

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 207		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Introduction to Canadian Indian Residential Schools Course Short Title: Intro to Residential Schools <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies															
Calendar Description: Students will learn the history and impact of residential schools in Canada by examining both the policies that directed the schools and personal testimony of residential school survivors. Through examination and exposure to this history, students will gain understanding about the generational impacts of these institutions on Indigenous peoples in Canada. Through this understanding, students will then be able to begin reconciling this past through Xwela ye totelo:met qas ye slilekwel (toward understanding and harmony). Note: Field trips during and/or outside of class time may be required.																	
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: Cross-listed with: Dual-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>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>15</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	15	Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Wenona Hall		Date approved: August 5, 2020															
Faculty Council approval		Date approved: October 30, 2020															
Dean/Associate VP: Jacqueline Nolte		Date approved: October 30, 2020															
Campus-Wide Consultation (CWC)		Date of posting: December 18, 2020															
Undergraduate Education Committee (UEC) approval		Date of meeting: December 18, 2020															

Learning Outcomes:

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

- Describe the history, purpose, and objectives of Indian residential schools in Canada.
- Describe and analyze the impacts of the daily routines and procedures of residential schools on Indigenous children.
- Identify the emotional, physical, mental, and spiritual impacts of the residential school system on survivors, as well as its destructive consequences for individual and collective Indigenous identity.
- Identify and analyze the generational impacts of the residential school system on Indigenous families, communities, and Nations.
- Critically analyze government and settler responses to the residential school system.
- Identify and apply “best practices” as either “truth listener” or “truth teller”.
- Identify some strategies for ways in which Xwela ye totelo:met qas ye slilekwel (reconciliation) may be achieved.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Field trips will be required, guest speakers and circle work.

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

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Starblanket, Tamara	Suffer the Little Children: Genocide, Indigenous Nations and the Canadian State	<input type="checkbox"/>		2018
2. TRC	Truth and Reconciliation Commission Report	<input type="checkbox"/>		2015
3.	Selected videos, reports and testimonials	<input type="checkbox"/>		
4. Sellars, Bev	They Called Me Number One	<input type="checkbox"/>		2013
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	60%	Field experience:	15%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Circle Work:	25%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Weeks 1 to 3	Introduction to residential schools across Canada, circle work, truth telling
Weeks 4 to 6	Residential school policies, structures, routines, learning to listen
Weeks 7 to 8	On-site visits, processing, analysis, archival research
Weeks 9 to 11	Impacts on survivors, families, communities, and First Nations
Weeks 12 to 13	Xwela ye totelo:met qas ye slilekwel (toward understanding and harmony), acts of reconciliation