

COURSE IMPLEMENTATION DATE: January 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: September 2018
(six years after UEC 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 Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Indigenous Leadership: Yesterday and Today for Tomorrow I		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

In a collaborative learning environment, students and instructor will examine their understandings of history, leadership, and themselves. With an anti-colonial lens, students will examine and engage with knowledge of the interaction of the State, non-Indigenous, and Indigenous peoples. This course is open to everyone. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lō and Canadian history, realities, and challenges for today and tomorrow.

Note: This course is offered as IPK 331 and POSC 336. Students may take only one of these for credit.

PREREQUISITES: 45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, POSC 110, POSC 120, or FNST 275/EDUC 275.

COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: POSC 336
- (c) Cannot take: POSC 336 for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures: 20 Hrs
 Seminar: 40 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: 28
 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 Hardman and Rita Dhamoon</u>	Date approved: <u>April 6, 2012</u>
Department Head: <u>(Chair, PWG) Shirley Hardman</u>	Date of meeting: <u>September 7, 2012</u>
Supporting area consultation	Date approved: <u>September 14, 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>September 7, 2012</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>September 28, 2012</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- describe the social and leadership dynamics prior to colonization
- draw on previous course work in Indigenous histories to make meaningful links between the reality of the past with the present
- recognize and identify strategies used in Indigenous communities to develop new community lifestyles and to organize leadership to face new political and social realities
- identify and provide definition of culture as a dynamic phenomenon
- explain the disruptive forces of state laws and practices that have shaped policies on and about Indigenous peoples in relation to Indigenous leadership
- explain culture dimensions of holistic health, renewal and empowerment by focusing on traditional knowledge, ways of knowing, and core values
- explain the strategies and approaches of Indigenous leaders defending of their land, rights, communities, and cultural practices
- describe the effects of disruptive forces in their lives and the importance of healing and personal growth

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. Indigenous leaders as guest lecturers.

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:

- Manuel, George, 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)
- Waters, Anne (2003). *American Indian Thought: Philosophical Essays*.
- Timpson, Annis May (2009). *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*
- McKegney, Sam (2007). *Magic Weapons: Aboriginal Writers Remaking Community after Residential School*, (foreword: written by Basil Johnston)
- Weaver, Sally. (1986). *The Quest for Justice: Aboriginal Peoples and Aboriginal Rights*. "Federal Difficulties with Aboriginal Rights Demands" pp. 139-148
- Memmi, Albert (2006). *Decolonization and the Decolonized*.
- McIlwraith, David (dir.), 2005, *The Lynching of Louie Sam* (film, 52 mins)
- Welsh, Christine (dir.), 2006, *Finding Dawn* (film, 73 mins)
- Obomsawin, Alanis, 1993, *Kanehsatake 270 years of Resistance* (film, 119 mins)

SUPPLIES / MATERIALS:

None

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

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

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

Weeks 1-2	Case Study Purpose, Methodology, and Findings Frames of leadership Including pre-European history: elders, matriarchs, and other leaders; Indigenous v. non-Indigenous forms of leadership; government structures e.g. Ministries and Indigenous structures.
Weeks 3-4	Family and Community Context of Indigenous Life and Historical Disruptive Forces Examining the threats and the resistance to capitalism and liberal assimilationist forces: Indian Act, residential system, vote, current context – DIAND, Bill C31, US-American Border, Oka, Meech Lake and constitutional debates, White Paper, and indigenous leadership.
Weeks 5-6	Indigenous Philosophies and Traditions Issues of Authenticity and Essentialism Indigenous teachings, traditional knowledge, and political philosophy. Mental, physical, spiritual, and emotional components of effective leadership.
Weeks 7-9	Grieving, Healing, and Personal Growth Engaging with the psycho-social impacts of historical and contemporary traumas: murdered and missing women, TRC, residential schools, grieving of “loss” of Indigenous knowledge on leadership because of colonialism including connections to land, seven generations linkages, language and resilience, reconciliation-reclamation-redress, apology, Declaration of the Rights of Indigenous Peoples.
Weeks 10-12	Personal and Cultural Identity A tradition of resistance: Indigenous and State policies of citizenship and how they divide and organize leadership, Métis Council, AFN, Inuit Women’s organization, NWAC – women as leaders; Indigenous strategies of defense of their land, rights, communities, and cultural practices.
Week 13	Closing Circle