

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 205		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Stó:lō Social and Governing Structures Course Short Title: Stó:lō Social & Gov. Struct.															
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies													
Calendar Description: <p>Examines Stó:lō social structure from pre-contact to contemporary times, including teachings from Sxwōxwiyám and S'ólh Téméxw. The role of Stó:lō Nation Society, Stó:lō Tribal Council, Qwi:qwelstom, and Xyolheméylh as service providers will be critiqued against the structure of Stó:lō communities, families, and ancestry, including the importance of kinship ties. Students will explore changing Stó:lō identities, relationships, and the interconnectedness with each other and S'ólh Téméxw.</p> <p>Note: Field trips outside of class time may be required. Note: Students with credit for FNST 202 cannot take this course for further credit.</p>															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: FNST 202 Cross-listed with: Equivalent course(s): <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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 24													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (field trip)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		Lecture/seminar	30	Experiential (field trip)	15							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. yes	
Lecture/seminar	30														
Experiential (field trip)	15														
Total hours	45														
		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: October 29, 2021													
Faculty Council approval		Date of meeting: January 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 25, 2022													

Learning Outcomes

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

1. Identify pre-colonial Stó:lō governing, social, cultural, familial, kinship community and family structures.
2. Analyze the impact of colonization and government policies and practices on the social structures and family life of Stó:lō people.
3. Define the holistic relationship between Stó:lō ways of knowing (e.g. sxwōxwiyám and S'ólh Temexw) and the health and well being of individuals, families, and healthy communities and nations.
4. Identify ways in which involving family and community resources are used in the development of healing interventions in the Stó:lō communities.
5. Assess the various cultural practices and influences within families and communities among the Stó:lō people for healing and resurgence.
6. Identify ways in which current service providers promote and/or hinder Stó:lō resurgence, health and healing.

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

Assignments:	30%	Portfolio:	40%		%
Project:	30%		%		%

Details:

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

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. Textbook	Swelimelexw (Rudy Leon)	Listen to Words Unsaid, Echoes of Elders	2021
2. Other	Thom, Brian	Coast Salish Transformation Stories	1998
3. Textbook	Schaepe, David (ed)	Being Ts'elxweyeq	2017
4. Article	Thomas, R. (2015)	Honouring the Oral Traditions of my Ancestors through Storytelling. Toronto: Canadian Scholars Press. In Brown, L. and Strega, S. (Eds) (2nd Ed.) Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches, Canadian Scholars' Press: Toronto.	2015
5. Article	Palys, T & Victor, W.	Getting to a Better Place: Qwi:qwelstom, the Sto:lo and Self-Determination in Indigenous Legal Traditions. Vancouver: UBC Press	2007

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introductions, course outline, introduction to the Stó:lō
- Knowing your place in the family, Stó:lō family structures and Kinship ties
- Stó:lo Ways of Knowing and Being (e.g., S'ólh Téméxw)
- Stó:lō ways of knowing and being (e.g. Sxwōxwiyám)
- Stó:lō ways of knowing, families and colonial impacts
- Stó:lō culture and community health and well being
- Stó:lō governing structures
- Stó:lō service agencies and Stó:lō resurgence (e.g. Tribal Councils, Child Welfare, Justice, Governance)
- Student application through presentations