

## 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> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Indigenous Governance and Leadership <b>Course Short Title:</b> Indigenous Gov & Leadership															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Indigenous Studies													
<b>Calendar Description:</b> Students examine effective Indigenous governing principles and gain insight into Indigenous leadership exploring Indigenous histories, realities, and challenges.															
<b>Prerequisites (or NONE):</b>		One of IPK 331, (15 credits of IPK or FNST), or (45 university-level credits including 6 credits of IPK). Note: As of January 2025, prerequisites will change to 45 university-level credits, including 6 IPK credits.													
<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: <b>IPK 132</b> 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>Every other year</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	10	Experiential (cultural/elder learning or participation)	10					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	25														
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Experiential (cultural/elder learning or participation)	10														
<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>Yes</b> Submit outline for (re)articulation: <b>No</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. Describe a variety of leadership attributes (vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to Indigenous "core values".
2. Identify Indigenous (with a focus on Sto:lo and Salish) approaches to leadership.
3. Analyze relationship-building strategies within various levels of governments.
4. Compare Indigenous governing principles with Indian Act and non-Indigenous governing principles.
5. Apply Indigenous governance concepts to contemporary issue(s).
6. Demonstrate the role of self-care in leadership and good leadership. Explain good governance according to Indigenous worldview(s).

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

Portfolio:	25%	Project:	40%		%
Holistic assessment:	35%		%		%

**Details:**

Holistic assessment: teach-back (25%), presentations (10%)

Project: presentations, podcast, photo voice, video blog, reflective writing, creative work, responsive writing, short report

**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. OER book	Assigned Readings available as OER, UFV library, and online access. Boldt, M. (1993). <i>Surviving as Indians: The Challenge of Self-Government</i> . Alfred, T. (2005). <i>Wasase: Indigenous pathways of action and freedom</i> . Alfred, T. & J. Corntassel. (2005). "Being Indigenous: Resurgences against Contemporary Colonialism." <i>Government and Opposition, Politics of Identity Series #9</i> . Miller, J.R. (2000). <i>Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada</i> . (3rd. ed) Ottmann, J. (2005) <i>Aboriginal Leadership and Management: First Nations Leadership Development</i> . Crow Chief, R. (2008). <i>First Nation Leadership Practices and Tools for Success</i> . INAC. (2003). <i>First Nations Governance Handbook</i> . Tengan, T. (2008) <i>Native Men Remade: Gender and Nation in Contemporary Hawai'i</i> . Green, J. Ed., (2007). <i>Making Space for Indigenous Feminism</i> . Helin, C. (2006). <i>Dances with Dependency</i> . Kirkess, V. J. Ed. (1994). <i>Khot-la-cha: the Autobiography of Chief Simon Baker</i>		
2.			
3.			
4.			

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

- Cultural dimensions and disruptive forces
- Introduction to leadership--relationship building and social development
- Self-care and self-governance
- Identifying Indigenous governing principles and good governance
- All my relations; my leadership skills; style and vision; sharing portfolios
- Closing circle