



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.

Course Code and Number: IPK 404	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Directed Studies in Indigenous Studies Course Short Title: Dir Stud: Indigenous Studies											
Faculty: Faculty of Social Sciences	Department (or program if no department): Indigenous Studies										
Calendar Description: Students independently identify an issue, theme, or problem associated with Indigenous Studies and work with a faculty supervisor to produce a substantial research project.											
Prerequisites (or NONE):	45 university-level credits including 6 credits of IPK or FNST, and department permission. Note: As of January 2025, prerequisites will change to 60 university-level credits including IPK 344 and 6 additional credits of IPK, and department permission.										
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: 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: Yes; cannot be repeated for credit <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 6										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Supervised directed learning (directed studies only)</td> <td style="text-align: center;">25</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>	Tutorials/workshops	20	Supervised directed learning (directed studies only)	25					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: The purpose of a directed studies course is for students to identify a topic or research question they want to pursue and demonstrate that they produce upper-level academic work.
Tutorials/workshops	20										
Supervised directed learning (directed studies only)	25										
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: No 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. Manage a research project from conception to completion.
2. Develop an ethically-informed research methodology, and obtain ethics approval if needed.
3. Conduct critically aware independent research that contributes to Indigenous Studies scholarship.
4. Produce a cultural-context appropriate report detailing research findings and/or recommendations.
5. Produce effective supporting documents according to audience requirements.
6. Present findings to an audience of faculty members, peers, and others.

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

Assignments:	50%	%	%
Project:	50%	%	%

Details:

Weekly discussion with faculty advisor and assignments: the amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Indigenous studies course.

Projects (50%):

- Final paper or project
- Reflective journal

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.)*

1. Weekly discussion with faculty advisor.
2. Preparation of written assignments (see below).

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.	Readings to be compiled in consultation with student		
2.			
3.			
4.			
5.			

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

The written work expected of the student can take two forms:

- Review paper: 8-10 page paper or creative project synthesizing the literature related to the chosen topic, to be presented at the end of the semester.
- Journal: weekly response to the ideas encountered in reading and discussion, including synopsis of the ideas or arguments made by authors, reaction to or engagements with these ideas or arguments, questions raised in the student's mind or in discussion with the instructor about authors' ideas. To be handed in two or three times during the semester.
- Sharing knowledge.