

Okanagan Senate

THE FOURTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2020/2021 ACADEMIC YEAR

**THURSDAY, 17 DECEMBER 2020**

**3:30 P.M. | VIA ZOOM**

1. **Call to Order – Prof. Santa J. Ono**
2. **Senate Membership – Dr Kate Ross** (information)  
**New Members:**  
Dr Silvia Tomášková, Dean of the Faculty of Arts and Social Sciences (to replace Dean Pro Tem. Bryce Traister)  
Ms Mistaya Arthur, Convocation Member, until 31 August 2023 (to fill a vacancy);  
Dr Ruth Frost, Faculty Member, Faculty of Arts & Social Sciences, until 31 August 2023 (to fill a vacancy);  
Dr Sandy Hilton, Faculty Member, Faculty of Management, until 31 August 2023 (to fill vacancy);  
Dr Karen Hodges, Faculty Member, Faculty of Science, until 31 August 2023 (to fill a vacancy);  
Ms Melanie Lunde, Student Member, Faculty of Education, until 30 September 2021 (to replace Ms Kelsey Desroches).
3. **Minutes of the Meeting of 26 November 2020 - Prof. Santa J. Ono** (approval) (docket pages 3-13)
4. **Business Arising from the Minutes – Prof. Santa J. Ono** (information)
5. **Remarks from the Chair - Prof. Santa J. Ono** (information)
6. **Remarks from the Deputy Vice-Chancellor - Prof. Lesley Cormack** (information)
7. **Remarks from the Provost – Dr Ananya Mukherjee-Reed**



- 8. Academic Policy Committee - Dr Jan Cioe**  
Update on Upcoming Business to Senate (information)
- 9. Admission & Awards Committee – Ms Tamara Ebl**  
New Awards (approval) (docket pages 14-16)
- 10. Agenda Committee – Dr Jan Cioe**  
Continuation of Suspension of Rules and Procedures of Senate Due to the COVID-19 Pandemic (approval) (docket page 17)
- 11. Curriculum Committee - Dr Yves Lucet**  
Curriculum proposals from Faculties of Arts & Social Sciences, and Creative & Critical Studies (approval) (docket pages 18-78)
- 12. Learning & Research Committee – Dr Karen Ragoonaden**  
Emeritus Appointments (approval) (docket pages 79-80)
- 13. Report from the Registrar – Dr Kate Ross**  
2020 Senate By-Election Results (information) (docket pages 81-82)
- 14. Other Business**  
Discussion on Implementation of Strategic Plans (information)



The Deputy Vice-Chancellor & Principal, Dr Lesley Cormack said that as we approached the end of term she was aware that stress was increasing for students, faculty and staff. She said that this was something we would continue to look at to see what more we could do to help. She expressed her hope that people can rest before the start of Term 2, which was looking like it would be under strong Public Health Orders to ensure the continued safety of our campus. Dr Cormack said that we needed to continue our course until there is a vaccine, and this may not be available until the spring, summer, or even fall. Going forward in that reality we had to keep our students, staff and faculty safe, especially as 250 more students plan to return to residence for Term 2.

Dr Cormack noted that the Okanagan campus was continuing to advance its Truth and Reconciliation Commission commitments, anti-racism initiatives and Climate Emergency initiatives and that she would be happy to answer any questions in the interests of time.

### **PROVOST'S REMARKS**

The Vice-President Academic & Provost, Dr Ananya Mukherjee-Reed said that at the previous meeting she was asked about the Tuum Est Initiative Fund was still available and if it could be used for anti-racism initiatives; she confirmed that it was and could be, and that she and the Vice-President, Student would work on a more detailed announcement.

Secondly, the Provost said that a document was being prepared for the Vancouver Senate around principles for Summer campus planning. She said that the Okanagan was continuing its discussions and while we knew of some courses we would like to offer in person, conversations had to continue with the faculties and she hoped to have a document for the December Senate meeting.

Senator Ebl thanked the University Administration for its pro-active support for off-campus working arrangements and the clear messaging to faculty and staff. While she would love to be back on campus, she appreciated how the new stricter mandates didn't negatively affect us as we were already being cautious.

Dr Cormack said that we would have to consider how to approach Summer to avoid having to flip flop as circumstances change.

Senator Metcalfe said that there have been conversations within the School of Social Work on support for student initiatives for anti-racism efforts. She asked what would be needed to seek UBC support.

The Provost said that a template was being prepared but she would be open to emails for anything time sensitive.

Senator Metcalfe said that she was to be a representative for all students in the Faculty of Health and Social Development but didn't have communication available with programs other than her

own. She asked for advice on appropriate channels or insights on how to engage with the broader student body.

The Provost said that she had found great success with own halls, and maybe one organized specifically for students may be an option once classes and the exam period pass.

### Candidates for Degrees

Kristen Morgan Venedict Tamondong	}	<i>That the candidates for degrees as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective November 2020, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be empowered to make any necessary adjustments.</i>
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Approved

### Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

#### TERM 2 START

Jan Cioe Kristen Morgan	}	<i>That Senate approve in principle the change in start for Term 2 of the 2020 Winter Session to 11 January 2021.</i>
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Dr Cioe said that he would deviate from a standard process so the Senate could discuss the matter in principle before moving forward with a specific motion. He expressed his appreciation personally and on behalf of his Committee to the various deans and to the Faculty Council of Creative and Critical Studies for bringing this matter forward to the Academic Policy Committee. He advised that the Committee had discussed the proposal and was unanimous in wanting a change to Term 2. Dr Cioe noted that just as the Principal had mentioned in her remarks, the Academic Policy Committee recognized that there was a tremendous amount of stress this term, and that stress is in part exacerbated by the expected start of Term 2 early in January and the relatively late end of the examination period on 22 December.

To address this situation while preserving the minimum number of teaching days – 60 per term – the Academic Policy Committee looked at a variety of options. In consultation with the Deputy Registrar, one way to gain some days would be to shorten the examination term and move from three to four examination slots per day (such as is done at Vancouver). One aspect of the proposal not recommended one way or the other was if Sundays should be used for examinations to allow for more room for either teaching days or exam days. He noted that Proposal 1 used Sundays while Proposal 2 did not.

Senator Eikenaar asked that if we went to four examination slots, this would mean standard exams would be 2.5 hours rather than 3.

The Clerk confirmed that the standard exam slot would become 2.5 hours if 3-hour exams were still needed for pedagogical or accreditation reasons they likely would be scheduled for the last slot of each day.

Dean DiLabio said that this was an admirable initiative but wanted to make clear that this proposal wasn't necessarily supported by all the deans. In his own faculty, there were concerns with greater examination hardships and a compressed schedule causing even more stress or just moving stress to later in the term, while early in the term stress was relatively low. He also expressed a concern for faculty and staff having to adjust their courses over the Winter break, and for any negative impact on salaries for graduate students or hourly staff.

Senator Holzman said that as far as accreditation went for Engineering, some three-hour exams may be needed but as far as they could tell, these modifications would work for his program and he encouraged other professional degrees to ensure it could work for them.

Senator Cioe agreed with the earlier comments of Dean DiLabio and said that there were no ideal solutions to this problem as all solutions could create other problems. With respect to the use of Sundays, he noted that students could seek accommodations if needed on religious grounds. He agreed that this compression of the exam term may cause more exam hardships or near-hardships, and advised that the Academic Policy Committee was exploring this topic more broadly. With respect to teaching assistant contracts, he understood the number of hours would be the same they would just be moved back a week. He did note that deans could make exceptions to the start date if required for sound academic reasons, including accreditation requirements.

Senator Markley said that he had spoken with his students and colleagues in Engineering and while they seemed to support an extended break, they were very concerned about a more compressed exam schedule, especially given that Engineering students typically took six courses per term and tended to have a front-loaded examination schedule with two exams per day or an

exam every day. He said he supported the proposal but would do so more strongly if we did not have a compressed examination period and instead had a later end date.

Dean Binsted said that the end date was set for the 29<sup>th</sup> so that students did not have to pay an additional month's rent nor move on their last exam day. He noted that the current schedule only gave some students a 13-day break between the last possible exam and the start of term, and did not give faculty much time to prepare for the next term. He confirmed that the later term start could be made to work for the three schools in his faculty of Health and Social Development.

Senator McNeil said that we would be buying a week at the start of term for the price of two days at the end as most students don't have examination schedules with their exams on the last day. He noted that if we kept to current assessment practices the compressed schedule would likely lead to more hardships, but noted that we were in a position to be flexible with our final assessments and perhaps faculties could consider other, more flexible, ways of assessing students rather than final examinations. He noted that he too had asked students and colleagues and they were strongly in support for a later start as well, noting that this was the most exhausting term we had ever had. He concluded by noting that there were issues with any changes, but making a change was the least bad option.

Senator Le Normand noted the issues with online assessment of students via remote invigilation, and suggested finding alternate ways of assessing students, especially where it may be easier in the humanities and social sciences. She also suggested suspending the rule against tests in the last weeks of term to alleviate some pressure to have final exams, or having exams go into May as fewer students took courses in the Summer Session.

The Clerk explained that UBC had exams on Saturday but not Sunday presently as a historical artifact from when it had courses on Saturdays but not Sundays. He noted that moving forward, Vancouver would be using Sundays for exams. He noted that there were greater transit challenges with Sunday examinations and this may result in not using the first examination sitting that day, but that those issues weren't present with online examinations.

Senator Legault said that she suspected there may be fewer exams this year, which should reduce pressure on the examination period. She said that people are and should continue to make efforts to err on the side of kindness and generosity and try to shape things differently for next term.

Dean Traister said that all of the concerns heard so far seemed manageable. He said that the power of this gesture is to tell our students as we go into the end of a difficult term that we hear them and see what they were going through in terms of stress and anxiety; this decision would help them go forward into examinations and next term.

Senator O'Leary said that from his experience, accredited programs – at least in Engineering – should be able to cope with this change.

Senator Ebl spoke against the suggestion of using 30 April or continuing examinations into May out of consideration for those with rental accommodations. She also didn't agree with the Clerk's comment on Sundays not being an issue this year with transit as some faculty, staff, and students did still need to travel to campus even in the Pandemic and some students relied on campus as a safe and quiet place to take examinations. . She said that she strongly supported the proposal overall.

The Provost informed Senate on behalf of the President that he strongly supported the proposal.

Senator Reeves said that she was strongly in support of the proposal and asked if we could go below 60 teaching days per term in consideration of asynchronous learning actually taking more time and effort than traditional instruction.

Senator Morgan said that this was a stressful term as evidenced by increased use of anti-depressants and anti-anxiety medication, alcohol and substance abuse, and insomnia. She recognized that this proposal may just move stress to later in the term, but said that this was our best choice.

Dean Olson said that he was quite concerned by the increases in stress and anxiety caused by both increased workloads but also by the uncertainty caused by the pandemic. He described this as a tradeoff and said he suspected faculty and students would appreciate having more time to prepare for Term 2, but that the shortened examination period would be a hardship for Engineering students who could have six, seven, or even eight courses per term; every day they had between exams was precious. Overall, he said he was in favour of the proposal but said we needed to be very careful about how the examination period was constructed.

With respect to Senator Reeves' suggestion, the Clerk advised that 60 days was the absolute minimum for three primary reasons: First of all, accreditation for programs. Secondly, transferability or acceptability of our courses for other institutions that look at contact hours, and thirdly student loan eligibility rules.

A number of Senators debated how to decide amongst the two proposed options, as well consideration of a third option of retaining 14 examination days and using Sundays for exams.

Senator Eikenaar expressed his support for Proposal 2 as it would give the same number of examination days as Proposal 1 but guaranteed two days (Sundays) with exams.

Senator Holzman suggested that one way to reduce the number of examination sittings needed would be to encourage instructors to use other means of assessment.

Senator Markley also spoke in favour of Proposal 2, saying that the longer exam period and days without examinations were more important than maintaining the 62 teaching days.





Dean Binsted said he favoured proposals 2 or 3, but noted that earlier this term we thought there would be fewer examinations this December but due to late requests the number was as usual.

Senator Ebl also spoke for proposal 2, and said we should have a separate conversation about using Sundays for examinations.

Senator Naqvi said that having the longer examination period would be preferable.

Senator Morgan said that students had been discussing the proposals and would prefer not to have Sunday examinations.

Senator Gerrard asked if having examinations finish on the 29<sup>th</sup> would pose a problem for submission of grades by teaching assistants.

The Clerk advised that grade submission was the responsibility of the instructor and not his or her teaching assistants; arrangements would need to be made for submission by the deadline, which was five days after the last day of the examination period.

The Registrar confirmed for Dean DiLabio that should the start of Term 2 courses change, the add/drop and fee dates would change with it.

Senator Le Normand repeated her suggestion that the Academic Policy Committee consider suspending the prohibition on in-class examination in the last two-weeks of term.

Senator Cioe said they'd take it under consideration.

Senator Evans expressed a discomfort with maintaining Sunday as a no-examination day given the secular university.

Approved

#### PROPOSED OPTION FOR TERM 2

Rhys Herzberg  
Gordon Binsted

}

*That Proposal 2 as specified in the report of the Academic Policy Committee be selected as the means to change the start of Term 2.*

Approved

## 2020 WINTER ACADEMIC YEAR

Jan Cioe  
Gordon Binsted

} *That Senate suspend Sections 4 and 8 of Policy O-125 for the 2020 Winter Session; and*

*Except where a Dean of a Faculty determines that the current start date of 4 January 2021 for a course must be used to comply with accreditation or other sound academic requirements (including arrangements with third parties), the proposed dates below in Proposal 2 be set as the term dates for Term 2 of the 2020 Winter Session:*

*Term 2*

*Start: Monday, January 11*

*Midterm Break: February 15-19*

*Finish: Tuesday, 13 April*

*Teaching Days: 60*

*Exams Start: Friday, 16 April*

*Exams Finish: Thursday, 29 April*

Approved

## Learning & Research Committee

The Vice-Chair of the Senate Learning & Research Committee, Dr Sally Willis-Stewart, presented.

### STUDENT EXPERIENCE OF INSTRUCTION UPDATE

Dr Willis-Stewart said that her Committee had undertaken recent discussions on the new six-question questionnaire. Implementation was expected for May 2021, and this would give more time to work on communication and refinement.

## Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jannik Einenaar, presented.



## COMMITTEE ASSIGNMENTS

Jannik Eikenaar  
Jan Cioe

} *That Abdulrahman Alnaar be appointed to the Appeals of Standing & Discipline Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;*

*That Karen Ragoonaden and Abdulrahman Alnaar be elected to the Council of Senates;*

*That Patricia Lasserre be appointed to Council of Senates Representative Committee 1 until 31 August 2023 and thereafter until replaced, to fill a vacancy;*

*That Jennifer Jakobi be appointed to Council of Senates Representative Committee 2 until 31 August 2023 and thereafter until replaced, to fill a vacancy;*

*That Peter Arthur be appointed to Council of Senates Representative Committee 3 until 31 August 2023 and thereafter until replaced, to fill a vacancy; and*

*That Gordon Binsted be appointed to Council of Senates Representative Committee 5 until 31 August 2023 and thereafter until replaced, to fill a vacancy.*

Approved

*NB: Senator Alnaar abstained*

## Extend the Time to Adjourn

*By general consent, the time to adjourn was extended by 30 minutes.*

## Other business

## Amend Agenda

Bryce Traister

} *That the following motion to added to the Agenda for Senate for immediate consideration:*



Kristen Morgan

*That Senate direct the Faculties to normally grant formal withdrawal (W) standing upon request of a student for any course taken in the 2020 Winter Session provided that such a request is made on or before the last day of classes for the term for those courses of term length, or on or before the last day of classes for the session for those courses of session length.*

Approved

### 2020 Winter Formal Withdrawal Deadlines

Bryce Traister  
Tamara Ebl

}

*That Senate direct the Faculties to normally grant formal withdrawal (W) standing upon request of a student for any course taken in the 2020 Winter Session provided that such a request is made on or before the last day of classes for the term for those courses of term length, or on or before the last day of classes for the session for those courses of session length.*

Dean Simpson asked if the motion would apply to graduate students.

Dean Traister said that as written it would apply to all students, undergraduate and graduate.

Dr Lasserre asked if it would also apply to the upcoming Summer Session.

Dean Traister said that it was only to apply for the current (Winter) Session.

Dr Cioe noted that if approved, students would need to go through their faculties rather than be able to withdrawn themselves online.

The Clerk, Mr Christopher Eaton, confirmed that the Student Information System (SIS) would not be reprogrammed to allow for self-withdrawals; this was both for technical limitations but also so advisors could properly warn students of the consequences of withdrawing.

Dean DiLabio suggested that we should be more pro-active when it came to the Summer session,

Approved

### Amend Agenda

Jan Cioe }  
Barb Marcolin } *That the following motion be added to the Agenda for Senate for immediate consideration: That Rule 37 of the Okanagan Senate Operating Procedures be suspended for the 2020-23 triennium with regard to the Appeals of Standing and Discipline Committee.*

Approved

### Suspension of Rule 37

Jan Cioe }  
Kristen Morgan } *That Rule 37 of the Okanagan Senate Operating Procedures be suspended for the 2020-23 triennium with regard to the Appeals of Standing and Discipline Committee.*

Senator Cioe said that the Agenda Committee was proposing this rule suspension so as to ensure that an experienced and continuing member of the Committee could serve as its chair, noting that there was a backlog of matters to be heard and none of the new members of the Committee had expressed a willingness to serve as Chair.

Approved

*NB: Senator Legault Abstained.*

### IN CAMERA – Learning & Research Committees

*Dr Peter Arthur assumed the chair.*

*By general consent, the time to adjourn was extended by a further 20 minutes.*

### CANDIDATES FOR HONORARY DEGREES

### Adjournment

Seeing no other business, the meeting was adjourned at 6:13 p.m.



17 December 2020

To: Okanagan Senate

From: Senate Admissions and Awards Committee

Re: December 2020 New and Revised Awards(approval)

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The Senate Admissions and Awards Committee recommends approval of the following:

**Motions:** *That Senate accept the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Respectfully submitted,

Tamara Ebl, Chair  
Senate Admissions and Awards Committee

**THE UNIVERSITY OF BRITISH COLUMBIA**

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## New awards for consideration:

Proposed Title:           **Dawn Stinson Memorial Award in Nursing**

A \$2,000 award has been made available through an endowment established by Mitch Stinson, along with family and friends, in memory of Dawn Stinson (1962-2020), for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference will be given to a mature student in good academic standing. Dawn was born in Liverpool, England. She received her nursing degree while raising her young family in Kelowna, British Columbia, undertook training in England and completed her practicum in Belize. Dawn practiced outpost and transition nursing, touching the lives of many patients in British Columbia and Washington. This award was established in recognition of Dawn's accomplishments as a nurse and her belief in the importance of lifelong learning. The award is made on the recommendation of the School of Nursing. (First award available for the 2020/21 Winter Session)

Proposed Award:       **Walker Wood Foundation Centennial Scholars Entrance Award**

Four \$20,000 entrance awards (payable at \$5,000 per year) have been made available annually through a gift from the Walker Wood Foundation, along with matching funds from the University of British Columbia, to first-year domestic undergraduate students at the University of British Columbia, Okanagan campus. Preference will be given to students who have demonstrated significant financial need, academic strength and have given back to their community. These awards are renewable for a second-, third- and fourth-year subject to the students maintaining academic standing. These awards are made on the recommendation of the adjudication committee. (First awards available for the 2021/22 Winter Session)

Proposed Award:     **Dr. Roger Gale Graduate Entrance Award for Leaders of Tomorrow**

A \$12,000 entrance award has been made available through an endowment established by Roger Gale, along with matching funds from The University of British Columbia, for students in the Interdisciplinary Graduate Studies (IGS) Program of the College of Graduate Studies. This award has been specifically designed to assist IGS master's students pursuing research involving philosophy, political Science and economics (PPE) at the University of British Columbia, Okanagan campus. This award will both recognize and encourage leadership skills while reducing financial barriers for graduate students. Preference given to international students. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Arts and Social Sciences. (First award available for the 2022/23 Winter Session)



To: Senate

From: Senate Agenda Committee

Re: Continuation of the Suspension of the Rules and Procedures of Senate to Facilitate Remote and Expedited Decision Making Due to COVID-19

Date: 7 December 2020

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As Senators may be aware, the *Rules and Procedures of Senate* normally prohibit remote attendance at meetings except in limited circumstances by the Chancellor and President (Rules 20 and 21). Further, the Senate Rule 25 provide for a delegation of authority to the Agenda Committee to act on behalf of Senate; however, this is normally limited to the summer months where the Senate does not meet. Earlier this year, to allow for the work of the Senate to continue while in-person meetings are not be possible, the Senate suspended (in the form of the new language being substituted) three Rules until the end of this calendar year. The first change, to Rules 20 and 21, allows for remote meetings of Senate by all senators. The second (to Rule 25) temporarily removed the summer limitation to the delegation of powers to the Agenda Committee with the understanding that these powers would only be used for time sensitive matters, and made clear that this power could also be exercised remotely. Both measures were temporary and set to expire on 31 December 2020; however, it was noted at the time that this decision would need to be revisited in the fall. Given the ongoing pandemic situation and public health orders, the Agenda Committee would recommend that both Rule suspensions be continued with the understanding that further revision may be recommended should the public health situation improve or deteriorate. The Agenda Committee is pleased to recommend:

**Motion 1:**

That Rules 20 and 21 of the *Rules and Procedures of Senate* be suspended until 31 December 2021 and be replaced by the following amended rule during that time:

20. Senators may only attend and participate in debate at Meetings of Senate in person **or via such remote attendance means deemed acceptable to the Secretary.**

~~21. Section 20 notwithstanding, the chancellor or President may participate in debate via videoconference upon recognition of the chair, but shall not be considered in attendance while doing so; their participation in such a manner shall be minuted appropriately;~~

**Motion 2:**

That Rules 25(d) of the *Rules and Procedures of Senate* be suspended until 31 December 2021 and be replaced by the following amended rule during that time:

Agenda Committee (to - by a resolution of  $\frac{3}{4}$  in favour when a quorum is established as being present **either in person or by such remote attendance means deemed acceptable to the Secretary** - approve any matter - except for amendments to the Rules and Procedures of Senate- on behalf of the Senate ~~during the months of June to August (inclusive)~~. Matters approved under this power must be reported to Senate at its next regular meeting for information).

NB: New text in is bold, text to be removed is struck through. This text is identical to the text approved by the previous Senate last March.



17 December 2020

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Curriculum Proposals (approval)

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The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

**Motion:** *That the new courses, new programs, and revised programs brought forward by the Faculties of Arts and Social Sciences and Creative and Critical Studies be approved.*

- a. From the Faculty of Arts and Social Sciences
  - i. POLI 441 – New course
  
- b. From the Faculty of Creative and Critical Studies
  - ii. Bachelor of Arts, French, Major in Languages
  - iii. Bachelor of Arts, Spanish, Major in Languages
  - iv. Bachelor of Arts, World Literatures and Intercultural Communication
  - v. WRLD 150 – New course
  - vi. WRLD 156 – New course
  - vii. WRLD 157 – New course
  - viii. WRLD 158 – New course
  - ix. WRLD 480 – New course
  - x. WRLD 482 – New course
  - xi. WRLD 497 – New course
  - xii. WRLD 498 – New course
  - xiii. WRLD 499 – New course

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> Economics, Philosophy, Political Science <b>Faculty/School Approval Date:</b> 20201020 <b>Effective Session:</b> 2021W	<b>Date:</b> 20210825 <b>Contact Person:</b> Dr. Maxime Héroux-Legault <b>Phone:</b> 250.807.9606 <b>Email:</b> maxime.heroux-legault@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> This course will fill an important gap in the department. As it stands, there is no methodological offering for political science at UBC-Okanagan. Quantitative methods are especially important, as they are increasingly featured in leading publications in the United States and Canada. A background in quantitative methods will also facilitate entry to the job market for our students. The class will provide an introduction to methodology in political science and introduce concepts such as causality, variables, and measurement as well as several statistical techniques used in political science.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 441 (3) Quantitative Methods in Political Science</b></u> <u><b>Introduction to the logic of quantitative research designs in political science: theory and practical applications.</b></u> <u><b>Students will pursue their research interests using the methodology learned in class. [3-0-0]</b></u> <u><b>Prerequisite: Third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200121 <b>Effective Session:</b> 2021 W1	<b>Date:</b> 20200110 <b>Contact Person:</b> Dr. D. Carter <b>Email:</b> <a href="mailto:diana.carter@ubc.ca">diana.carter@ubc.ca</a>
<b>Type of Action:</b> Revision to the course requirements and the name of the major.	
<b>Rationale:</b>  <p>We would like to make the following changes to the existing major in French and Spanish: (1) include 6 credits in a third language, (2) change the name of the major to Languages in order to reflect change #1, (3) reduce the number of credits at the 300-400 level in French and Spanish to accommodate the 6 credits in a third language, (4) add a more detailed description of the major to the calendar, (5) clean up the calendar by removing deleted courses from the list of offerings.</p> <p>We would like to include 6 credits in a third language. This change will allow us to provide our students with a more well-rounded background in languages and culture and is in line with the UBC strategic plan of fostering global citizenship.</p> <p>A major in Languages contributes to several of the learning outcomes that are part of the newly redesigned BA degree: global community, communication, and intercultural appreciation and understanding. The major completely aligns with the new BA's communication requirement, which promotes "cross-cultural understanding by engaging students in the study of other languages." (BA redesign proposal, 2019).</p> <p>Since 2003, when the major was approved, there have been many developments in terms of language pedagogy and assessment. Specifically, many departments across Canada (and internationally) have incorporated the Common European Framework of Reference (CEFR), promoting plurilingualism and linguistic diversity, for language levels in their courses and programs. This has taken place in BC at the UBC Okanagan and Vancouver campuses over the past few years. Our French, Chinese and Korean courses have already included the CEFR levels in their language course calendar descriptions, and the Spanish courses will do the same in the fall of 2020. Both the Spanish and French programs have revised their language courses in order to clearly follow the CEFR levels. Therefore, we propose to include this update in the new description of the major. We aim to help students reach an <i>Independent User</i> (B1-B2) level in French and Spanish, and a <i>Basic User</i> (A1-A2) level in a third language. The language-learning aspect of the program will cover practical skills for day-to-day application of French and Spanish, as well as skills transferable to a work environment and to an academic setting. Students will acquire a</p>	



strong level of fluency in both French and Spanish through grammar, conversation and translation courses.

According to the Council of Europe (<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>) a *Basic User* at the A1 level “can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” A B2 Independent User “can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.”

The changes we propose are supported by student interest. In 2016 the Spanish and French programs surveyed students enrolled in our Spanish and French courses, including students in the major and minor programs. The findings showed that the vast majority of the participants were primarily interested in language learning, translation and becoming proficient in communicating in other languages (rather than studying literature, for example). Consequently, we are removing the options to take FREN 220 and 221, French Literature and Textual Analysis I and II, from the requirements, and leaving the courses focused more on actual communication. In the fall of 2019 we also took an informal poll in our advanced Spanish language course about our plan to change the major to Languages and include a third language. The response was overwhelmingly positive.

The proposed changes were supported and recommended by the External committee that reviewed the department in the fall of 2019.

Currently the calendar description of the major is fairly minimal in comparison with the description of other majors, such as French. We are revising the calendar in order to provide students with a more detailed description.

For calendar clean-up, we are removing references to SPAN298 and 299 as 299 no longer exists in the calendar and 298 will be deleted as it has not been offered regularly.



<p>[16941] Major in <b><u>Languages</u></b></p> <p><b><u>The Languages program aims to prepare students to achieve levels up to the equivalent of B2 of the Common European Framework of Reference for Languages (CEFR) in French and Spanish, and a basic user level of knowledge (A1) in a third language. Our language courses are designed to improve skills in reading, writing, listening and oral communication, as well as foster intercultural understanding.</u></b></p> <p><b><u>French and Spanish are spoken by hundreds of millions of people around the world. French is one of two official Canadian languages and an official language in 15 other countries. Spanish is the official language of 20 countries. The Languages major will help to connect students with these large populations of French and Spanish speakers and enable students to communicate across various cultures and geographical areas.</u></b></p> <p><b><u>In addition, students in the Languages program will be able to choose from a variety of courses in a third language, such as German, Hebrew, Japanese, Korean and Mandarin, enabling them to widen their scope of understanding of world languages.</u></b></p> <p><b><u>Immersive and experiential learning are invaluable to language learning. Students at UBCO have the invaluable opportunity to study abroad at a university for one or two terms through UBC's Go Global program. Immersion experience in a language other than English through the Go Global program is strongly recommended. Students should speak to the advisor about how to incorporate this into their program.</u></b></p> <p>[16942] Students must complete 54 credits in French and Spanish, with <b>30</b> credits at the 300/400 level. <b><u>Students must also complete 6</u></b></p>	<p><a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1338">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1338</a></p> <p>[16941] Major in <b><del>French and Spanish</del></b></p> <p>[16942] Students must complete 54-credits in French and Spanish, with <b>36</b> credits at the 300/400 level.</p>
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<p><b><u>additional credits in one other language other than English.</u></b></p> <p><b><u>The major in Languages can be completed in four years by students who have already completed Grade 12 French (or equivalent) or who have a certified A2 level of competency in French prior to enrolment in the French program. Students without these prerequisites may need more than four years to complete the major in Languages.</u></b></p> <p><i>[16943] First and Second Years</i></p> <p><b>[16944]</b> Students must complete all of the <u>B.A. requirements</u>, as well as any prerequisites for the required upper-level courses.</p> <p><b>[16945]</b> Students must normally complete:</p> <ul style="list-style-type: none"> <li>• FREN 122, 123; and FREN 222, 223; and</li> <li>• SPAN 101, 102; and SPAN 201, 202.</li> </ul> <p><i>[16946] Third and Fourth Years</i></p> <p><b>[16947]</b> Students are required to complete:</p> <ul style="list-style-type: none"> <li>• FREN 353, 355; SPAN 301, 302;</li> <li>• <b>9</b> additional credits of 300- or 400-level French; and</li> <li>• <b>9</b> additional credits of 300- or 400-level Spanish.</li> <li>• <b><u>6 credits of language acquisition in one language other than French, Spanish or English. Available courses may come from CHIN, GERM, HEBR, JPST, KORN, or any other articulated language course of study, including American Sign Language. Culture, literature and film courses taught in English will not count towards the major.</u></b></li> </ul>	<p><i>[16943] First and Second Years</i></p> <p><b>[16944]</b> Students must complete all of the <u>B.A. requirements</u>, as well as any prerequisites for the required upper-level courses.</p> <p><b>[16945]</b> Students must normally complete:</p> <ul style="list-style-type: none"> <li>• FREN 122, 123; and <del>two of</del> FREN <del>220, 221</del>, 222, 223; and</li> <li>• SPAN 101, 102; and <del>any of the following sets:</del> SPAN 201, 202 <del>or SPAN 298, 299.</del></li> </ul> <p><i>[16946] Third and Fourth Years</i></p> <p><b>[16947]</b> Students are required to complete:</p> <ul style="list-style-type: none"> <li>• FREN 353, 355; SPAN 301, 302;</li> <li>• <del>12</del> additional credits of 300- or 400-level French; and</li> <li>• <del>12</del> additional credits of 300- or 400-level Spanish.</li> </ul>
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<p>[16963] Major in <b><u>Languages</u></b></p> <p><b><u>The Languages program aims to prepare students to achieve levels up to the equivalent of B2 of the Common European Framework of Reference for Languages (CEFR) in French and Spanish, and a basic user level of knowledge (A1) in a third language. Our language courses are designed to improve skills in reading, writing, listening and oral communication, as well as foster intercultural understanding.</u></b></p> <p><b><u>French and Spanish are spoken by hundreds of millions of people around the world. French is one of two official Canadian languages and an official language in 15 other countries. Spanish is the official language of 20 countries. The Languages major will help to connect students with these large populations of French and Spanish speakers and enable students to communicate across various cultures and geographical areas.</u></b></p> <p><b><u>In addition, students in the Languages program will be able to choose from a variety of courses in a third language, such as German, Hebrew, Japanese, Korean and Mandarin, enabling them to widen their scope of understanding of world languages.</u></b></p> <p><b><u>Immersive and experiential learning are invaluable to language learning. Students at UBCO have the invaluable opportunity to study abroad at a university for one or two terms through UBC's Go Global program. Immersion experience in a language other than English through the Go Global program is strongly recommended. Students should speak to the advisor about how to incorporate this into their program.</u></b></p> <p>[16964] Students must complete 54 credits in French and Spanish, with <b><u>30</u></b> credits at the 300/400 level. <b><u>Students must also complete 6</u></b></p>	<p><a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1339">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1339</a></p> <p>[16963] Major in <b><del>French and Spanish</del></b></p> <p>[16964] Students must complete 54 credits in French and Spanish, with <b><u>36</u></b> credits at the 300/400 level.</p>
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<p><b><u>additional credits in one other language other than English.</u></b></p> <p><b><u>The major in Languages can be completed in four years by students who have already completed Grade 12 French (or equivalent) or who have a certified A2 level of competency in French prior to enrolment in the French program. Students without these prerequisites may need more than four years to complete the major in Languages.</u></b></p> <p><i>[16965] First and Second Years</i></p> <p><b>[16966]</b> Students must complete all of the <u>B.A. requirements</u>, as well as any prerequisites for the required upper-level courses.</p> <p><b>[16967]</b> Students must normally complete:</p> <ul style="list-style-type: none"> <li>• FREN 122, 123; and FREN 222, 223; and</li> <li>• SPAN 101, 102; and SPAN 201, 202.</li> </ul> <p><i>[16968] Third and Fourth Years</i></p> <p><b>[16969]</b> Students are required to complete:</p> <ul style="list-style-type: none"> <li>• FREN 353, 355; SPAN 301, 302;</li> <li>• <b>9</b> additional credits of 300- or 400-level French; and</li> <li>• <b>9</b> additional credits of 300- or 400-level Spanish.</li> <li>• <b><u>6 credits of language acquisition in one language other than French, Spanish or English. Available courses may come from CHIN, GERM, HEBR, JPST, KORN, or any other articulated language course of study, including American Sign Language. Culture, literature and film courses taught in English will not count towards the major.</u></b></li> </ul>	<p><i>[16965] First and Second Years</i></p> <p><b>[16966]</b> Students must complete all of the <u>B.A. requirements</u>, as well as any prerequisites for the required upper-level courses.</p> <p><b>[16967]</b> Students must normally complete:</p> <ul style="list-style-type: none"> <li>• FREN 122, 123; and <del>two of</del> FREN <del>220, 221,</del> 222, 223; and</li> <li>• SPAN 101, 102; and <del>any of the following sets:</del> SPAN 201, 202 <del>or SPAN 298, 299.</del></li> </ul> <p><i>[16968] Third and Fourth Years</i></p> <p><b>[16969]</b> Students are required to complete:</p> <ul style="list-style-type: none"> <li>• FREN 353, 355; SPAN 301, 302;</li> <li>• <del>12</del> additional credits of 300- or 400-level French; and</li> <li>• <del>12</del> additional credits of 300- or 400-level Spanish.</li> </ul>
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# New Undergraduate Program Proposal

Major in World Literatures and Intercultural Communication

Minor in World Literatures and Intercultural Communication

*Faculty of Creative and Critical Studies*

*University of British Columbia, Okanagan Campus (UBCO)*

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## Overview

The University of British Columbia (UBC) is a comprehensive research-intensive institution, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. Since 1915, UBC has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff, and faculty to challenge convention, lead discovery, and explore new ways of learning.

The Faculty of Creative and Critical Studies (FCCS), located on UBC's Okanagan campus (UBCO), offers programs leading to Bachelor of Arts degrees with majors in Art History and Visual Culture, Creative Writing, Cultural Studies, English, French, and French and Spanish, to the Bachelor of Media Studies, and the Bachelor of Fine Arts degree, with a major in Visual Arts. The Faculty of Creative and Critical Studies (FCCS) was formally established in 2005 with a mandate to foster an environment that promotes interdisciplinary scholarship, creative arts practice, and learning.

The Faculty brings together a wide range of academic disciplines and artistic practices: language training, literary studies, cultural studies, media and computational arts, digital humanities, art history, creative writing, visual, and performing arts. Our practices are wide-ranging, and often changing, broadly described as critical and creative humanities practices, but often reaching beyond even those boundaries. FCCS is proposing two new programs:

FCCS is proposing two new programs:

1. Major in World Literatures and Intercultural Communication
2. Minor in World Literatures and Intercultural Communication

The programs will be available to students who enter the recently updated UBCO Bachelor of Arts program (for details, refer to [Academic Calendar](#)) The major and minor and will be housed in the faculty's [Department of Languages and World Literatures](#).

The Department of Languages and World Literatures was established as of January 1, 2019 and named with the express purpose of housing the proposed major and minor. Since the establishment of the Department, numerous World Literature courses (course code: WRLD) have been approved by the UBCO Senate, and have been successfully offered regularly for the past three years (refer to [Academic Calendar](#), for listing of WRLD courses)

## Primary program objectives

One of the main design goals of the proposed major and minor programs will be to decolonize the curriculum and to rebalance the current Eurocentric focus of curricula, aligned with present initiatives on our campus such as the [Bachelor of Nsyilxcn Language Fluency](#). The other main design goal will be to provide maximum flexibility for students by reducing prerequisites. This will allow multiple entry points into the new programs proposed here, as students often switch majors part-way through their four years, and create multiple pathways to several distinct exit points from the programs so that students can focus more on practical soft skills for entry into the workforce, or more on research skills for entry into graduate school (or any combination that suits their future plans).

Foundational curricular structures being built to meet the main design goals:

- 1) The proposed major and minor programs will centre around questions as to how cultural, linguistic, social and historical circumstances shape the production and dissemination of literary and artistic works in a global context. All the 100-300 level courses will be transnational, transhistoric, thematic, team-taught and/or interdisciplinary. Following current [Council of Europe research](#), the Department is adopting a plurilingual/pluricultural model that focuses on finding and managing connections, seeing broader patterns, and functioning interactively, rather than the mono/multi traditional framework of “complete mastery” of national languages or national literary canons. The literature courses are purposefully being organized to move

from culture-general to culture-specific, following key intercultural research.

Consequently, fourth-year students can take seminar courses that focus on specific genres, theories, authors, historical periods, or geographic regions.

2) Two intercultural courses (6 credits) are required for majors from a wide choice of World Literature courses (WRLD 150-157, WRLD 382 and additional courses coming forward for Senate approval in the near future). These courses work specifically on intercultural theories, critical self-reflective writing skills, and the reading of cross/intercultural texts or work in world languages. Because the student population is already diverse, these skills will then be networked across all courses via project-based assignments done in managed intercultural groups with self-reflective writing components. All World Literature courses will contain at least one such assignment so that students will have continued, supervised, and evaluated practice with authentic intercultural communication throughout their four years in the program. Ongoing professional development for instructors and annual curricular reviews will be instituted to support this intercultural networking.

3) The Department will offer specifically minority literatures courses at the third- and fourth-year levels, but will also be including literature from minority cultures or groups, non-mainstream forms (narratives, poetry, visual art, spoken word, music, performance), and minority scholarship from around the world in every thematic or interdisciplinary class so that minority knowledge (narratives and imaginary, scholarship) is also strongly represented in cross-sections. Recently, the Department hired a tenure-track Indigenous language/literature instructor with a focus on Mesoamerican cultures and have also secured internal funding for the creation of online modules to include minority scholars and their voices in as many courses as possible.

4) Scaffolded by the pedagogical elements listed above will be a series of three fourth-year experiential learning practicum-style courses: a community service learning course, a work-integrated learning course, and a directed student research project course. These will allow students to engage directly with the community, gaining connections and intercultural work or research experience that will help them take their next steps

into the workforce or graduate school. The Department/Faculty will be creating projects with international schools to give students the option to get credit for experiential learning projects conducted abroad. The Department is currently working on creating intercultural curriculum for UBCO's [Southern Medical Program](#) and the [School of Engineering](#) international summer engineering camps. Students who pursue the proposed major or minor in World Literatures and Intercultural Communication can work with engineering and/or medical students on interdisciplinary community projects with social-justice or intercultural contexts.

## Credentials to be awarded

B.A Major in World Literatures and Intercultural Communication

B.A. Minor in World Literatures and Intercultural Communication

## Location

University of British Columbia, Okanagan Campus

## Faculty

Faculty of Creative and Critical Studies

## Anticipated program start date

While many of our courses are running regularly already, the first intake for a major cohort is tentatively scheduled for September 2021. A gradual rollout is scheduled over the subsequent three years.

## Anticipated completion

Students can complete the proposed major or minor program in three to four years.



# Degree Credits

## Major in World Literatures and Intercultural Communication

To complete the Major in World Literatures and Intercultural Communication, students must complete at least 48 credits in WRLD, with a minimum of 30 credits at the 300/400 level.

All students are required to take at least 6 credits of intercultural communication coursework from the following: WRLD 150-157, WRLD 382. These credits may also count towards the 48 total credits required for the degree, appropriate to their year/level. Students must also complete a standardized Intercultural Development Inventory assessment, for which there will be a mandatory course fee of approximately \$50.

In addition to the [B.A. Requirements](#), students must complete the following:

### First and Second Years

12 credits of 100- or 200- level WRLD courses

*With permission from the program advisor, language classes offered by the Department of Languages and World Literatures may be substituted for a combined maximum total of 12 non-WRLD credits for all years.*

### Third and Fourth Years

36 additional credits of WRLD courses where at least 30 credits are at the 300- or 400-level, and a maximum of 6 credits may be at any level

*With permission from the program advisor, up to 6 credits of relevant 300-400-level courses from other faculties or programs may be substituted for a combined maximum total of 12 non-WRLD credits for all years.*

## Minor in World Literatures and Intercultural Communication

To complete a Minor in World Literatures and Intercultural Communication, students must complete at least 30 credits in WRLD out of the 120 credits required for the B.A. degree, including at least 3 credits of intercultural communication courses (any of WRLD 150-157, WRLD 382).

In addition to the [B.A. Requirements](#), students must complete the following:

### First and Second Years

12 credits of 100- or 200- level WRLD courses

### Third and Fourth Years

At least 18 credits of 300- or 400-level WRLD courses

*With permission from the program advisor, up to 12 credits of language classes from the Department of Languages and World Literatures may be substituted.*

## Anticipated contribution to the mandate of the institution

By improving students' knowledge of the world's diverse literary traditions as an important medium for intercultural dialogue, the proposed Major and Minor embrace "both disciplinary and interdisciplinary approaches to knowledge and learning within a global and intercultural context" – a main goal in the [Faculty of Creative and Critical Studies' strategic plan](#).

In addition to supporting the FCCS strategic plan, the proposed Major and Minor aligns with [UBC's strategic plan](#)—in particular with the institution's commitments to global citizenship and the creation of a civil and sustainable society through the prioritization of intercultural learning opportunities and international engagement. Beyond fostering the intercultural literacy sought by the UBC strategic plan, the proposed Major and Minor will promote critical thought as to what constitutes meaningful global citizenship. Moreover, through opportunities to work in intercultural groups, develop aptitude in other languages, take experiential learning courses, and study abroad, the program will give students measured, practical, marketable intercultural communication skills in addition to their academic intercultural literacy training.

More specifically, with the four main components of our signature pedagogy, the following strategic plan items are being met for stakeholder partners:

1. *Pluricultural model: team-taught, interdisciplinary, culture/language/literature not separated, thematic organization*

*BC Schools: Concept-based curriculum:* “A concept-based curriculum uses concepts to define standards of knowledge and skills associated with a given area of learning. It is focused on the key concepts, principles, and generalizations that are used to organize knowledge and solve problems within and across disciplines.”

<https://curriculum.gov.bc.ca/curriculum/overview>)

*UBC Strategic Plan 2018-2028: (Strategy 14) Interdisciplinary Education:* Facilitate the development of integrative, problem-focussed learning; (Strategy 11) Education Renewal: Facilitate sustained program renewal and improvements in teaching effectiveness

*Faculty of Creative and Critical Studies Strategic Plan 2018:* Decolonizing the curriculum

*Department of Languages and World Literatures:* Plurilingual Competency, Transcultural Literacy

2. *Intercultural communication: awareness, skills and capacity*

*BC Schools: Competency-driven programs* “place more emphasis on the deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information.”<sup>1</sup>

*UBC Strategic Plan 2018-2028: (Strategy 19) Global Networks:* Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact; (Strategy 13) Practical Learning: Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni; (Strategy 3) Thriving

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<sup>1</sup>[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/Curriculum\\_Brochure.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/Curriculum_Brochure.pdf)

Communities: Support the ongoing development of sustainable, healthy and connected campuses and communities.

3. *Minorities/Indigenous perspectives, knowledge, languages and literatures*

[2040: Truth and Reconciliation Commission Commitments](#)

[UBC Strategic Plan 2018-2028: \(Strategy 17\)](#) Indigenous Engagement: Support the objectives and actions of the renewed Indigenous Strategic Plan

[Faculty of Creative and Critical Studies: Indigenous Engagement](#)

4. *Community service learning, work-integrated learning, student research, Go Global courses*

[BC Schools](#): Transferable Learning

[UBC Strategic Plan 2018-2028: \(Strategy 13\)](#) Practical Learning: Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni; (Strategy 8) Student Research: Broaden access to, and enhance, student research experiences; (Strategy 20) Coordinated Engagement: Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure; (Strategy 16) Public Relevance: Deepen the relevance and public impact of UBC research and education.

[Department of Languages and World Literatures](#): Plurilingual Competency, Transcultural Literacy

## Program Learning Outcomes

Upon successful completion of the World Literatures and Intercultural Communications Major, graduates will be able to:

- 1) Apply a de-centred, plurilingual/pluricultural perspective to textual analysis instead of a narrowly national argument or historical perspective;

- 2) Respond with confidence and curiosity when introduced to a literary text from an unfamiliar culture;
- 3) Demonstrate critical awareness of other cultures, and critical self-awareness with respect to their own culture, via literary analyses;
- 4) Demonstrate knowledge of a range of social, cultural, geopolitical and historical contexts relevant to specific texts;
- 5) Apply a range of critical, theoretical, and methodological approaches to the study of literary and related texts, both historical and contemporary;
- 6) Discuss and critique ideas in accordance with professional standards and conventions of academic writing, within an intercultural framework;
- 7) Identify an appropriate methodology to produce critical writing about a translated text, thus demonstrating an understanding that translated literary texts behave differently at home and abroad, and will change over time;
- 8) Recognize the validity of different ways to observe, evaluate, and process cultural differences and demonstrate an increased capacity to communicate across differences.

## Linkages between the learning outcomes and curriculum design

The proposed major and minor program will have an integrated structure that purposefully and organically bridges literary analysis and intercultural communication with the study of languages and translation. The courses and proposed major and minor program been built with contemporary student-centered program-level learning outcomes already in place. It allows for the specific learning outcomes from each of the new courses to align deliberately with UBC Okanagan's new B.A. Furthermore, not only do the proposed new major and minor programs contribute to department, faculty and university strategic plans, but they also efficiently capitalize on individual faculty strengths and promotes collaboration across programs and departments. Within the Department of Languages and World Literatures, the intercultural core of the proposed major and minor program scaffolds learning outcomes from other programs (namely, languages) while preserving their autonomy.

## Social Benefits

The proposed major and minor in World Literatures and Intercultural Communication program focuses on creating social benefits through the development of plurilingual/pluricultural and intercultural competence.

Plurilingual and pluricultural competence is the foundation for the well-established international standards for language learning, The Common European Framework of Reference for Languages ([CEFR](#)). In summary, it is seen as a communicative ability that operates by accessing the various linguistic and cultural resources an individual may have put together over time: perfect, exceptional “near-native fluency” of the polyglot is not required, and every language, level of discourse, or culture (not just national, standardized ones) are considered to belong to an individual’s linguistic and cultural capital. The inherent imbalance experienced by plurilingual or pluricultural individuals is believed to be a dynamic space and moment for acquisition, according to the Council of Europe’s Language Policy Division. In lay terms, the more languages, discourse levels, and cultures you have experience with, the richer your composite knowledge and the stronger your intercultural and “interlinguaging” skills.

Talking about plurilingual and pluricultural competence therefore means taking an interest in the communicative competence of social actors capable of functioning in different languages and cultures, of acting as linguistic and cultural intermediaries and mediators, and of managing and reshaping this multiple competence as they proceed along their personal paths. (Coste, Moore, Zarate 2009)

Whereas Canadian multiculturalism can be seen as a discrete series of monocultures co-existing in the same geographical, nationally defined, space, pluriculturalism is geopolitically fluid because it exists in individuals, in their “identification with two (or more) social groups and their cultures,” and is constituted through participative language use (Beacco et al. 2016).

Interculturality lies in an individual’s response to cultures they do not (yet) identify with. Mitch Hammer from Intercultural Development Inventory (IDI) defines intercultural competence as “the capability to shift perspective and adapt behavior to cultural difference and commonality.” “Inter” skills do not happen automatically, even in a culturally diverse environment, and require intentional development.

The deliberate, structured, documented development of intercultural skills can also contribute to reduce students' fear of difference while increasing their capacity to communicate in a globalized world. We wish to achieve this by offering an inherently student-centred program by offering plurilingual and pluricultural approaches of literatures that slice across national silos; by teaching in teams to increase the inter-spaces for practice; and by giving students sustained opportunities to participate in intercultural group projects. Moreover, the inclusion of Indigenous artistic and scholarly voices into all WRLD courses and across the curriculum is intrinsic to these strong pluralistic principles.

## Potential areas and/or opportunities for further study

The proposed major and minor programs are being set up to align precisely with [UBC Okanagan's new B.A. requirements](#), thereby adequately preparing students for graduate studies, in general. This alignment, together with the interdisciplinarity nature of the proposed major and minor, opens an important number of opportunities for further studies in a variety of different programs, both in the humanities and the social sciences, and will allow the students to have access to the following [UBC Okanagan Interdisciplinary Graduate School thematic programs](#) that helped shape the new B.A.:

- a. Digital Arts and Humanities
- b. Community Engagement and Social Change, Equity
- c. Global Studies
- d. Power, Conflict and Ideas
- e. Sustainability
- f. Urban, Rural and Regional Dynamics

In preparation for the particular graduate program they are aiming for, students will also have the option to complete the proposed major and minor with academic projects that they design themselves and on which they can work with the support a mentor. Mobility between

undergraduate programs and student transfers will follow the [UBC policies](#); course articulations and transfers will be determined by the area advisor.

## Workforce preparation:

According to a keyword websearch in the [Emsi](#) (economic modeling webcompany) online database, the proposed major and minor in World Literatures and Intercultural Communications program will be most useful for work in the education, training, and health/mental fields. As well, the combination of intercultural communication with literature, within the sustained network of intercultural group projects across the entire curriculum, is ideal for developing capacity in the soft skills that, according to researchers at [LinkedIn Magazine](#) (Apple News), are most valued by the workforce in 2020:

creativity (approaches to problems and tasks)

persuasion (“why” questions, rhetoric through writing and discussion)

collaboration (team functioning, particularly intercultural)

adaptability (ambiguity tolerance)

emotional intelligence (effectively responding to and interacting with colleagues)

The experiential learning World Literature courses under development will function much as practicum courses in education do, and will provide more specifically community-based intercultural education or training experience than what current co-op work placements usually can offer for humanities and arts students. Also, because the Department is already working with the Southern Medical Program to design and create intercultural training courses for their medical students, the department will have access to placements with mentors in the local healthcare community, as well as opportunities for our students to carry out group research projects with the medical students.



## Delivery methods

All students will be required to complete two courses for the major and one for the minor, that specifically focus on intercultural communication basics. They will have the option of taking any of the hybrid language/culture courses (because they will share a common core of intercultural concepts, terminology, and theories), WRLD 150 (a course entitled “Introduction to Intercultural Communication”), WRLD 151-157 (hybrid language courses), or WRLD 382: Cross-cultural Travel Narratives.

As well, all students who pursue the proposed major or minor will be required to complete the Intercultural Development Inventory (IDI: a standardized assessment), preferably pre- and post-program, but at least once before they graduate. They will receive individual feedback sessions, scores and reports. Costs for this licensed assessment will be met with a mandatory program fee (approximately \$50) or a course fee (if the IDI is included in the intercultural course itself, as it is for WRLD 382).

The assessment itself includes both content and theoretical framework for beginning intercultural learning, and it provides an objective, tangible score as a starting point for students. If taken also post-program, re-test will give students concrete and immediate feedback that is useful for guiding lifelong learning and can be put in their resumes.

All first and second year WRLD courses will be either high-capacity broad survey lectures (up to 120 students), or smaller (35-student maximum) language-style classes.

At the upper-level, courses transition from culture-general to culture-specific, which means that while third-year courses are still transhistorical, transnational, and/or interdisciplinary, they are more focused on specific issues, genres, theories, or topics. The Department has also designed a new type of team-taught course that will fit into a future micro-credit model. WRLD 330 (War in Literature), 331 ('Best' International Feature Films), 332 (Nobel Prize Literature) emphasize a theme (e.g. “war”), a media (e.g. film), a genre (e.g. novel), or an intercultural angle (e.g. legitimization devices, prizes); 3 different instructors will teach a unit in each of the courses. Students will then get 3 different cultural perspectives via 3 different instructors, but each instructor ends up teaching the equivalent of 1 full course (3 x 1/3 of a course). This will provide

the transnational component without the instructors having to be full experts in new areas. These classes are currently capped at 35, but may be run somewhat larger in the future.

In the fourth year, students will be able to choose from a rotating variety of seminars with a more traditional (deeper and narrower) focus on topics related to the instructor's research field and/or main cultural/linguistic area.

At a 400-level, 3 credit optional project-based experiential learning courses will be run (year-round), with faculty supervision and community mentors:

**WIL (Work Integrated Learning)** will help students gain intercultural job experience, develop intercultural skills, and create networking opportunities. Projects will be mostly pre-organized, and community-based. Students will be offered a choice of ongoing projects to join.

**CSL (Community Service Learning)** will help students learn to read and adapt to an organization's culture, and adjust their attitudes and personal expectations so that they are meeting the organization's needs. Projects will be ongoing, pre-organized, and often centred around social justice issues. UBCO's CSL office will be in charge of recruiting and vetting these community projects.

**PBL (Project-Based Learning)** will give students a choice to develop an independent academic research project, or organize, execute, and evaluate their own community project. Conceptualization, planning, and self-reflection will be a major part of the grade and a formal report or academic paper will be required.

With all three of the above proposed courses, there will be options to work on projects abroad to give students work or research experience in languages other than English. These may be combined with Go Global summer programming as well.

As well, the Department has been competitively awarded \$100,000 from the UBCO Provost's Aspire Learning and Teaching 2040 grant program to set up the IDI testing and to create a series of hybrid (blended) online modules to augment areas (both geographical and expertise, especially Indigenous literatures) not covered by current faculty. These blended modules will be used in varying percentages, and may be part of any and all of our WRLD courses.

## Program strengths and Related programs

To date, World Literature courses have sustained high levels of enrollment and retention. Lower-level courses exhibit numbers 10-15% above department averages, with enrollment often reaching 75 students for 100-level courses. This is why the Faculty is confident the program will succeed. Further enrolment growth is expected with the implementation of 2020 summer courses and online courses (which will be especially attractive for off-campus domestic and international students). The Department will also seek to tailor our curriculum to meet the needs of an ever-growing number of international students from a range of cultural, linguistic, and ethnic backgrounds.

Because of the widespread decline of language majors/degrees, many universities in North America are starting to combine their various standalone language programs into World Literature programs. This proposal has been developed after considering similar undergraduate programs at universities in the United States, University of Virginia ([Global English Literature and Culture Program](#)), Ohio State University ([World Literatures](#)), University of California Riverside ([Comparative and World Literature](#)). In Canada, programs exist at the University of New Brunswick ([World Literature and Culture Studies](#)) and Simon Fraser University ([World Literature](#)).

The proposed major and minor in World Literatures and Intercultural Communication is highly distinct from the program offered at Simon Fraser University ([World Literature](#)). While there are overlapping concepts and courses, the UBCO program is significantly more interdisciplinary in orientation, incorporating faculty with expertise in art history, theatre/performance studies, film studies, digital humanities and literary studies. The program also places a strong emphasis on intercultural communication with courses set up to scaffold and mirror the development stages outlined in [Bennett's Developmental Model of Intercultural Sensitivity](#).

Housed within the single, uniquely interdisciplinary Faculty of Creative and Critical Studies where literature and art are studied and produced within the contexts of existing programs and course offerings, including Art History and Visual Culture, Creative Writing, Cultural Studies, English, French, Spanish, Japanese, German, Theatre, Medieval and Renaissance Studies, and Visual Arts, the faculty who will teach the proposed major and minor are uniquely positioned to

offer a world literature and intercultural communication curriculum. This means the faculty can offer a greater range of courses and incorporate more linguistic expertise as well as other learning and training opportunities than competing programs of the same size. The proposed major and minor program combine specialized course development in strategic areas with an already well-established undergraduate curriculum offering various theoretical and methodological approaches in global literatures and languages.

Current World Literature theory is diverse but in general stresses the importance of taking a broad historical approach that includes ancient and medieval worlds, given that modern and contemporary literary traditions are deeply enmeshed with historical ones. World Literature has been argued to be a method of conceptualizing and reading literature. For example, David Damrosch, a leading theorist in the field and director of The Institute for World Literature at Harvard University, sees world literature as encompassing “all literary works that circulate beyond their culture of origin, either in translation or in their original language.” He further argues, that “world literature is not an infinite, ungraspable canon of works but rather a mode of circulation and of reading, a mode that is as applicable to individual works as to bodies of material, available for reading established classics and new discoveries alike” (see bibliography).

Any program in World Literature must be selective in its coverage. Its purpose is not to be encyclopedic, but exploratory. It differs from Comparative Literature in its scope and perspective. Its range goes beyond the Euro-American Canon into diverse cultures, societies, and civilizations, and into ancient mythologies and oral traditions.

The target audience for the proposed major and minor consists primarily of students in the Arts, Literature, History, Psychology, International Relations, Political Science, and the Social Sciences. Partnerships are being developed with UBCO’s Engineering and Medical programs. The proposed major and minor, an interdisciplinary program offers students unique opportunities to develop literary, linguistic, and intercultural competencies with a global outlook.

## Challenges for the Proposed Program

Currently the faculty members within FCCS represent only the major world powers and is mostly Eurocentric. One of the main goals of this proposed program is to help FCCS diversify—

geographically, historically, critically, and theoretically—areas of teaching and research by amplifying the range of collaborations and team-teaching with other programs and departments as well as by hiring new colleagues with expertise in underrepresented academic fields.

The challenge is to do this organically and sustainably so that, far from being just a list of disciplines working side by side, the curriculum functions in a genuinely interdisciplinary and interactive way.

# Appendix I. Calendar Course Descriptions of Present World Literature Courses

<http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&code=WRLD>

## **WRLD 100 (3) A World History of Horror**

Introduction to the idea of horror across historical times, geographic regions, and genres, with an emphasis on the interdisciplinary methodologies and theories of World Literature. [3-0-0]

## **WRLD 151 (3) Introduction to Language and Culture: Mandarin Chinese**

Basic introduction to modern spoken Mandarin Chinese, and key intercultural and sociolinguistic concepts from the cultures where Mandarin Chinese is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.

## **WRLD 152 (3) Introduction to Language and Culture: Modern Korean**

Basic introduction to modern spoken Korean, and key intercultural and sociolinguistic concepts from the cultures where Korean is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.

## **WRLD 153 (3) Introduction to Language and Culture: French in Canada**

Basic introduction to French spoken in Canada, and key intercultural and sociolinguistic concepts from the cultures where French is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.

## **WRLD 154 (3) Introduction to Language and Culture: Modern Farsi (Iranian)**

Basic introduction to modern spoken Iranian Farsi, and key Iranian intercultural and sociolinguistic concepts. Not available for students with a CEFR level (or equivalent) of A1 or higher.

**WRLD 155 (3) Introduction to Language and Culture: Modern Maya**

Basic introduction to modern spoken Yucatec Maya, and key Indigenous intercultural and sociolinguistic concepts. Not available for students with a CEFR level (or equivalent) of A1 or higher.

**WRLD 200 (3) Introduction to World Literatures**

A thematically organized introduction to world literatures, interconnecting a range of cultures and historical periods. Texts will be studied in English translations. [3-0-0]

*Prerequisite:* 3 credits of first year English

**WRLD 240 (3) World Sacred Scriptures: The Hebrew Bible**

Survey of the Hebrew Bible as a literary text, with special consideration of influence across cultures and historical contexts.

*Prerequisite:* 3 credits of first year English.

**WRLD 304 (3) World Theatre and Cultural Performance**

Explorations of world theatre and cultural performance traditions and practices from South, Southeast and East Asia; Oceania; Sub-Saharan Africa; the Middle East; and the Americas; includes Indigenous theatre. Credit will be granted for only one of THTR 304 or WRLD 304.

*Prerequisite:* Third-year standing. *Equivalency:* THTR 304.

**WRLD 310 (3) Mythologies in Motion**

Literary study of a selection of transcultural myths and their influence across time.

*Prerequisite:* Third year standing.

**WRLD 313 (3/6) d Dramatic Literature in Performance**

Explores the performance of dramatic literature through a combination of interactive lectures and acting/directing training for a selected dramatic repertoire. Rehearsals outside class time required. Culminates in a public presentation. With different topics, the course can be taken more than once for credit. Credit will be granted for no more than a total of 6-credits of THTR 313 and WRLD 313.

*Prerequisite:* Third-year standing.

*Equivalency:* THTR 313.

### **WRLD 330 (3) War Literatures**

An intercultural exploration of the literary representation of war in various textual forms.

*Prerequisite:* Third year standing

### **WRLD 331 (3) Nobel Prize Literature**

An intercultural and interdisciplinary exploration of literary texts by authors who have won the Nobel Prize for Literature.

*Prerequisite:* 3rd year standing

### **WRLD 332 (3) Best Foreign Movie**

An intercultural exploration of films that have been included in the American Academy Award for Best International Feature Film Category

*Prerequisite:* Third year standing

### **WRLD 340 (3) Tales of Resistance: Indigenous Voices in Central America**

Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.

*Prerequisite:* Third year standing.



**WRLD 360 (3) Literature and Power**

Explores the intersections of literature and power, featuring poems, short stories, and novels from nations as geographically, politically, and ethnically diverse as Iran, North Korea, Cuba, Italy, and Great Britain. [3-0-0]

*Prerequisite:* Third year standing.

**WRLD 370 (3) Story and Image Across the Islamic World**

Selections from the arts of the book across the Islamic world (8th to 19th C) showing how literature inspired painters and calligraphers to weave together word and image. Digital art historical approaches will normally be used, though no computing experience is required. Credit will be granted for only one of ARTH 370, DIHU 370, or WRLD 370.

*Prerequisite:* Third-year standing.

*Equivalency:* ARTH 370, DIHU 370.

**WRLD 375 (3) Encountering India: The Age of the Mughals**

An examination of interrelated arts, visual cultures and texts in South Asia (15th to 19th C) within their historical and cultural contexts. Topics include the rise of the multicultural Mughal Empire, the roles of Hinduism, Islam, and Sikhism, and encounters with Renaissance and Colonial Europe. Digital art historical approaches will normally be used, though no computing experience is required. Credit will be granted for only one of ARTH 375, DIHU 375, or WRLD 375.

*Prerequisite:* Third-year standing.

*Equivalency:* ARTH 375, DIHU 375.

**WRLD 382 (3) Cross-cultural Travel Narratives**

Experiential learning course combining introduction to intercultural communication theory and the literary study of cross-cultural migration narratives.

*Prerequisite:* Third-year standing.

### **WRLD 399 (3/9) d Special Topics in World Literatures**

Trans-cultural or cross-regional topics, with a focus on a specific genre and/or historical period. With different topics this course may be taken more than once for credit.

*Prerequisite:* Third-year standing.

### **WRLD 403 (3) Global Surrealism**

The development of Surrealism from its roots in 20th-century French thought to its global proliferation in film, literature, visual culture and contemporary theories. Credit will be granted for only one of ARTH 403 or WRLD 403.

*Prerequisite:* Third-year standing.

*Equivalency:* ARTH 403.

### **WRLD 428 (3) Anti-Semitism: Then and Now**

Roots, developments and transformations of anti-Semitism in literature, and culture.

*Prerequisite:* Third year standing.

### **Courses pending Senate Approval:**

**WRLD 150:** Introduction to Intercultural Communication

**WRLD 156:** Introduction to Language and Culture: Punjabi

**WRLD 157:** Introduction to Language and Culture: Arabic

**WRLD 497:** Community Service Learning

**WRLD 498:** Work Integrated Learning

**WRLD 499:** Project Based Learning

## Appendix 2. Current Faculty and Course Commitments

<https://fccs.ok.ubc.ca/about/contact/>

### **Anderson Araujo**

Transnational modernism; First World War poetry, 20th-century British and Irish literature; modernism and transatlantic modernism; peace and war studies; aesthetics.

Anderson Araujo's published research engages the intersections of aesthetics and politics in Transatlantic Modernism, in articles on avant-garde movements and modernist writers, including Ezra Pound, T. S. Eliot, Virginia Woolf, and Richard Aldington. His first book, *A Companion to Ezra Pound's Guide to Kulchur* (2018), offers a comprehensive and interdisciplinary study of this critical text in Pound's oeuvre and biography. He is currently writing a book on modernist cultural politics and the Spanish Civil War.

**WRLD Courses:** WRLD 200. Introduction to World Literatures; WRLD 360. Literature and Power; WRLD 331. "Best" International Feature Films; WRLD 332. Nobel Prize Literature

### **Alison Conway**

Literary and cultural history of the long eighteenth century in Britain; narrative studies; and gender and sexuality theory.

Alison Conway is the author of two books: *Private Interests: Women, Portraiture, and the Visual Culture of the English Novel, 1709-1791* (2001) and *The Protestant Whore: Courtesan Narrative and Religious Controversy in England, 1680-1750* (2010). She is co-editor, with Mary Helen McMurrin, of *Mind, Body, Motion, Matter: Eighteenth-Century*

British and French Literary Perspectives (2016), and co-editor, with David Alvarez, of *Imagining Religious Toleration: a Literary History of an Idea, 1600-1830* (2019).

**WRLD Courses:** WRLD 428 Anti-Semitism: Then and Now

### **Mónica Carolina Good**

Spanish Culture and Literature; Indigenous literature; Indigenous language reclamation and revitalization (specifically for the case of Mexico); Indigenous peoples rights to court interpretation (Case of Oaxaca).

Monica's work strives towards Indigenous languages revitalization and linguistic rights for Indigenous peoples, specifically for the case of Oaxaca, Mexico. Her research gives voice to Indigenous survivors of the legal system, and advocates for better training programs for Indigenous language interpreters. At present, Monica collaborates with a group of colleagues from USA and Mexico in a cultural revitalization project involving Indigenous communities in Oaxaca (Zapotec and Mixtec), and Mayan communities in the states of Campeche and Yucatan.

**WRLD Courses:** WRLD 155. Introduction to Language and Culture: Mayan; WRLD 340 Tales of Resistance: Indigenous voices in Central América

### **Hussein Keshani**

Sultanate, Mughal and Late-Mughal era (Nawwabi) visual culture; Digital Islamic Art History; Interpretation in Digital Media for Botanic Gardens and Museums

Keshani's work crosses multiple disciplines including history, religious and gender studies, digital art history/humanities, world literature, interpretation and art and architectural history. His diverse research practices include, archival and museum research, fieldwork at architectural sites and botanic gardens, coding, and analytical renderings of architectural drawings and digital models.

**WRLD Courses:** WRLD 370. Story and Image Across the Islamic World; WRLD 375. Encountering India: The Age of the Mughals

### **Francis Langevin**

Plurilingual and pluricultural competencies; FSL didactics; Québec Studies; Place in French-language Fiction (*régionalité*); Narratology; French Linguistics and Literary Theories; Discourse Analysis (*énonciation*)

Francis Langevin is a Literary Theories, French and French Canadian Studies scholar whose published research focuses on 3<sup>rd</sup>-person narration, the relationship between style and values, and the representation of place in fiction (*régionalité*). His educational leadership projects study the development and the assessment of plurilingual and pluricultural competencies and attitudes in FSL education in Canada, especially in minority settings. He is currently conducting theoretical and empirical research on learners attitude change and motivation in university-level French language and Quebec Studies learners in Canada and abroad (20+ universities). At UBCO, he is in charge of aligning the French program (Minor & Major) with the Common European Frame of Reference for Languages (CEFR) as well as the Diplôme d'étude de langue française (DELF) testing format.

**WRLD Courses:** WRLD 153. Introduction to Language and Culture: French in Canada; WRLD 331. Nobel Prize Literature; WRLD 332. "Best" International Feature Films

### **Francisco Peña Fernández**

Literary Studies, Biblical Studies, Religious Studies, and History of Ideas; literary study of the Bible; influence of the Bible in Medieval and Early Modern Spanish literature; Jewish/Christian relations in Medieval Iberia.

Francisco Peña's research is wide-ranging and interdisciplinary in nature, involving Literary Studies, Biblical Studies, Religious Studies, and History of Ideas. He is the

Principal Investigator of “The Confluence of Religious Cultures in Medieval Historiography: A Digital Humanities Project” financed by the SSHRC Insight Grant. This research project comprises the first interdisciplinary study of the General e grand estoria (GGE).

**WRLD Courses:** WRLD 100. World History of Horror; WRLD 240. World Sacred Scriptures: The Hebrew Bible; WRLD 310. Mythologies in Motion; WRLD 428 Anti-Semitism: Then and Now

### **Virginie Magnat**

Virginie Magnat’s interdisciplinary and cross-cultural research spans the fields of performance studies, cultural anthropology, arts-based qualitative inquiry, and Indigenous epistemologies and methodologies. She co-leads a UBC-funded international research cluster exploring the cultural, spiritual and environmental dimensions of health and well-being. Her two monographs *The Performative Power of Vocality* (Routledge 2020) and *Grotowski, Women, and Contemporary Performance: Meetings with Remarkable Women* (Routledge 2014) and companion documentary film series (Routledge Performance Archive) are based on her SSHRC-funded research. Her publications have appeared in North American and international scholarly journals as well as edited collections in the fields of theatre and performance studies, anthropology, ethnomusicology, sociology, qualitative inquiry, and literary criticism in English, French, Polish, Italian, and Spanish.

**WRLD Courses:** WRLD 304. World Theatre and Cultural Performance; WRLD 313. Dramatic Literature in Performance

### **Alwyn Spies**

Intercultural communication, community service learning, gender and autobiography/memoir (particularly migration narratives), Japanese detective fiction, Japanese Studies, Asian Studies.

Alwyn Spies' published research explores the boundaries between pure literature and pop culture in contemporary Japanese women's writing and manga. Most recently her research, writing and educational leadership projects focus on pop culture and Japanese Studies curriculum design, and the development of hybrid online teaching materials – all with the goal of increasing intercultural capacity-building in undergraduate education.

**WRLD Courses:** WRLD 150. Introduction to Intercultural Communication; WRLD 382. Cross-cultural Travel Narratives; WRLD 330: War Narratives, WRLD 331. Nobel Prize Literature; WRLD 332. Best Foreign Movie, WRLD 497 Community Service Learning.

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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200814 <b>Effective Session:</b> 2021S	<b>Date:</b> 2020/04/30 <b>Contact Person:</b> Dr. Francisco Peña Fernández <b>Phone:</b> 250.807.8044 <b>Email:</b> francisco.pena@ubc.ca
<b>Type of Action: New Calendar Description – Program Overview</b>	
<p><b>Rationale:</b> In January of 2019, the Faculty of Critical and Creative Studies was restructured and a new department, named Languages and World Literatures (LWL), was created to house roughly 20 FTE faculty members from the dissolved Department of Critical Studies. This smaller unit was created in order to foster a nimble, cohesive ensemble of Research and Educational Leadership faculty around similar research and teaching subjects, namely non-English literatures and living languages. Currently, our department offers courses in French, German, Japanese, and Spanish language, culture, and World Literatures, along with the following degrees: a Major in French, a Major in French and Spanish, a Minor in Spanish, and a combined Major with French (Art History and Visual Culture, Creative Writing, Cultural Studies, or English). These parameters, which predate the creation of LWL, have made it difficult for many faculty members to enable students to fully benefit from the more diverse goals specified in the strategic plan of our campus and institution. In order to meet the needs and interests of the students on the Okanagan campus, and to increase faculty and departmental FTE efficiency using existing faculty resources, we have created an innovative program that takes advantage of our shared expertise in languages and literatures of the world—it combines academic literary perspectives with critical, intellectual, and functional 21st-century skills. In keeping with this curricular re-programming and financial realignment process within FCCS, and in agreement with the recommendations from the 2019 External Review of LWL, we are now proposing a new major and minor in World Literatures and Intercultural Communication.</p> <p>On a growing campus that is rapidly internationalizing and diversifying—with 20% of our student body representing several countries—our program will challenge students to see difference in unique and productive ways. One of our main goals is to enable students to overcome fear and judgement of otherness and to become aware of how their own socio-cultural and linguistic backgrounds shape how they see, interpret, and create. Combining language and global literatures in a dynamic and research-enriched learning environment will foster students who will be ideally equipped to communicate and thrive in a fast-changing global economy.</p> <p>The program is distinctive in its fully integrated combination of literatures, languages and intercultural communication via a core focus on re-thinking difference. Bridging</p>	



language and literature with distinct but complementary learning outcomes, we aim to preserve the autonomy of the language programs and improve the cohesiveness of our new department. This strategy enlists the interdisciplinary curriculum we have team-designed, thereby producing complex learning outcomes for our new language and literature courses.

Significantly, the new program integrates seamlessly across multiple axes: the UBC strategic plan, the UBCO 2040 strategic plan, and the new UBCO BA. The program aligns with the new BA by offering courses in the Foundational and Distribution categories of Creativity, Communication, Digital Literacy, and Power, Diversity, and Cultures. It also reverses an entrenched Eurocentric bias by means of viable, sustainable, and tangible commitments to local ethnic communities, Indigenous and TRC initiatives. Although this is a unique program, it is informed by rigorous contemporary research, best practices in teaching and pedagogy, and a comprehensive analysis of comparable programs in other institutions.

**Proposed Academic Calendar Entry:**

**Major in World Literatures and Intercultural Communication**

**To complete the Major in World Literatures and Intercultural Communication, students must complete at least 48 credits in WRLD, with a minimum of 30 credits at the 300/400 level.**

**All students are required to take at least 6 credits of intercultural communication coursework from the following: WRLD 150-158, WRLD 382. These credits may also count towards the 48 total credits required for the degree, appropriate to their year/level. Students must also complete a standardized Intercultural Development Inventory assessment, for which there will be a mandatory course fee of approximately \$50.**

**Draft Academic Calendar URL:**  
**URL**

**Present Academic Calendar Entry:**

N/A



**In addition to the B.A. requirements, students must complete the following:**

**First and Second Years**

**12 credits of 100- or 200- level WRLD courses.**

**\*With permission from the department, language classes from the Department of Languages and World Literatures may be substituted for a combined maximum total of 12 non-WRLD credits for all years.**

**Third and Fourth Years**

**36 additional credits of WRLD courses where at least 30 credits are at the 300- or 400-level, and a maximum of 6 credits may be at any level.**

**\*With permission from the program advisor, up to 6 credits of relevant 300-400-level courses from other faculties or programs may be substituted for a combined maximum total of 12 non-WRLD credits for all years.**

**Minor in World Literatures and Intercultural Communication**

**To complete a Minor in World Literatures and Intercultural Communication, students must complete at least 30 credits in WRLD out of the 120 credits required for the B.A. degree, including at least 3 credits of intercultural communication courses (any of WRLD 150-158, WRLD 382).**



<p><b><u>At least 18 of these credits must be numbered 300 or above.</u></b></p> <p><b><u>In addition to the B.A. requirements, students must complete the following:</u></b></p> <p><b><u>First and Second Years</u></b></p> <p><b><u>12 credits of 100- or 200- level WRLD courses.</u></b></p> <p><b><u>Third and Fourth Years</u></b></p> <p><b><u>At least 18 credits of 300- or 400- level WRLD courses</u></b></p> <p><b><u>* With permission from the program advisor, up to 12 credits of language classes from the Department of Languages and World Literatures may be substituted.</u></b></p>	
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2021 S1	<b>Date:</b> 2020/05/01 <b>Contact Person:</b> Dr. Alwyn Spies <b>Phone:</b> 250.807.8126 <b>Email:</b> <a href="mailto:alwyn.spies@ubc.ca">alwyn.spies@ubc.ca</a>
<b>Type of Action:</b> New Course	
<b>Rationale:</b>  <p>This proposed course is expected to be one of the key courses for the proposed new Major/Minor in World Literatures and Intercultural Communication, and will fulfill 3 credits of the 6 intercultural course credit requirements for the Major (or all 3 of the 3 credits required for the Minor).</p> <p>This course is designed to introduce intercultural theories, critical self-reflective writing skills, and the reading of cross/intercultural texts and will prepare students for all aspects of the WRLD program.</p>	
<b>Proposed Academic Calendar Entry:</b>  <p><b><u>WRLD 150 (3) Introduction to Intercultural Communication</u></b></p> <p><b><u>Current intercultural communication theories and their critiques. Key concepts are applied to popular culture texts from around the world, providing a context for practice with a variety of intercultural communication skills, development tools, and self-reflective writing techniques.</u></b></p>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A





## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2021 S1	<b>Date:</b> 2020/05/01 <b>Contact Person:</b> Dr. Alwyn Spies <b>Phone:</b> 250.807.8126 <b>Email:</b> <a href="mailto:alwyn.spies@ubc.ca">alwyn.spies@ubc.ca</a>
<b>Type of Action:</b> New Course	
<b>Rationale:</b>  <p>These 2 courses are part of a series of hybrid culture &amp; language courses – WRLD 151, 152, 153, 154, and 155 were approved by Senate in December 2019. These two additional languages – Punjabi and Arabic -- will give broader representation of non-European world languages/language families to the series and for the WRLD Major/Minor.</p> <p>Here is the Rationale from the previous courses adapted to the new ones proposed:</p> <p>These new hybrid culture &amp; language courses are being proposed in preparation for the major in World Literature, and for the new language requirement for the new BA. They are based on a plurilingual/pluricultural model, that values any amount of partial linguistic competencies across more and many diverse languages and cultures as a key component of decolonization, intercultural communication, and training for democratic citizenship. As well, WRLD would like to demonstrate, via these courses at a first-year level, the co-iterative nature of language, culture and communication. As a program that claims to be “worldly”, it is also necessary to expand language offerings beyond the courses that are that are currently offered. It is also important for the attainment of the 2040 Outlook goals to consciously create programming that will represent, model, and cultivate socio-linguistic diversity and pave the way for better communication and social cohesion between domestic and international students.</p> <p>Because of their key focus on oral/aural communication and the amount of time spent on socio-cultural knowledge and skills, these courses do not overlap with the content of the traditional language classes in any significant way. The curricular value of these courses for an undergraduate program, in comparison with traditional language classes, is in the experiential combining of language and linguistics and the consequent cultivation of a meta-cognitive communication tool-kit that transfers across languages, and will, with repetition and use over time, constantly increase the learner’s plurilingual capacity. These first courses have been designed (and the languages chosen) so that current faculty (continuing, sessional and visiting) who are interested can teach them.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>WRLD 156 (3) Introduction to Language and Culture: Modern Punjabi</u></b> <b><u>Basic introduction to modern spoken Punjabi, and key intercultural and sociolinguistic concepts from the cultures where Punjabi is spoken. For beginners; not available for students with a CEFR level (or equivalent) of A1 or higher.</u></b></p> <p><b><u>WRLD 157 (3) Introduction to Language and Culture: Modern Arabic</u></b> <b><u>Basic introduction to modern spoken Arabic, and key intercultural and sociolinguistic concepts from the cultures where Arabic is spoken. For beginners; not available for students with a CEFR level (or equivalent) of A1 or higher.</u></b></p>	<p><b>Draft Academic Calendar URL: N/A</b></p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2021 S1	<b>Date:</b> 2020/09/16 <b>Contact Person:</b> Dr. Alwyn Spies <b>Phone:</b> 250.807.8126 <b>Email:</b> <a href="mailto:alwyn.spies@ubc.ca">alwyn.spies@ubc.ca</a>
<b>Type of Action:</b> New Course	
<b>Rationale:</b>  <p>This new course is part of a series of hybrid culture &amp; language courses – WRLD 151, 152, 153, 154, and 155 were approved by Senate in December 2019, and have also been approved by the BA Implementation Committee to count for the new Communication requirement in the languages sub-section. Japanese is now being proposed based on expertise of faculty newly appointed/moved to WRLD (they need to be able to teach in their area) and to give broader representation of non-European world languages/language families in WRLD. This proposed course (and the whole series of language/culture courses) will count for the intercultural course requirement for the proposed Major/Minor in World Literatures and Intercultural Communication, and thus will be a key component of the new/proposed program and a key means for attaining program-level learning outcomes. It will also be run regularly because a full-time, tenured WRLD faculty member will be teaching it as part of their standard teaching load, and so it will not require any new resources or sessional budgeting to run. As with the rest of the series, it is hybrid – and will be taught in English with practice in the target language.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>WRLD 158 (3) Introduction to Language and Culture: Modern Japanese Introduction to key intercultural and sociolinguistic concepts that affect social interaction in a Japanese-speaking environment, using basic spoken Japanese.</u></b></p>	<p><b>Draft Academic Calendar URL: N/A</b></p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200814 <b>Effective Session:</b> 2020 W2	<b>Date:</b> 2020-07-09 <b>Contact Person:</b> Dr. Alwyn Spies <b>Email:</b> alwyn.spies@ubc.ca
<b>Type of Action:</b>	
New Course	
<b>Rationale:</b>	
<p>WRLD 480 is a culture specific seminar course that helps WRLD meet its design goal of decolonizing the curriculum by integrating more non-European content across the new program. As such, it is a key course for the proposed new World Literatures and Intercultural Communication Major and Minor (and is part of the proposal package).</p>	
<b>Proposed Academic Calendar Entry:</b>	<b>Present Academic Calendar Entry:</b>
<p><b><u>WRLD 480 (3) Modern Japanese Literature and the Invention of Japaneseness</u></b>  <b><u>The modern Japanese literary canon (in translation) and its relationship to Japanese nationalism. Credit will be granted for only one of WRLD 480, WRLD 399A, JPST 364.</u></b>  <b><u>Prerequisite: Third-year standing.</u></b></p>	



## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200814 <b>Effective Session:</b> 2021W	<b>Date:</b> 2020-07-09 <b>Contact Person:</b> Dr. Alwyn Spies <b>Email:</b> alwyn.spies@ubc.ca
<b>Type of Action:</b>	
New Course	
<b>Rationale:</b>	
<p>WRLD 482 is a culture specific seminar course that helps WRLD meet its design goal of decolonizing the curriculum by integrating more minority and Indigenous content across the new program. This course will always include Ainu and Okinawan (indigenous populations of Japan) texts and research by Ainu and Okinawan scholars and writers, to add to WRLD's initiative to introduce more students on the UBCO campus to Indigenous voices and issues from other parts of the world. ALT funding will be used to create recorded lectures/modules by Indigenous and minority scholars, and these will be added in the near future.</p>	
<b>Proposed Academic Calendar Entry:</b>	<b>Present Academic Calendar Entry:</b>
<p><u><b>WRLD 482 (3) Voices from the Margins: Minority Writing from Japan Literary representations of Japanese national identity via an analysis of writing by minority and Indigenous authors from Japan, in English/translation. Credit will be granted for only one of WLRD 399E and WLRD 482.</b></u></p> <p><u><b>Prerequisite: Third-year standing</b></u></p>	



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies	<b>Date:</b> 2020/05/01
<b>Dept./Unit:</b> Languages and World Literatures	<b>Contact Person:</b> Dr. Alwyn Spies
<b>Faculty/School Approval Date:</b>	<b>Phone:</b> 250.807.8126
<b>Effective Session:</b> 2021 S1	<b>Email:</b> <a href="mailto:alwyn.spies@ubc.ca">alwyn.spies@ubc.ca</a>
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b></p> <p>This proposed course syllabus has been co-created with the Coordinator for Community Service Learning for the Okanagan Campus (Ms. Robyn Bunn).</p> <p>It is the first of a series of 3 experiential courses that WRLD designated faculty received ALT funding to create. We are planning for these experiential courses to provide an individual student flexibility that other programs, such as the Co-op Program cannot. It also allows students to do experiential projects during semester breaks, and also abroad — while at home if an international student, independently if language skills are adequate, or in combination with Go Global summer courses.</p> <p>This particular CSL course will help students learn to read and adapt to an organization's culture, and adjust their attitudes and personal expectations so that they are meeting the organizations needs. Projects will be ongoing, pre-organized, and often centred around social justice issues – set up and managed by the CSL Coordinator. It combines professional skills and skills development with a strong academic core of critical thinking about social justice in and around community volunteer work, together with significant practice with critical self-reflective writing. Thus, students will develop professional skills and networks, as well as expand and deepen their academic understanding of social issues, community life, and intercultural communication. Grades for this course will be based on the critical depth of students' various analyses of their placement experiences, and not on the performance reviews from the organization. Because students will choose from a list of community projects that have been set up by the university, the instructor will be in an ideal position to integrate the project with intercultural communication training that the student has received in preparation to undertake the project.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>WRLD 497 (3) Community Service Learning</u></b>  <b><u>Experiential learning course where volunteer work in a local, regional, or international community organization is combined with guided critical self-reflective writing, critical reading and discussion of related social issues, and the analysis of intercultural and/or interpersonal communication. Consult instructor for a list of the current projects.</u></b></p> <p><b><i>Prerequisites: Third-year standing.</i></b></p>	<p><b>Draft Academic Calendar URL: N/A</b></p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200814 <b>Effective Session:</b> 2021W	<b>Date:</b> 2020-07-05 <b>Contact Person:</b> Dr. Alwyn Spies <b>Email:</b> alwyn.spies@ubc.ca
<b>Type of Action:</b>	
New Course	
<b>Rationale:</b>	
<p>WRLD 498 is an experiential learning course that is a fundamental part of the pedagogical design for the proposed WRLD major and minor programs: it is vital for integrating 21st century learning skills to the programs in a significant and practical way, as well as providing more opportunities for the development of intercultural communication.</p>	
<b>Proposed Academic Calendar Entry:</b>	<b>Present Academic Calendar Entry:</b>
<p><b><u>WRLD 498 (3) Work-Integrated Learning</u></b>  <b><u>Experiential learning course where intercultural communication and other related professional skills are practiced via a practicum or period of volunteer work in a local, regional, or international workplace. Consult instructor for list of current projects.</u></b>  <b><u>Prerequisite: Third-year standing</u></b></p>	



## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20200814 <b>Effective Session:</b> 2021W	<b>Date:</b> 2020-07-09 <b>Contact Person:</b> Dr. Alwyn Spies <b>Email:</b> alwyn.spies@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> WRLD 499 is an experiential learning course that is a fundamental part of the pedagogical design for the proposed WRLD major and minor programs, and is part of the ALT 2040 funded project, “Building Intercultural Communication Through World Literature.” Its fundamental function is to integrate critical thinking and academic content with the practice and development of creativity, collaboration, and communication skills. It will also provide supported opportunities for the practice of intercultural communication in authentic contexts, and substantial student research opportunities.	
<b>Proposed Academic Calendar Entry:</b> <u><b>WRLD 499 (3/6) d Project-Based Learning</b></u> <u><b>Experiential learning course where students plan their own individual or small-group projects in world literatures and/or intercultural communication. This course may be taken more than once with different projects, or once for six credits for a larger project.</b></u> <u><b>Pre-requisite: Third-year standing and a 75% average across a minimum of 6 credits of upper-level WRLD courses. Permission of instructor is required. See WRLD website for application materials.</b></u>	<b>Present Academic Calendar Entry:</b>



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Campus

## Major in World Literature and Intercultural Communication

## Minor in World Literatures and Intercultural Communication

The University would like to gather your comments on the tuition for these proposed programs.

Below you will find:

- instructions to provide feedback
- an overview of the program
- the proposed tuition

### Instructions

We are seeking comments from individual students and student organisations on campus. Please review and distribute the information below as you deem appropriate.

All comments should be sent to the Associate Vice-President (Students) [avps.ok@ubc.ca](mailto:avps.ok@ubc.ca) by 4:00pm, October 20, 2020.

If you have any questions about this consultation process, please contact the AVP Students Office: [avps.ok@ubc.ca](mailto:avps.ok@ubc.ca).

### Confidentiality

Comments will be collected by the Office of the Associate Vice-President (Students), and only analysts within that office will know the identity of individual students submitting comments. At no time will anyone outside of the Office of the Associate Vice-President (Students) know the identity of individual students who submit comments to this consultation. Your comments will only be used for the purposes of the tuition consultation. Comments from individual students will be stripped of any identifying information to ensure confidentiality, but otherwise will be provided to the responsible Faculties and the Board of Governors verbatim.

Comments received from student organizations will be reported as coming from those organizations, and provided to the responsible faculty and the Board of Governors as received.

### Program Overview

World literature is a vibrant and vital field of study encompassing a spectrum of national literatures, historical periods and cultural phenomena through the ages and across the globe. It is a method of conceptualizing and reading literature as a witness to constant transformation and change. Tracing a global arc across a wide selection of oral, written and visual traditions, students will explore how politics and ideology shape and define literatures across geographical, cultural and ethnic boundaries.



Courses offered in this area also examine the literary properties of other genres of artistic communication, and the relationship between literature and other genres, including film, oral traditions, television, music, theatre and visual arts.

The intercultural learning and international awareness fostered by the study of literature in global perspective prepare students to flourish academically and professionally in an increasingly interconnected world.

### *Course Fee*

All students who pursue the proposed major or minor will be required to complete the Intercultural Development Inventory (IDI: a standardized assessment), preferably pre- and post-program, but at least once before they graduate. They will receive individual feedback sessions, scores and reports. Costs for this licensed assessment will be met with a mandatory program fee (approximately \$50) or a course fee (if the IDI is included in the intercultural course itself, as it is for WRLD 382).

The assessment itself includes both content and theoretical framework for beginning intercultural learning, and it provides an objective, tangible score as a starting point for students. If taken also post-program, re-test will give students concrete and immediate feedback that is useful for guiding lifelong learning and can be put in their resumes.

### Proposed Language for UBCO Calendar

#### Major in World Literatures and Intercultural Communication

To complete the Major in World Literatures and Intercultural Communication, students must complete at least 48 credits in WRLD, with a minimum of 30 credits at the 300/400 level.

All students are required to take at least 6 credits of intercultural communication coursework from the following: WRLD 150-157, WRLD 382. These credits may also count towards the 48 total credits required for the degree, appropriate to their year/level. Students must also complete a standardized Intercultural Development Inventory assessment, for which there will be a mandatory course fee of approximately \$50.

In addition to the B.A. Requirements, students must complete the following:

#### First and Second Years

12 credits of 100- or 200- level WRLD courses

With permission from the program advisor, language classes offered by the Department of Languages and World Literatures may be substituted for a combined maximum total of 12 non-WRLD credits for all years.

#### Third and Fourth Years



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Campus

36 additional credits of WRLD courses where at least 30 credits are at the 300- or 400-level, and a maximum of 6 credits may be at any level

With permission from the program advisor, up to 6 credits of relevant 300-400-level courses from other faculties or programs may be substituted for a combined maximum total of 12 non-WRLD credits for all years.

#### Minor in World Literatures and Intercultural Communication

To complete a Minor in World Literatures and Intercultural Communication, students must complete at least 30 credits in WRLD out of the 120 credits required for the B.A. degree, including at least 3 credits of intercultural communication courses (any of WRLD 150-157, WRLD 382).

In addition to the B.A. Requirements, students must complete the following:

First and Second Years

12 credits of 100- or 200- level WRLD courses

Third and Fourth Years

At least 18 credits of 300- or 400-level WRLD courses

With permission from the program advisor, up to 12 credits of language classes from the Department of Languages and World Literatures may be substituted.

For more information about the MMWIC, please contact Francisco Peña Fernández, Associate Professor in the department of Languages and World Literatures ([francisco.pena@ubc.ca](mailto:francisco.pena@ubc.ca)).

## STUDENT TUITION CONSULTATION REPORT

The Associate Vice-President, Students Office, in partnership with the FCCS faculty member, Francisco Pena, conducted a student consultation regarding this program proposal.

### **Student Representative Bodies Invited to the Consultation**

University of British Columbia Students' Union Okanagan and three other student representatives, were invited by email on October 16, to consult and/or provide written comments by October 25.

### **Mode of Consultation**

The consultation consisted of one face-to-face meetings, and through email, where student representatives were asked to distribute the invitation to their constituents as they felt appropriate. We met with the representative from the Students Union on October 29. At this meeting all of the required Program information was shared.



**Basis of Consultation:** The consultation was based on a tuition proposal and rationale document created by the Faculty.

- Students included:
  - Abid Wahab
  - Ali Poostizadeh
  - Ahmed Fayed
  - Tashia Kootenayoo
  - Prisha Vaidya
- Dr. Pena offered an overview of the program and proposed fee
- Dr. Alwyn Spies offered context on the course and IDI specifically
  
- Question from Students & Responses Provided:
  - Will this assessment provide an open source badge on LinkedIn?
    - YES one will be developed, and the badge comes after you complete the discussion to review your IDI results with a trained professional
    - The badge will link to the Intercultural Programs & Services intercultural learning program, and other programs on campus
  - Most of my courses have had open source textbooks and few textbook fees
  - If I'm taking a WRLD class, can I pay and take the test?
    - Yes, required for the Major and two noted classes but also available to anyone in a WRLD class
  - Why can it not be captured by existing tuition fees?
    - Because it specific to the Major and these two courses only
    - If you take this from a private session \$300
    - This is ancillary to the tuition
  - Appreciate that an ALT fund was sought to help support students
  - The \$50 fee is good for the entire time, so you won't be required to repeat this cost?
    - Correct, this would only be charged once
  - SUO appreciates being consulted and having been asked to provide feedback

17 December 2020

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Candidates for Emeritus Status (approval)

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The Tributes Committee recommends approval of the following motion:

**Motion:** *“That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Dean Emeritus, Principal Emeritus, Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Professor of Teaching Emeritus, Senior Instructor Emeritus or Deputy Librarian Emeritus be added to the Roll of Convocation.”*

Respectfully submitted,

Dr. Karen Ragoonaden, Chair  
Senate Learning and Research Committee



Last Name	First Name	Rank	Faculty	Emeritus Title
Wetterstrand	Gregory	Associate Professor	Education	Professor Emeritus
Mathieson	Cynthia	Professor	Barber School, Faculty of Arts and Social Sciences	Professor Emeritus
Rasmussen	Brian	Associate Professor	Faculty of Health & Social Development	Professor Emeritus





17 December 2020

**To:** Okanagan Senate

**From:** Dr Kate Ross, Registrar

**Re:** 2020 Senate By-Election Results

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Set out below are the final results for these by-elections.

### **Representatives of the Faculties to Senate**

Further to the call for nominations for faculty members from the Faculties of Arts and Social Sciences, Management, and Science to fill the one (1) position for representatives of each Faculty on the Okanagan Senate issued on 23 November 2020, three (3) valid nominations have been received (one per Faculty). Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- Dr Ruth Frost, Associate Professor, Faculty of Arts and Social Sciences
- Dr Sandy Hilton, Associate Professor of Teaching, Faculty of Management
- Dr Karen Hodges, Professor, Faculty of Science

### **Representatives of the Convocation to Senate**

Further to the call for nominations for convocation members to fill the one (1) position for a representative of the Convocation on the Okanagan Senate issued on 23 November 2020, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following convocation member is acclaimed as elected as representative of the Convocation on the Okanagan Senate for a term beginning on 1 September 2020 and ending 31 August 2023 and thereafter until a successor is elected:

- Mistaya Arthur

### **Student Representatives of the Faculties to Senate**

Further to the call for nominations for students registered in the Faculty of Education to fill the one (1) position for a representative of the Faculty on the Okanagan Senate issued on 23 November 2020, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following student is acclaimed as elected as representative of the

Faculty on the Okanagan Senate for a term beginning on 1 October 2020 and ending 30 September 2021 and thereafter until a successor is elected:

- Melanie Lunde

All positions have been filled.