

## 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> IPK 332		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Indigenous Governance and Leadership																			
<b>Course Short Title (if title exceeds 30 characters):</b> Indigenous Governance																			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Indigenous Studies																	
<b>Calendar Description:</b>  Students will acquire the ability to explain and discuss effective Indigenous governing principles and leadership along with an enhanced awareness and understanding of Indigenous histories, realities, and challenges.  Note: Students with credit for IPK 132 cannot take this course for further credit.																			
<b>Prerequisites (or NONE):</b>		IPK 331 or 15 credits of IPK or FNST.																	
<b>Corequisites (if applicable, or NONE):</b>																			
<b>Pre/corequisites (if applicable, or NONE):</b>																			
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>IPK 132</b> Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 60</b> <b>Typical structure of instructional hours:</b> <table border="1" data-bbox="94 1285 799 1617"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Observation and relationship building with local governing structure pertaining to Indigenous issue(s)</td> <td>15</td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table>		Lecture hours	15	Seminars/tutorials/workshops	30	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Observation and relationship building with local governing structure pertaining to Indigenous issue(s)	15	<b>Total</b>	<b>60</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit  <i>Note: The specific topic will be recorded when offered.</i>  <b>Maximum enrolment (for information only): 36</b>  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually</b>	
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<b>Department / Program Head or Director:</b> (Chair, PWG) Wenona Victor		<b>Date approved:</b> November 2016																	
<b>Faculty Council approval</b>		<b>Date approved:</b> December 9, 2016																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> March 10, 2017																	
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> December 9, 2016																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 24, 2017																	

**Learning Outcomes**

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

- Describe a variety of leadership skills (vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to “core values”
- Evaluate Indigenous approaches to leadership
- Critically analyze relationship-building strategies within various levels of government.
- Compare Indigenous governing principles with Indian Act and non-Indigenous governing principles
- Apply Indigenous governance to contemporary issue(s)
- Demonstrate the role of self-care in leadership and good governance
- Explain good governance according to Indigenous worldview(s)

**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)**

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

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**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. B. Mussell	A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective: Swinomish Tribal Mental Health	<input type="checkbox"/>		
Coursepack to include the following: 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. Cornthassel. (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.				
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Final exam:	%	Assignments Indigenous Governance portfolio:	25%	Midterm exam:	20 %	Practicum:	%
Quizzes/tests:	%	Lab Work:	%	Teach-back:	25%	Shop Work:	%
Course reflection and self-evaluation:	0%	Participation:	10%	Presentation:	20%	Total:	100%

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

Weeks 1 & 2: Cultural dimensions and Disruptive Forces  
 Weeks 3-5: Introduction to Leadership--Relationship Building and Social Development  
 Weeks 6-7: Self-Care and Self Governance  
 Weeks 8-9: Identifying Indigenous governing principles and good governance  
 Weeks 10-12: All My Relations, My Leadership Skills, Style and Vision, Sharing portfolios  
 Week 13: Closing Circle