## **FACULTY OF CREATIVE AND CRITICAL STUDIES**

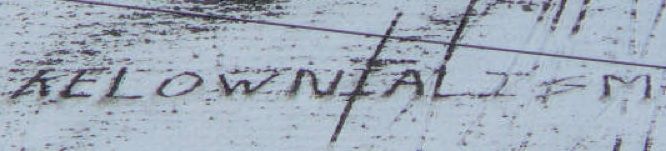
DEPARTMENT OF ENGLISH AND CULTURAL STUDIES

## **2021/22 Winter Term 1**

## ***Colonialism and Decolonization***

### *CULT 340 / ENGL 379 – 001*

### *The Faculty of Creative and Critical Studies acknowledges that the land on which we are situated is the unceded territory of the syilx (Okanagan) People.*



Site-specific temporary installation in “Kelowna, BC”, 2008; by a former UBC student

*Instructor:* **David Jefferess** *Class Meetings:*

*Email:* [*david.jefferess@ubc.ca*](mailto:david.jefferess@ubc.ca)**Mon: 11:00am-1:50pm**

*Office Hours:* Via Zoom (Link on Canvas), Tues: 11:00am-12:00pm

or by appointment – Email me…

“If you have come to help me you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together.”

-Lilla Watson, Aboriginal elder, activist and educator from Queensland Australia

“There is no discussion taking place in the world today that is more crucial than the debate about strategies of resistance”. - Arundhati Roy, *Public Power in the Age of Empire*

**Course Objectives and Learning Outcomes:**

Students who prepare for class, contribute to class discussion and/or canvas discussion boards, and complete assignments will:

* gain knowledge of key theories and conceptual language in the field of postcolonial studies
* be able to identify how the material and political project of European imperialism (extractive and settler colonialism) was also a cultural project of producing “knowledge” about “others” and inculcating European values and ideals on people in Africa, the Americas, West Asia, South Asia, and Southeast Asia
* be able to differentiate between ideas of resistance, decolonization, and Indigenization,
* develop skills in the analysis of critical and creative texts
* develop oral and written communication skills, focused on critical analysis
* develop skills in critical self-reflection

Students will read and engage with theoretical and critical readings in relation to a wide variety of examples of cultural production, including literature, documentary film, advertising, and cultural practices. Of particular interest for us is the ongoing project of decolonization and our roles within that process. As a result, while we will focus on “theories” of colonialism, identity, power, race, etc., we will seek to do so in a way that is engaged – with each other, with our own assumptions, with the structure of the university, etc.

A number of general questions will shape our readings and discussions:

* How are colonialism and decolonization cultural projects related to material and political structures?
* How do practices of representation reflect and shape knowledge, identity, and structures of power?
* How have literature and other forms of cultural production been used to enforce – and challenge – colonial oppression?
* How is the development of European modernity (for instance, the nation and nationalism, individualism, democracy, human rights, etc.) related to the project of conquest and colonial rule?
* What is the distinction between resistance, subversion, liberation, decolonization and Indigenization? And how are these different ideas related?
* How do racialized, gendered, classed identities intersect in relation to colonialism and decolonization?
* *How do “we” experience colonialism?*
* *How do/can we participate in practices/processes of decolonization, particularly in relation to culture?*

In order to create a productive learning spaces, it is very important that students prepare for classes by completing required readings and viewings, and reviewing the discussion activities identified in the agenda for the class meeting. Course material deals with ongoing and historical explanations of, and reflections on, colonial violence, oppression, and resistance. As a result, some ideas, and perspectives may challenge our perceptions of ourselves and our roles in the world, our understanding of racial, cultural, and gender identities, or our understanding of history; images and stories may be emotionally difficult to view, read, or discuss, at times. Not everyone in the class will have previously thought or spoken about many of the issues we will discuss, but all of us are impacted by colonialism in some way; for some of us, our experience of on-going colonialism is more conscious or visible than it is for others. We will seek to understand how colonialism has manifested in different regions and at different times in distinct ways. It is important to be open to the ideas of others, to share our ideas in a respectful way, and to recognize and value our differences (in experience and perspective) as part of the process of learning. We all have something to contribute and to learn, as a community.

**Course Format: (Subject to change, depending on health protocols)**

* To create a safer environment for students, we will meet in person each week in two groups, from 11:00am to 12:20 pm and 12:30pm to 1:50pm, so that we can ensure greater physical distance, with a smaller group of students, allowing us to complete student-centred discussion activities
* Our discussions will focus on required readings and will develop from video lectures that David will provide each week. These video lectures will be no more than 80 minutes in total, and should be viewed by students prior to the in-person meeting.
  + David will make available lecture material as videos (with images, quotations, etc.) as well as power point slides.
* Recognizing that some students will be less comfortable speaking in class, even with masks (or perhaps because of masks), while students are expected to be present for in person meetings, students may choose to contribute ideas on the weekly discussion board topics. Sharing ideas on the discussion boards is NOT an expectation of the course, but a means for students who are not comfortable speaking in class to contribute.
* See further expectations, below, under participation guidelines.

**Health Protocols**

Please wear your mask to class and during class. In accordance with the Provincial Health Officer’s current orders, everyone in the classroom must wear a mask, covering both their nose and mouth. There is one exception: In accordance with the most recent BC PHO Order on Face Coverings (Sept. 2, 2021), the instructor is exempt from wearing a mask “while delivering a presentation or lecture, if there is a distance of two metres separating the post-secondary staff person and students” (Section 8 (i) i). The same exemption also applies to students if they are delivering a presentation or lecture (Section 7 (k) i). This exemption is for the benefit of the class as a whole and the unimpeded delivery of content: the lecturer’s voice will not be muffled or indistinct; the lecturer’s facial expressions will not be hidden; the lecturer will be able to breathe freely and not become short of breath. No one else is allowed to remove their mask regardless of distance, and when lecturers are not lecturing, regardless of distance, they must have their mask on.

To comply with the rules for masking, there will be no eating or drinking of hot drinks during class. Drinking through a straw is allowable so long as your mask remains in place.

At all times, let us treat each other with respect and consideration, aware of the stresses, strains, and sorrows that have come upon many of us. Who knows what unseen burdens your classmates may bear, what troubles they’ve seen? There is room in the class to disagree with each other but not to endanger each other. There is no room for willful disruptions to the classroom and no room for lack of compliance with the Provincial Health Officer’s current orders.

**Evaluation Criteria and Grading:**

All assignments will be graded out of 100, using the scale provided in the University Calendar (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>). All assignments MUST be submitted in the way designated on the assignment description.

I encourage you to contact me if you have any questions about specific assignments or if you would like to discuss the methods of assessment. Any adjustments to the expectations of assignments (including extensions) must be confirmed by David prior to the assignment’s due date.

1. ***Critical Engagement Paper – 22%***

* Students will select an assigned reading (email David asap as spaces are limited for each reading) and provide a written engagement (1200w) with key ideas of that reading. (See the Assignments page of Canvas for a more detailed description)
* *Due:* ***24 hours before the class*** *for which the reading is assigned.*

1. ***Theory and Analysis Assignment – Colonial Discourse – 20%***

* Students will select one or two “texts” that represent colonialism and provide a written or oral (video) critical analysis to show how the text(s) reflect colonial discourse and colonial subjectivity. (See the Assignments page of Canvas for a more detailed description, with evaluation rubric, available 25 October)
* *Due:* **Friday 6 November**

1. ***Colonial Legacies Project – 46%***

* *Reflection Guides* (4x2%) – **8%** (Due: Sept 12, Oct. 11, Oct. 30, Dec. 8)
* *Project proposal* (one page) – **8%** (Due: 14 November/17 November)
* *Project –* ***30%*** (Due: 10 December)

See the guides and the assignment description in the Assignments folder on Canvas

1. ***Participation–* 12%**

* 8% - Students are expected to regularly contribute to class discussion and/or online discussion boards. David will provide anecdotal feedback to each student during the first two weeks of October (and perhaps at other times), and assess participation based on the guidelines below, informed by the reflections on participation that students provide
* 4% - The **Participation Reflection** should be at least 200 words and provide a concise, but detailed and specific reflection of your contribution to the course, referencing the guidelines (below), as well as your Learning Reflection at the beginning of the term (RG1), providing David insights into limitations and achievements not visible to him based on your interaction in person or on Canvas.

**Guidelines for Participation**

Students are expected to attend all classes for the full duration and to come to class prepared to contribute, having completed assigned required readings and reviewed the meeting agenda. In addition, students will be expected to strive to fulfill the guidelines for participation and community we co-create in the first meeting: see the **Participation and Community Guidelines**document on Canvas.

**Required Texts:**

Books(Available via Bookstore) – Tsitsi Dangarembga, *Nervous Conditions*

Essays, poems, videos available via Library Online Course Reserves (LOCR) (See link on Canvas), Canvas (Readings module), or hyperlink (course outline).

*Demographic Information on Authors of Required Reading Material*

For most students who have experienced schooling in English, through typical public education systems, the vast majority of the articles, books, and chapters you have been assigned in secondary school, college, and university are by authors educated in Western systems of knowledge, and who are white, male, heterosexual, with university education. Typically, this demographic information is ignored, as the knowledge they present is regarded as “objective.” As a result, many of us fail to recognize the predominance of white, male authors shaping what is considered knowledge. In addition, because we have had this experience, many students assume that the authors of our readings are white and male. In this course, a little more than half the authors identify as women and only a few readings are written by people who would be categorized as white. I will provide brief bios for each of the authors whose work we discuss in class, but I urge you to research the authors online, to clarify what pronouns they use, how they self-identify, and how they situate their knowledge. Throughout the term, we will be attentive to how the subject-position and experience of the authors/creators of the material we read and view inform their analysis, as well as how our own subjectivities and experiences, shape our perspectives, assumptions, knowledge, and politics.

Further Notes:

* **Reading Questions:**I have provided reading questions for each of the readings in the “readings module” on Canvas. This guide should help you to read theoretical material strategically.
* **Course Communication:** Throughout the term, I will contact students using **Canvas Mail**, and I will communicate information to the whole class using **Canvas Announcements**.
* **Email and Canvas mail:** When you want to communicate with me, it is best to use my UBC email. I will check my UBC mail multiple times a day, Monday to Friday, and my Canvas mail more sporadically. In general, I should reply within 24 hours of your message. I am happy to respond to questions and engage in discussion via email, but I believe it is much more effective to communicate in person, so I urge you attend office hours or email me to make an appointment to chat by video.
* **Late Penalties:** All assignments are to be submitted in the manner stated in the assignment descriptions on or before the due date. Late assignments will be penalized 3% per day, *unless other arrangements are made prior to the due date. As noted above, if you would like to discuss the particular assignments or the assessments used in the course, please do so before assignments become due.*
* **Course Evaluation:** Students will be requested to complete a course evaluation at the end of the course. However, in the interest of cultivating a challenging, engaging, and participatory course, David welcomes comments, thoughts, concerns, and suggestions at any time during the course.

**Course Schedule**

(Canvas) – Reading available in Canvas course readings module

(LOCR) – Reading available from Library Online Course Reserves

**Sunday Sept. 12 - Due: Reflection Guide 1: Colonialism and Learning (Post on Canvas)**

1. 13 Sept. – **Introduction to (Ongoing) Colonialism**

*Class Meeting:* Conversation about the videos; Questions about the course; Participation and Community Guidelines

*Viewing:* Jefferess introduction to course videos (WEEK 1 Module); [500 years in 2 minutes](https://www.youtube.com/watch?v=L7LY-fXzhZI); [A Brief History of the Scramble for Africa](https://www.youtube.com/watch?v=PzF88HBlAHY); [The suknaʔqín̓x (Okanagan) is Beautiful](https://www.youtube.com/watch?v=xuRjeRXAWbo&feature=youtu.be&fbclid=IwAR0INtKZk2O6bVF-otKAEaNcb51iSlMA5sHDjM837QMrS91lsreCPQlIj6E); [How Britain Looted 45 Trillion from India](https://www.youtube.com/watch?v=SElZ29Al4Sw)

1. 20 Sept. **The European Imperial Project**

*Class Meeting:* Discussion of Senior’s “Meditation on Yellow” (See Week 3 Module for Discussion Questions)

*Viewing:* lecture videos

*Readings*: DuBois, ["The African Roots of War"](http://scua.library.umass.edu/digital/dubois/WarRoots.pdf) (Canvas); Smith, “Imperialism, History, Writing and Theory” (LOCR, **pp. 57-73**); Senior, ["Meditation on Yellow;"](https://www.poetryinternational.org/pi/poem/603/auto/0/0/Olive-Senior/meditation-on-yellow/en/tile) (Text) - ["Meditation on Yellow" (Video)](https://www.youtube.com/watch?v=e_ElJd2SBxo) (The poem begins at 30:40 of the video)

*Concepts:* colonialism, imperialism, discovery, displacement, decolonization

*Supplementary:* Kes, ["Hello" Youtube](https://www.youtube.com/watch?v=8zDSikCh96c); SNL ["Jamaica Tourism Ad"](https://youtu.be/pBYGkGnh4vU); Tharoor, ["Viewpoint: Britain Must Pay Reparations to India"](https://www.bbc.com/news/world-asia-india-33618621); [Congo: The Brutal History (Video)](https://www.youtube.com/watch?v=qx2Sj1fhSso); Ama Ata Aidoo, [Interview (1987)](Interview%20(1987))

1. 27 Sept. **Colonial Discourse: Naming, Defining, Knowing**

*Class Meeting:* Discussion of World Vision video (See Week 4 Module for discussion questions).

*Viewing:* lecture videos, World Vision video (Canvas)

*Readings*: Hall, “The West and the Rest” (CANVAS); Kincaid, “On Seeing England for the First time” (LOCR); Kipling, ["The White Man's Burden"](http://www.kiplingsociety.co.uk/poems_burden.htm) (LOCR)

*Concepts*: Orientalism; Euro-centrism, exoticism, essentialism, colonial discourse, binaries (e.g. centre/margin, West/East, civilized/primitive)

*Supplementary:* Fang, ["What is Orientalism and how is it also racism?"](http://reappropriate.co/2014/04/what-is-orientalism-and-how-is-it-also-racism/); [Edward Said: On Orientalism](https://www.youtube.com/watch?v=3MYYDEj4fIU) (Video)

1. 4 Oct. **Colonial Subjectivities: Race, Identity, Power**

*Class Meeting:* Discussion of Orwell’s “Shooting an Elephant” (See Week 5 Module for discussion questions)

*Viewing:* lecture videos

*Readings:* Fanon, “The Lived Experience of the Black Man [**pp. 89-103**]” (LOCR); Oyèwùmí, “Visualizing the Body” (LOCR) (1-17); Orwell, ["Shooting an Elephant"](http://www.online-literature.com/orwell/887/) (also LOCR)

*Concepts:* ambivalence, hybridity, mimicry, native, race, subjectivity, gender, sex

*Supplementary:* Nandy, section V of “The Psychology of Colonialism” (LOCR); Macabre, ["Decolonizing Gender Identity and Undermining Normativity"](https://medium.com/@BMacabre/decolonizing-gender-identity-and-undermining-normativity-ddd126036b45)

1. NO CLASS – National Holiday, Monday Oct 11

**Due, Oct. 11: Reflection Guide 2: Your Colonial Experience (Post on Canvas)**

1. 18 Oct. ***Nervous Conditions:* Gender, Power, Resistance**

*Class Meeting:* Discussion of the female characters experience of, and responses to, patriarchy (See Week 7 Module for Discussion Questions)

*Viewing:* lecture videos

*Readings:* Dangarembga, *Nervous Conditions*; Mohanty“Under Western Eyes” (LOCR)

*Concepts*: agency; patriarchy; third world woman; feminisms

*Supplementary:* Oyèwùmí, “Colonizing Bodies and Minds” (pp 121-128) (LOCR)

1. 25 Oct. ***Nervous Conditions:* Education and Identity**

*Class* Meeting: Discussion of the representation of schooling/education in the novel, with emphasis on a comparison of Nyasha’s and Tambu’s experiences (See Week 8 Module for discussion questions)

*Viewing:* lecture videos

*Readings:* Dangarembga, *Nervous Conditions;* Lee Maracle, “Heartless Teachers” (LOCR)

*Concepts*: modern/traditional, progress, education, assimilation, double consciousness

*Supplementary:* Fela Kuti, ["On Colonial Education" (Youtube)](https://www.youtube.com/watch?v=usnznJZ0XvA); Nandy “Colonization of the Mind” (LOCR); Viswanathan, “The Beginnings of English Literary Study in India” (LOCR); Black, *Schooling the World* (documentary) (LOCR)

**Due: Saturday 30 October: Reflection Guide 3 – Your Colonial Schooling**

1. 1 Nov **Anti-Colonialism, Resistance, Liberation**

*Class Meeting:* Small group discussion of Reflection Guides and Discussion of Histories of Anti-Colonial Resistance *(*See Week 9 Module for discussion questions)

*Viewing:* lecture videos; [A Force More Powerful (India: Defying the Crown) 2:20-26:13](https://www.youtube.com/watch?v=O4dDVeAU3u4&feature=emb_logo) (LOCR)

*Readings:* Fanon, “Excerpt from ‘Concerning Violence’” (Read: 157-162, LOCR); “National Culture” (LOCR); Biko*,“*Black Consciousness and the Quest for a True Humanity” (LOCR)

*Concepts:* Manichean Allegory, dependency complex, neocolonialism, nationalism, negritude, ahimsa, swaraj, sarvadoya.

*Supplementary:* Excerpts from *Hind Swaraj* (Read Ch. 4, 6, 13, 14, 17) (CANVAS); Mishra, ["Gandhi for the Post-Truth Age"](https://www.newyorker.com/magazine/2018/10/22/gandhi-for-the-post-truth-age)

**Due: Friday, 6 November - Theory and Analysis I: Colonial Discourse**

No Class 8 November – T1 Reading Week

**Due: 10 November – Confirm Legacies project topic and approach with David**

**Due: 13 November – Submit your Legacies Project proposal on Canvas to the members of your workshop group.**

1. 15 Nov **Decolonization as Struggle for Land, Autonomy, Justice**

*Class Meeting:* Small Group Discussion of contemporary struggles/Group informal presentations on contemporary struggles *(*See Week 10 Module for discussion questions)

*Viewing:* lecture videos

*Reading:* Shiva, “Swaraj: From Chipko to Navdanya” (LOCR);Esteva and Prakash, “Beyond Development, What?” (Canvas) Group-specific readings.

Supplementary: Folúkẹ́ Adébísí, ["Why are we talking about African decolonization in the Twenty-First century?"](https://folukeafrica.com/decolonization-in-the-21st-century/); Bhakti Shringarpure, ["Notes on Fake Decolonization"](https://africasacountry.com/2020/12/notes-on-fake-decolonization)

**Proposal Workshop**

**Due: 17 November – Submit your Legacies Project Proposal on Canvas for David to assess.**

1. 22 Nov. **Decolonization as Cultural Resurgence**

*Class Meeting:* Discussion of Coble’s story *(*See Week 11 Module for discussion questions)

*Viewing:* lecture videos

*Reading:* “Coble, “Dancing Between Two Fires” (Canvas); Sthankiya, ["The History of Pandosy and the Mission"](https://www.kelownanow.com/watercooler/news/news/Kelowna/16/07/15/The_history_of_Pandosy_and_the_Mission); Simpson, “Nichnaabeg’ Resurgence” (LOCR); Armstrong, “An Okanagan Worldview of Society” (LOCR)

*Concepts:* resurgence, resilience

*Supplementary:* Davis, “Closures and Continuities” (LOCR)

1. 29 Nov. **From Acknowledgment to New Relations**

*Class meeting:* Discussion of land acknowledgements and LandBack *(*See Week 12 Module for discussion questions)

*Viewing:* lecture videos

*Reading:* ; âpihtawikosisân (Chelsea Vowel) ["Beyond Territorial Acknowledgments"](http://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/); Tuck and Yang, [Settler moves to innocence] from “Decolonization is Not a Metaphor” (9-28) (LOCR)

*Supplementary Reading:*  Walia, ["Decolonizing Together"](https://briarpatchmagazine.com/articles/view/decolonizing-together); Biko, “Black Souls in White Skins” (Canvas); Phung, “Are People of Colour Settlers Too? (LOCR)”; Jafri, ["Privilege vs. Complicity: People of Colour and Setter Colonialism"](https://www.ideas-idees.ca/blog/privilege-vs-complicity-people-colour-and-settler-colonialism); Hargreaves and Jefferess “Always Beginning” (Canvas); ["Land Back: A Yellowhead Institute Red Paper"](https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf)

**Due: Dec 1 – Reflection Guide 4 - Decolonization**

1. 6 Dec **– Colonial Legacies Forum**

*Class Meeting*: Small group discussions of Legacy projects; Informal group presentations identifying key learnings from their projects.

*Reading:* N/A

**Due: 10 December – Colonial Legacies project – Submit on Canvas**

**Final Examinations: (NOTE: There is no final exam in this course)**

The examination period for Term 1 of Winter 2021 is December 10 to December 22, inclusive. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* [*http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0*](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0)

**Indigenous Programs and Services**

The primary goal of the Indigenous Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. Please contact us if you have any questions or inquiries. Web: <http://students.ok.ubc.ca/aboriginal/welcome.html>

**International Programs and Services**

International Programs and Services (IPS) provides advising, transition services and programs for international students, and IPS works to foster an intercultural campus community where differences are embraced and respected and adapting is multidirectional. In response to COVID-19, International Program and Services have put together a page with important resources and frequently asked questions regarding immigration and health insurance. Web: <http://students.ok.ubc.ca/international/welcome.html>

**Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity.  As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity.  At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required.  This also means you should not cheat, copy, or mislead others about what is your work.  Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed.  For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline.  Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

And on the FCCS site here: <https://fccs.ok.ubc.ca/student-resources/academic-integrity/>

**Student Learning Hub**

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. For more information, please visit the Hub’s website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

**Academic Integrity Matters (AIM) Program**

AIM is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Please contact the Student Learning Hub (<https://students.ok.ubc.ca/student-learning-hub/>) and ask specifically for an AIM appointment.

**Library Information**

The **Library** is available for research support and can be accessed [here](https://library.ok.ubc.ca/about/help-contact/).

**UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you require academic accommodations, please contact the Disability Resource Centre located in the University Centre building (UNC 215).

General inquiries or students new to the DRC can reach us by emailing [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)

Web: <http://students.ok.ubc.ca/drc/welcome.html>

**UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC’s Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO (UNC 325H).

Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

**Health & Wellness**

Health and Wellness offers a range of student health and wellness services, including a health clinic, counsellors, and health promotion programs. Students are encouraged to stay at home if they have a minor or communicable illness (such as flu-like symptoms) to prevent further spread of illness to other students, staff, or faculty. If students are too ill to attend class, the student should contact the instructor immediately and submit a “Self Declaration of Absence Due to Illness or Injury” form: [Student Declaration of Absence Due to Illness or Injury (PDF)](https://students.cms.ok.ubc.ca/wp-content/uploads/sites/90/2019/06/student_declaration_of_absence_due_to_illness_201861804.pdf)

Please note: Use of the self-declaration form during the final exam period is not accepted—students are advised to communicate directly with their instructor if they are sick and unable to write final examinations. This declaration is not an exemption from any exams, papers, or projects that were missed during the time of absence and does not modify any academic obligations.

If students would like to access a UBC physician, nurse or counsellor, please call our office at 250 807-9270 or visit our website: <https://students.ok.ubc.ca/health-wellness/>

The UBC Student Assistance Program (SAP) is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more, based on your needs: <https://students.ok.ubc.ca/health-wellness/student-assistance-program/>

**FCCS Communications Portal**

Consider signing up for our FCCS Communications portal for students in our undergraduate and graduate programs in Canvas.

This one-stop space will be used to keep students informed and up to date with important information related to your academic matters as well as updated on FCCS and campus events.

Self enrol: <https://canvas.ubc.ca/enroll/3KBYFY>

**Safewalk**

*Don't want to walk alone at night?  Not too sure how to get somewhere on campus?  Call Safewalk at* ***250.807.8076. For more information, visit:*** [***http://security.ok.ubc.ca/welcome.html***](http://security.ok.ubc.ca/welcome.html)