



UBC Courses with Indigenous Content Winter 2016-2017

According to the 2016-2017 University of British Columbia Course Calendar and departmental course descriptions, there are 124 courses, from 32 different departments, that have a significant amount of Indigenous content being offered for the Winter 2016-2017 session:

Anthropology (11)	Geography (5)
Art History (2)	Gender, Race, Sexuality and Social Justice (8)
Co-ordinated Arts Program (2)	Haida Gwaii Semester (8)
Audiology and Speech Sciences (1)	History (12)
Chemical and Biological Engineering (1)	Journalism (1)
Canadian Studies (2)	Latin American Studies (2)
Natural Resources Conservation (1)	Law (8)
Early Childhood Education (1)	Library and Information Studies (2)
Curriculum and Pedagogy (2)	Linguistics (2)
Educational Studies (3)	Mining Engineering (1)
Education (3)	Pharmaceutical Sciences (1)
English (5)	Community and Regional Planning (4)
Educational Technology (1)	Political Science (2)
First Nations Languages (14)	Sociology (3)
First Nations Studies Program (12)	Social Work (1)
Forestry (2)	Population and Public Health (1)

[Anthropology](#)

[ANTH 220 \(3\) First Nations of British Columbia \(Menzies, Charles\)](#)

The cultures, languages, and resources of First Nations, with anthropological perspectives on colonization and development.

[ANTH 241 \(3\) Introduction to Museums and Museology \(Gordon-Walker, Caitlin\)](#)

The critical study of anthropology museums as social institutions and material culture research and classification from the late 19th century to the present day.

[ANTH 304 A \(3\) Ethnography of the Northwest Coast \(Miller, Bruce\)](#)

Specialized study of ethnographic and theoretical problems of the region.

[ANTH 332 \(3\) Oral Tradition \(Robertson, Leslie\)](#)

An ethnographic perspective on the dynamics of oral tradition in various oral and literate cultures; the characteristics and roles of oral genres including folktale, genealogy, oral history, autobiography, and myth in these societies; and the relationship between orality and literacy.

[ANTH 341 A \(3\) Museums, Heritage, and Memory \(Levell, Nicola\)](#)

Museums, galleries, monuments, and other cultural institutions' relations to our perception of history and geography.

[ANTH 350 A \(3\) Ethnography of the Pacific Islands: Polynesia/Micronesia \(Barker, John\)](#)

Major cultural groupings in Polynesia and Micronesia, emphasizing both traditional cultures and the incorporation of the region into modern international institutions.

[ANTH 403 E/502 B \(3\) Ethnography of Special Areas – Ethnography of the North Coast of British Columbia \(Menzies, Charles\)](#)

An advanced study of ethnographic and theoretical problems. A different region may be studied each term.

[ANTH 431 C \(6\) Museum Practice and Curatorship \(Rowley, Susan\)](#)

Management of museum collections and their public presentation, addressing questions of access, collaboration, and cultural property. The public interpretation of anthropological concepts and materials utilizing the programs and facilities of the Museum of Anthropology.

[ANTH 461 \(3\) Anthropological Study of Local Ecological Knowledge \(Menzies, Charles\)](#)

Analysis of the concepts of ecological anthropology via the medium of local ecological knowledge. This course will focus upon Fishing, Hunting, and Plant Harvesting. This course is designed to explore ancestral and contemporary Indigenous food production systems highlighting Indigenous resilience.

[ANTH 495 C \(3\) Advanced Seminar in Critical Museum Anthropology \(Levell, Nicola\)](#)

What are some of the individual and social motivations, the political, economic and cultural effects, and the moral and ethical implications of collecting, creating and ordering assemblages and destroying monuments and art works that triangulate material and intellectual cultures and social relationships? This course introduces this core theme through examining historical and contemporary cross-cultural examples and situating questions of collecting, competing agencies, and cultural obliteration within global politics. Other: Cross listed with ANTH541. Students require the permission of the instructor to register.

[ANTH 540A \(3\) Advanced Seminar – Sacred Geography \(Davis, Wade\)](#)

No course description currently available.

Art History

[ARTH 376 \(3\) Arts of the Northwest Coast Peoples: The North](#) (TBA)

The histories, historiography and cultural diversity of the Northern Northwest Coast region; persistence and innovation in the arts in communities, and in cross-cultural and market spheres.

[ARTH 377 \(3\) Arts of the Northwest Coast Peoples: The South](#) (TBA)

The histories, historiography and cultural diversity of the Southern Northwest Coast region; persistence and innovation in the arts in communities, and in cross-cultural and market spheres.

Co-ordinated Arts Program

[ASTU 360 \(3\) Community-Based Research and Knowledge Creation](#) (TBA)

Principles and practice of conducting research in community partnership.

[ASTU 400 S \(6\) Interdisciplinary Studies in Arts – Musqueam](#) ([Fee, Margery](#); [Kramer, Jennifer](#); [Rowley, Susan](#))

For upper-division students in the Faculty of Arts. Topics announced annually.

Audiology and Speech Sciences

[AUDI 540 001 & 002 \(6\) Approaches to Audiology and Speech-Language Pathology for People of First Nations, Métis or Inuit Heritage](#) ([Bernhardt, Barbara](#))

No course description available.

[Chemical and Biological Engineering](#)

[CHBE 373 \(3\) Water Pollution Control](#) (Mohseni, Madjid)

Legal, environmental and physicochemical aspects of industrial water pollution and its abatement will be surveyed; techniques for design of wastewater treatment processes currently used in industry; case studies from chemical and process industries will be considered in detail.

[Canadian Studies](#)

[CDST 350 B \(3\) Canadian Studies](#) (Déchaîne, Rose-Marie; Lamontagne, Andre)

An interdisciplinary introduction to Canadian studies. Required of all majors.

[CDST 450 B \(3\) Senior Seminar in Canadian Studies](#) (Fee, Margery)

In 1970, Phyllis Gotlieb characterized herself “as a Canadian poet and an American science fiction writer.” Canada has since developed a more robust SF infrastructure, but it is hard to pin its themes or styles to anything particularly “Canadian.” Certainly SF is very much a transnational genre. SF has been used to question Western science (which we will examine via some readings in science and technology studies) as well as to promote emergent non-dominant viewpoints (feminism, ecocriticism, genderqueer sexualities, anti-racism and Indigenous and Afro-futurism) and it is these questioning approaches that the course will foreground (the speculative “what-if” aspects of SF).

[Natural Resources Conservation](#)

[CONS 370 \(3\) Aboriginal Forestry](#) (Lyall, Andrea)

Issues that may be encountered in professional natural resources work with or for Aboriginal communities and organization, including contemporary issues of Aboriginal rights and title, traditional uses, and self-government.

Early Childhood Education

ECED 442 (3) Supporting Indigenous Infants and Young Children within the Context of Their Communities (TBA)

No course description.

Curriculum and Pedagogy

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

No course description.

EDCP 539 (3) Narrativity, Ecopedagogy and Indigeneity (Cole, Peter)

Through seminars, course readings, and experiential learning, the power of narrative is explored as it intersects with ecological and Indigenous knowings and practices toward a more multi-storied, just, and ecologically sustainable world.

Educational Studies

[EDST 505 \(3\) First Nations and Educational Change](#) ([Marker, Michael](#))

No course description available.

[EDST 545 \(3\) Indigenous Inquiry and Research](#) ([Ahenakew, Cash](#))

No course description available.

[EDST 546 \(3\) Indigenous Methodology and Epistemology](#) ([Friedel, Tracy](#))

No course description available.

Education

[EDUC 141 \(3\) Indigenous Studies](#) (multiple sections)

For students in the NITEP program only.

[EDUC 344 \(6\) Issues in Indigenous Education](#) (No instructor information provided)

No course description available.

[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 231 \(3\) Introduction to Indigenous Literatures](#) (Rymhs, Deena)

This course explores a selection of recent writing by self-identified Indigenous authors in Canada. To provide a context for reading this body of literature, our study draws on recent critical conversations that have framed the reception of Indigenous writing. These critical essays examine, among many issues, histories and enduring legacies of colonization, the possibility of an ethical literary scholarship, culturally diverse notions of gender and sexuality, the function of reconciliation for settler-colonial states, and the spatialization of violence.

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

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.

[ENGL 476K \(3\) Indigenous Studies: Decolonial Love and Resurgence in Indigenous Activist Literature](#) (Nason, Dory)

This course will critically engage the works of contemporary Indigenous authors from both Canada and the United States with a comparative perspective situated in the broad field of Indigenous studies. We will read a variety of poetry, short fiction, non-fiction, and novels as well as criticism in Indigenous studies. The organizing questions for this particular semester are: What is the relationship between activism and contemporary Indigenous literature? How have Indigenous writers used popular literary forms to intervene in American or Canadian discourses about Native peoples? How do Indigenous scholars and writers contextualize contemporary narratives culturally, politically and historically? How do they address sovereignty, self-determination, decolonization and resurgence in their work? What

makes a work “activist” literature? We will address themes taken up in Indigenous literature such as carcerality, gender and sexual violence, decolonial love, and resistance.

[ENGL 551A \(3\) That the People Might Live Representational Sovereignty in Indigenous Law & Literature \(Weir, Lorraine\)](#)

Jace Weaver maintains that "Native writers, in their commitment to Native communities, write to and for Native peoples. ... They write that the People might live." In this seminar we will work with such forms of remembrance in Indigenous literature(s) and law as oral history and testimonial in the context of contemporary Indigenous decolonial theories of representational sovereignty. The question of how memory is performatively enacted in relation to land, identity and kinship in courtrooms and novels, trial transcripts and embedded principles of Indigenous law is central to our discussion and we will focus on excerpts from the trial transcripts of Delgamuukw (1997) and Tsilhqot'in Nation (2007), and on selections from writers Joy Harjo, Simon Ortiz, Leslie Marmon Silko, Leanne Simpson, Tracey Lindberg, and theorists Aileen Moreton-Robinson, Cheryl Suzack, Mishuana Goeman, Val Napoleon, Sean Wilson, Craig Womack, Audra Simpson, Sarah Hunt and Jace Weaver. We will consider the effects of bringing interpretive practices developed in the context of Indigenous literature(s) to bear on oral history narratives in the courtroom and discuss how those interpretive practices operate in the articulation of Indigenous law as narrative. How does representational sovereignty operate as an organizing principle for both legal and literary narratives of survivance? How might the settler law/literature binary be decolonized in favour of Indigenous theories of relational meaning, Indigenous narratives of integrated remembrance, and Indigenous law?

[Educational Technology](#)

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

No course description available.

[First Nations Languages](#)

[FNEL 101 \(3\) Introduction to a Salish Language I \(Grant, Larry & Campbell, Fiona\)](#)

An introduction to hə́nq̓əmiṅə́m/Musqueam, the Coast Salish language traditionally spoken in and around Vancouver. Emphasis on accurate pronunciation and listening skills, conversational ability, basic literacy skills, an understanding of basic grammatical structures, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed.

[FNEL 102 \(3\) Introduction to a Salish Language II \(Grant, Larry & Campbell, Fiona\)](#)

Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use.

[FNEL 121 \(3\) Introduction to a Dene \(Athapaskan\) Language I \(TBA\)](#)

Emphasis on accurate pronunciation, conversation, basic grammatical structures and listening and literacy skills, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. Not offered every year.

[FNEL 180 \(3\) Introduction to Endangered Language Documentation and Revitalization \(Turin, Mark\)](#)

Foundational concepts in the critical study of cultural, historical, social, and political factors that impact language loss, retention, and revival. Introducing strategies and practical methodologies for collaborative, interdisciplinary, community-based documentation and revitalization projects for First Nations and Indigenous languages.

[FNEL 201 \(3\) Intermediate Salish Language I \(Point, Marny\)](#)

An intermediate level study of hə́nq̓əmiṅə́m/Musqueam. Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context.

[FNEL 202 \(3\) Intermediate Salish Language II \(Point, Marny\)](#)

Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use.

[FNEL 221 \(3\) Intermediate Dene \(Athapaskan\) Language I \(Moore, Patrick\)](#)

Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year.

[FNEL 222 \(3\) Intermediate Dene \(Athapaskan\) Language II \(Moore, Patrick\)](#)

Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year.

[FNEL 281 \(3\) Sounds of Endangered Languages: Conservation and Revitalization \(Shaw, Patricia\)](#)

Development of skills in the perception and transcription of speech sounds in endangered languages, focusing on the diversity within BC Aboriginal languages. Capacity-building techniques for digital recording, editing, analysis, and archiving; guided by community-based ethical protocols and conservation/revitalization goals.

[FNEL 282 \(3\) Structures of Endangered Languages: Conservation and Revitalization \(Rosenblum, Daisy\)](#)

Development of skills in the documentation, transcription and analysis of grammatical structures in endangered languages, focusing on the diversity within BC Aboriginal languages. Applied techniques in documentation, workflow and multi-media digital annotation, guided by community-based ethical protocols and conservation/revitalization goals.

[**FNEL 381 \(3\) Biocultural Diversity: Language, Community, and the Environment \(Rosenblum, Daisy\)**](#)

Critical exploration of the links between linguistic, biological and cultural diversity; including connections with linguistic relativity, linguistic identity, language and place; and strategies for collective, interdisciplinary action to promote and support the protection of languages, cultures, and the environment.

[**FNEL 382 \(3\) Lexicography for Endangered Languages \(Turin, Mark\)**](#)

Foundational concepts in the discipline of compiling, editing, managing and hosting dictionaries, also known as lexicography. Special focus on the technical and ethical considerations for community-based lexicography projects for endangered and BC First Nations languages.

[**FNEL 389 \(3\) Collaborative Heritage Research in First Nations Languages: Practicum and Workshop \(Shaw, Patricia\)**](#)

Hands-on experience planning and producing a Breath of Life Language Reclamation Workshop for endangered BC First Nations languages, during which community-based researchers access and interpret relevant heritage resources at UBC and other local institutions for the revitalization of their languages.

[**FNEL 481 \(3\) Heritage Resources in Endangered First Nations Language Revitalization \(Rosenblum, Daisy\)**](#)

Examines the complementary and intersecting roles of libraries, archives, and museums in collections acquisition, development, curation, preservation, and access traditions pertaining to First Nations languages, to explore how each can contribute to endangered language and cultural heritage sustainability.

[First Nations Studies Program](#)

[FNIS 100 \(3\) Indigenous Foundations](#) ([Justice, Daniel Heath](#); [Gaertner, David](#))

The historical, cultural, political, economic and legal issues that inform the experiences of Indigenous peoples in Canada, examined from both Indigenous and non-Indigenous perspectives. Credit will be granted for only one of FNIS 100, FNSP 100, or FNSP 200.

[FNIS 210 \(3\) Indigenous Politics and Self-Determination](#) ([Gaertner, David](#))

The cultural, historical, political, economic, and gender dynamics that structure the relationship between Indigenous peoples and the state in Canada; Indigenous self-determination struggles in relation to constitutional recognition, self-government, land claims, and economic development. Credit will be granted for only one of FNSP 200, FNIS 210, or FNSP 210.

[FNIS 220 \(3\) Representation and Indigenous Cultural Politics](#) ([Gaertner, David](#))

Representation, identity, and cultural politics through Indigenous literature, film, and the visual arts; the relationship between these sites of cultural production and the self-determination struggles of Indigenous peoples. Credit will be granted for only one of FNSP 200, FNIS 220, or FNSP 220.

[FNIS 310/501 A \(3\) Theory Seminar](#) ([Nason, Dory](#))

Adapting and integrating current conceptual paradigms in the humanities, social sciences, performing arts, and Indigenous studies into approaches in First Nations/Indigenous Studies, including identity construction, political and cultural self-determination, representation, essentialism/authenticity, ethics, and decolonization. Credit will be granted for only one of FNIS 310 or FNSP 310.

[FNIS 320 \(3\) Methods Seminar](#) ([Hunt, Sarah](#))

Responsible and community-based research from a critical Indigenous perspective; methods for identifying and assessing research materials, critical analysis, oral history/qualitative research interviewing and analysis, and research ethics in the design and implementation of community-based student research projects. Credit will be granted for only one of FNIS 320 or FNSP 320.

[FNIS 400 \(6\) Practicum/Advanced Research Seminar \(Lightfoot, Sheryl\)](#)

Applied research/community oriented project designed and implemented in collaboration with student, faculty and Aboriginal community organization. Emphasis on examining ethical issues and developing culturally respectful and academically rigorous forms of research.

[FNIS 401 F/533 F \(3\) Indigenous New Media \(Gaertner, David\)](#)

Students will contextualize and comparatively analyze Indigenous new media from 1990 to the present moment. New media is loosely defined as digital, interactive and/or networkable content that involves user feedback and creative interaction, such as net and video art, video games, Geographic Information Systems (GIS), interactive installation, podcasts and stereoscopic photography. Focus will be on Internet art and curation, interactive websites and audio maps. Students will develop and put into practice a set of skills for analyzing, comparing, researching and writing about Indigenous new media and produce a collection of digital stories.

[FNIS 401 Q/533 Q \(3\) Queer/Two-Spirit Indigenous Studies \(Justice, Daniel Heath\)](#)

This course considers the cultural contexts, scholarship, literature, and artistic expressions of queer/LGBT/two-spirited Indigenous people, both as an academic area of study and as lived experience and relationship. Drawing on Indigenous traditions of gender and sexual diversity, two-spirit political activism, and relevant research, and engaging Indigenous and intersectional feminisms, queer/LGBT and gender studies, and Indigenous Studies more broadly, we will undertake a deep engagement of the interventions, complications, and provocations in this area and what's at stake in doing this work. Students are encouraged to have some familiarity with queer/gender studies, Indigenous Studies, and/or intersectional scholarship, but at minimum should be curious, thoughtful, and willing to learn and listen to often under-represented voices both in and beyond the classroom.

[FNIS 401 S/533 S \(3\) Indigenous Geographies: Our Home on Native Land \(Hunt, Sarah\)](#)

Indigenous peoples' identities and worldviews emerge from longstanding relationships to place fostered through active connections to land and water, the supernatural world and non-human kin with shared territorialities. Colonization has involved the imposition of cartographic views of space which facilitated Indigenous de-territorialization, displacement, reservatization, development and urbanization. Yet Indigenous peoples place-based relations and identities persist in these contested spaces, as Indigenous people use their bodies, stories, and cultural practices to destabilize colonial geographies. As such, core geographic concepts of place, space, territory and landscape remain a site of decolonial thought and action. This course focuses on Indigenous peoples, spaces and issues through an examination of the themes of: 1) Indigenous peoples place-based relations, 2) Colonialism and de-territorialization, 3) Re-territorialization, resistance and spatial negotiations of settler colonialism.

[FNIS 401 T/533 T \(3\) Indigenous Theatre and Film \(Nason, Dory\)](#)

This course is designed to introduce students to a variety of medias and theoretical sources to shape an understanding of contemporary Indigenous Theatre and Film in North America. During this course we will acquire a working knowledge of Indigenous Theatre and Film history and criticism written by Indigenous practitioners to more fully understand how culturally specific worldviews and practices manifest during creation, collaboration and performance processes. Oscillating between reading playscripts and critical theory, screening films and attending performances, this course equips students with the ability to critically analyze and engage with various performative medias. If time and resources permit, this course may also provide practical training and experience, as well as guest lectures by artists, directors and practitioners.

[FNIS 451/533 D \(3\) Indigenous Feminisms \(Nason, Dory\)](#)

The historical, cultural, political, and activist roots of contemporary Indigenous feminisms. Indigenous feminist methodologies, theory, and praxis in relation to contemporary Indigenous politics and social justice movements. Credit will be granted for only one of FNIS 401D, FNIS 451, or FNIS 451.

[FNIS 453/533 G \(3\) Indigenous Legal Traditions \(Mack, Johnny\)](#)

Socio-historical, political and cultural context of Indigenous legal traditions and strategies for ethical engagement within state and Indigenous polities. Methods include oral history analysis, legal theory, literary/narrative studies, and philosophy from an Indigenous studies perspective.

[Forestry](#)

[FRST 270 \(3\) Community Forests and Community Forestry \(Bulkan, Janette\)](#)

Community forests and community forestry throughout the world, with special attention to participation by aboriginal peoples; emphasis is on forms of governance, public participation, and adaptive learning.

[FRST 522 \(3\) Social, Community, and Indigenous Forestry \(Bulkan, Janette\)](#)

No course description available.

[Geography](#)

[GEOG 327 \(3\) Creating Canada \(Mackie, Richard\)](#)

Canada from the beginning of European contact to the mid-19th century, stressing the changing geographical patterns of settlement, economy, and culture.

[GEOG 328 \(3\) Constructing Canada \(TBA\)](#)

The construction of Canadian political space after Confederation, aboriginal-newcomer relations, regional development and conflict, industrialization, urbanization, and war.

[GEOG 395 \(3\) Introduction to the Changing Landscape in Latin America \(Sundberg, Juanita\)](#)

Culture and environment in 1491; Spanish colonialism and biological imperialism; commodity production and exchange; neo-liberalism; and environmental justice movements.

[GEOG 446B \(3\) Topics in Geography \(Hunt, Sarah\)](#)

This seminar examines issues of law, geography and power, including discussion of Indigenous law, spatio-legal dynamics of empire, regulation of mobility, geographies of legal violence, and formations of property, jurisdiction, and territory.

[GEOG 497 \(3\) The Arctic \(Henry, Gregory H\)](#)

Physical and biological characteristics of the circumpolar Arctic, emphasizing terrestrial environments and the impacts on and by humans, including: glacial history; climatology; biogeography/ecology of arctic tundra; human-environment interactions, settlement and exploration; and current environmental, social and economic problems.

[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 102 \(3\) Decolonizing and Feminist Perspectives from Local to Global \(Angeles, Leonora; Catungal, John Paul\)](#)

Intersectional feminist theory and practice, focusing on contemporary issues in a transnational context.

[GRSJ 300 \(3\) Intersectional Approaches to Thinking Gender \(Thobani, Sunera\)](#)

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.

[GRSJ 301 \(3\) Gender and Indegeneity in Canada \(Hunt, Dallas\)](#)

In this course, we will engage the history, politics, and literature of Indigenous Feminisms, Queer Studies, Two-Spirit Studies, and Masculinities in Canada and throughout Indigenous North America through scholarly texts, film, personal narratives, and fiction.

[GRSJ 306 \(3\) Globalization and Social Justice: Gender, Race, and Sexuality in International Politics \(Harris, Mark\)](#)

What were the factors that sparked the Occupy Wall Street and Idle No More movements? How have communities and organisations mobilized to protest against discrimination based upon gender, sexuality, race or cultural identity? This course will examine how the concepts of law and social justice are deployed within the framework of globalization and whether they are effective vehicles to achieve change or, as Douzinas suggests, they have been co-opted as ‘tools of public power and individual desire’ that actually work against marginalized and oppressed communities. Focusing upon the role of social movements we will consider what mechanisms and strategies are deployed to challenge structural and hegemonic oppression from a range of perspectives.

[GRSJ 325 \(3\) Anti-Colonial and Feminist Qualitative Methods \(Ross, Becky\)](#)

This 3-credit third-year course introduces students to feminist anti-racist and decolonial critiques of qualitative research practice. We are concerned with the politics of knowledge production on the ancestral, unceded, and occupied territory of the Musqueam nation. We will examine the biases and assumptions that have informed the 'natural' and 'social' scientific study of 'race', space, ethnicity, gender, dis/ability, class, and sexuality. 'Common sense' scientific truths about 'normal' and 'natural' bodies are scrutinized and unpacked. We examine feminist anti-colonial, and queer deconstruction of binaries: nature/culture, cis/trans, man/woman, wealthy/low income, production/reproduction, public/private, state/civil society, dis/abled, white/non-white, healthy/'feeble-minded', heterosexual/homosexual, etc.

[GRSJ 326 \(3\) The Politics of Gender, Families, and Nation-Building \(Ross, Becky\)](#)

Our three-credit course interrogates two major social institutions: the 'family' and the 'state'. Here, our focus is twentieth and twenty-first century Canada and the United States, with some integration of cross-cultural studies. We examine feminist anti-racist research on families under settler colonialism, neo-liberal state formation, hetero-gendered and racial nationalisms, and late capitalist consumerism. Rather than a private, personal realm, family has been, and continues to be penetrated by state and extra-state discourses and practices of ruling and social organization. For instance, legacies of colonization, racist, sexist, and heterosexist state policies of inclusion & exclusion haunt and shape quests for belonging, 'home', intimacy, and citizenship rights, both formal and substantive. Interdisciplinary course readings are drawn from sociology, anthropology, Indigenous studies, geography, gender and sexuality studies, history, law, and social work.

[GRSJ 327 \(3\) Feminist Theories of Representation and Difference: The Difference that Feminisms Make \(Catungal, John Paul\)](#)

In a 1982 speech at Harvard University, the preeminent Black feminist scholar Audre Lorde powerfully noted that “[t]here is no such thing as a single-issue struggle because we do not live single-issue lives”. This course will examine the very question of difference as a productive, if painful, point of contention in spaces of feminist theorizing and organizing. Our focus will be on the expansive feminist politics of Black, Indigenous, Latinx and Asian scholars and activists, and their contributions to our understandings of the production and politics of racial, gender and sexual difference as well as the institutions, ideologies and practices that sustain them.

[Haida Gwaii Semesters](#)

[HGSE 350 \(3\) Case Studies in Haida Gwaii](#) (TBA)

Integration of concepts of history, politics, First Nations, rural development, and forest ecology in natural resources management in Haida Gwaii. A core element of the Haida Gwaii Semester.

[HGSE 351 \(3\) History and Politics of Resource Management](#) (TBA)

Historical examination of resource management in Canada and conflicts arising therefrom, with emphasis on forests. A core element of the Haida Gwaii Semester.

[HGSE 352 \(3\) First Nations Governance and Natural Resource Management](#) (TBA)

The political, economic, and legal environment of Aboriginal-Canadian relations and its influence on resource use and management; review of historic relationships, emerging case law, and new reconciliation frameworks. A core element of the Haida Gwaii Semester

[HGSE 353 \(3\) Rainforest Ecology and Management](#) (TBA)

Ecology of the temperate rainforests of Haida Gwaii. A core element of the Haida Gwaii Semester.

[HGSE 354 \(3\) Diversifying Resource-Dependent Communities](#) (TBA)

Examination of the forces that restructure local economies, both historically and contemporarily; link between rural economic development and the legacy of resource development in Aboriginal communities across British Columbia. A core element of the Haida Gwaii Semester.

[HGSE 357 \(3\) Ecology and Management of Island Wildlife](#) (TBA)

Unique biological attributes of island wildlife, such as subspecies, isolated populations, and distinct evolutionary pathways, with a focus on endemic species on Haida Gwaii. Part of the Haida Gwaii Fall Semester. Credit will be granted for only one of FRST 395 or CONS 357.

[HGSE 358 \(3\) Systems Thinking for Resource Management](#) (TBA)

Introduction to systems thinking and resilience to understand dynamics of social change and innovation; use of case studies to demonstrate applications of different types of ecological knowledge, including traditional knowledge and experiential knowledge. Part of the Haida Gwaii Fall Semester.

[HGSE 359 \(3\) Ecosystem-Based Management Seminar](#) (TBA)

History, definitions, and applications of EBM; challenges of achieving both economic and environmental well-being with a focus on resource use and management on Haida Gwaii. Part of the Haida Gwaii Fall Semester.

[History](#)

[HIST 235 \(3\) History of Canada: Moments that Matter](#) (Miller, Bradley)

An introduction to major turning points in Canadian history. Exploration of the social, political, cultural, and environmental transformations/revolutions that have shaped Canada from early European colonialism to the twenty-first century.

[HIST 237 A \(3\) History of the United States \(Krause, Paul Lewin\)](#)

Survey from colonial period to present examining political system, slavery, Civil War, race relations and civil rights, westward expansion, industrialization, feminism, expanding international presence, Cold War, and modern culture.

[HIST 302 \(6\) History of the Indigenous Peoples of North America \(Raibmon, Paige\)](#)

Indigenous peoples from pre-contact to the present in Canada and the U.S. Topics include colonial frontiers, disease, fur trade, government policies, environment, gender, religion, oral narratives, activism, urbanization, and identity.

[HIST 321 A/421 A \(3\) Honours Tutorial: The Era of Decolonization \(Morton, David\)](#)

No course description available.

[HIST 324 \(3\) Inventing Canada, 1840-1896 \(Grittner, Colin\)](#)

An examination of political, cultural and national developments within the British North American colonies in the second half of the nineteenth century. Credit will not be granted for both HIST 324 or 326, if 326 was taken before 2007W.

[HIST 325 \(3\) Canada 1896-1945: Boom, Bust and War \(Borys, David\)](#)

Includes Aboriginal policy, immigration and national identity; Canada, Britain and the US; World Wars; economic modernization; the Great Depression; regionalism; political and social movements; and the creation of 'Canadian' culture. Credit will only be granted for one of HIST 325 or 426, if 426 was taken before 2007W.

[HIST 327 \(3\) Colonial America: Encounter and Settlement, 1607-1763 \(Thrush, Coll\)](#)

Encounters between European, African, and Indigenous North American peoples as well as the history of the colonies within the Atlantic world, from the late sixteenth century to the eve of the American Revolution.

[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.

[HIST 414 \(3\) Constitutions in Canadian History: From Pre-Contact to the Charter of Rights \(Miller, Bradley\)](#)

European precedents, Colonial self-government, Canadian Confederation, and issues such as gay rights, abortion, and First Nations land rights.

[HIST 419 \(3\) Crime and Punishment in Canadian History \(Miller, Bradley\)](#)

The relationship between law and society; the development of legal institutions and the evolving character of crime in Canada.

[HIST 456 \(3\) Race in the Americas \(Bronfman, Alejandra\)](#)

Legacies of African, European, and Asian migrations, and colonial encounters with indigenous peoples in the Americas. Includes the creation of racial categories, the making of transnational and transracial families, and the emergence of race-based social and cultural movements.

[Journalism](#)

[JRNL 520 D \(3\) Special Topics in Contemporary Journalism: Reporting in Indigenous Communities \(McCue, Duncan\)](#)

No course description available.

[Latin American Studies](#)

[LAST 100 \(3\) Introduction to Latin American Studies](#) (TBA)

An overview of the culture and society of Latin America from ancient to contemporary times and from Argentina to Mexico.

[LAST 201 \(3\) Popular Culture in Latin America](#) ([Beasley-Murray, Jonathan](#))

The culture of everyday life, both rural and urban: issues of identity, popular memory, resistance, negotiation, as expressed through ritual, crafts, the body, social movements, films, music, and literature.

[Law](#)

[LAW 201 \(6\) Canadian Constitutional Law](#) (Multiple instructors)

Principles of Canadian constitutional law, including Canadian federalism, the Charter of Rights and Freedoms, and the unique constitutional status and rights of Aboriginal Peoples in Canada.

[LAW 352 \(3\) Aboriginal People and Canadian Law](#) ([Johnston, Darlene](#))

Survey of the history and present status of the legal relationships between Canada's Aboriginal peoples and the state. Credit will be granted for only one of LAW 200 or LAW 352.

[LAW 353 \(3\) Aboriginal and Treaty Rights](#) ([Rosenberg, David](#))

Rights of Aboriginal people stemming from their aboriginal status and from treaties. Not offered each year, consult Faculty.

[LAW 356 \(3\) First Nations & Economic Development](#) ([Hanna, Darwin](#))

Legal issues affecting land use and economic activity involving First Nations' resources. Not offered each year, consult Faculty.

[LAW 358 D \(3\) Topics in First Nations Law: An Introduction to Indigenous Legal Orders within the Settler State \(Mack, Johnny\)](#)

This course is about Indigenous peoples' own laws. It assesses the relationship between indigenous and settler state legal orders. It examines how Indigenous peoples make their own laws to govern their relationships and resolve disputes. It shows how they draw from their storied histories to adjust to new social and material relationships. At the same time Indigenous legal orders constantly confront colonialism. Colonization violently brought a radically new social world. This world severely disoriented many indigenous communities. It impaired the adaptive capacities of many indigenous legal orders. This course focuses on the contemporary project of regenerating indigenous legal orders within the settler state. Themes of the course will likely include a theoretical introduction to non-state legal orders; identifying the pitfalls and opportunities associated with advancing this regenerative project within and through an Aboriginal Rights recognition framework; a historical overview of the relationship between colonial law (and later settler state law) and indigenous law, focusing on the experience in BC; and a critical analysis of the methods which legal researchers rely on to understand indigenous law today.

[LAW 358 D \(3\) Topics in First Nations Law: Métis Law \(Barkaskas, Patricia; Teillet, Jean\)](#)

The course will trace the development of Métis Law from inception to the present, examining how Métis law intersects with First Nations law and how it has developed into its own unique branch of aboriginal law. Weekly lectures will cover identity, harvesting rights, title and land claims, constitutional interpretation, human rights, administrative law, fiduciary duty, honour of the crown and consultation.

[LAW 488/489 \(15\) Indigenous Community Legal Clinic \(Barkaskas, Patricia\)](#)

The Indigenous Community Legal Clinic is a full term course comprised of 15 credits, 11 based on the practical component and 4 based on the academic component of the program. Students commit to one full term, which they spend primarily at the ICLC's location on Alexander Street in the downtown eastside of Vancouver. The clinical learning environment is unique in many ways, and the pedagogy is designed to integrate experiential learning of the practice of law in a legal clinic setting with learning to apply ideas and theory about decolonization and Indigenizing law to that practice.

[Library and Information Studies](#)

[LIBR 522 P \(3\) First Nations Literature and Other Materials for Children and Young Adults \(Flett, Julie\)](#)

First Nations, Inuit and Métis writers, illustrators and publishers will be the primary focus of this survey of North American Indigenous materials for children from preschool through the teenage years.

[LIBR 569 A \(3\) Information Practice and Protocol in Support of Indigenous Initiatives \(Nathan, Lisa\)](#)

This course prepares students to work effectively with Indigenous communities in support of ongoing developments in Indigenous culture and languages, self-government, treaty negotiation and litigation.

[Linguistics](#)

[LING 433 \(3\) Native Languages of the Americas \(Gessner, Suzanne\)](#)

Survey of the indigenous languages of the Americas. Study of the basis of genetic classification and areal similarities. The structure of representative languages will be presented and contrasted. The present status of American Indian languages will be considered. Note: this course is not necessarily offered every year.

[LING 447 G \(3\) Topics in Linguistics: Cross-Linguistic Semantics and Pragmatics \(Matthewson, Lisa\)](#)

Human languages differ in the meaning distinctions they grammatically mark. For example, English encodes tense and uniqueness, but many languages do not. St'át'imcets (a Salish language indigenous to British Columbia) encodes neither tense nor uniqueness. Conversely, sometimes St'át'imcets is more explicit. In this course we investigate the ways in which languages vary in their semantics and their pragmatics, and also the ways in which all languages are the same.

[Mining Engineering](#)

[MINE 559 \(3\) Mineral Resource Development and Canadian Aboriginal People \(TBA\)](#)

No course description available. Credit will be granted for only one of MINE 559 or MINE 585.

[Pharmaceutical Sciences](#)

[PHAR 457 \(3\) Pharmaceutical Care in Aboriginal Health \(Leung, Larry; Min, Jason\)](#)

Aboriginal health in Canada and the role a culturally-competent pharmacist can have in collaborating with other health professionals and Aboriginal communities in providing care and healing.

[Community and Regional Planning](#)

[PLAN 425 \(3\) Urban Planning Issues and Concepts](#) ([Leaf, Michael](#))

Evolution, practice and future of urban planning and development, with emphasis on institutional arrangements, housing, transportation, urban design and development control. For third- and fourth-year undergraduate students interested in urban planning.

[PLAN 548 P \(3\) Current Issues in Planning: Indigenous Community Planning](#) ([Sandercock, Leonie](#))

The intent of the course is to empower emerging planners by introducing substantive knowledge of contemporary Indigenous community planning, built on a foundational understanding of the political, social and cultural protocols and values, history, philosophy, social structure, traditional knowledge, and ecology of First Nations, Inuit and Métis peoples.

[PLAN 548 Q \(3\) Current Issues in Planning: Indigenous Law](#) ([Reeves, Crystal](#))

The purpose of this class is to introduce students to the laws within which Indigenous Peoples in Canada, and particularly in British Columbia, live within, and which impact their communities and Nations. Students will gain an understanding of how law and governance inform planning with Indigenous communities.

[PLAN 548 T \(3\) Current Issues in Planning: Indigenous Community Planning Field Studio](#) ([Cook, Roger](#))

This ICP field studio consists of an 8-10 month planning practicum designed for second year students of the ICP Program. This foundational course is intended to prepare teams of students to collaborate and support an active planning process with a BC First Nation based on their needs and aspirations. This course intersects with 547C (6 credits) to provide students with direct, meaningful, hands-on, experiential learning through in-community service.

Political Science

[POLI 316 A \(3\) Global Indigenous Politics \(Lightfoot, Sheryl\)](#)

The political dynamics of Indigenous peoples? politics on the global level; the legal and practical realities of colonization as a global Indigenous experience; current global Indigenous political issues and avenues of Indigenous resistance.

[POLI 369 A \(3\) International Politics of the Arctic \(Byers, Michael\)](#)

For decades, the Arctic was on the front-lines of the Cold War. Today, the region is changing at an unprecedented rate due to climate change, the extraction of natural resources, and the efforts of coastal states to secure offshore jurisdictional claims. This upper-year undergraduate course canvasses a range of political and legal issues, from the disputes over Hans Island and the boundary in the Beaufort Sea, to shipping in the Northwest Passage and the Northern Sea Route, to the assertion of sovereign rights over areas of seabed more than 200 nautical miles from shore, to the protection of high seas fisheries in the Central Arctic Ocean. The environmental, security and geopolitical dimensions of a rapidly opening Arctic will also be considered, along with the role of indigenous peoples and the Arctic Council.

Sociology

[SOCI 220 \(3\) Sociology of Indigenous Peoples \(Vivaldi Pasqua, Ana Ines; Lester-Smith, Donna Michelle\)](#)

Sociological perspective of Indigenous peoples and issues both internationally and within Canada.

[SOCI 310 A \(3\) Canadian Society \(Wilkes, Rima; Pentecost, Debra\)](#)

Social organization of Canadian society: relationships between social institutions and social processes (e.g., economics, education, family, law, media, and politics); including issues of ancestry, ethnicity, gender, region, and social class.

[SOCI 361 A \(3\) Social Inequality \(Plaut, Shayna; Fuller, Sylvia\)](#)

Tendencies toward equality and inequality; manifestations of inequality (occupation, education, gender, ethnicity, income, power) and their consequences; caste and class features of major stratification systems; theories of social class; stratification profile of contemporary industrial societies.

[Social Work](#)

[SOWK 425/510 \(3\) First Nations Social Issues \(Johnson, Shelly\)](#)

Contemporary social issues facing First Nations peoples and communities examined in the context of the history of Euro-Canadian/First Nations relations; the impact of Euro-Canadian institutions upon First Nations peoples; implications for social policy and social work practice.

[Population and Public Health](#)

[SPPH 536 \(3\) Aboriginal People and Public Health: Ethics, Policy, and Practice \(Spittal, Patricia\)](#)

Experience of colonization; Indian Act; the histories and intergenerational impact of the residential school; child-welfare systems; communicable disease prevention; the challenge of ethical public health practice; and traditional healing.