

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ANTH 388		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Global Indigeneity <b>Course Short Title:</b> Global Indigeneity															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department:</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> <p>Explores the social and cultural experiences of Indigenous peoples outside of Canada within the context of settler colonialism. Students will then consider the parallels and differences between case studies discussed and the experiences of Indigenous peoples in Canada.</p> <p>Note: This course is offered as ANTH 388 and SOC 388. Students may take only one of these for credit.</p> <p>Note: Students with credit for LAS 388 cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		45 university-level credits.													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>SCMS 388, LAS 388</b> Cross-listed with: <b>SOC 388</b> Equivalent course(s): <b>SOC 388</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 9, 2022													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 9, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2023													

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

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

1. Draw connections between the experiences of Indigenous peoples.
2. Describe the major features of settler colonialism and their impacts on Indigenous communities.
3. Outline some of the ways Indigenous communities "speak back" to colonial legacies.
4. Reflect on connections between theories of settler colonialism and contemporary Indigenous encounters with the state.
5. Challenge the idea that Indigenous peoples are simply the passive victims of colonialism.
6. Critically reflect on significant historical and ongoing patterns of interaction between Indigenous and Western nations.

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

Project:	60%	Assignments:	20%	Holistic assessment:	20%
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**Details:**

Ethnographic project on Indigenous community/issue (55%): project proposal (5%), book review (15%), annotated bibliography (20%), final project (20%)

Assignments (20%): reading engagement (10%), reading discussions (10%)

Holistic Assessment (20%): collegiality (10%), self-evaluation (10%)

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course is based on lectures, discussion of assigned readings, in-class student presentations, audio visual material, possible field trips, and projects.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	Hughes, Lotte	Hughes, Lotte. 2011. "Who Are Indigenous Peoples." In <i>The No-Nonsense Guide to Indigenous Peoples</i> , 10–28. No-Nonsense Guides. Oxford: New Internationalist Publications.	2011
2. Online resource	Sissons, Jeff	Sissons, Jeffrey. 2005. "Indigenism." In <i>First Peoples: Indigenous Cultures and Their Futures</i> , 7–35. Focus on Contemporary Issues. London: Reaktion Books.	2005
3. Online resource	Little Bear, Leroy	Little Bear, Leroy. 2011. "Jagged Worlds Colliding." In <i>Reclaiming Indigenous Voice and Vision</i> , edited by Marie Battiste, 77–85. Vancouver: UBC Press.	2011
4. Article	Tynan, Lauren	Tynan, Lauren. 2021. "What Is Relationality? Indigenous Knowledges, Practices and Responsibilities with Kin." <i>Cultural Geographies</i> 28 (4): 597–610.	2021
5. Online resource	Basso, Keith	Basso, Keith H. 1984. "'Stalking with Stories': Names, Places, and Moral Narratives among the Western Apache." In <i>Text, Play, and Story: The Construction and Reconstruction of Self and Society</i> , edited by Edward M. Bruner, 19–55. Prospect Heights, Illinois: Waveland Press.	1984

**Course Content and Topics**

- What is Indigeneity?
- Indigenous ontologies
- Indigenous land
- Terra Nullius and the Doctrine of Discovery
- The genocide of assimilation
- Settler colonialism
- Colonial trauma
- Stereotypes and absences
- Biopolitics and structural violence
- Language reclamation
- Indigenous representations
- Self-determination and sovereignty
- Reconciliation and decolonization