



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 386	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Braiding Indigenous Knowledge, Practices and Worldviews <b>Course Short Title:</b> Knowledge Practices Worldviews											
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Indigenous Studies major/minor										
<b>Calendar Description:</b> An exploration of Indigenous peoples' philosophies to create space for diverse Indigenous knowledge as it relates to the natural world and respecting protocols of learning and understanding through Indigenous literature, film, podcasts, storytelling, primary and secondary sources of knowledge, and songs and dance.											
<b>Prerequisites (or NONE):</b>	45 university-level credits. Note: As of January 2025, prerequisites will change to 45 university-level credits including IPK 102 and IPK 202.										
<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 486</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" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</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	30	Tutorials/workshops	15					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	15										
<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 how Indigenous worldview is understood through stories of long ago as told in Stó:lō narratives, Salish Sea cosmologies, and other indigenous nations throughout North America.
2. Reflect on how Indigenous worldviews are informing current movements in social justice, the environment and land stewardship, health and wellness, climate crisis, education, and self-governing policy initiatives.
3. Analyze how indigenous worldview values reciprocity between humans and the land and how this perspective informs reconciliation actions.
4. Explore the intersections of indigenous stories, indigenous science, and cultural protocols and how these perspectives complement and enrich an understanding of worldview.
5. Reflect on the meaning of learning and unlearning, and in the process come to a place of appreciation for indigenous voice raised within indigenous worldview narratives and oral histories.
6. Summarize the contributions and legacies towards greater reconciliation in all sectors of our society of Indigenous knowledge keepers, language champions, and cultural leaders.

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

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

**Details:**

Projects and assignments include micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections.

**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.)*

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 lectures.

**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. Indigenous knowledge	Waxaid, Cecil Paul & Penn, B	Stories from the Magic Canoe, Rocky Mt Books	2019
2. Indigenous knowledge	Kimmerer, Robin.	Braiding Sweetgrass, Milkweed Editions	2015
3. Indigenous knowledge		Podcasts, Documentaries, Articles, Audio Recordings, example: Inhabitants: Indigenous Perspectives on Restoring Our World	2015
4. Indigenous knowledge	Lancet	The Determinants of Planetary Health: An Indigenous Consensus Perspective	2022
5.			

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

Podcast: Restoring Connection, Gaining Wisdom and Localizing Justice Movements (prioritizing the voices of Indigenous leaders, as well as Indigenous-led organizations and initiatives, that are working to achieve environmental and social justice within their own communities and throughout the world).  
(October 2020)

**Course Content and Topics**

- Introduction to indigenous (North American) philosophies
- What is indigenous philosophy (who defines it?)
- Representations and stereotypes (otherness and differences)
- Ancestral sources of philosophical thought (origins, cosmology, power)
- Indigenous knowledges, epistemology, and pedagogies
- Indigenous philosophy and personal practice (ethics, preservation, and maintenance of Indigenous teachings)
- Contemporary Indigenous (North American) philosophers