course is the re-enactment of an early modern witch trial. In this activity, we embrace several of the [First Peoples Principles of Learning](#), most notably: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” Both before and after the “trial,” students are working collaboratively to create a fictional community in which the trial takes place. They work together to design the “town” and its community members, whom they take on as characters. After the trial, the class comes together in a talking circle to reflect on their experience. They also offer feedback on how the activity might improve in its next iteration, thus paying their knowledge forward. Self-reflection is also utilized as a “bridge-out” when students produce a narrative self-evaluation about their engagement in the course and what they have discovered about themselves as learners.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course, at its core, is an investigation of the marginalization of women’s voices within the patriarchal society of early Modern Europe. It considers the intersecting ways that women of varying social status, ethnicity and gender expression experienced (and resisted) oppression. Course content is delivered in multiple formats in order to mitigate barriers to learning, whether technological, environmental or individual. Additionally, the assignment structure for this course is deliberately designed to provide maximum flexibility; in choosing from a wide variety of options, students themselves determine how they will achieve the learning outcomes of the course. This increases accessibility for students and allows them to bring prior knowledge to the class while offering opportunities to learn new content and gain new skills.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [N/A](#))
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$40-50](#).





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 309                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Witches, Whores, and Midwives: Women in Early Modern Europe                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Women in Early Modern Europe                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines women's lives and experiences in Europe between the Renaissance and the French Revolution. Considers women whose status, profession, or identity crossed gender and class boundaries, in order to understand their place in the patriarchal society of early modern Europe.                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Nine credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 397C</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Debate issues around gender and sexuality in a respectful, inclusive, and open-minded way.
2. Trace the major trends and developments in women's lives and experiences during the early modern period.
3. Describe the shifting categories of gender in early modern Europe and how they influenced social and political relationships.
4. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
5. Employ multiple sources, both primary and secondary, in support of an historical argument.
6. Communicate clearly to diverse audiences using a variety of means.
7. Recognize their own positionality and biases as well as those expressed by historical actors/authors.
8. Reflect critically and constructively upon one's own work and that of others.

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

|             |     |              |     |                      |     |
|-------------|-----|--------------|-----|----------------------|-----|
| Final exam: | 25% | Assignments: | 65% | Holistic assessment: | 10% |
|             | %   |              | %   |                      | %   |

**Details:**

Students customize an individual evaluation plan, choosing from a menu of assignments, with varying percentage values, adding up to 65%. A typical menu might include the following options:

- Assignments worth 5%: quizzes (up to a maximum of 3)
- Assignments worth 10%: podcast, animated whiteboard
- Assignments worth 20%: blog, secondary school lesson plan, critical book review
- Assignments worth 30%: historical fiction portfolio, literature review
- Assignments worth 40%: original research paper

Holistic assessment is designed as a reflective participation self-assessment: 10%

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

**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. Online resources |                       | Selected primary and secondary sources available online      |      |
| 2. Textbook         | Merry Wiesner-Hanks   | Women and Gender in Early Modern Europe, 4 <sup>th</sup> ed. | 2019 |
| 3.                  |                       |                                                              |      |
| 4.                  |                       |                                                              |      |
| 5.                  |                       |                                                              |      |

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

None

**Course Content and Topics**

- Introduction: is there a need for "herstory"?
- The idea of "woman" in early modern Europe
- Marriage and family
- Sexuality and gender
- Gender, race, and power
- Women and religion
- Witchcraft and witch-hunting
- Women's education
- The (pro)creation of culture
- Women and work
- Midwifery and healthcare

**Memo for Course Changes (HIST 321)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Scott Sheffield, HIST 321 course reviewer

Date: March 13, 2023

**Subject: Proposal for revision of History 321: Canadian Military History**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☒ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

- Slight revision to calendar description to enhance flow.
- Learning Outcomes have been substantially revamped to bring them up to date with the departmental and institutional Learning Outcomes.
- Typical structure of Instructional Hours revised to provide hours for typical in-class tactical exercise (workshop).
- Textbooks have been revised and updated.
- Grading and evaluation have been revised to reflect the current iteration of the instructional methods and assessment used by the instructor. So too has the course content.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

-The LOs for History 321 have been substantially revised to align them with recent iterations of the History program learning outcomes, as well as ILOs.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

-N/A

5. Which program areas have been consulted about the change(s)?

-N/A

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

-History 321 contributes to the Indigenization of the academy in part through some Indigenous content, primarily in the responses to the Métis resistance in the 19<sup>th</sup> century. ~~However, the instructor's research expertise in Indigenous military contributions during the World Wars insures that~~ Lectures throughout the course touch on Indigenous military service, veterans, and the Oka Crisis. In addition, for both major essay projects, students can choose to focus on Indigenous peoples and their experiences during the wars.

-In delivering the learning experience, the course will prioritize the principles of reciprocity valued in some Indigenous pedagogy.<sup>1</sup> It refers to the instructor learning from the students, or students playing crucial roles in shaping the learning experience of the entire class. Additionally they will be encouraged on a regular basis to take part in an organic conversation in the classroom where their views and comments will be actively harnessed to enrich and diversify the classroom experience. The basic premise is that their views merit a serious consideration in order to expand and diversify perspectives and understanding beyond what is presented by the instructor.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

-The course is designed to foster an inclusive and supportive learning environment, where all students are respected for who they are, feel safe, and have opportunities to succeed in their own ways.

-In class small-group activities and discussion groups will be utilized to enable each student to take an active role in shaping their learning. Discussion questions are open-ended and produced by the students themselves, allowing students to respond and steer their discussion as they deem appropriate.

-While in the past, the course has drawn from a published text of readings, in the future, ~~the instructor intends to shift to~~ PDF copies of readings will be posted on Blackboard, both to reduce barriers of cost for students and to facilitate access to the readings' audio transcription.

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<sup>1</sup> Marcella LaFever, "Switching from Bloom to the Medicine Wheel: Creating Learning Outcomes that Support Indigenous Ways of Knowing in Post-Secondary Education," *Intercultural Education*, 27/5 (2016), <https://doi-org.proxy.ufv.ca:2443/10.1080/14675986.2016.1240496>

-Course content consistently addresses diversity issues within the Canadian military, in part because throughout Canada's past, Indigenous and racialized communities have sought to use military service as leverage for enhanced civil rights and recognition in Canadian society. On an institutional level, the Armed Forces' openness to reflecting Canada's diversity in its ranks has ebbed and flowed across time and space.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

-N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

-Currently, students have been required to purchase the textbook of readings (Keshen and Durflinger) at roughly \$120. However, in the future, ~~with as the instructor transitions to~~ PDF readings available through Blackboard, the course will cost students no more than the tuition.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): November 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canadian Military History<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the military experiences of a supposedly un-military people, yet Canada since Confederation has been scarred and transformed by conflict. This course examines Canadian military history from different perspectives: private soldiers and generals, home front and battle front, peace-time and wartime.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Nine credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: right; padding: 2px 5px;">57</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: right; padding: 2px 5px;">3</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: right; padding: 2px 5px;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 57 | Tutorials/workshops | 3 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 57        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Analyze key components in Canada's military history and how they relate to the broader understandings of Canada's past and present.
2. Debate themes and issues related to the history of Canada's military past in an inclusive and open-minded manner.
3. Evaluate the impact of war on Canadian society, political development, culture, and identity.
4. Describe the Canadian soldiers' experience of war.
5. Demonstrate the importance of context, evidence, perspective, and research in the study of Canada's military history.
6. Employ multiple sources, both primary and secondary, in the analysis of Canadian military history.  
Write using historical conventions and consciousness.

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

|             |     |              |     |   |
|-------------|-----|--------------|-----|---|
| Final exam: | 30% | Assignments: | 65% | % |
|             | %   |              | 5%  | % |

**Details:**

Assignments (65%): 15% seminar questions; 10% participation (weekly assessment based on seminar discussion of the assigned readings); Great War Private Letters essay 20%; Second World War Newspaper essay 20%:

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

**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. Textbook | Desmond Morton                            | Military History of Canada: From Champlain to Kosovo<br>5 <sup>th</sup> ed. | 2007 |
| 2. Textbook | Jeff Keshen and Serge Marc Durlinger, eds | War and Society in Post-Confederation Canada                                | 2007 |
| 3. Textbook | Jack Granatstein                          | Canada's Army: Waging War and Keeping the Peace                             | 2002 |
| 4.          |                                           |                                                                             |      |
| 5.          |                                           |                                                                             |      |

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

None

**Course Content and Topics**

- Introduction
- Defending the dominion and empire, 1867-1899
- Canada, imperial defence, and the outbreak of the Great War, 1899-1915
- Creating a professional army, 1916-1918
- War and Canadian society, 1914-18
- Trench life, coping mechanisms, and racialized soldiers' experiences, 1914-18
- Canada's military: near death and rebirth, 1919-1941
- On the sea and in the air: the RCN and RCAF at war, 1939-45
- In-class Tactical Exercise Without Troops (TEWT)
- The Canadian army in Europe, 1942-46
- Social, economic, political, and multicultural impacts of total war, 1939-45
- Cold Warrior and peacekeeper, 1946-90
- Post-Cold War defence, the Oka Crisis, veterans, and the memory of war

**Memo for Course Changes (HIST 325)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Robin Anderson, HIST 325 course reviewer

Date: March 13, 2023

**Subject: Proposal for revision of HIST 325: Canadian Sport History**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

While HIST 325 maintains its central focus on the history of organized sport in Canada, it has recently integrated three major additions to the course content: a fuller examination of the fundamental aspects of Indigenous sport and recreational activities; the emergence and impact of globalized sport structures and cultural perspectives that arrived to Canada by the early 20<sup>th</sup> century and have increased enormously since the 1960s; and the often ignored but fundamental role of non-human animals in sport actions from the early time of human life to the end of the 20<sup>th</sup> century. Given that most students who take HIST 325 hope to become public school teachers, many of whom will participate in physical education, these new themes are enormously useful to strengthen their critical perspective on organized sports and provide some foundational knowledge as the BC public school curricula changes.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): ~~N/A~~ There have been minor updates to the Learning Outcomes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A



6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

For the last 16 years HIST 325 has grown to include the learning of Indigenous sport in three topical areas. First, the wide variety and rich pre-colonial histories of Indigenous stick-ball games that eventually formed the basis of lacrosse, known across North America in a variety of forms and names, but largely in eastern and central Canada as *Tewaaraton* and/or *Baaga`adowe*. This course examines the interesting and important aspects of these Indigenous games, but also follows their narrow transformation into the Eurocentric nature of game known as lacrosse in the mid-19<sup>th</sup> century. Secondly, HIST 325 looks at the substantial rise of Indigenous male athletes within colonial-based organized sports in the late 19<sup>th</sup> and early 20<sup>th</sup> century – in particular, the important story of Mohawk marathon runner Tom Longboat – and then the racially-driven rejection of Indigenous athletes after the First World War. And finally, HIST 325 looks at the role of physical education in Residential Schools and the range of experiences for Indigenous people. It is fair to say that both Indigenous perspectives and experiences form a significant part of HIST 325 content, which is delivered through required readings, recent video presentations, and class-based discussions.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

As a part of academic social history, HIST 325 has maintained a critical perspective on the history of sport and recreation. The reality of social inequity and both its changes and continuity have been a foundational part of the course. These include: the conflicts raised between various religious structures and their control of sports in the ancient and pre-modern world; the importance of social class inequity in the initial construction of organized sports in the 19<sup>th</sup> and early 20<sup>th</sup> century, as well continual shaping of economic power today; the emergence of organized sport in the 19<sup>th</sup> century and its gender domination by the controlled forms of masculinity; the efforts of women in the early 20<sup>th</sup> century to question their public rejection from almost all sports, and the slow yet constant efforts to build women's sports over time; and the deep efforts made from the outset to bar, and then later control, non-white racialized and ethnically-discriminated people from organized sports, as well as the struggles of non-white athletes to gain access to sports in the second half of the 20<sup>th</sup> century. In addition to the EDI themes above, HIST 325 also introduces students to the emerging theme on Human—Non-Human Animal Relations and how those enormous inequities fundamentally shaped the nature of physical culture from the beginning of sport history. While this is a new area of social science, the academic history of sport has become one of the key areas of study that reveal the role that animals have played in determining human existence.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$75.00



ORIGINAL COURSE IMPLEMENTATION DATE: January 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canadian Sport History                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the academic history of organized sport in Canada from pre-colonial Indigenous life to the present day, with a particular focus on the social roles of sport from the late 19th century to the end of the 20th century. Topics include original Indigenous sport practices; the rise and social goals of Eurocentric organized sport; gender, race, and politics in Canadian sport history; and the complex role of media representation.                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Nine credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Analyze key components in Canadian sport history.
2. Identify key features of Indigenous sports and recreation in Canada.
3. Identify the major themes and issues raised in academic Canadian sport history.
4. Articulate historical debates on core topical themes, particularly those directly related to equity, diversity, and inclusion in organized sports.
5. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of sport history.
6. Employ multiple sources, both primary and secondary, in support of an historical argument.
7. Write for diverse historical audiences.

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

|             |     |              |     |  |   |
|-------------|-----|--------------|-----|--|---|
| Final exam: | 25% | Assignments: | 75% |  | % |
|             | %   |              | %   |  | % |

**Details:**

Assignments: 15% group presentation; 10% participation; 20% discussion paper; 30% research paper

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

**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. Textbook | Morrow, Don & Kevin Wamsley                                        | Sport in Canada: A History (4 <sup>th</sup> Ed.) | 2017 |
| 2. Other    | Blackboard Modules of Articles, Book Chapters, and Primary Sources |                                                  |      |
| 3.          |                                                                    |                                                  |      |
| 4.          |                                                                    |                                                  |      |
| 5.          |                                                                    |                                                  |      |

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

None

**Course Content and Topics**

- Course introduction and approaches to academic sport history
- Sport history theories: modernization theory, hegemony theory, civilizing process, post-structuralism, and post-colonialism
- Features and diversity of Indigenous sport culture and activities
- Traditional colonial sports in British North America
- Montreal and the rise of organized sports in the 19th century
- Sport in British Columbia before World War I
- Rise of commercial and professional sport
- Role of non-human animals in organized sports in the 19th and 20th centuries
- Sport and masculinity in Canada before 1920
- Women and sport in Canada before 1960
- The foundations of racism and ethnicity of sport in Canada
- Institutionalization of sport between the wars
- Canada and the Olympic Games
- Canadian nationalisms and sport during the Cold War
- Impact of globalization of sport in the 20th century



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: HIST 371, 386, and 482, History, College of Arts  
**Date:** MAY 10, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new courses HIST 371, 386, and 482, and I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for New Course: HIST 371**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Ian Rocksborough-Smith, HIST 371 course designer.

Date: May 16, 2023

**Subject: Proposal for new course: HIST 371: Populism in America: From Andrew Jackson to Donald Trump**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

**1. Rationale for new course, including how this course fits into the program(s):**

*Note: Adding this course to a program will usually require a program change request.*

A course on populism in America fills a gap in U.S. and North American history course offerings at UFV. It has been successfully offered for a number of years as a special-topics offering and been well reviewed by students (2018; 2020; 2022). It seems to regularly enrol well. Most importantly, it offers students a chance to examine and learn about America's political history from the time of Andrew Jackson through the era of Donald Trump – a timely topic that demonstrates the ongoing salience of defining “populism,” “radicalism,” and polarization as historical concepts and to consider to what extent these sorts of political formations (when “used and abused”) caused violence in the political arena. It also relates to an area of research development that dates back to my PhD studies in U.S. history at the University of Toronto – where I was specifically trained to understand the historiography of “populist moments” in American history from the 19<sup>th</sup> through the 20<sup>th</sup> century by published experts in this field. Most recently, I have published writings about the “truckers” protests in both the U.S. and Canada for the Labor and Working-Class History Association's *Labor Online* blog and have a forthcoming chapter, tentatively entitled: “North American Truckers and the Symbolism of Working-Class Grievances in an Age of Polarization” for an edited volume to be published by McGill/Queens University Press called *The Politics of Polarization in Canada and Beyond*. I have engaged with students through this course, who work on related research as well. Notably an editor of UFV's student newspaper, *The Cascade*, interviewed myself and another colleague from UFV History for an excellent piece entitled [“Radicalization Nation”](#) about polarization and the pitfalls of social media use in contemporary political discourse.

This course will be complementary to other offerings by the UFV History Department, notably History 241, 242, 369, 370, 357 (taught by Prof. Geoffrey Spurling) and 454.

It will be a helpful addition to the History Department program at the third-year level. Since it has been offered as a special topics course for several years it should fit in nicely with other streams in the history of the Americas that we currently offer. The outlined assessments will emphasize student research with digital primary sources, a practice I encourage with students through student-centered presentations to help curate and extend the diversity of content in the class. This helps fulfill some of the recommendations from the last History Department external report (2019) about encouraging digital

literacies and communication competencies among our program students and which also helps achieve Institutional Learning Outcome 5 (noted below).

**2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):**

The course works to identify major events and participants from a specific period and theme in history as required by History Department third year courses. This will also encourage students to inquire about what major developments and trends in scholarly approaches to the study of this topic have occurred to date and where these studies might lead (ILO 4). These efforts will encourage extensive written research and reflective assessment about specific aspects of U.S. history and historiography related to the subject of populism in history (ILO 3; ILO 6). It will also encourage students to study a variety of historical sources both textual and digital with an emphasis on primary documents especially (ILO 1 and 2). It will focus on the important skill development of academic writing as well as presentation and discussion communication skills (ILO 5). Finally, it will work towards one of our key program areas related to institutional learning outcomes which encourages students to engage with the world around them and to think through how they can contribute to a socially just society (ILO 9). Key to this last outcome will be a conscious effort to engage students where they are and respect all perspectives and ways of knowing and being that come into classroom settings. Part of this outcome will also be encouraged by modeling a pedagogy of support, care, and engagement when discussing uncomfortable and potentially polarizing topics (ILO 8).

- 3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?** No
- 4. Which program areas have been consulted about the course?** N/A
- 5. If a new discipline designation is required, explain why:** N/A
- 6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), [the TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).**

A major theme in this course charts the ways successive American presidential administrations worked to deliberately undermine Indigenous sovereignties through "populist" appeals to white male settler majorities among the electorate. It will highlight the scholarship of Indigenous scholars, like Standing Rock Sioux elder, Vine Deloria, Jr., as well as younger scholar-activists like Audra Simpson (Mohawk) and Nick Estes (Sioux), and recent scholarship on "pipeline populism." It will also examine primary sources from Indigenous leaders of the 19<sup>th</sup> century like Tecumseh (Shawnee) and John Ross (Cherokee) to demonstrate the limits and exclusions of early American "populism" during the era of figures like William Henry Harrison and Andrew Jackson. This is a theme we treat over the 19<sup>th</sup> century as the so-called Western "frontier" expanded to integrate new territories into the union and sectional battles were fought over racial slavery as U.S. nation-state formation took place. This critical focus on the limits and paradoxes of American "democracy" moving from the 19<sup>th</sup> through the 21<sup>st</sup> century will help

students center Indigenous pedagogies and knowledges during periods of violent removal, assimilation, and repression of democratic rights.

In terms of pedagogy, students will be encouraged to engage in circle-led sharing sessions that were based in part on techniques learned from recent workshops run by UFV Indigenization Teaching and Learning Staff. This will be helpful in a course like this where challenging, often polarizing political histories will be discussed, debated, and presented by students with diverse perspectives and ways of knowing and being. These circle-share discussions will also help break-up and decentre instructor-focused lectures, activities, and modules.

**7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?**

Students will be engaged through multiple learning literacies, which means they will be able to review course content that is oral and visual, in addition to weekly readings – as a way to promote diverse learning styles and ways of knowing and being in the classroom. Recent documentary films will be viewed in class and students will get a chance to listen to oral histories (such as the recorded rhetoric of populist politicians and radio personalities from the early 20<sup>th</sup> century like the infamous “radio priest” Charles Coughlin and the notorious populist governor of Louisiana, Huey Long). This will be in addition to reading textual sources that they will read before and during class. One of the major assessments in this course is an audio-visual blog (which can be completed orally or in written form) that students must complete to consider a past American populist leader or movement and compare them to present-day examples – on any side of the political spectrum. This reflective exercise enables students to consider leaders and movements in America’s past in ways that deploy their own unique positionalities in the present in potentially public-facing ways. But it also urges them to maintain a critical academic rigor that requires them to source legitimate scholarship through independent research.

A variety of topic areas in the course cover important themes that speak to EDI principles. As noted above, a great deal of course readings will reflect Indigenous perspectives about settler-colonialism and particularly populist political formations that have both propped-up and challenged structures of power in American life. Moreover, the course also deals quite closely with the subject of racial slavery and how white supremacy has often been mobilized through “populist” political rhetoric throughout American history. It helps trace these histories particularly through the Age of Andrew Jackson (1810s-1840s), through the sectional conflict that led to Civil War (1861-65) and its Jim Crow aftermath of widespread (legal and extra-legal) forms of racial segregation which continued through the mid-late 20<sup>th</sup> century. Moreover, this course also traces important multiracial populist politics that represented significant paths not taken. Examples include the fusion Democrat/Republican and Populist Party formations of the late 19<sup>th</sup> century that highlighted independent Black American politics that occasionally found alliances with white working-class farm worker and labor movements. Together, these movements momentarily challenged the hegemony of free market capitalism and the hold that corporate monopolies and elites had on federal politics as the country further industrialized and urbanized. Likewise, in the 20<sup>th</sup> century, this course traces populist politics that helped bring right-wing demagogues to power at the state and federal level through what some scholars refer to as a “politics of rage” (like the notorious governor of Alabama from the 1960s through 1980s: George Wallace). Such politics were particularly salient in America during times of heightened economic crisis, social strife, and war. It will also trace important

challenges to the limits of American democracy in the form of civil and social rights fought by radical reform movements from the political left that shed light on issues of universal civil and human rights through successive eras of rapid human migration (voluntary and forced).

Much of the scholarship that students will read and discuss to trace these dynamics is written by scholars from historically marginalized populations, notably Black, Indigenous, and Peoples of Colour, as well as from other socially marginalized voices and perspectives. For example, students read from the likes of Omar H. Ali on Black populism, Nick Estes on Indigenous environmental activism, and Nell Irvin Painter on the history and politics of whiteness.

Finally, this course can and has been delivered in a number of different ways, from face-to-face in person to online asynchronous, synchronous and in a hybrid style (which combined in person with online asynchronous). This adaptability makes the course more accessible to students who may wish to take it when it is offered in a more flexible format.

- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):** N/A
- 9. Estimate of the typical costs for this course, including textbooks and other materials:** \$60 in textbooks.





ORIGINAL COURSE IMPLEMENTATION DATE: May 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 371                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Populism in America: From Andrew Jackson to Donald Trump                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Populism in America                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines American populism from the age of President Andrew Jackson through Donald Trump. The course reviews how populism has been used and abused in U.S. life and history, giving particular attention to social relations, the electoral arena, and the causes of political violence.<br><br>Note: Students with credit for HIST 396Q cannot take this course for further credit.                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 396Q</b><br>Cross-listed with: <b>n/a</b><br>Equivalent course(s): <b>n/a</b><br><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>                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every three years</b><br>Maximum enrolment (for information only): <b>30</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <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;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Identify and analyze key components in the history of American populism from the 1820s through the present.
2. Debate themes and issues related to the history of American populism through close readings of relevant academic literature.
3. Articulate historical debates on the subject of American populism in light of global and local perspectives.
4. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of populism in American history.
5. Assess a variety of historical sources and digital records, with an emphasis on primary sources like oral histories, radio recordings, and documentary film relevant to the study of American populism in history.

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

|              |     |          |     |                      |     |
|--------------|-----|----------|-----|----------------------|-----|
| Assignments: | 50% | Project: | 40% | Holistic assessment: | 10% |
|              | %   |          | %   |                      | %   |

**Details:**

Assignments: 50%

- Reading reflections (15%)
- Term essay proposal (10%)
- Term essay (25%)

**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.)*

Face to face; some online instruction.

**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. Textbook | Mudde & Kaltwasser    | <i>Populism: A Very Short Introduction</i>                             | 2017 |
| 2. Textbook | Kazin                 | <i>The Populist Persuasion: An American History</i>                    | 1995 |
| 3. Textbook | Ali                   | <i>In the Lion's Mouth: Black Populism in the New South, 1886-1900</i> | 2010 |
| 4.          |                       |                                                                        |      |
| 5.          |                       |                                                                        |      |

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

1. What is populism?
2. A people's republic? Populism through the age of Andrew Jackson
3. Populism, slavery, and the sectional crisis
4. The Civil War and populism
5. The "populist moment" through the early 20th century
6. Theodore Roosevelt's populism
7. Populists in depression and war
8. The politics of rage
9. The age of Ronald Reagan
10. Trump and the authoritarian legacies of right-wing populism

**Memo for New Course: HIST 386**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Eiji Okawa, HIST 386 course designer.

Date: May 16, 2023

**Subject: Proposal for new course, HIST 386 History of East Asian Communities in North America:**

**Migration, Denial, and Belonging**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

This course creates an opportunity for students to explore an important historical theme of our region, migration and connections across the Pacific with China and Japan. Migrants from this region and their descendants have played crucial roles in Canadian and American societies, but as yet their historical experiences and complex positionalities are not adequately represented in existing offerings. The course augments HIST 430 Canada and Migration, HIST 464 India, the Punjab and Diaspora, ANTH/ENG 367 Culture and Theory of Diaspora, as well as ENG 384 South Asian Diaspora Literature, and helps to broaden UFV's institutional coverage of Asian-Canadian and Asian-American histories. It also connects with the many courses already on the calendar on Canadian and American, as well as East Asian, histories, thus providing a fruitful platform for students to enrich their intellectual journeys.

At the third-year level, the course allows the History department to expand its upper-level offerings for history majors and minors as well as non-history students, while bolstering the diversification of sociohistorical understanding in ways that reflect the diversity of our interconnected world.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of the course are modeled on the departmental Program Learning Outcomes (PLOs) revised in May 2022. The course embraces a key principle of the PLOs which is to recognize that "disciplinary methods change as more inclusive, non-western, and Indigenous ways of knowing are shaping the evolution of historical knowledge" and it promotes a critical reflection on the past to "evaluate the present, both locally and globally." The history of migration from East Asia is a fitting theme in this vision. It is a history of Pacific Canada or more broadly North America on the racialized margins, but also it is a part of the broader global history of mobility and fluid positionality that are now being richly debated in transnational and diasporic studies. Those debates, which form among the core materials examined in this course, behoove us to unbox our perspectives from the container of the nation and explore new ways of making sense.

The coursework would enable students to strive towards all ILOs, but it identifies strongly with 9 “Contribute regionally and globally.” By fostering a nuanced historical understanding of our “region and the world,” the course prepares students to “participate in their regional and global communities” and make informed decision as responsible global citizens.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? School of Social Justice and Global Stewardship (Diaspora Studies and Migration and Citizenship)
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

One of the themes explored in this course will be Asian-Indigenous encounters and relations in Canada. This theme is really beginning to be examined primarily with a focus on Chinese-Indigenous relations. Historically, migrants from Asia were placed on the fringe of the settler society, and their positions vis-à-vis Indigenous communities provides an important vantage point on the complex settler-Indigenous relations in history.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

In terms of topic selection, the course promotes EDI principles by fostering historical understanding in inclusive ways. It examines the history of Pacific Canada through the stories and experiences of migrants from China and Japan from the late 19<sup>th</sup> to the late 20<sup>th</sup> century. It is well-known that the migrants faced systemic discrimination on the grounds of race, and for this reason, including their histories is essential to develop critical and reflective understandings of the past. But one of the premises of the course will be that framing their history strictly with the narrative of the migrants’ struggle against white racism is flattening, as, it excludes a rich swathe of meanings and practices that informed diasporic lives. Working with the instructor and peers, students will explore how the migrants navigated their world on their own terms and seek ways to understand their histories in ways that prioritize their cultural values and outlook.

Classroom activities will be designed to promote an equitable learning experience. Students will take turns to lead a seminar in small groups of about ten students, allowing each student to shape the learning experience while inviting fellow classmates to join a scholarly debate in a non-intimidating setting.

The course makes use of different forms of source materials, including oral histories, images, and videos. These augment the more traditional scholarly texts and enable students with different learning styles to tap their strengths and engage the materials creatively and in a multi-faceted

manner. The final assignment will be a project. This involves research on a topic of their choice, and they also choose how to communicate their findings or ideas. They may opt for a traditional academic essay, but other options include podcast, video, story, or art with a brief write-up to outline the rationale of the work. With this flexibility, students are empowered to create their own content while developing or utilizing skillsets that match their interests and goals.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: tuitions only, readings and materials will be made available in electronic form or on the UFV library website or other free online resources



ORIGINAL COURSE IMPLEMENTATION DATE: May 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 386                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Course Full Title:</b> History of East Asian Communities in North America: Migration, Denial, and Belonging                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Course Short Title:</b> East Asian Communities in NA                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Calendar Description:</b><br>Explores the histories of migrants from East Asia and their descendants in North America from the nineteenth century to current times. Themes examined include transpacific movement and networks, experiences of racialization and exclusion, cultural dynamics of Chinese- and Japanese-Canadian communities, and sense of identity and belonging.                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>[click to select]<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                     | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                     |  |

**HIST 386**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**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. Analyze key components in the history of East Asian migration and transnationalism in North America from the 19<sup>th</sup> century to current times.
2. Debate themes and issues related to the history of East Asian migration in an inclusive and open-minded manner.
3. Articulate culturally-nuanced and evidence-based views on the history of East Asian migration and communities in North America.
4. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of history.
5. Employ multiple sources, both primary and secondary, in analyzing the history of East Asian migration.

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

|              |     |             |     |   |
|--------------|-----|-------------|-----|---|
| Assignments: | 45% | Final exam: | 20% | % |
| Project:     | 35% |             | %   | % |

**Details:**

Assignments (45%): textual analysis 10%; interpretive pieces (primary source analyses) 25%; presentation 10%

**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.)*

Face-to-face or delivered online

**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. Textbook | Karen Dubinsky et al., eds           | Within and without the nation: Canadian history as transnational history (ebook)                                                      | 2015 |
| 2. Textbook | Louis Fiset and Gail M. Nomura, eds. | Nikkei in the Pacific Northwest: Japanese Americans and Japanese Canadians in the twentieth century (University of Washington, ebook) | 2005 |
| 3.          |                                      |                                                                                                                                       |      |
| 4.          |                                      |                                                                                                                                       |      |
| 5.          |                                      |                                                                                                                                       |      |

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

- What is diaspora?
- Transpacific movement, late-19th to early-20th century
- Asian-Indigenous encounters and relations
- Denial and exclusions
- The internment of Japanese Canadians
- Model minority?
- Language and heritage
- Food culture
- Historical memories
- Urban environment (e.g., Chinatown and Powell Street)

**Memo for New Course: HIST 482**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Eiji Okawa, HIST 482 course designer.

Date: May 16, 2023

**Subject: Proposal for new course HIST 482: Under the Shogun: Social History of Early Modern Japan**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): The course expands the upper-level offerings of the department, providing an opportunity for students to conduct an in-depth historical study of the social life in early modern Japan (17<sup>th</sup> to 19<sup>th</sup> century). As it stands, there is no upper-level course on precolonial Asia, and this course fills that gap with a focus on a period in Japanese history that has been receiving renewed scholarly interests in the last couple of decades. Since I began teaching at UFV in Fall 2022, students have expressed interest in East Asian history in premodern times, more generally in histories of places other than those that are privileged in public education (Canada & Europe). At the fourth-year level, this course allows history majors to fulfill program requirements while following their interests and curiosity. The course utilizes cutting-edge scholarship on a defining period in Japanese history when popular culture flourished under the warrior regime known as the Tokugawa shogunate.

**Note:** Adding this course to a program will usually require a program change request.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of the course are modeled on the departmental Program Learning Outcomes (PLOs) revised in May 2022. The course dovetails with the central premise of the PLOs to recognize that "disciplinary methods change as more inclusive, non-western, and Indigenous ways of knowing are shaping the evolution of historical knowledge."

The course is designed to foster a broad understanding of the world and ways to think of it. It does so by utilizing recent scholarship on early modern Japan. Such scholarship reflects the efforts by leading historians to expand the scope of historical understanding. Some examine previously excluded aspects of the social world, while others propose new conceptual frameworks to organize and present complex sociohistorical data, yet others synthesize what's been said by other scholars. The course will not inundate students with heavy amounts of readings, but rather it will encourage students to deeply and critically engage two aspects of the studies we take up and scrutinize: a) what is shown and discussed by the authors or more broadly the ideas conveyed in the piece, and b) how the idea or understanding is derived – methods used, questions asked, choices made in interpreting a source or selecting source materials, and so on. Assignments, including classroom discussion and analytical papers, will get students to form and express their own views.. This was the approach taken in a third-year course that I recently taught (HIST 385, Imperialism and



Colonialism in Modern East Asia, 2022F) and I found it particularly useful in enabling students to take nuanced positions on complex issues. Students will develop a rich knowledge about the social dynamics and cultural life in a non-Western and non-capitalist setting, but also, they will gain the experience of discussing, in speech and writing, culturally specific issues in a thoughtful, inclusive, and respectful manner (ILO 8).

With a critical use of primary and secondary sources, the course supports students to reach all ILOs. Short essay assignments will get students to summarize and analyze sources and make arguments about their significance (ILOs 1, 2, 3, 5). They will be leading a seminar collaboratively (ILO 7) and play crucial roles in creating an inclusive space for discussing challenging problems (ILO 8). They will define the problem or question to pursue in their project and get support from the instructor to develop their own ideas and outputs (ILOs 4, 6). By examining cultural expressions in relation to political power, the course promotes a nuanced perspective on forms of political processes, and supports students' growth into thoughtful global citizens who make responsible decisions and contribute regionally and globally (ILO 9).

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course looks at the historical interaction between the Japanese state and Indigenous peoples in an early modern context. The Ainu peoples in what is now northern Japan exercised sovereignty on their lands outside of the territorial state of early modern Japan, and interactions among them provide a valuable perspective on the relations among Indigenous and non-Indigenous peoples in a setting outside of colonial modernity or the modern West.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course promotes EDI by emphasizing the diversity of the historical world, examining the position of various social groups in the political structure. One of the topics examined would be the roles played by discriminated groups, the so-called social outcasts. They were stigmatized for cultural and political reasons yet performed crucial social functions and had their own sense of identity and belonging. An in-depth and immersive exploration of the historical world, with extensive use of primary sources, promotes the transposing between our socio-cultural norms and theirs, and by doing so helps decentre our ways of knowing and supports a greater appreciation for social and cultural diversity.

The course also promotes equitable processes of learning in the classroom. Students will be taking turns to lead a seminar in groups of about ten students. This creates an equitable opportunity for each student to shape the learning experience, while encouraging classmates to actively take part in discussion. Students will also have the option of presenting some of their assignments in non-essay formats – such as podcast, video, artwork, or story-allowing them to utilize their individual strengths and shine in their own way.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$25 for a paperback monograph



ORIGINAL COURSE IMPLEMENTATION DATE: May 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2029  
 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 482                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Under the Shogun: Social History of Early Modern Japan                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Social Hist Early Modern Japan                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the social and cultural history of early modern Japan. Places emphasis on the richness and complexity of social aspirations and experiences, as well as the arrangement of power that reproduced hierarchy while also fostering a vibrant popular culture.<br><br>Note: Students with credit for HIST 499S cannot take this course for further credit.                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>HIST 499S</b><br>Cross-listed with:<br>Equivalent course(s):<br><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>                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Analyze key components in the social history of Japan from ca. 1600 to 1870.
2. Debate issues related to the history of early modern Japan in an inclusive and open-minded manner.
3. Present arguments and ideas in the study of early modern Japanese history in formal and informal settings.
4. Lead discussions based on assigned readings.
5. Analyze scholarly debates on social, political, and religious aspects of early modern Japan.
6. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of non-Western history.
7. Employ multiple sources, both primary and secondary in analyzing early modern Japan.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Project:     | 40% | Holistic assessment: | 15% | % |
| Assignments: | 45% |                      | %   | % |

**Details:**

Holistic assessment based on the weekly assessment of students' active contributions to in-class learning activities, demonstrating their critical and creative engagement with the course content.

**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.)*

Face-to-face seminar

**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. Textbook        | Mary Elizabeth Berry  | Japan in Print: Information and Nation in the Early Modern Period (University of California Press) EBSCO ebook collection via UFV library | 2006 |
| 2. Online resource | Gary P. Leupp et al.  | Tokugawa World (Routledge)                                                                                                                | 2021 |
| 3. Textbook        | David Howell          | Geographies of Identity in Nineteenth-Century Japan (University of California Press), EBSCO ebook collection                              | 2005 |
| 4. Textbook        | Luke Roberts          | Performing the Great Peace: Political Space and Open Secrets in Tokugawa Japan (University of Hawaii Press)                               | 2012 |
| 5.                 |                       |                                                                                                                                           |      |

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

Learning modules:

- Territory and the land
- Religion
- Status and order
- Gender Relations
- Ainu and the Tokugawa state
- Knowledge and mobility
- Play and literature

## UFV Transfer Credit Request Form

**Course(s):** HIST 371, HIST 386, HIST 482

| Code | Full Institution name                      | Transfer credit exists   | Request transfer credit             |
|------|--------------------------------------------|--------------------------|-------------------------------------|
| ALEX | Alexander College                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ASM  | Acsenda School of Management               | <input type="checkbox"/> | <input type="checkbox"/>            |
| AU   | Athabasca University                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| BCIT | BC Institute of Technology                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| CAMO | Camosun College                            | <input type="checkbox"/> | <input type="checkbox"/>            |
| CAPU | Capilano University                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| CCC  | Corpus Christi College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CMTN | Coast Mountain College                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| CNC  | College of New Caledonia                   | <input type="checkbox"/> | <input type="checkbox"/>            |
| COTR | College of the Rockies                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| COLU | Columbia College                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| COQU | Coquitlam College                          | <input type="checkbox"/> | <input type="checkbox"/>            |
| DOUG | Douglas College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| EC   | Emily Carr University of Art & Design      | <input type="checkbox"/> | <input type="checkbox"/>            |
| FDU  | Fairleigh Dickinson University             | <input type="checkbox"/> | <input type="checkbox"/>            |
| FIC  | Fraser International College               | <input type="checkbox"/> | <input type="checkbox"/>            |
| JIBC | Justice Institute of BC                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| KPU  | Kwantlen Polytechnic University            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LANG | Langara College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| LCV  | LaSalle College Vancouver                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| NVIT | Nicola Valley Institute of Technology      | <input type="checkbox"/> | <input type="checkbox"/>            |
| NIC  | North Island College                       | <input type="checkbox"/> | <input type="checkbox"/>            |
| NLC  | Northern Lights College                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| OC   | Okanagan College                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| QU   | Quest University                           | <input type="checkbox"/> | <input type="checkbox"/>            |
| SELK | Selkirk College                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SFU  | Simon Fraser University                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TRU  | Thompson Rivers University                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| TWU  | Trinity Western University                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| UBCO | University of British Columbia – Okanagan  | <input type="checkbox"/> | <input type="checkbox"/>            |
| UBCV | University of British Columbia – Vancouver | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UCW  | University Canada West                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| UNBC | University of Northern BC                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| UVIC | University of Victoria                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| VCC  | Vancouver Community College                | <input type="checkbox"/> | <input type="checkbox"/>            |
| VIU  | Vancouver Island University                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| YVU  | Yorkville University                       | <input type="checkbox"/> | <input type="checkbox"/>            |

Visit <https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy> for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see [www.bccat.ca/pubs/resources/HowToArticulate2018.pdf](http://www.bccat.ca/pubs/resources/HowToArticulate2018.pdf).



## MEMO

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**To:** Linda Pardy  
**From:** Sylvie Murrey  
**Cc:** Tara Kaszonyi, Mark Fischer  
**Subject:** Program Changes Budget Approval: History Major, History, College of Arts  
**Date:** MAY 10, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the History Major and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for Program Changes**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair and Eiji Okawa, HIST 386 and HIST 482 course designer.

Date: May 16, 2023

**Subject: Program change History Major****1. Summary of changes (select all the apply):**

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

**2. Rationale for change(s):** Two new courses are being added to expand the departmental offerings. The course titles are **HIST 386** History of East Asian Communities in North America: Migration, Denial, and Belonging and **HIST 482** Under the Shogun: Social History of Early Modern Japan**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:** Program outcomes will not be substantially changed.**4. What consideration has been given to Indigenizing the curriculum?**

**HIST 386:** One of the themes explored in this course will be Asian-Indigenous encounters and relations in Canada. This theme is really beginning to be examined primarily with a focus on Chinese-Indigenous relations. Historically, migrants from Asia were placed on the fringe of the settler society, and their positions vis-à-vis Indigenous communities provides an important vantage point on the complex settler-Indigenous relations in history. Will additional resources be required? If so, how will these costs be covered? No additional resources are required.

**HIST 482:** The course looks at the historical interaction between the Japanese state and Indigenous peoples in an early modern context. The Ainu peoples in what is now northern Japan exercised sovereignty on their lands outside of the territorial state of early modern Japan, and interactions among them provide a valuable perspective on the relations among Indigenous and non-Indigenous peoples in a setting outside of colonial modernity or the modern West.

5. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
6. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.
7. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) Scheduling of the courses in the program will be adjusted accordingly.
8. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. No budgetary implications.



**From:** Claire Carolan <[Claire.Carolan@ufv.ca](mailto:Claire.Carolan@ufv.ca)>

**Subject:** Re: [CWC] History major - revisions

Dear Geoffrey,

As an instructor and fan of history courses, I am interested in topics that are covered in various programs. However I am always concerned when I see any departments/programs adding elective courses without demonstrating student demand and/or how the electives serve or enhance the core program learning outcomes.

If I have counted correctly, History currently has 34 courses at the 300-level and 26 at the 400-level. History majors are only required to take 32 credits at the upper-level. With the majority of History courses being 4-credits this means that students are currently choosing only 8 courses out of a total (at my count) of 60 options. (If the true goal is to add breadth the better pedagogical choice would be to cut the 4 credit courses to 3 credits allowing for students to take 2 additional courses in the upper-level requirements of a 120-credit degree. Arguably the learning outcomes could be met in 45 contact hours vs. 60, but I digress) While this looks like students are being provided with a breadth of options, an excess of electives in a program can be problematic for some of the following reasons (there are more, these are just few examples) :

1. Program bloat – adding courses is not effective program growth. Two large cost drivers in curriculum are courses that give general education credit but do not themselves fulfill degree requirements for the programs and electives that are not needed to fulfill the institutions general education requirements.
2. There is data that shows that having too many choices in a program of study can be particularly detrimental to the success of students from lower socioeconomic backgrounds.
3. Having increased choices is only useful when the chooser is well-informed – however many students do not make elective choices based on what is best for their educational goals.
4. The practice of catering to student or faculty desires may be at odds with what best suits the needs of prospective employers and what is best for future student success.

The History average class sizes and fill rates by subject and level since 2020/21 show space for students to register and not an urgent need for new courses to be offered. I would be interested in knowing if any analysis has been done to determine if there are courses that are regularly undersubscribed that could be canceled to balance out the addition of these new courses.

If you are interested in some articles regarding curricular efficiency and student selection of electives, I have included some titles here:

Capaldi & Phillips. "The Cost of Chaos in the Curriculum". Perspectives on Higher Education. (2015)

Graham et al. "Is What Students Want What they Really Need? A Values View of Undergraduate Marketing Elective Course Offerings". Marketing Education Review. Vol. 30, No. 3, 140-149 (2020)

Harrison et al. "Should I Start at Math 101? Content Repetition as an Academic Strategy in Elective Curriculums". Sociology of Education, Vol. 95(2) 133-152 (2022)

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**From:** Geoffrey Spurling <Geoffrey.Spurling@ufv.ca>

**Subject:** RE: [CWC] History major - revisions

Dear Claire,

Thank you very much for taking the time to review our most recent new course proposals and for responding in detail, with recommendations. I will forward your comments to the members of the Curriculum Committee so that we can discuss them at our next meeting. For the moment, though, I thought I would respond to some of your points.

You refer to "elective" courses. In the History program we do not have a distinction between core and elective courses. Instead, we have breadth area requirements at the lower and upper levels, as well as an Indigenous history requirement. The memos attached to our three new course proposals all refer to how they fit within core program learning outcomes. One new course, History 371, has been offered before under a special topics designation and enrolled well.

In the department we discussed the possibility of shifting from four credits to three credits at the upper level. We decided against making that change. We did not see any pedagogical advantage; in fact, some argued that such a shift would have a negative impact. Given our breadth area requirements, we do not see how shifting to three credits would provide an advantage over our current structure. Furthermore, moving to three credits at the upper division would be very costly.

I agree with your concern about "program bloat." I think that a reasonable basic principle is that each permanent faculty member has a stable of courses that they regularly teach at least once over a two year period. In this, I would not include special topics courses, which may be offered infrequently but which provide necessary flexibility, for sabbatical replacements, field study tours, and faculty—new or continuing—who want to test run a course before making it a

part of the department's regular offerings. In the past we have reviewed our course offerings, culling those that have not been offered for years and/or that enroll poorly, but we should probably do this more frequently. At least that's my view; following your suggestion, I'll make a proposal to the department that we institute a more consistent, regular process for the ongoing review of our permanent course offerings.

Here are my responses to your other points:

There is data that shows that having too many choices in a program of study can be particularly detrimental to the success of students from lower socioeconomic backgrounds.

- I haven't seen the data so obviously I can't judge it, but I must admit I regard the conclusion with some skepticism and would never subscribe to the idea that people from lower socioeconomic backgrounds be given fewer choices.

Having increased choices is only useful when the chooser is well-informed – however many students do not make elective choices based on what is best for their educational goals.

- Within the History department we have put a great deal of effort into providing students with information regarding course selection and their goals. Students can get excellent advice from our Departmental Coordinator, from the Department Head, from faculty members, from our website, and from Academic Advising. I think I can speak for all of my colleagues in saying that we are more than happy to provide advice and help. Our students are well informed; they then make their own decisions regarding what courses they take and what they consider to be their educational goals.

The practice of catering to student or faculty desires may be at odds with what best suits the needs of prospective employers and what is best for future student success.

- History course are not just added to cater to student interest or faculty expertise, though for obvious reasons those are important factors to consider. Faculty create courses thoughtfully, with the department's—and the university's—teaching goals in mind, while planning how each course will contribute to students' learning and their broader educational experience. Faculty also consider how their courses augment interdisciplinary programs at the university (Indigenous Studies, Latin American Studies, Peace and Conflict Studies, etc.). I think the three courses created by our new faculty that are currently up for review by the UEC are perfect examples of this overall approach.
- The History department takes the employment prospects of our students very seriously. The department, in conjunction with the Association of History Students, offers annually a session on "What To Do With Your History Degree", with invited History alumni who have gone on to be meaningfully employed in a number of

different areas. History, of course, is a sought-after degree for those students interested in teaching (the majority of our graduates); others have used their UFV History degrees to become lawyers, attain employment in the private and public sectors, and go to graduate school.

I hope this response gives you a sense that we take our roles seriously and that we make our students our top priority.

Thanks again for your suggestions.

Geoffrey Spurling  
History Curriculum Committee Chair

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Geoffrey Spurling, Ph.D.  
Associate Professor  
Department of History  
University of the Fraser Valley

# History major

Upper-level requirements: 32 credits

Of the 32 credits, at least 12 must be at the 300 level and at least 12 must be at the 400 level.

| Course                          | Title                                                                                                       | Credits |
|---------------------------------|-------------------------------------------------------------------------------------------------------------|---------|
| <b>Two of:</b>                  |                                                                                                             | 8       |
| HIST 357/LAS 357                | From the Big Stick to the CIA: The Troubled History of Inter-American Relations                             |         |
| HIST 358/LAS 358                | African Slavery in the Americas                                                                             |         |
| HIST 359/LAS 359                | Problems in Latin American Regional History                                                                 |         |
| HIST 364                        | Indian Social History                                                                                       |         |
| HIST 382                        | Social History of Twentieth-Century China                                                                   |         |
| HIST 385                        | Imperialism and Colonialism in Modern East Asia                                                             |         |
| <a href="#"><u>HIST 386</u></a> | <a href="#"><u>History of East Asian Communities in North America: Migration, Denial, and Belonging</u></a> |         |
| HIST 398                        | Topics in Asian History                                                                                     |         |

|                                 |                                                                                        |    |
|---------------------------------|----------------------------------------------------------------------------------------|----|
| HIST 457/LAS 457                | Sexuality and Gender in Latin America                                                  |    |
| HIST 458/LAS 458                | History of Indigenous Peoples in Latin America                                         |    |
| HIST 459/LAS 459                | Topics in Political and Social History of Latin America                                |    |
| HIST 460/LAS 460                | State Terror, Human Rights, and the Politics of Memory in Latin America                |    |
| HIST 464                        | India, the Punjab and Diaspora: A Study of Migration and Community Formation in Canada |    |
| HIST 465                        | British India                                                                          |    |
| <a href="#"><u>HIST 482</u></a> | <a href="#"><u>Under the Shogun: Social History of Early Modern Japan</u></a>          |    |
| HIST 486                        | Problems in the Chinese Communist Revolution                                           |    |
| HIST 487                        | Society and Politics in China since 1949                                               |    |
| <b>Plus:</b>                    |                                                                                        |    |
|                                 | An additional 24 credits in upper-level HIST                                           | 24 |

**Memo for Program Changes**

To: College of Arts Faculty Council

From: Stefania Pizzirani & Linda Pardy

Date: October 2, 2023

**Subject: Program change (Power & Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying)**

**1. Summary of changes (select all the apply):**

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

**2. Rationale for change(s):**

Major program changes are being requested for the highly successful *Indigenous Maps, Films, Rights and Land Claims Certificate* that was originally created and offered by Dr. Ken Brealey, Hugh Brody, Dr. David Schaepe, and Naxaxalhts'l (Albert 'Sonny' McHalsie). Dr. Ken Brealey passed away in 2019 and as a result, it became evident that revisions are needed to ensure the program is sustainable and can continue to flourish. All previous offerings of the certificate were fully enrolled and highly successful – with many students upon graduation acknowledging the certificate as the highlight of their time at UFV. Over the years the certificate welcomed many community members who were not UFV students demonstrating that UFV supports and shares learning opportunities with the community.

The *Indigenous Maps, Films, Rights and Land Claims* was suspending in 2019 to allow for consultation and revisions to be made.

This proposal is submitted in honour of the groundbreaking work Dr. Brealey helped shape. The purpose of the proposed revision is to ensure the legacy of this successful program continues to address the expressed needs of students and community members today and into the future.

For the past 36 months deep consultation with UFV, Stó:lō, and community stakeholders has been done. This process has not been rushed and has involved deep listening. This process was led by Dr. Stefania Pizzirani in collaboration with Shirley Hardman and Drs. Lolehawk Buker and Wenona Hall. In addition,

consultation involved many allies including Drs. Keith Carlson, Dave Shaepe, Adrianna Bakos, Jacqueline Nolte, Sylvie Murray and Heather Davis-Fisch.

The proposed program is responsive, inclusive, and interdisciplinary. It is designed to welcome alternative courses into the associate certificate as UFV continues to grow and expand course offerings.

The proposed revisions replace the older version of *Indigenous Maps, Films, Rights and Land Claims*, but the program's commitment to reconciliation and decolonization remain.

**Name Change:**

The program name is being changed to *Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying* because the Program Working Group (PWG) recommends that the name reflects the type of learning that the associate certificate offers and moves it away from committing to specific content. Power and Place is a nod in the literature that scholars such as Vine Deloria (2001) write eloquently about power and place of being in place and what we get from place. Keith Carlson, member of the PWG, also characterizes, and more specifically around Stó:lō téméxw the intrinsic connection of power to place. In addition, Sonny McHalsie on the Bad Rock Tour teaches us that power does not come from the place but rather our ability to be in that place. These are the foundational teachings embedded in this associate certificate and what are reflected in its name.

In addition to the Name Change the following programmatic changes are requested.

**Number of Courses:** The revised associate certificate is now called “Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying” is being revised from a three-course program to a four-course program. It was identified during the review that:

- Students required more time for personal reflection and guided discuss to help them connect the three specific content courses in the meaning making process.
- Indigenous faculty should play a more significant role in the teaching of courses offerings, therefore creating a variety of course options with the associate certificate to ensure instructor expertise, workload and availability is shared.
- Non-Indigenous faculty should take on the responsibility of helping students – especially non-Indigenous students engage in unlearning and new meaning making. This reflective work requires facilitation, and it was recommended that an Indigenous faculty member should not be required to take on this additional emotional facilitation work.

**Delivery Format:** The associate certificate will remain an intensive immersive experience, but it will now be offered each year using the standard Early Summer session instead of a June/July, 4-week model as previously scheduled.

**Credit Value:** The Power and Place Associate Certificate instead of a 12-credit associate certificate, it will now be 15-17 credits. This will ensure the program can included courses from different areas that may vary (3 credits or 4 credits each) if needed. This provides the Power and Place Associate Certificate with



a sustainable and more flexibility way to meet the availability and workload demands of Indigenous instructors.

**Course Selection:** The revised associate certificate has a wider variety of courses to choose from. And it is designed to welcome alternative course as UFV grows and enhances related courses. This will help Power and Place to run smoothly each year, even with changing instructor availability (e.g., retirements, sabbaticals, community obligations, etc.). Each year, the Power and Place associate certificate will encapsulate the past, present, and future through the power of storytelling, stewardship, and advocacy – with mindfulness of the impacts associated with climate change. UFV has a variety of instructors that can contribute and share the delivery of the associate certificate.

To re-open the association certificate in 2024 the following schedule is proposed. The College of Arts will work with individual departments to prepare the timetable in consultation with its Indigenous faculty.

**May 6 –June 21, 2024**

1. HIST 399, or IPK 206 (3-4 credits)
2. GEOG 300 (4 credits)
3. IPK 401, VA 390, or FILM 313 (3-4 credits)
4. ARTS 401 (3 credits) Note: Revisions to ARTS 401 will be on the Feb CACC agenda for approval.

**Admission requirements:** The admission requirements have been simplified, while preserving the ability for community members to assess Power and Place as a learning opportunity.

See proposal for full details.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:**

| Through this associate certificate, students will:                                                                                           | Meets Institutional Learning Outcome:                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate a deep understanding of land to Indigenous people (e.g., sacred connections, historical connections, economic connections, etc.) | (1) Demonstrate information competency, (2) Analyze critically and imaginatively, (3) Use knowledge and skills proficiently, (6) Pursue self-motivated and self-reflective learning                                          |
| Describe the multi-dimensional, kincentric connections/relationships to land                                                                 | (1) Demonstrate information competency, (2) Analyze critically and imaginatively, (3) Use knowledge and skills proficiently, (5) Communicate effectively, (6) Pursue self-motivated and self-reflective learning             |
| Share appropriately a working knowledge of Halq'eméylem/ Heíq'emiñem Place Names and the stories attached to them                            | (1) Demonstrate information competency, (2) Analyze critically and imaginatively, (3) Use knowledge and skills proficiently, (5) Communicate effectively, (6) Pursue self-motivated and self-reflective learning, (8) Engage |

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                | in respectful and professional practices, (9)<br>Contribute regionally and globally                                                                                                                                                                                                                                                          |
| Recognize and make sense of Stó:lō /<br>Indigenous reflections in art making /<br>aesthetics that demonstrate connection to<br>land and waters                 | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (6) Pursue self-<br>motivated and self-reflective learning, (8) Engage<br>in respectful and professional practices                                                                                        |
| Describe the meaningful connections<br>between the historic past and the<br>contemporary reality of Indigenous peoples                                         | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (5)<br>Communicate effectively, (6) Pursue self-<br>motivated and self-reflective learning, (8) Engage<br>in respectful and professional practices, (9)<br>Contribute regionally and globally             |
| Identify the role of Land in Reconciliation and<br>Indigenous Resurgence                                                                                       | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (6) Pursue<br>self-motivated and self-reflective learning, (8)<br>Engage in respectful and professional practices                                                                                                                                       |
| Recognize the difference between settler<br>colonialism and other forms of colonialism                                                                         | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (6) Pursue self-<br>motivated and self-reflective learning, (8) Engage<br>in respectful and professional practices, (9)<br>Contribute regionally and globally                                             |
| Describe not only the historical origins and<br>establishment of settler colonialism, but the<br>ongoing structures of settler colonialism in<br>Stó:lō Téméxw | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (5)<br>Communicate effectively, (6) Pursue self-<br>motivated and self-reflective learning, (8) Engage<br>in respectful and professional practices, (9)<br>Contribute regionally and globally             |
| Interpret the current and past climate crisis<br>and impacts through an Indigenous lens                                                                        | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (4) Initiate<br>inquiries and develop solutions to problems, (7)<br>Engage in collaborative leadership, (8) Engage in<br>respectful and professional practices, (9)<br>Contribute regionally and globally |
| Use a two-eyed seeing approach to consider<br>collaborative climate change adaptation, land<br>and resource stewardship and remediation<br>strategies          | (1) Demonstrate information competency, (2)<br>Analyze critically and imaginatively, (3) Use<br>knowledge and skills proficiently, (4) Initiate<br>inquiries and develop solutions to problems, (5)<br>Communicate effectively, (6) Pursue self-<br>motivated and self-reflective learning, (7) Engage                                       |

|  |                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------|
|  | in collaborative leadership, (8) Engage in respectful and professional practices, (9) Contribute regionally and globally |
|--|--------------------------------------------------------------------------------------------------------------------------|

**4. What consideration has been given to indigenizing the curriculum?**

Much effort and careful consideration has been made to ensure this revised Power and Place associate certificate is Indigenized. Each course aims to center and represent Stó:lō perspectives, rights, knowledges, teachings, science, art, and aspirations. The methods for course delivery are also Indigenized using storytelling, field trips, reflective practices, and opportunities to connect with land and water, and teachings using Halq'eméylem/ Heñq'emiñem language. The use of the [Five Rs](#) – Relationships, Respect, Reciprocity, Responsibility and Relevance are the foundation of this program.

The design of the Power and Place associate certificate was collaboratively achieved under the guidance of Shirley Hardman and in collaboration with Drs. Lolehawk Buker and Wenona Hall. Many non-Indigenous allies were also involved and consulted such as Keith Carlson, Dave Schaepe (former instructor in the previous version and Director of the Stó:lō Research and Resource Management Centre), Adrianna Bakos, Sylvie Murray, and more.

**5. Will additional resources be required? If so, how will these costs be covered?**

3-5 field trips to locations around the Fraser Valley will be included in this associate certificate. Field trip costs will be added to the registration fee for each student. Honoraria for Indigenous guest speakers will be met by the College of Arts budget. Students will be notified of the field trip and land-based learning activities. The Indigenous Studies webpage will be updated to describe in detail the activities and associated costs so that students have detailed information before applying to the associate certificate.

**6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?**

The maximum number of students enrolled in each offering of the Power and Place associate certificate will be 20 (due to the complexities of carrying out multiple field trips with a large group of students). The last offering of the previous version of the associate certificate was fully enrolled with 20 students– this indicates a strong demand for this type of immersive, engaging, and meaningful Indigenous content from students, staff, and community members. We expect the proposed changes and the revised Power and Place associate certificate to increase and/or maintain enrolment in the program.

**7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?**

The Power and Place associate certificate will now be labelled as offering 15-17 credits (instead of only 12 credits). The total number of courses to be offered in the associate certificate is revised to four courses.

**8. Identify any available resources that will be used to accommodate the program changes. (E.g., seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)**

N/A

**9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.**

No.

**10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.**

## **Major Program Change Proposal**

### **Power and Place: S'olh Temexw Responsibility, Reflection and (Re)Storying**

**January 16, 2023: Revised October 3, 2023**

**Proposal Overview:** This proposal outlines a major program change to the highly successful *Indigenous Maps, Films, Rights and Land Claims Certificate* that was originally created and offered by Dr. Ken Brealey, Hugh Brody, Dr. David Schaepe, and Naxaxalhts'l (Albert 'Sonny' McHalsie). Dr. Ken Brealey passed away in 2019 and as a result, it became evident that revisions are needed to ensure the program is sustainable and can continue to flourish. All previous offerings of the certificate were fully enrolled and highly successful – with many students upon graduation acknowledging the certificate as the highlight of their time at UFV. Over the years the certificate welcomed many community members who were not UFV students demonstrating that UFV supports and shares learning opportunities with the community.

The *Indigenous Maps, Films, Rights and Land Claims* was suspending in 2019 to allow for consultation and revisions to be made.

This proposal is submitted in honour of the groundbreaking work Dr. Brealey helped shape. The purpose of the proposed revision is to ensure the legacy of this successful program continues to address the expressed needs of students and community members today and into the future.

For the past 36 months deep consultation with UFV, Stó:lō, and community stakeholders has been done. This process has not been rushed and has involved deep listening. This process was led by Dr. Stefania Pizzirani in collaboration with Shirley Hardman and Drs. Lolehawk Buker and Wenona Hall. In addition, consultation involved many allies including Drs. Keith Carlson, Dave Shaepe, Adrianna Bakos, Jacqueline Nolte, Sylvie Murray and Heather Davis-Fisch.

The proposed program is responsive, inclusive, and interdisciplinary. It is designed to welcome alternative courses into the associate certificate as UFV continues to grow and expand course offerings.

The proposed revisions replace the older version of *Indigenous Maps, Films, Rights and Land Claims*, but the program's commitment to reconciliation and decolonization remain.

#### **Name Change**

The program name is being changed to *Power and Place: S'olh Temexw Responsibility, Reflection and (Re)Storying* because the Program Working Group (PWG) recommends that the name reflects the type of learning that the associate certificate offers and moves it away from committing to specific content. Power and Place is a nod in the literature that scholars such as Vine Deloria (2001) write eloquently about power and place of being in place and what we get from place. Keith Carlson, member of the PWG, also characterizes, and more specifically around Stó:lō temexw the intrinsic connection of power to place. In addition, Sonny McHalsie on the Bad Rock Tour teaches us that power does not come from the place but rather our ability to be in that place. These are the foundational teachings embedded in this associate certificate and what are reflected in its name.

### Background

The terms “unceded”, “traditional”, “ancestral”, and “territory” are often used by settlers and visitors who wish to give a respectful acknowledgement of the Indigenous lands that they are on. However, rarely do people truly understand what these terms mean. Terminology is only one component within a dynamic, layered cultural history.

Indigenous culture is deeply connected to place, space, and time. By fostering a deeper understanding of sacred land-based relationships, traditions, and stories, we can begin to enact meaningful methods of truth, justice, and reconciliation.

This associate certificate guides students through the acknowledgment of the ongoing tactics of colonization and dispossession within S’olh Temexw, while also recognizing Indigenous empowerment and resilience. This associate certificate creates opportunities for multi-dimensional connections with the lands, waters, and people. It creates an opportunity for personal reflection and the creation of an individualized reciprocity action plan.

At the heart of this associate certificate lies the power of advocacy. This associate certificate will help students become greater advocates for Indigenization, decolonization, and reconciliation through processes of:

- critical reflection on histories, lessons learned from those that have been advocates, the experiences of women storytellers, and modern-day realities
- practical skill development regarding land-based stewardship practices
- empathetic communication and understanding of Halq’eméylem Place Names and connected stories
- engagement in varied artistic expressions of resistance and resurgence
- visioning future movements and directions of Indigenous-focused advocacy

### Program Goals

Like the previous version of this credential the aim of the revisions is to explore the historically deep and culturally distinct connection that exists between the Stó:lō people and their ancestral lands. It does this through an examination of sacred land-based relationships, ancestral traditions, and stories. These knowledges and teachings are best understood through experiential learning on the Stó:lō lands. This associate certificate creates opportunities for multi-dimensional connections with Indigenous lands, waters, and people, so that the learning process emphasizes the process of learning with Stó:lō people as opposed to simply learning about Stó:lō people.

Additionally, this associate certificate guides students through the acknowledgment of the ongoing impacts of both settler colonialism and climate change within Stó:lō Téméxw, while also recognizing Indigenous contributions, empowerment and resilience in addressing these concerns.

The goals of this associate certificate are to: (1) understand Stó:lō perspectives of land and water stewardship through Stó:lō science and storytelling, (2) connect Stó:lō land and water stewardship with

settler responsibility; and (3) based on these connections begin establishing genuine reconciliation between Indigenous and settler people and governments.

### Program Outline

This intensive Summer Semester Early Session, four-course, fifteen to seventeen credit associate certificate offers students the opportunity to learn a range of conceptual and practical skills. These skills are of direct relevance to the history, communication, implementation, and critique of Stó:lō rights, resiliency, and relationships. It focuses on a range of representational practices, including, but not limited to, art making processes, advocacy work, oral histories and stories, policies and governance, surveys and maps, and land remediation practices. Stó:lō lands will be the predominant focus, while other Indigenous land and rights processes may be generally discussed.

The in-class portion of this associate certificate will be a 'four-day-on, three-day-off' schedule, with the remainder of the summer semester (through until end of June) used for completion of assignments. The associate certificate consists of three topic specific courses and one course that weaves the learning process and knowledge building of the associate certificate. These courses include significant land-based and experiential learning on the territory of the Stó:lō.

Employing land-based pedagogy, this associate certificate explores the centrality of S'olh Temexw to the Stó:lō, as expressed through art, storytelling, and stewardship. The certificate serves to empower both Indigenous and non-Indigenous students and equips them to become advocates for S'olh Temexw, creating a path together towards Reconciliation.

Through this associate certificate, students will be able to:

- Acknowledge the sacredness of land to Indigenous people
- Articulate the multi-dimensional, kincentric connections/relationships to land
- Demonstrate a working knowledge of Halq'eméylem Place Names and the stories attached to them
- Identify Stó:lō / Indigenous reflections in art making / aesthetics
- Reflect on the connections between the historic past and the contemporary reality of Indigenous peoples
- Identify the role of land in Reconciliation and Indigenous Resurgence
- Apply self-reflective practices to create an individualized reciprocity action plan. engage in indigenization, decolonization, and reconciliation

### Theme 1: Land-based Storytelling

One of the following courses: HIST 399, or IPK 206 (3-4 credits)

This theme focuses on applied working knowledge of place names and the stories attached to them providing learners with deeper engagement of the topic than the previous Place Name tour included in the program can provide. For example, Keith Basso's work *Stalking with Stories*

reinforces stories teach us how to live right, make meaningful connections between the historic past and contemporary reality of Indigenous peoples (e.g., why do we fight about lobster, why are we on reserves), identify the role of Land in Indigenous Resurgence (e.g., Geoffrey York speaks about the “dispossessed” and Glen Coulthard “resurgence”, and land-based teachings and significant places/spaces, land-based teachings and significant places/spaces.

### **Theme 2: Land-based Stewardship**

GEOG 300 (4 credits)

This theme focuses on the stewardship of water using a two-eyed seeing approach (i.e., Indigenous science and non-Indigenous science). Students learn how to monitor water health, fish ecologies, soils, etc. This course discusses Indigenous water governance in a time of a changing climate. Students gain an increased and deep awareness of Indigenous peoples’ connections to land (water, plants, ecology, etc.), and learn about the ethics of working on Stó:lō land and with Stó:lō communities which includes stories and stewardship, and map making for treaty processes.

### **Theme 3: Land-based Art and Design**

One of the following courses: IPK 401, VA 390, or FILM 313 (3-4 credits)

This theme draws on the teachings of the first two themes to envision ways to pursue Indigenization, Decolonization, and Reconciliation now and in the future. Students learn how to recognize Stó:lō and Indigenous patterns reflected in art making and aesthetics since what we see in art is what we see in natural ecologies. Students learn the meaning of land acknowledgement using a variety of approaches (e.g., spiritual, cultural, political, stewardship), and develop advocacy skills especially in relationship to the struggles, stories, resistance, and resilience of Stó:lō people.

### **Theme 4: Reflective Practice: Reconciliation and Reciprocity**

ARTS 401 (3 credits)

This theme is woven through themes 1-3. Students start their participation in the associate certificate with guided reflection and end with the creation of a reciprocity action plan and resource kit. Students participate in reflective practices designed to deconstruct their learning experiences and field work and explore new knowledge creation and meaning making because of previous, new, and emerging learning opportunities.

### **Program Schedule**

As noted in the Program Overview section the design of the proposed associate certificate will welcome alternative course selections into the associate certificate as UFV continues to grow and expand course offerings. However, to re-open the association certificate in 2024 the following schedule is proposed. The College of Arts will work with individual departments to prepare the timetable in consultation with its Indigenous faculty.



**May 6 –June 21, 2024**

1. HIST 399, or IPK 206 (3-4 credits)
2. GEOG 300 (4 credits)
3. IPK 401, VA 390, or FILM 313 (3-4 credits)
4. ARTS 401 (3 credits)

**Program Duration**

Like the previous version of the course The Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying Associate Certificate is seven weeks in duration and is completed in a full-time capacity. It will also be offered in May and delivered over the condensed early summer semester.

**Location**

Themes 1, 2, and 3 will be delivered face-to-face on-campus and with several off-campus locations. Such locations may include the Great Blue Heron Nature Reserve, various locations on the Vedder River, or Cultus Lake. Theme 4 will start with a face-to-face gathering and thereafter combine face-to-face gatherings and the use of Blackboard to journey through to completion of the associate certificate.

**Entrance requirements**

**Option 1:** Completion of 45 university-level credits with a CGPA of 2.50 on all credits attempted, AND completion of any IPK course numbered 102 or higher, any FNST course, or HIST 103.

**OR**

**Option 2:** For non-university students, demonstration of equivalent professional experience and/or instructors' permission.

For Option 2 admission, applicants should apply by April 5<sup>th</sup> by submitting:

1. A letter of intent (up to 500 words in length) that explicitly describes the applicant's interest in learning about Indigenous relationships to land and water, Stó:lō language and culture, colonialism and reconciliation.
2. An employment record or letter of reference that demonstrates professional experience such as holding a significant position or role in an Indigenous Band or Tribal Council for at least two years (e.g., elected leader, technician, elder, etc.); employment as a paralegal, legal historian, or lawyer; or work in a government ministry or other organization.

Note: If the instructors have questions about the applicant, or if the applicant would like more information about the program or its land-based delivery method, a follow-up interview will be arranged.

**Prerequisites:** For students admitted through either Option 1 or Option 2, prerequisites for courses that may be used in the associate certificate (e.g., HIST 399, HALQ 203, GEOG 300, IPK 401, VA 390 or FILM 313) will be waived based admission to the program.

### Fees and additional costs

In addition to the tuition and any ancillary costs that normally apply to credit courses taken at UFV, students should expect some incidental program-specific expenses related to field work.

### Graduation requirements

Any student successfully completing all four courses in the program with a minimum grade of C in each course will be eligible to receive the associate certificate. Students may be able to use these courses to satisfy requirements for the UFV Bachelor of Arts or Bachelor of Integrated Studies degrees. Those wishing to apply credit towards other UFV bachelor's degrees should check with an Academic Advisor.

### References

Basso, K. H. (2000). Stalking with stories. *Schooling and the symbolic animal: Social and cultural dimensions of education*, 41-52.

Deloria, V. & Wildcat, D. (2001). *Power and place*. Fulcrum Books.

York, G. (1990). *The dispossessed: Life and death in Native Canada*. London: Vintage UK.

Coulthard, G. S. (2014). *Red skin, white masks: Rejecting the colonial politics of recognition*. University of Minnesota Press.

## INDIGENOUS STUDIES

<https://www.ufv.ca/indigenous-studies/>**Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying Associate Certificate****Background**

The terms “unceded”, “traditional”, “ancestral”, and “territory” are often used by settlers and visitors who wish to give a respectful acknowledgement of the Indigenous lands that they are on. In this associate certificate we dig deep within and across disciplines to provide context for what these terms mean and the historical relationship (or lack thereof) that they describe between the Indigenous people of Xwelmeḡw Téméxw and the settlers who have arrived within the last two centuries and who now also call this territory their home.

Indigenous cultures are neither frozen in time nor are they impervious to various geopolitical and environmental forces. In fact, despite the pressure from global capitalism and settler colonialism to erase and homogenize Indigenous cultures, Indigenous people have maintained old and found new ways to differentiate themselves. Additionally, climate change has always greatly impacted Indigenous communities and their lands, foods, and waters. This has led to involved Indigenous concerted efforts to preserve traditions as well as create innovative actions to adapt to change.

**What you will learn**

This associate certificate discusses the historically deep and culturally distinct connection that exists between the Stó:lō people and their ancestral lands. It does this through an examination of sacred land-based relationships, ancestral traditions, and stories. Additionally, this associate certificate guides students through the acknowledgment of the ongoing impacts of both settler colonialism and climate change within Stó:lō Téméxw, while also recognizing Indigenous contributions, empowerment and resilience in addressing these concerns.

The goals of this associate certificate are to (1) understand Stó:lō perspectives of land and water stewardship through Stó:lō science and storytelling, (2) connect Stó:lō land and water stewardship with Settler responsibility and (3) based on these connections contribute to genuine reconciliation between Indigenous and settler people and governments. These skills are of direct relevance to the living history, communication, implementation, and critique of Stó:lō rights, resiliency, and relationships. It focuses on a range of representational practices, including, but not limited to, art making processes, advocacy work, oral histories and stories, policies and governance, surveys and maps, and land remediation practices. Stó:lō lands will be the predominant focus, while other Indigenous land and rights processes may be generally discussed.

**How you will learn**

These knowledges and teachings are best understood through experiential learning on the Stó:lō lands. This associate certificate creates several opportunities for multi-dimensional connections with Indigenous lands, waters, and people, so that the learning process emphasizes the process of learning with Stó:lō people as opposed to simply learning about Stó:lō people. The associate certificate is offered full time, four days per week. This intensive Summer Semester Early Session, four-course, immersive fifteen to seventeen credit associate certificate offers students the opportunity to learn a range of conceptual and practical skills.

### Entrance requirements

**Option 1:** Completion of 45 university-level credits with a CGPA of 2.50 on all credits attempted, AND completion of any IPK course numbered 102 or higher, any FNST course, or HIST 103.

**OR**

**Option 2:** For non-university students, demonstration of equivalent professional experience and/or instructors' permission.

For Option 2 admission, applicants should apply by April 5<sup>th</sup> by submitting:

1. A letter of intent (up to 500 words in length) that explicitly describes the applicant's interest in learning about Indigenous relationships to land and water, Stó:lō language and culture, colonialism and reconciliation.
2. An employment record or letter of reference that demonstrates professional experience such as holding a significant position or role in an Indigenous Band or Tribal Council for at least two years (e.g., elected leader, technician, elder, etc.); employment as a paralegal, legal historian, or lawyer; or work in a government ministry or other organization.

**Note:** If the instructors have questions about the applicant, or if the applicant would like more information about the program or its land-based delivery method, a follow-up interview will be arranged.

**Prerequisites:** For students admitted through either Option 1 or Option 2, prerequisites for courses that may be used in the associate certificate (e.g., HIST 399, HALQ 203, GEOG 300, IPK 401, VA 390 or FILM 313) will be waived based admission to the program.

### When to apply

The associate certificate is offered in the summer semester using the Early Summer Schedule (May - June). Specific details regarding application deadline dates, exact scheduling, location, etc., are regularly updated at <https://www.ufv.ca/indigenous-studies/>. Students applying using Option 2 should apply before April 5<sup>th</sup>.

### How to apply

Apply online at [ufv.ca/admissions/apply](https://www.ufv.ca/admissions/apply).

**Note:** If you are already a UFV student you still need to apply to the specific Power and Place Associate Certificate. Students will be considered for admission to the program on a first-come, first-served basis.

### Fees and additional costs

See the [Fees and Other Costs](#) section. In addition to the tuition and any ancillary costs that normally apply to credit courses taken at UFV, students should expect some incidental program-specific expenses related to field work.

### Program duration

The Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying Associate Certificate is offered in the Early Summer semester in a condensed format and is completed in a full-time capacity.

The associate certificate courses will be offered May to June.

### Location

Three courses are offered face-to-face on-campus and with several off-campus locations. The fourth course will start with a face-to-face gathering and thereafter combine face-to-face gatherings and the use of online learning.

### Program outline

At the heart of this associate certificate lies the power of Stó:lō ways of knowing and being and allyship that respects Sto:lo ways of knowing and being, this associate certificate will help students become greater advocates for Indigenization, Indigenous resurgence, Decolonization, and ultimately Reconciliation through processes of:

- critical reflection on histories, lessons learned from those that have been advocates, the experiences of women storytellers, and modern-day realities.
- practical skill development regarding land-based stewardship practices
- empathetic communication and understanding of Halq'eméylem Place Names and connected stories.
- engagement in varied artistic expressions of resistance and resurgence
- visioning future movements and directions of Indigenous-focused advocacy

Each theme is led by a separate faculty member (or members), but they will typically alternate with each other over the course of the program, and there will be some instances where days are shared.

Schedules will be adjusted as required to facilitate practicum work, guest speaker appearances, visits to field sites, etc. The themes are organized as follows:

#### **Theme 1: Land-based Storytelling**

One of the following courses: HIST 399, or IPK 206 (3-4 credits)

This theme focuses on applied working knowledge of place names and the stories attached to them providing learners with deeper engagement of the topic than the previous Place Name tour included in the program can provide.

#### **Theme 2: Land-based Stewardship**

GEOG 300 (4 credits)

This theme focuses on the stewardship of water using a two-eyed seeing approach (i.e., Indigenous science and non-Indigenous science). Students learn how to monitor water health, fish ecologies, soils, etc. This course discusses Indigenous water governance in a time of a changing climate. Students gain an increased and deep awareness of Indigenous peoples' connections to land (water, plants, ecology, etc.), and learn about the ethics of working on Stó:lō land and with Stó:lō communities which includes stories and stewardship, and map making for treaty processes.

#### **Theme 3: Land-based Art and Design**

One of the following courses: IPK 401, VA 390, or FILM 313 (3-4 credits)

This theme draws on the teachings of the first two themes to envision ways to pursue Indigenization, Decolonization, and Reconciliation now and in the future. Students learn how to recognize Stó:lō and Indigenous patterns reflected in art making and aesthetics since what we see in art is what we see in natural ecologies. Students learn the meaning of land acknowledgement using a variety of approaches (e.g., spiritual, cultural, political, stewardship), and develop advocacy skills especially in relationship to the struggles, stories, resistance, and resilience of Stó:lō people.

**Theme 4: Reflective Practice: Reconciliation and Reciprocity****ARTS 401 (3 credits)**

This theme is woven through themes 1-3. Students start their participation in the associate certificate with guided reflection and end with the creation of a reciprocity action plan and resource kit. Students participate in reflective practices designed to deconstruct their learning experiences and field work and explore new knowledge creation and meaning making because of previous, new, and emerging learning opportunities.

**Program Schedule****May 6–June 21, 2024**

1. HIST 399, or IPK 206 (3-4 credits)
2. GEOG 300 (4 credits)
3. IPK 401, VA 390, or FILM 313 (3-4 credits)
4. ARTS 401 (3 credits)

**Undergraduate continuance**

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

**Graduation requirements**

Any student successfully completing all four courses in the program with a minimum grade of C in each course will be eligible to receive the associate certificate. Students may be able to use these courses to satisfy requirements for the UFV Bachelor of Arts or the Bachelor of Integrated Studies degrees. Those wishing to apply credit towards other UFV bachelor's degrees should check with an Academic Advisor.

**Course listings**

For complete details on courses see the [course descriptions](#) section.



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

- 2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
- 4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary.
- 2-3. Work with the Secretariat to draft policy revisions.
- 3-4. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
- 4-5. Identify policies in need of revision and propose policy reviews when appropriate.
- 5-6. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- University Secretary (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One PDQA representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)

**UEC MEETING DATES AND AGENDA DEADLINES 2023/24**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>       | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|-------------------------------------------|-----------------------------------------------|
| <b>August 31, 2023</b><br>D217 — 1 pm     | UEC meeting and retreat                       |
| <b>September 29, 2023</b><br>A225 — 10 am | September 20, 2023                            |
| <b>October 27, 2023</b><br>A225 — 10 am   | October 18, 2023                              |
| <b>November 24, 2023</b><br>A225 — 10 am  | November 15, 2023                             |
| <b>December 15, 2023*</b><br>A225 — 10 am | December 6, 2023                              |
| <b>January 26, 2024</b><br>A225 — 10 am   | January 17, 2024                              |
| <b>February 23, 2024</b><br>A225 — 10 am  | February 14, 2024                             |
| <b>March 22, 2024</b><br>A225 — 10 am     | March 13, 2024                                |
| <b>April 19, 2024</b><br>A225 — 10 am     | April 10, 2024                                |
| <b>May 17, 2024</b><br>A225 — 10 am       | May 8, 2024                                   |
| <b>June 14, 2024</b><br>A225 — 10 am      | June 5, 2024                                  |

\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.