



ORIGINAL COURSE IMPLEMENTATION DATE: January 2011
 REVISED COURSE IMPLEMENTATION DATE: January 2025
 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.

Course Code and Number: IPK 332	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Indigenous Governance and Leadership Course Short Title: Indigenous Gov & Leadership													
Faculty: Faculty of Social Sciences	Department (or program if no department): Indigenous Studies												
Calendar Description: Students examine effective Indigenous governing principles and gain insight into Indigenous leadership exploring Indigenous histories, realities, and challenges.													
Prerequisites (or NONE):	45 university credits, including 6 IPK credits.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: IPK 132 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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 36												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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;">10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	10	Experiential (cultural/elder learning or participation)	10					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	25												
Tutorials/workshops	10												
Experiential (cultural/elder learning or participation)	10												
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>												
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. 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