

COURSE IMPLEMENTATION DATE: _____
 COURSE REVISED IMPLEMENTATION DATE: January 2011
 COURSE TO BE REVIEWED: September 2014
(four years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 332	Indigenous Studies Center	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Indigenous Leadership: Yesterday and Today For Tomorrow II		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is a continuation from IPK 331. Successful learners will advance the knowledge learned in IPK 331 and be able to link the effects of disruptive forces in their lives and with culture, grieving, healing, and personal growth as leaders. Students will acquire the ability to discuss and understand relationship building as a positive process and demonstrate how it contributes to quality learning, emotional and spiritual growth, and as integral to the process of social development. At the end of the course students will have the ability to explain and discuss effective leadership and identify the contributing factors needed for effective Indigenous leadership. Students will acquire an enhanced awareness, understanding, and knowledge of Stó:lō history, realities, and challenges for today and tomorrow.

Note: Students with credit for IPK 132 cannot take this course for further credit.

PREREQUISITES: IPK 331
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: IPK 132
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 15 Hrs
 Seminar: 30 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 30
 Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): <u>William J. Mussell, redesigned by Shirley Anne Hardman</u>	Date approved: <u>May 2010</u>
Department Head: _____	Date of meeting: <u>May 7, 2010</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>June 4, 2010</u>
Curriculum Committee chair: <u>John Carroll</u>	Date approved: <u>June 4, 2010</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>September 3, 2010</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

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

- identify a variety of leadership skills (vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to “core values”
- recognize and understand traditional Indigenous approaches to leadership
- identify how leadership skills, style, and vision are linked to past and present
- discuss relationship building and understand relationship building as a positive process of social development and leadership
- demonstrate how relationship building contributes to quality learning and emotional and spiritual growth
- define effective leadership and the contributing factors in effective Indigenous leadership
- define and articulate self-care and make links to self-government
- develop their own plan of action for leadership

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings and lectures.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Traditional teaching methods of experiential learning will be the focus of this course. Additionally, students in this course are on a journey of self discovery which they embark on with the educator and their peers. Grading in this course is contingent upon the self reflective practice and the teach back exercises.

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective: Swinomish Tribal Mental Health Project Bill Mussell
A Course pack to include a selection from:

Battiste, M. Ed., (2000) *Reclaiming Indigenous Voice and Vision*.

Boldt, M. (1993). *Surviving as Indians: The Challenge of Self-Government*.

Alfred, T. (2005). *Wasase: Indigenous pathways of action and freedom*.

Alfred, T. & J. Corntassel. (2005). “Being Indigenous: Resurgences against Contemporary Colonialism.” *Government and Opposition, Politics of Identity Series #9*.

Miller, J.R. (2000). *Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada*. (3rd. ed)

Ottmann, J. (2005) *Aboriginal Leadership and Management: First Nations Leadership Development*.

Crow Chief, R. (2008). *First Nation Leadership Practices and Tools for Success*.

INAC. (2003). *First Nations Governance Handbook*.

Tengan, T. (2008) *Native Men Remade: Gender and Nation in Contemporary Hawai'i*.

Green, J. Ed., (2007). *Making Space for Indigenous Feminism*.

Helin, C. (2006). *Dances with Dependency*.

Kirkess, V. J. Ed. (1994). *Khot-la-cha: the Autobiography of Chief Simon Baker*.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Participation/engagement	10%
Presentation--assigned readings (small groups)	20%
Teach-back	25%
Journal	25%
Course reflection and self-evaluation	20%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

- 1 & 2 Cultural dimensions and Disruptive Forces
- 3 - 5 Introduction to Leadership--Relationship Building and Social Development
- 6 - 9 Self-Care and Self Governance
- 10 - 12 All My Relations, My Leadership Skills, Style and Vision
- 13 Closing Circle

