



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 28/10/2022

## 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 202	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Introduction to Indigenous Resurgence <b>Course Short Title:</b> Intro to Indigenous Resurgence											
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Indigenous Studies										
<b>Calendar Description:</b> Students examine the variety of ways in which Indigenous peoples around the world have resisted colonization, revitalized Indigenous knowledges, and shaped Indigenous identities in both the past and the present.											
<b>Prerequisites (or NONE):</b>	GDS 100 or IPK 102.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: 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>	<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>Annually</b> Maximum enrolment (for information only): <b>36</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	20					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	25										
Tutorials/workshops	20										
<b>Total hours</b>	<b>45</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 2023										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> November 10, 2023										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> January 26, 2024										

**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. Identify various forms of Indigenous resistance, locally and globally.
2. Explain processes of Indigenous revitalization and resurgence.
3. Describe a variety of political movements both past and present that were successful or failed in revitalization and/or resurgence (e.g., Constitutional Train, Idle No More, Red Power).
4. Analyze critically current efforts in resurgence pertinent to areas of own interest.

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

Project:	50%	Assignments:	25%	Holistic assessment:	25%
	%		%		%

**Details:**

Projects (50%):

- Research paper related to global resistance: 25%
- Presentation related to local resistance: 25%

Assignments and holistic Assessment: podcasts, journal reflections, quizzes, photo voice, short writing responses, art projects, self-reflections, blogs, etc.

**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.)*

**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	J. Edward Chamberlin	If this is your land, Where are your Stories?/ Penguin Random House	2004
2. Textbook	Leanne Simpson	Dancing on a Turtles Back/ ARP Books	2011
3. Textbook	Audra Simpson	Mohawk Interruptus/ Duke University Press	2014
4.			
5.			

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

- Exploring local processes of revitalization and resurgence
- Exploring global processes of revitalization and resurgence
- Critical analyze of and developments of contribution
- Critically reflect on resurgence, revitalization, and resistance in terms of impact and strategies that work and that do not work