



**UBC Courses with Indigenous
Content Summer 2017**

According to the 2017 University of British Columbia Course Calendar and departmental course descriptions, there are 18 courses, from 12 different departments, that have a significant amount of Indigenous content being offered for the Summer 2017 session:

Continuing Studies (1)	Educational Technology (1)
Co-ordinated Arts Program (1)	First Nations Languages (3)
Curriculum and Pedagogy (1)	First Nations Studies Program (2)
Educational Studies (1)	Gender, Race, Sexuality and Social Justice (2)
Education (1)	History (2)
English (2)	Law (1)

Continuing Studies

Cultural Planning and Development (UBC Certificate Program): Online Workshop: Building Community-Based Resilience Through Innovations in Community Engagement and Innovation Networks (Rowe, Mary)

This workshop is designed to fill the gap between a typical short webinar and a longer online course. Each workshop is led by an international expert, combines lectures and small group discussion, and meets online for two (2) hours, once a week for three weeks. There is also an online discussion board for sharing information and group discussion during the three weeks. There is no grading.

Co-ordinated Arts Program

ASTU 360 (3) Community-Based Research and Knowledge Creation (PETERSON, JENNY)

Principles and practice of conducting research in community partnership.

Curriculum and Pedagogy

EDCP 532 (3) Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses (COLE, PETER)

No course description.

Education

EDUC 440 (3) Aboriginal Education in Canada (multiple sections) No course description available.

English

ENGL 222 (3) Literature in Canada (Multiple Instructors)

The major types of Canadian writing: fiction, poetry, non-fictional prose, and drama.

[ENGL 470A 99A \(3\) Canadian Studies: 'Oh Canada, our home on Native land' \(ANTWI, PHANUEL\)](#)

This course provides a study of Canadian literature in a historical context with a focus on the intersections and departures between European and Indigenous traditions of literature and orature. Distance education.

[Educational Technology](#)

[ETEC 521 \(3\) Indigeneity, Technology and Education \(MCGREGOR, HEATHER\)](#)

No course description available.

[First Nations Languages](#)

[FNEL 480A \(3\) Endangered Language Documentation and Revitalization - ENDNGRD LANG REV \(TBA\)](#)

Critical study of the historical, social, cultural, political, and economic factors impacting on language loss, retention, and revival. Research on and application of methodologies for collaborative, trans-disciplinary, community-based documentation and revitalization of BC's Indigenous linguistic heritage.

[FNEL 483 \(3\) Indigenous Languages of BC: Diversity and Vitality \(ROSES LABRADA, JORGE\)](#)

Genetic affiliation, areal contact, typological diversity, and initiatives to sustain the vitality and diversity of BC First Nations Languages.

[FNEL 489H \(3\) Topics in First Nations and Endangered Languages - TOPICS IN FNEL \(TURIN, MARK\)](#)

Selected topics will vary. Multiple versions of this course may be taken, under consultation with the FNEL program advisor, for up to a maximum of 12 credits.

[First Nations Studies Program](#)

[FNIS 360D \(3\) Applied Learning: Collaborative Place-Based Research - CLB PLC-BSD RES \(TBA\)](#)

Topic and community/location of instruction will vary from year to year. Applied, intense delivery experiential learning course designed and implemented in collaboration with faculty and Indigenous community partner(s).

Examines the importance of Indigenous place-based research and learning for student and community empowerment.

[FNIS 560D \(3\) Applied Learning: Collaborative Place-Based Research - PLACE BASED RES \(TBA\)](#)

Applied, immersive experiential learning course designed and implemented in collaboration with faculty and Indigenous community partner(s). Emphasis on examining the importance of Indigenous place-based research and learning for student and community empowerment. Topic and community/location of instruction will vary from year to year.

[Gender, Race, Sexuality and Social Justice](#)

[GRSJ 101 \(3\) Gender, Race, Sex and Power \(Snowden, Kim\)](#)

An overview of intersectional feminist debates and theoretical traditions. Credit will be granted for only one of WMST 100 or GRSJ 101.

[GRSJ 300 \(3\) Intersectional Approaches to Thinking Gender \(BIRK, MANJEET\)](#)

This course examines intersectional approaches to gender, race, class, sexuality and related social relations. Studying how intersectionality was first developed within Black feminist theory, we will examine how Indigenous women and women of colour have engaged this framework in their knowledge production and social justice activism.

[History](#)

[HIST 339 \(3\) The United States, 1945 to the Present: The Limits of Power \(Paris, Leslie\)](#)

American military and geo-political power during and after Cold War; wars in Korea, Vietnam, and Middle East; domestic issues including McCarthyism, social movements (blacks, women, youth, gays and lesbians, and Native Americans), consumerism, immigration, and rise of New Right.

[HIST 357 \(3\) History of Mexico \(French, William Earl\)](#)

Examines themes in the last five hundred years of Mexican history, with an emphasis on the critical reading of primary sources and the use of a variety of texts that may include letters, diaries, paintings, photographs, novels, and movies.

Law

LAW 488 001 (Practicum)(3) (BARKASKAS, PATRICIA)

Designed to explore the legal system in relation to disadvantaged members of society. Under supervision, students will act for clients in a range of legal matters and can expect to appear before courts and tribunals. Students will also work with community-based organisations.

