



**FACULTY OF CREATIVE AND CRITICAL STUDIES**  
**DEPARTMENT OF ENGLISH AND CULTURAL STUDIES**

*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*

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**2021 Winter Term 1**

***PERFORMANCE STUDIES (3 credits)***

**THTR 411/CULT 480**

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**Instructor:** Dr. Virginie Magnat (Ph.D. University of California)

**Office Hours:** Weekly Zoom Meeting (TBA)

**Academic Calendar Entry**

Seminar in the interdisciplinary field of performance studies, broadly conceived as the investigation of aesthetic, ritual, and everyday life performance practices. Credit will not be granted for both THTR 411 and CULT 480.

**Course Format**

This course has a hybrid format that combines **synchronous** and **asynchronous** tasks to avoid Zoom burnout.

**Synchronous** tasks are colour-coded in **blue** and **asynchronous** tasks are colour-coded in **green** in the course outline.

***ATTENTION: Our first synchronous Zoom class meeting will take place on Thursday September 9 at 9:30 am.***

Following this first Zoom class, **we will meet on Zoom every Thursday from 10:30am to 12:00pm for the rest of the Term**, and you will have **one hour and a half each week to complete self-directed asynchronous tasks** (assigned readings and videos + journal entries + quizzes) at your own pace.

**Overview of Weekly Tasks:**

- **Prior to each Synchronous Thursday class meeting:** To be fully prepared for Zoom class meetings, do the readings assigned for the synchronous class meeting and be prepared to engage in class discussion.



- **Asynchronous Assignments:** Watch the assigned videos and write a weekly journal entry making connections between these videos and the assigned readings discussed in the synchronous class meeting. Take the weekly quiz to monitor your learning. Asynchronous tasks will include the Midterm Exam (Week ?), which will be a timed online open-book exam available on Canvas.

All course materials (readings and videos) are available on Canvas. All assignments (weekly journal entries, quizzes, midterm, and final paper) will be due on Canvas - please see course outline for more details.

**Technology:** Zoom will be used for the Tuesday synchronous session. The Zoom link is available on Canvas (click on “Zoom” in the left hand-side column). Zoom will also be used for office hours (TBA).

### **Course Content, Objectives, and Learning Outcomes**

Students will:

- Become familiar with key theoretical orientations within the field of performance studies;
- Learn to examine aesthetic and ritual cultural practices, public events, and everyday life practices through the lens of performance;
- Think and write critically about the potential and limitations of performance studies;
- Produce a Final Reflective Paper or Creative Work grounded in the course material.

### **Course Requirements**

In addition to regular attendance and participation, all students are required to:

- Post weekly journal entries asynchronously on Canvas in which they will make connections between the assigned readings and videos;
- Take weekly quizzes asynchronously (Canvas);
- Take the Midterm Exam asynchronously (Canvas);
- Participate in a Cultural Barter Experiment on Zoom;
- Write a Reflective Paper on a topic related to the course material OR develop a Creative Work on a topic related to the course material (selected in consultation with the Instructor).
- Share a Reflective Paper-in-progress OR a Creative Work-in-progress with the class during the end-of-term virtual Symposium/Festival.

### **Evaluation Criteria and Grading**

- Attendance, Punctuality, and Active Participation: **5%**
- Weekly Quizzes on assigned readings and videos (Canvas): **10%**
- Journal Entries in response to the assigned readings and videos (Canvas): **25%**
- Midterm Exam: **25%**
- Cultural Barter Experiment: **10%**
- Reflective Paper or Creative Work: **25 %** (Outline **5%** + in-progress **5%** + Final **15 %**)



### Required Readings and Videos

- The primary textbook for this course, *Performance Studies: An Introduction* by Richard Schechner (referred to as “PS” in the course outline), can be purchased as an eBook (as well as in print) from the UBCO Bookstore (<https://shop.bookstore.ubc.ca/booklist.aspx>).
- The eBook is also available via the UBCO Library, but please note that access is limited to 3 students at a time (<https://courses.library.ubc.ca/i.kp9pff>).
- Selected readings from the secondary textbook, *Theories of Performance* by Elizabeth Bell, are accessible on Canvas, along with all other assigned readings.
- Links to the audiovisual materials are listed on the course outline as well as on Canvas, including links to the Routledge Performance Archive, which is available via the UBCO Library, but please note that access is limited to 9 students at a time.

### Textbooks:

Schechner, Richard. *Performance Studies: An Introduction*. 4th ed. Routledge, 2020.  
Bell, Elizabeth. *Theories of Performance*. Sage, 2008.

### Other Assigned Readings (Week 11):

Favel, Floyd. “Poetry, Remnants and Ruins: Aboriginal Theatre in Canada.” *Canadian Theatre Review* 139 (Summer 2009): 31–35.  
Gómez-Peña, Guillermo. “Performing Against the Backdrop of the War on Terror.” *The Rise of Performance Studies: Rethinking Richard Schechner’s Broad Spectrum*, edited by James Harding and Cindy Rosenthal. Palgrave MacMillan, 2011. 227-233.

### Recommended Readings

Bial, Henry, and Sara Brady, eds. *The Performance Studies Reader*. 5th edition. Routledge, 2015.  
Flaszen, Ludwik. *Grotowski & Company*. Routledge, 2013.  
Hay, Deborah. *My Body, the Buddhist*. Wesleyan University Press, 2000.  
Magnat, Virginie. *The Performative Power of Vocality*. Routledge, 2020.  
Pitches, Jonathan, and Sita Popat, eds. *Performance Perspectives: A Critical Introduction*. Palgrave MacMillan, 2011.  
Tuffnell, Miranda, and Chris Crickmay. *Body, Space, Image: Notes Towards Improvisation and Performance*. Dance Books, 1993.  
Viola, Bill. *Reasons for Knocking at an Empty House: Writings 1973–1994*, edited by Robert Violette and Bill Viola. Thames & Hudson, 2005.

### Evaluation Criteria for Journal entries:

Students are expected to actively engage with the assigned readings and videos by **identifying key points and examples (25%)**; **making connections** between the readings, between the videos, as well as between the readings and the videos (25%); **raising relevant questions** for class discussion (25%); and relating these questions to **specific examples drawn from the readings and videos (25%)**.



## COURSE SCHEDULE

**ATTENTION: Our first synchronous Zoom class meeting will take place on Thursday September 9 at 9:30am**

**Following this first Zoom class, we will meet on Zoom every Thursday from 10:30am to 12:00pm for the rest of the Term.**

Synchronous tasks are colour-coded in blue and asynchronous tasks are colour-coded in green in the course outline.

### WEEK 1: INTRODUCTION

**Thursday Sept. 9 (First Zoom class meeting begins at 9:30am)**

**Introduction to class + interactive group discussion of videos:**

- Richard Schechner: What is Performance?  
[https://www.youtube.com/watch?v=rfAM9dftV1A&list=PLphf\\_NvSmVMoNtgV3Xj\\_xG8Braf6\\_euRc&index=3](https://www.youtube.com/watch?v=rfAM9dftV1A&list=PLphf_NvSmVMoNtgV3Xj_xG8Braf6_euRc&index=3)
- Richard Schechner: Restored Behavior  
[https://www.youtube.com/watch?v=eTbQq5egq1c&list=PLphf\\_NvSmVMoNtgV3Xj\\_xG8Braf6\\_euRc&index=5](https://www.youtube.com/watch?v=eTbQq5egq1c&list=PLphf_NvSmVMoNtgV3Xj_xG8Braf6_euRc&index=5)
- Richard Schechner: Broad Spectrum of Performance  
[https://www.youtube.com/watch?v=KO-ebw\\_vJ3c&list=PLphf\\_NvSmVMoNtgV3Xj\\_xG8Braf6\\_euRc&index=19](https://www.youtube.com/watch?v=KO-ebw_vJ3c&list=PLphf_NvSmVMoNtgV3Xj_xG8Braf6_euRc&index=19)
- Anna Halprin  
<https://www.youtube.com/watch?v=5S-jlL6f59Y>

### Week 1 Asynchronous Activities and Assignments

**Assigned Readings:**

- *Performance Studies*: Chapter 1 - What Is Performance? (pp. 1-12)
- *Theories of Performance*: Assumptions about Performance/Key Terms/Definitions (pp.12-19)

**Assigned Video:**

- Anna Halprin's Circle The Earth  
<https://www.youtube.com/watch?v=Ky5GesRySfI>

**Write your first journal entry making connections between these assigned readings and the assigned videos for Week 1. Take Week 1 Quiz on Canvas.**

### WEEK 2: THE FUNCTIONS OF PERFORMANCE

**Thursday Sept. 16 (Zoom class meeting from 10:30am to 12:00pm)**

**Assigned Readings:**

- *PS*: Chapter 1 - What Is Performance? (pp. 12-25)
- *PS*: Chapter 4 - The Broad Spectrum of Performance (pp. 76-79)



### **Week 2 Asynchronous Activities and Assignments**

#### **Assigned Videos:**

- Richard Schechner: Is/As Performance  
<https://www.youtube.com/watch?v=SB6zTUfEODc>
- Richard Schechner: Spheres of Performance  
<https://www.youtube.com/watch?v=dpgPDfdz6TY>

**Write a journal entry making connections between these assigned videos and the assigned readings for Week 2. Take Week 2 Quiz on Canvas.**

### **WEEK 3: RITUAL AND PLAY**

#### **Thursday Sept. 23 (Zoom class meeting from 10:30am to 12:00pm)**

#### **Assigned Readings:**

- *PS*: Chapter 5 - Ritual (pp. 121-126/143-165)
- *PS*: Chapter 6 - Play (pp. 166-175/192-193)

### **Week 3 Asynchronous Activities and Assignments**

#### **Assigned Videos:**

- Richard Schechner: Ritual  
[https://www.youtube.com/watch?v=Vhk-WQ37fTY&list=PLphf\\_NvSmVMoNtgV3Xj\\_xG8Braf6\\_euRc&index=10](https://www.youtube.com/watch?v=Vhk-WQ37fTY&list=PLphf_NvSmVMoNtgV3Xj_xG8Braf6_euRc&index=10)
- Richard Schechner: Play  
[https://www.youtube.com/watch?v=OsVuWAE1OCs&list=PLphf\\_NvSmVMoNtgV3Xj\\_xG8Braf6\\_euRc&index=14](https://www.youtube.com/watch?v=OsVuWAE1OCs&list=PLphf_NvSmVMoNtgV3Xj_xG8Braf6_euRc&index=14)
- Traditional Indigenous Smudging  
<https://www.youtube.com/watch?v=Z4UoIyHKExk>
- Sacred Smudge Ceremony of Vancouver's Downtown Eastside  
<https://themedicineproject.com/wavaw.html#null> (text + images)

**Write a journal entry making connections between these assigned videos and the assigned readings for Week 3. Take Week 3 Quiz on Canvas.**

### **WEEK 4: NO CLASS (Sept. 30 is the National Day for Truth and Reconciliation)**

### **WEEK 5: PERFORMANCE IN EVERYDAY LIFE**

#### **Thursday Oct. 7 (Zoom class meeting from 10:30am to 12:00pm)**

#### **Assigned Readings:**

- *PS*: Chapter 4 - The Broad Spectrum of Performance (pp.104-112/116-118)
- *PS*: Chapter 8 - Performativity (pp. 231-238/259-266)
- *Theories of Performance*: Performing Social Roles (pp.147-162)

### **Week 5 Asynchronous Activities and Assignments**

#### **Assigned Videos:**

- Richard Schechner: Performativity  
<https://www.youtube.com/watch?v=Wm3kvxRFS58>
- Judith Butler: Gender Performativity



<https://www.youtube.com/watch?v=Bo7o2LYATDc&lc=UgyUP7ugsKZoIbSYcrR4AaABAg>

- Naila Keleta-Mae: Performing Race and Gender  
<https://www.youtube.com/watch?v=FsLxVASd2cc>

### Assigned Reading:

- Erika Sanborne: “‘We Are All In This Together,’ Right?”  
<https://thesocietypages.org/trot/2020/11/18/we-are-all-in-this-together-right/>

**Write a journal entry making connections between the assigned videos and the assigned readings for Week 5. Take Week 5 Quiz on Canvas.**

## WEEK 6: PERFORMANCE, IDENTITY, AND RESISTANCE

**Thursday Oct. 14 (Zoom class meeting from 10:30am to 12:00pm)**

### Assigned Readings:

- *Theories of Performance*: Performing Social Roles (pp.168-172); Performing Identity (pp.173-177/182-189/194-198); Performing Resistance (pp. 215-220)

### Midterm Review

## Week 6 Asynchronous Activities and Assignments

### Assigned Videos:

- Church of Stop Shopping  
<https://www.youtube.com/watch?v=gHhJdjKEBsM>
- The Path to Liberation - Church of Stop Shopping @ Queer Liberation 4 Black and Trans Liberation March  
[https://www.youtube.com/watch?v=mlwcGSFIOGo&feature=emb\\_title](https://www.youtube.com/watch?v=mlwcGSFIOGo&feature=emb_title)

**Write a journal entry making connections between these assigned videos and the assigned readings for Week 6. Take Week 6 Quiz on Canvas.**

## WEEK 7: SEARCHING FOR THE ORIGIN(S) OF PERFORMANCE + MITERM EXAM

**Thursday Oct. 21 (Zoom class meeting from 10:30am to 12:00pm)**

### Assigned Readings:

- *PS*: Chapter 7 - Performing in the Paleolithic (pp. 203-211/219-230)
- World’s Oldest Ritual Discovered by Sheila Coulson  
<https://www.apollon.uio.no/english/articles/2006/python-english.html>
- Tsodilo Hills, Sacred Land of the San People  
<https://sacredland.org/tsodilo-hills-botswana/>

### Group Work - Videos to be assigned in class:

- David Pearce on San religion, rituals, and the future of rock art research in South Africa  
[https://www.youtube.com/watch?v=aKmskLq\\_WZI](https://www.youtube.com/watch?v=aKmskLq_WZI)
- What are the differences between French and South African Rock Art? by Dr. Sam Challis  
<https://www.youtube.com/watch?v=ApchlrkwXR8>
- David Lewis-Williams on Lascaux and Southern African-French archeological cooperation  
[https://www.youtube.com/watch?v=eGV\\_Zb-zME4](https://www.youtube.com/watch?v=eGV_Zb-zME4)
- SanDance! Trailer



- <https://www.youtube.com/watch?v=Mr7s9vq2tCg>
- Lascaux Cave Guided Tour  
<https://archeologie.culture.fr/lascaux/en/visit-cave/>
- Cave of Forgotten Dreams Official Trailer (2010)  
<https://www.youtube.com/watch?v=qfJfRx2IAYo>

### **Week 7 Asynchronous Activity**

Write a journal entry about the assigned readings and the assigned videos for Week 7.

Take Week 7 Quiz on Canvas.

Take the **Midterm Exam**, a timed online open-book exam available on Canvas.

## **WEEK 8: PERFORMANCE, TECHNOLOGY, AND CAPITALISM**

**Thursday Oct. 28 Synchronous Session (Zoom class meeting from 10:30am to 12:00pm)**

### **Assigned Readings:**

- *Theories of Performance*: Performing Technologies (pp. 240-242/256-263)
- *PS*: Chapter 9 - Social Media (pp. 285-291/299-304)
- Technology Discussion Cards (The Social Dilemma Discussion and Action Guide)

### **Week 8 Asynchronous Activities and Assignments**

#### **Assigned Readings:**

- “How Social Media Took Us from Tahrir Square to Donald Trump” by Zeynep Tufekci  
<https://www.technologyreview.com/2018/08/14/240325/how-social-media-took-us-from-tahrir-square-to-donald-trump/>
- The Social Dilemma website  
<https://www.thesocialdilemma.com/the-dilemma/>

#### **Assigned Video:**

- ‘The Social Dilemma’ Unveils Psychological Manipulation Used by Social Networks  
<https://www.youtube.com/watch?v=rOL35bOCDWU>

Write a journal entry making connections between the assigned readings and the assigned video for Week 8. Take Week 8 Quiz on Canvas.

## **WEEK 9: PERFORMANCE AS CREATIVE PROCESS**

**Thursday Nov. 4 (Zoom class meeting from 10:30am to 12:00pm)**

### **Assigned Reading:**

- *PS*: Chapter 3 - Performance Processes (pp. 38-44/70-74)

### **Assigned Video:**

- Richard Schechner: Performance Processes  
<https://www.youtube.com/watch?v=-2R7CA1vhFY>

### **Week 9 Asynchronous Activities and Assignments**

#### **Assigned Video:**

- Jesse Archibald Barber: Performing Ceremony and Community in Making Treaty 4  
[https://www.youtube.com/watch?v=3VJEJxW5KsI&feature=emb\\_logo](https://www.youtube.com/watch?v=3VJEJxW5KsI&feature=emb_logo)



Write a journal entry making connections between the assigned readings and the assigned videos for Week 9. Take Week 9 Quiz on Canvas.

**ATTENTION:** Please consult with the Instructor to select the topic of your Final Reflective Paper or Creative Work prior to writing your outline due on Tuesday Nov. 23.

**WEEK 10: NO CLASS (MIDTERM BREAK)**

**WEEK 11: INTERCULTURAL AND GLOBAL PERFORMANCES**

**Thursday Nov. 18 (Zoom class meeting from 10:30am to 12:00pm)**

**Assigned Readings:**

- *PS*: Chapter 10 - Intercultural and Global Performances (pp. 305-312/323-334/344-353)

**Assigned Video:**

- A Prayer for 18th Street from Guillermo Gómez-Peña  
[https://www.youtube.com/watch?v=\\_OqzHPR\\_7hc](https://www.youtube.com/watch?v=_OqzHPR_7hc)

**Week 11 Asynchronous Activities and Assignments**

**Assigned Readings:**

- “Performing Against the Backdrop of the War on Terror” by Guillermo Gómez-Peña (Canvas)
- “Poetry, Remnants and Ruins: Aboriginal Theatre in Canada” by Floyd Favel (Canvas)

Write a journal entry making connections between the assigned readings and the assigned video for Week 11. Take Week 11 Quiz on Canvas.

**ATTENTION:** Outline of Final Reflective Paper or Creative Work due on Canvas on Tuesday Nov. 23. Your topic must be selected in consultation with the Instructor.

**WEEK 12: CULTURAL BARTER EXPERIMENT**

**Thursday Nov. 25 (Zoom class meeting from 10:30am to 12:00pm)**

**Cultural Barter Experiment**

**Assigned Reading:**

- Cultural Barter Handout (Canvas)

**Assigned Video:**

- *Iben Nagel Rasmussen and The Bridge of Winds* - Section on Barter from 42 min 28 sec to 51 min 38 sec (Routledge Performance Archive)

**Week 12 Asynchronous Activities and Assignments**

Write a journal entry about your experience of the Cultural Barter Experiment.

**WEEK 13: VIRTUAL SYMPOSIUM/FESTIVAL**

**Thursday Dec. 2 (Zoom class meeting from 10:30am to 12:00pm)**

Creative Work-in-Progress presentation and feedback.

Final Paper-in-Progress presentation and feedback.

**Week 13 Asynchronous Activities and Assignments**



## Write a journal entry about your experience of the Symposium/Festival

**ATTENTION:** The Final Reflective Paper or Creative Work due on Thursday Dec. 9 on Canvas.

### **Final Reflective Paper and Creative Work Guidelines:**

Your topic must be selected in consultation with the Instructor ***prior to posting*** your outline on Canvas **on Friday November 22.**

Your Final Reflective Paper or Creative Work must be posted on Canvas by **Thursday Dec. 9.**

### **Instructions for Reflective Paper:**

- Length and content: 6 to 8 double-spaced pages (font size 12) with **at least 5 references to the assigned readings and at least 5 references to the assigned videos.**
- **Please refer only to the course material.** Textual material and quotations drawn from the internet, specialized websites, or any other online sources **will not count** for this paper.
- Quotations drawn from the course material (readings and videos) must all be **clearly identified** in your bibliography in MLA Style.

### **Evaluation Criteria for Reflective Paper:**

**Structure:** Introducing the topic you will address in your paper and its relevance to the field of performance studies; supporting your argument with specific examples and citations drawn from the course material; suggesting in your conclusion possibilities for further reflection. **30%**

**Clarity:** Writing fully developed sentences; ensuring that each paragraph builds upon the previous one; linking each section of your argument to the next to create a sense of flow; avoiding repetition; spell-checking your paper; presenting your Reflective Paper-in-progress (6 minutes maximum) in an engaging way during the Virtual Symposium/Festival. **25%**

**Relevance:** Providing relevant examples drawn from the course material; highlighting key questions relevant to current scholarly debates in the field of performance studies. **20%**

**Originality:** Demonstrating your ability to support your writing with evidence drawn from the course material (readings and videos); envisioning new questions or identifying new areas that remain to be explored in the field of performance studies; identifying possible applications to other fields or disciplines. **15%**

**Bibliography:** Providing a complete bibliography clearly identifying the sources to which you refer in your paper (please use MLA Style). **10%**

### **Instructions for Creative Work:**

- Length: 4 to 6 minutes video or audio file (posted on Canvas).
- Content: your Creative Work must be in dialogue with or in relationship with **at least one key element** of the course material.
- Your creative process must be informed by your **understanding of the course material** **and** demonstrate your **ability to productively engage** with that material.



- Please keep track of your creative process by writing specific journal entries on Canvas.
- Provide a **constructive assessment** of your creative process in your journal **after your Work-in-Progress presentation**. In this journal entry, try to envision how your Creative Work might be further developed into a longer piece.

### **Evaluation Criteria for Creative Work:**

**Context:** Situating your Creative Work within current debates about artistic practice and creative research in the field of performance studies; focusing on a particular topic which you will explore in relation to the course material. **30%**

**Clarity:** Keeping track of your creative research process by documenting it in your journal; identifying in your journal the questions, areas, and artistic practices with which your Creative Work engages; presenting your Creative Work-in-progress (6 minutes maximum) in an engaging way during the Virtual Symposium/Festival. **25%**

**Relevance:** Developing specific aspects of your Creative Work that make it relevant to the questions, areas, and artistic practices that are central to the field of performance studies. **20%**

**Originality:** Experimenting with artistic form and content in order to address questions, areas, and artistic practices that are central to the field of performance studies, and possibly to other fields and disciplines. **15%**

**Presentation:** Developing a video or audio piece that is between 4 minute-long (minimum) and 6 minute-long (maximum); making concrete choices about the specific relationship to the spectators/witnesses of this Creative Work is designed to explore; ensuring image and/or sound clarity to the best of your technical abilities. **10%**

### **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://fcss.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](#).

### **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 \(PDF\)](#)

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>*