

LIBERAL EDUCATION COURSES FOR SPRING 2021

NOTE: For Spring 2021, ALL LBED courses will be offered synchronously online.

NEW / SPECIAL TOPICS COURSES:

- LBED 1850 A, Conversational Indigenization: Reconciling Reconciliation; D. McIntyre, CRN 12203 (Hums. List). See Page 2 attached.
- LBED 2850 A, Perspectives on Schooling, A. von Heyking, CRN 12209 (Hums. List). See Page 3 attached.
- LBED 2850 B and C (cross-listed with Neur 2850), The Core Story of Brain Development; A. Harker, CRN 12210 (Sci. List) See Page 4 attached.

REGULAR COURSES:

- LBED 1000A, Knowledge Across Disciplines, Brendan Cummin, CRN 10789 (No List, but BONUS *)
- LBED 1500A, The First Year Experience: Mapping our Communities, B. Cummins, CRN 10796 (Soc. Sci. List)
- LBED 2000, Identity & Liberal Education, 2 Sections, B. Mackay or B. Cummins, CRNs 10797, 10798 (No List, but BONUS *)
- LBED 4000, Capstone Seminar in Liberal Education, B. Mackay, CRN 10806 (No List, but BONUS *)

INDEPENDENT STUDY COURSES can also be done in Liberal Education, including a regular Lib Ed Now course (2990 or 3990 level) that requires students to attend a variety of talks (via Zoom in Spring 21) on campus or in the community. See page 5 attached.

NOTE LIB ED LIST REQUIREMENT BONUSES:

- LBED 1000 and 2000 are not on any Lists, but students who take both LBED 1000 and 2000 (OR LBED 1000 and Library Science 2000) get to count this pair as one course from each of the three lists.
- Similarly, LBED 3010 and 4000 are not on any Lists, but students who take both LBED 3010 and 4000 get to count this pair as one course from each of the three lists.
- Combining these two options means that students who take all of LBED 1000, 2000, 3010 and 4000 get to count these as two courses total from each of the three lists.

A Minor in Liberal Education is available, requiring 6 LBED courses, at least one at the 3000 or 4000 level.

LBED1850A, CRN 12203, Spring 2021:

Conversational Indigenization:
Reconciling Reconciliation

Instructor: Don McIntyre (Dhillon School of Business) don.mcintyre@uleth.ca
MW: 12:00 to 1:15 pm.

If you are unsure of what this title means but feel like you should, you are not alone. All sectors of Canada have begun the process of Indigenization. Indigenization is an on-going movement toward rebuilding Indigenous knowledge systems and generating capacity within mainstream spaces to transform all of Canada's places and institutions. This process is an aspect of Reconciliation. Unfortunately, the discourse in Canada has started to look at Reconciliation as a noun, a concrete thing referring to ideas or conditions that we can possess rather than a process that we must actively engage in. Reconciliation is about addressing the past wrongs, making amends, and improving relationships between Indigenous and Non-Indigenous people to build a better future for all. The difficulty we are presently having across sectors in Canada is that no one is certain of the language or actions of Indigenization and Reconciliation. This course will provide a safe place to engage in the discourse of Reconciliation and Indigenization. To facilitate these processes, participants will discuss the status quo, dominant discourses, power imbalances, deconstruct colonial ideologies, and the need to potentially dismantle presently-held structures. We will work to value and revitalize Indigenous ways of knowing as part of a new, more fulsome Canadian framework. (Artwork by Don McIntyre)



Spring 2021
LBED 2850A
Perspectives on Schooling

MW 1:30 to 2:45 pm.

CRN 12209

Instructor: Dr. A. von Heyking

“School is a building that has four walls with tomorrow inside.”
Lon Watters

“Generations from now we’ll look back and say,
‘How could we have done this kind of thing to people?’”
Manish Jain

Schools are, and have been, complicated places. They embody complex and sometimes contradictory aims and practices, empowering some students and marginalizing others. We expect schooling to reflect and support social values while, at the same time, address and solve social problems.

This course brings a multidisciplinary, critical lens to the idea and the institution of schooling. It will explore multiple perspectives on past and present schooling, and encourage students to reimagine schooling for the future.

We will examine the legacies of the history of schooling by considering questions such as:

- What were the goals of schooling? How have these changed over time?
- What impacts did gender, race, class have on students’ experience of schooling?
- How do schools today embody their history?

We will explore current, global perspectives on schooling by asking:

- To what extent do schools reflect or reform their social context?
- Do western models of schooling help or hinder global development?
- What social, economic and technological forces are shaping schools today?

We will think critically and creatively by considering:

- How might we rethink and redesign schools and school programs to better meet the needs of students?
- Are there alternative models of education that might be more appropriate?

For more information about the course, please contact Dr. Amy von Heyking,
amy.vonheyking@uleth.ca

LBED 2850 Sections B and C: THE CORE STORY OF BRAIN DEVELOPMENT

The School of Liberal Education is pleased to announce two sections of the Core Brain Story Course for Spring 2021 semester.

LBED 2850 Section B, CRN 12210, Online synchronous classes TRF, 9:00 - 9:50 a.m.

LBED 2850 Section C, CRN TBA, Online synchronous classes TRF, 12:00-12:50 p.m.

INSTRUCTOR: Allona Harker (Instructor, School of Liberal Education)
allona.harker@uleth.ca

Have you ever wanted to know more about the brain, but thought that you didn't have the scientific background or knowledge to understand it? Have you wondered about how your past experiences might influence your brain and the choices you make today? This course is structured around the Brain Story Certification offered by the Alberta Family Wellness Initiative (AFWI). The information presented in this course is fundamental to understanding

- brain development and its consequences for lifelong health and wellness;
- the impact of intergenerational trauma on brain development;
- the impact of early childhood experiences on physical and mental health, and how early experiences can make one more vulnerable to addiction;
- how to help people overcome adverse childhood events and traumas and develop resiliency.

A certification of completion for the Core Story of Brain Development from AFWI will be awarded following completion of all modules/quizzes.

This course is designed for those who do NOT have a background in the sciences but have a desire to understand more about the important interplay between experiences and brain development. It is designated as a Science list course for the Liberal Education List Requirements.

LBED 3990 INDEPENDENT STUDY 3990: LIB ED NOW

COURSE DESCRIPTION:

This course will allow students to engage in the four pillars of Liberal Education at the University of Lethbridge, through participation in and reflection on current issues as described in research and other public presentations in the University community. For an online version, public talks will be supplemented by the Revisionist History Podcast series by Malcolm Gladwell (<http://revisionisthistory.com/about>). Students will participate in a variety of presentations and podcasts, and write analysis and reflection on each one to relate to the four pillars.

Students are expected to meet the following course requirements:

- write a 5-page introductory paper on the U of L 4-pillar model Liberal Education
- maintain a list of events attended or talks listened to, with a minimum 500-word write-up on each one, including both a brief summary of content and reflection on connections to the pillars and other previous events. Write-ups are due within one week of the date of the event; podcast write-ups will be due weekly.
- email regularly with the course instructor to report on progress and discuss write-ups.
- write a final paper (minimum 8 pages) on the connections between the various talks attended, including reflection on how they contributed to your learning; due date Dec. 15, 2020.

FOR MORE INFORMATION, CONTACT Dr. Shelly Wismath at wismaths@uleth.ca

LIBERAL EDUCATION AT THE U OF L:

The foundational philosophy of the U of L is based on Liberal Education, that is, an education which “liberates” the mind from assumptions, dogma, stereotypes and artificial boundaries. Our 4-pillar model starts with breadth across disciplines, so that students are exposed to multiple ways of viewing and analyzing the world around them. Next, we aim for connection and integration of ideas and approaches across discipline. In all disciplines, we develop critical thinking skills: how to ask good questions, unpack assumptions, collect data and evidence, reason carefully, and formulate and communicate conclusions and decisions. Lastly, all of this is intended to produce good citizens: people who can actively engage in their communities, at all levels from the local to the global, and work to make the world better. See uleth.ca/liberal-education for more information.