

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 206		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Stó:lō and Salish Communications and Worldview															
Course Short Title: Stó:lō & Salish Comm/Worldview															
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies													
Calendar Description: <p>Students explore Stó:lō and Salish cultural ethics and protocols while learning with and from their worldviews and ways of knowing. This includes an introduction to Stó:lō storytellers and approaches to sharing knowledge, as well as creative and artistic practices used in daily life and ceremony.</p> <p>Note: Field trips outside of class time will be required.</p> <p>Note: Students with credit for FNST 201 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> <p>Former course code/number: FNST 201</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><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></p>		Course Details <p>Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: No <i>(See policy 207 for more information.)</i></p> <p>Grading System: Letter grades</p> <p>Delivery Mode: May be offered in multiple delivery modes</p> <p>Expected frequency: Annually</p> <p>Maximum enrolment (for information only): 36</p>													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</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>		Lecture/seminar	30	Experiential (cultural/elder learning or participation)	15							Total hours	45	Prior Learning Assessment and Recognition (PLAR) <p>PLAR is available for this course.</p>	
Lecture/seminar	30														
Experiential (cultural/elder learning or participation)	15														
Total hours	45														
Scheduled Laboratory Hours <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		Transfer Credit <i>(See bctransferguide.ca.)</i> <p>Transfer credit already exists: Yes</p> <p>Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i></p>													
Department approval		Date of meeting: November 2023													
Faculty Council approval		Date of meeting: November 10, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: 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. Compare Stó:lō and Salish worldviews and ways they differ from Western worldview.
2. Demonstrate the significance of the Halq'emeylem word "tomiyeqw" in relationship to its relevance to all Indigenous and teaching worldviews.
3. Describe Stó:lō and Salish learning styles and differentiate those styles from non-Indigenous learning styles.
4. Describe Stó:lō and Salish oratures and ways of knowing.
5. Apply protocols while learning from oratures.
6. Use introductory Halq'emeylem language.
7. Practice presenting Stó:lō ways of knowing in respectful and responsible ways.
8. Use Stó:lō & Salish communication protocols respectfully.

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

Project:	40%	Assignments:	60%	

Details:

Projects and assignments include micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections, etc.

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	Archibald, Jo-ann	Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit	
2. Textbook	Christine Elsey	The Poetics of Land and Identity among British Columbia Indigenous Peoples	2013
3. Article	Little Bear, Leroy	Jagged Worldviews Colliding in Battiste, Marie (ed.). Reclaiming Indigenous Voice and Vision	
4.	Maracle, L.	Memory Serves: Oratories NeWest Publishers	2015
5. Indigenous knowledge	Primary and secondary resources from Stó:lō Research and Resource Management Centre (materials such as digital recordings of land teachings from Elders, Songs and Stories, and Stó:lō Shxwelí website for videos, songs, audio recordings and stories	https://stoloshxweli.org/	

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

- Introduction to Stó:lō and Salish worldview
- Define the five Rs (respect, relationship, reciprocity, responsibility, and reverence) and the storywork and protocols of Indigenous education as traditional and lived experience
- Indigenous storytelling as a way of knowing and transformative learning
- Stó:lō oratures and Salish oratures: how indigenous language carries knowledge and story shapes ways of understanding
- Colonial Impacts on oratures and decolonizing practices
- Learning to learn from Elders: Elders voices bring forward agency as lived experience and cultural wisdom