

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

CALENDAR DESCRIPTION:

Learning in this course is anchored in and built upon life experiences and collective wisdom of the participants, including that of the educator who guides the discovery process. Successful learners will view culture as a dynamic phenomenon, and be able to explain cultural dimensions of mental health, renewal, and empowerment by focusing upon traditional knowledge, ways of knowing, and core values. In addition, they will be able to describe and discuss the effects of disruptive forces in their lives and their communities and identify them as reasons to pursue healing and personal growth. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lō history, realities, and challenges for today and tomorrow.

Note: Students with credit for IPK 131 cannot take this course for further credit.

PREREQUISITES: 45 university-level credits including one of HIST 103, FNST 202, or FNST 275/EDUC 275
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: IPK 131
- (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: Once per year
(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 this course, students will be able to:

- drawing on previous course work in Indigenous histories make meaningful links between the past with the present
- recognize and identify strategies used in Indigenous communities to develop new community lifestyles
- identify and provide definition of culture as a dynamic phenomenon
- explain cultural dimensions of mental health by focusing on traditional knowledge, ways of knowing, and core values
- explain cultural dimensions of renewal and empowerment by focusing on traditional knowledge, ways of knowing, and core values
- describe the effects of disruptive forces in their lives and thus pursue healing and personal growth
- from the learning they bring with them from previous course work, critically reflect on Stó:lō history
- from the learning they bring with them from previous course work, identify present and future challenges of the Stó:lō Nation

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:

Alfred, T. & Corntassel, J. Being Indigenous: Resurgences Against Contemporary Colonialism.

Suina, S. (2000). "Linking Native People and Spirituality of all Life: The Gifts of our Grandmothers and Grandfathers" in *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice*. Maenette kape 'ahiokalani Padeken Ah Nee-Menham and Joanne Elizabeth Cooper (eds).

Little Bear, L. (2000). "Jagged Worldviews Colliding," in M. Battiste (Ed.), *Reclaiming Indigenous Voice and Vision*.

Monture-Angus, P. (1999). "To Break with the Past, Searching For the Meaning of Self Determination." In *Journeying Forward, Dreaming First Nations Independence*.

Green, J. and Thomas R. (2005). "Learning Through Our Children, Healing For Our Children: Best Practice in First Nations Communities." In Lena Dominelli (Ed.) *Communities in a Globalizing World: Theory and Practice for Community Empowerment*.

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

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

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 Case Study Purpose, Methodology, and Findings
- 3 & 4 Family and Community Context of Indigenous Life and Historical Disruptive Forces
- 5 & 6 Indigenous Philosophies and Traditions
- 7 – 9 Grieving, Healing, and Personal Growth
- 10 - 12 Personal and Cultural Identity.
- 13 Closing Circle