



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 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 401	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Indigenous Worldviews and Spirituality <b>Course Short Title:</b> Worldviews & Spirituality													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Indigenous Studies												
<b>Calendar Description:</b> Students explore ways Indigenous spirituality differs from Western practices and the impact on Indigenous and non-Indigenous worldviews, and ways of relating in the world.  Note: This course will require experiential or fieldwork.													
<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: 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>[click to select]</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>[click to select]</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>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Experiential (work-integrated learning)</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 (work-integrated learning)	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 (work-integrated learning)	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. Analyze differing worldviews and their relation to ontology, axiology, epistemology, and spiritual beliefs.
2. Describe ways in which Indigenous spiritual beliefs shape relations with the animate world.
3. Demonstrate ways in which Indigenous worldviews and spiritual beliefs are relevant in addressing contemporary issues.
4. Engage in self-reflective praxis.
5. Reflect on experiential learning during fieldwork.

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

Assignments:	30%	Project:	70%		%
	%		%		%

**Details:** Projects: short writing responses, journal entries, creative work, discussion leadership, presentations, blogs, podcast, short reports etc.

**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.)*

Will include lectures, learning circles, group work, and fieldtrips.

**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	DeLoria Vine Jr.	God is Red. Putnam Publishing Group	2003
2. Textbook	DeLoria Vine, Jr.	Spirit and Reason. Fulcrum Publishing	1999
3. Textbook	Manulani, M.	Ho'oulu: Our Time of Becoming. Ai Pohaku Press	2004
4. Textbook	Duran Eduardo	Buddha in Redface. Writers Club Press	2000
5.			

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

- Understanding theology, Indigenous worldviews, and spirituality
  - Tracing the history of religion and its impact on Turtle Island
  - Distinguishing and Identifying spirituality from religion
  - Role spirituality plays in worldviews, ontology and epistemologies
- Colonial impacts and spirituality, decolonizing the spirit
  - Ways in which colonial policies impacted Indigenous spirituality
  - How is spirituality given expression, subdued, oppressed, changed
- Field trips: relating knowledge to the land, people, and communities
  - Students will spend an extended period of time on the land, learning about spirituality from the land
- Addressing contemporary issues
  - What role does religion play, what role does spirituality play, how are they different
  - Indigenous spirituality and land development, progress and modernity