



ORIGINAL COURSE IMPLEMENTATION DATE: January 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 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.**

<b>Course Code and Number:</b> IPK 344	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Research in Action: Indigenous Meaning Making <b>Course Short Title:</b> Indigenous Meaning Making													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Indigenous Studies												
<b>Calendar Description:</b> Examine how Indigenous research including frameworks methodologies, practices, and protocols contribute to meaning making and knowledge sharing. Students connect and incorporate Indigenous philosophies, knowledge, identity, and ethics to summarize, evaluate, and critique research.  Note: This course will include field trips.  Note: Students with credit for ANTH 344 or SOC 344 cannot take this course for further credit.													
<b>Prerequisites (or NONE):</b>	45 university-level credits including 6 credits of IPK.												
<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: IPK 444/ANTH 444/SOC 444, ANTH 344/SOC 344 Cross-listed with:  Equivalent course(s): ANTH 344, SOC 344  <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>Twice per year</b>  Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;"><b>Total hours</b></td> <td style="text-align: center;"><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												
Tutorials/workshops	10												
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 Indigenous research methods and techniques.
2. Articulate the ethical aspects of research as related to Indigenous peoples.
3. Compare Indigenous and Western approaches to research and knowledge sharing.
4. Generate research topics and questions through the lens of Indigenous inquiry and empowerment.
5. Evaluate the quality and effectiveness of a variety of Indigenous research methods.
6. Apply the FIVE Rs (i.e., relationship, respect, relevance, responsibility, and reciprocity) to making research actionable.
7. Present a minimum of three different Indigenous research methods and knowledge sharing practices.

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

Project:	60%	Assignments:	40%		%
	%		%		%

**Details:**

Assignments: podcasts, storytelling, demonstrations, photo essays

Projects: round table, reading lead, proposal presentation, knowledge sharing

**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.)*

Lecture, seminar, presentations, and field trips.

**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	Quinless, J.	Decolonizing Data: Unsettling Conversations about social research methods. University of Toronto	2022
2. Textbook	Thomas King	Indigenous Storytelling as Research. Massy Lectures	2003
3. Textbook	Wilson, S.	Research is Ceremony: Indigenous Research Methods. Fernwood Publishing	2008
4. Textbook	Kovach, Margaret	Indigenous Methodologies: Characteristics, Conversations, and Contexts. Toronto: U of T	2021
5. Textbook	Smith, Linda T.	Decolonizing Methodologies: Research and Indigenous Peoples. New York: Zed Books	1999
6. Textbook	Simpson, Leanne.	Dancing on our Turtle's Back	2011

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

None

**Course Content and Topics**

- Introduction: colonialism and research
- Cultural experiences
- Cross-cultural perceptions and sensitivities
- Decolonizing methodologies and data, counter-colonial research
- Storytelling, oral traditions, the "power of place"
- Protocols and principles: respect, relevance, reverence, and reciprocity
- OCAP, social justice and the tri-partite policy agreements
- Contemporary models for success
- Examining our own practices