



**UBC Courses with Indigenous  
Content Winter 2017-2018**

According to the 2017-2018 University of British Columbia Course Calendar and departmental course descriptions, there are 129 courses, from 30 different departments, that have a significant amount of Indigenous content being offered for the Winter 2017-2018 session:

<a href="#">Anthropology</a> (9)	<a href="#">Geography</a> (6)
<a href="#">Co-ordinated Arts Program</a> (2)	<a href="#">Gender, Race, Sexuality and Social Justice</a> (7)
<a href="#">Audiology and Speech Sciences</a> (1)	<a href="#">Haida Gwaii Semester</a> (15)
<a href="#">Chemical and Biological Engineering</a> (1)	<a href="#">History</a> (12)
<a href="#">Canadian Studies</a> (2)	<a href="#">Journalism</a> (1)
<a href="#">Creative Writing</a> (1)	<a href="#">Language &amp; Literacy Education</a> (1)
<a href="#">Natural Resources Conservation</a> (1)	<a href="#">Latin American Studies</a> (2)
<a href="#">Early Childhood Education</a> (1)	<a href="#">Law</a> (5)
<a href="#">Educational Studies</a> (2)	<a href="#">Library and Information Studies</a> (1)
<a href="#">Education</a> (4)	<a href="#">Linguistics</a> (2)
<a href="#">English</a> (4)	<a href="#">Mining Engineering</a> (1)
<a href="#">Educational Technology</a> (1)	<a href="#">Community and Regional Planning</a> (4)
<a href="#">First Nations Languages</a> (16)	<a href="#">Sociology</a> (3)
<a href="#">First Nations Studies Program</a> (17)	<a href="#">Political Science</a> (4)
<a href="#">Forestry</a> (2)	<a href="#">Social Work</a> (1)

## Anthropology

### [ANTH 220 001 \(3\) First Nations of British Columbia](#) (TBA)

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

### [ANTH 241 \(3\) Introduction to Museums and Museology](#) (TBA)

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 329 A \(3\) Contemporary First Nations Issues](#) (MENZIES, CHARLES)

Anthropological perspectives on contemporary issues of public policy, law, and political activity, as they affect the place of First Nations people in British Columbia and Canada.

### [ANTH 332 \(3\) Oral Tradition](#) (TBA)

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 401 001 \(3\) First Peoples of North America](#) (BLACKBURN, CAROLE)

Anthropological perspectives of indigenous cultures and societies of North America.

[ANTH 431 C \(6\) Museum Practice and Curatorship \(KRAMER, JENNIFER\)](#)

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

No course description currently available.

[Co-ordinated Arts Program](#)

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

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 \(TBA\)](#)

No course description available.

## Chemical and Biological Engineering

### CHBE 373 (3) Water Pollution Control (TBA)

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 (TBA; DECHAINED, ROSE-MARIE; LAMONTAGNE, ANDRE)

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

### CDST 450 B (3) Senior Seminar in Canadian Studies (BYERS, MICHAEL)

The Canadian experience from a variety of disciplinary perspectives. Offered by the McLean Chair in Canadian Studies. Required of all Canadian Studies Majors.

## Creative Writing

### CRWR 220 J01 (3) Introduction to Creative Writing with an Indigenous Focus (TBA)

Covers three genres from fiction, poetry, creative nonfiction, radio drama, radio feature, or stageplay.

## Natural Resources Conservation

### CONS 370 (3) Aboriginal Forestry (TBA)

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.

## Educational Studies

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

No course description available.

### EDST 546 (3) Indigenous Methodology and Epistemology (MARKER, MICHAEL, YOUNG, ALANNAH )

No course description available.

## Education

[EDUC 140 \(3\) Introduction to Indigenous Studies](#) (multiple sections)

No course description available.

[EDUC 240 \(3\) Issues in Indigenous Education](#) (multiple sections)

No course description available.

[EDUC 344 \(6\) Issues in Indigenous Education](#) (TBA)

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](#) ([NASON, DOROTHY](#))

A study of cultural expression in contemporary indigenous contexts.

[ENGL 470B \(3\) Canadian Studies - CANADIAN STUDIES](#) ([MOSS, LAURA](#))

Three interrelated areas of prominence in contemporary Canadian literary studies sit at the core of this section of English 470: First Nations studies, critical multiculturalism studies, and environmental studies. We will examine the intersections of culture, social justice, politics, and art in a range of texts that are geographically diverse, culturally diverse, and generically diverse. We will also consider how authors

creatively address and engage ideas about identity, history, food, ethnicity, racism, family, decolonization, politics, gender, violence, and more. And we will reflect on how Canadian literature participates in a global literary economy by thinking about how books are produced, received, and circulated in Canada and around the world. Some of the authors to be studied might include Emma Donoghue, Dionne Brand, Vincent Lam, Eden Robinson, Ruth Ozeki, Rita Wong, Thomas King, Margaret Atwood, Alice Munro, E. Pauline Johnson, Lawrence Hill, Andre Alexis, Madeline Thien, Rupi Kaur, Shani Mootoo, David Chariandy, and George Elliott Clarke.

[ENGL 476A \(3\) Indigenous Studies - INDIGENOUS LITS \(WEIR, MARY LORRAINE\)](#)

Drawing its title and structure from Neal McLeod's anthology, this course focuses on memory, place, and medicine in relation to both canonic and recent writing in Native North America. We will begin with Simpson and McAdam on the resurgence and revitalization of Indigenous knowledge systems, creating a framework for discussion of how the work of memory is enacted in texts ranging from Merasty's residential school narrative and Lindberg's recent novel to the challenges faced by Silko and King in the layering of competing systems of historical memory in the articulation of place. Medicine in the form of "poems as healing bundles" (Scofield) and in the form of political action through, e.g., Idle No More will contextualize Dumont's book as well as selections from such writers as Alexie, Harjo and Ortiz. The course engages with Indigenous poetics as political discourse and as contemporary expression of the medicine ways of oral history resurgent through environmental protests as much as poems. Anti-racist pedagogy and decolonial perspectives are fundamental to English 476.

[Educational Technology](#)

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

No course description available.

## [First Nations Languages](#)

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

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.

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

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 141 \(3\) Introduction to a Wakashan Language I \(ROSENBLUM, DAISY\)](#)

Emphasis on accurate pronunciation, conversation, basic grammatical structures, 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 142 \(3\) Introduction to a Wakashan Language II \(ROSENBLUM, DAISY\)](#)

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 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 \(Point, Marny\)](#)

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 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 380 001 \(3\) Technologies for Endangered Language Documentation and Revitalization \(TURIN, MARK\)](#)

Digital tools for endangered language documentation, conservation, and revitalization. Overview of best practices, introduction to community engagement and capacity-building, protocols and ethics, project design, cultural context, orthographies, use of audio, video and still photography, data management, archiving and web publishing.

[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 381 \(3\) Biocultural Diversity: Language, Community, and 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 448K \(3\) Directed Research in First Nations Languages - RSRCH FRST NAT L \(MOORE, PATRICK\)](#)

Supervised by a faculty member.

[FNEL 480C 001 \(3\) Endangered Language Documentation and Revitalization - ENDNGRD LANG REV \(SCHREYER, CHRISTINE\)](#)

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 482 \(3\) Applied Research in Endangered Language Reclamation \(SHAW, PATRICIA\)](#)

Application of research skills and methodologies in the design and implementation of a research project relevant to endangered language conservation and/or revitalization. Project co-constructed in collaboration with a First Nations community, guided by community-based ethical protocols. FNEL 481 recommended.

[FNEL 483 001 \(3\) Indigenous Languages of BC: Diversity and Vitality \(SHAW, PATRICIA\)](#)

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

[First Nations Studies Program](#)

[FNIS 100 \(3\) Indigenous Foundations \(GAERTNER, DAVID; NASON, DOROTHY\)](#)

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 \(3\) 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 FNIS 320.

[FNIS 400 \(6\) Practicum/Advanced Research Seminar \(COULTHARD, GLEN; HUNT, SARAH\)](#)

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. Credit will be granted for only one of FNIS 400 or FNIS 400.

[FNIS 401W \(3\) Special Topics - SPECIAL TOPICS \(GAERTNER, DAVID\)](#)

Designed as a compliment to FNIS 454—which is based in the theory of Indigenous new media—FNIS 401W provides students with hands on training in new media technologies, including blogging, social media, podcasting, digital storytelling, virtual reality, sound editing, interactive web design, and geographical information systems (GIS). Students in 401W will receive basic training in use of new media hardware and software (much of which will enhance their capacity for practicum) and work with experts in the field: Maija Tailfeathers, Ray Hsu, Madeline Taylor. The course will culminate in the production of a high quality digital story, which the student can include in job application materials.

[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.

[FNIS 454 \(3\) Indigenous New Media \(GAERTNER, DAVID\)](#)

New media and digital storytelling works designed and implemented by Indigenous artists, authors, and programmers.

[FNIS 455 101 \(3\) Indigenous Geographies: Our Home on Native Land \(HUNT, SARAH\)](#)

Indigenous people's place-based relations, colonial processes of de-territorialization, and spatial negotiations of settler colonialism.

[FNIS 501 A \(3\) Seminar \(NASON, DOROTHY\)](#)

The purpose of this course is to introduce some of the more common theoretical concepts, approaches and related issues in the field of Indigenous Studies in order to help prepare students for further advanced study in the FNIS core curriculum. Beginning with the critical discourse around identity and related subjects of whiteness, race, sexuality and gender in Canada and the US, the course will turn to cultural analysis of settler national identities and myth-making, the making of history/narrative, theorizing settler colonialism, and end with critical discourses of Indigenous feminisms, Indigenous resurgence, and Indigenous research methodologies. Students will also learn 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.

[FNIS 533D \(3\) Directed Study \(NASON, DOROTHY\)](#)

Course Description Unavailable.

[FNIS 533F \(3\) Directed Study \(GAERTNER, DAVID\)](#)

Course Description unavailable.

[FNIS 533G \(3\) Directed Study \(MACK, JOHNNY\)](#)

Course Description unavailable.

[FNIS 533S \(3\) Directed Study \(HUNT, SARAH\)](#)

Course description unavailable.

[FNIS 533W Directed Study \(GAERTNER, DAVID\)](#)

Course description unavailable.

### [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 121 101 \(3\) Geography, Environment and Globalization](#) (multiple selections)

Human geography of the modern world with particular attention to human-environment relationships, urbanization, and regional growth; trade and communications; environment and war; environmental governance and sustainability.

### [GEOG 327 \(3\) Creating Canada](#) (TBA)

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](#))

Socio-ecologies in 1491; Spanish colonialism and biological imperialism; contemporary coloniality and neoliberalism; and social movements.

### [GEOG 446B \(3\) Topics in Geography](#) ([DEMPSEY, JESSICA](#))

See the departmental undergraduate adviser for details.

### [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 \(3\) Introduction to Social Justice](#) (multiple listings)

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](#) (multiple sections)

Interdisciplinary exploration of the multiple intersections between gender and (neo)colonialism, racism, poverty, ableism, and heterosexism in a globalized world; historical and cross-cultural aspects, and the social construction of sex and gender, masculinity and femininity.

### [GRSJ 301 \(3\) Gender, Race and Indigeneity in Canada](#) (TBA)

Gender and indigeneity in the documented histories and narrated lives of Indigenous people in Canada.

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

[\(Harris, Mark\)](#)

Critical examination of the gender dimension of globalization and the theories, discourse, and practices in international politics using gender analysis.

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

Data collection techniques, the politics of interpretation, and the formulation of a research proposal using a feminist, anti-racist framework.

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

Investigation of historical and contemporary scholarship on the diversity of families, focusing on differences of gender, sexuality, race/ethnicity, and social class within and across national borders.

[GRSJ 327 \(3\) Theories of Representation and Difference: The Difference that Feminisms Make](#)

([Catungal, John Paul](#))

Feminist scholarship emphasizing languages and processes of representation and the construction of difference in cultural discourses and institutions.

[Haida Gwaii](#)

[Semesters](#)

[HGSE 310 \(3\) First Nations and Canada: \(Re\)writing History](#) (TBA)

A survey of the history of Indigenous peoples in relation to the Canadian colonial state contrasting the Indigenous historical experience with conventional accounts of Canadian history.

[HGSE 311 \(3\) Law and Governance: Indigenous and European Traditions](#) (TBA)

Background on sources of Aboriginal and Canadian law; detail on section 35 of the Constitution Act; a review of relevant Canadian case law; insight on the importance of international law; and literature on governance.

[HGSE 312 \(3\) Perspectives on Reconciliation](#) (TBA)

Notions of reconciliation and restitution that have emerged in Canada across space and time; key principles, discourses, legal and Constitutional mechanisms, actions and actors.

[HGSE 313 Reconciliation and Resource Management](#) (TBA)

Relationships and reconciliation processes between First Nations and other governments in the context of land and sea governance.

[HGSE 314 Reconciliation and Communities](#) (TBA)

In-depth exploration of the communities of Haida Gwaii through community-based experiences and community service learning.

[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 355 \(3\) Applied Ecology of Coastal Terrestrial Ecosystems](#) (TBA)

Processes that shape coastal terrestrial ecosystems through time and applications to current ecological reality. Part of the Haida Gwaii Fall Semester.

[HGSE 356 \(3\) Biophysical Dynamics of the Marine-Terrestrial Interface](#) (TBA)

Nutrient cycling between the marine environment and coastal forest ecosystems; how the physical characteristics of this interface affect inputs; which species play a pivotal role in driving interactions. Part of the Haida Gwaii Fall 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 \(DUCHARME, MICHEL\)](#)

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 \(WANG, JESSICA\)](#)

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 \(THRUSH, COLL\)](#)

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 \(3\) Honours Tutorial: The Era of Decolonization \(FRIEDRICHS, CHRISTOPHER\)](#) 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, Bus and War \(EIDINGER, ANDREA ELLEN\)](#)

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 326 201 \(3\) Canada Since 1945: Affluence and Anxiety in the Atomic Age \(EIDINGER, ANDREA ELLEN\)](#)

Includes immigration policy; the welfare state; Aboriginal peoples; the Cold War; resource economies and national politics; continentalism and free trade; constitutional crises; conflicting nationalisms; and new social movements. Credit will only be granted for one of HIST 326 or 426, if 426 was taken before 2007W

[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 468A Topics in Comparative Indigenous History - COMP INDIG HIST \(TBA\)](#)

Comparative interdisciplinary analysis of selected topics in Indigenous history in North America and beyond. HIST 302 or other background in the field is recommended.

[HIST 469 \(3\) Aboriginal Title in British Columbia: History and Legacy \(RAIBMON, PAIGE\)](#)

Colonial land policy, Indigenous resistance and organizing, treaties, and court decisions. Some previous knowledge of Indigenous history is strongly recommended.

[HIST 594 Readings in Aboriginal History \(RAIBMON, PAIGE; THRUSH, COLL \)](#)

No course description.

### [Journalism](#)

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

[\(GRETSINGER, KATHRYN\)](#)

No course description available.

### [Language & Literacy Education](#)

[LLED 565A 061 \(3\) Indigenous Language & Cultural Education \(GALLA,](#)

[CANDACE\)](#)

This course is offered in collaboration with departments and programs from seven universities and colleges that have focus areas on teacher education, language education, cross-cultural studies, and indigenous studies. The post-secondary institutions include University of Hawaii, University of Arizona, University of Alaska Fairbanks, University of Alaska Anchorage, University of Montana, Diné College (Navajo Tribal College), and Te Whare Wānanga o Awanuiārangi.

## 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 (TBA)

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 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 (JACKSON, MICHAEL)

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 358B \(3\) Topics in First Nations Law - TPCS 1ST NATIONS](#) (TBA)

This course aims to give the students an overall understanding of taxation in the First Nations context, a topic that is prone to widespread misinformation. We will cover all aspects of aboriginal taxation relevant to First Nations individuals and First Nation governments. We will start with an exploration of the Indian Act tax exemption for individuals in the context of employment, business and investment income. We will then consider the application of the Indian Act and Income Tax Act exemptions to First Nation governments. As well, we will explore “own source revenue” regimes, which are quasi-tax systems that are part of the fiscal relationship between the federal government (and some provincial governments) and modern treaty nations. Having covered the application of tax to First Nations individuals and governments, we will then move on to consider First Nations as taxing authorities that impose income taxes, sales taxes, and property taxes on their lands. Students will also learn how taxation plays an important role in the negotiation of benefit agreements between First Nations governments and development proponents.

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

Over the last decade or so the mass of writings in the field of Indigenous legal theory has greatly expanded. Indigenous theorists (and others) have begun to seriously explore numerous theoretical matters that arise when we step back from Canadian law, Indigenous laws, and their interrelations. These explorations run the gamut from fundamental investigations into the nature of 'the law', to questions about how to understand the nature of the co-existence of Canadian law and Indigenous laws, to questions about how the different systems might be reconciled, to deeply prescriptive questions about what paths we should construct and follow over the next few generations. This course looks closely at ruminations by theorists working in this field, but does so with very specific objectives – to think about how we are situated in this complex multi-juridical world, how we came to find ourselves in the current situation, and about what concrete steps would best lead us toward a better world.

## [Library and Information Studies](#)

### [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](#) (TBA)

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](#) (TBA)

A capstone course for Linguistics and Speech Sciences majors, normally taken after three years of study. Individual sections will differ substantially; see online Course List for detailed descriptions and prerequisites. May be repeated for credit when content is different.

## [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.

## 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.

## Sociology

### SOCI 220 (3) Sociology of Indigenous Peoples (BLACKBURN, CAROLE)

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

### SOCI 310 A (3) Canadian Society (TBA)

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.

## Political Science

### POLI 332 001 (3) Politics and Government of Latin America (CAMERON, MAXWELL)

A comparative examination of democracy and authoritarianism in Latin America: populism, corporatism, bureaucratic authoritarianism, transitions from authoritarianism, and contemporary debates on the quality and diversity of democratic institutions.

### POLI 405A/504A (3) COMPARATIVE PUBLIC MANAGEMENT (TUPPER, ALLAN)

This course examines the profound changes in the structure, role and processes of public management in modern countries. Among the topics examined are the power of civil servants, the status of the Weberian welfare state and public management reform. These themes are examined through comparative analysis of such topics as accountability, government ethics (including dirty hands and many hands problems), alternative service delivery (the delivery of government services by NGOs and/or private firms) and public private partnerships. Other important topics are secrecy, data collection for security purposes, and citizen privacy. The course focuses on advanced democracies notably EU countries, Canada, the US and Australia. Canadian examples are derived from federal, provincial, municipal and Aboriginal governments.

POLI 405/504 is a seminar with limited enrolment. Student obligations include presentations, short papers and a substantial research essay.

### POLI 402A (3) LAW AND POLITICS OF THE CANADIAN CONSTITUTION (LA SELVA, SAMUEL)

The course examines key problems of the Canadian constitution, with special emphasis on federalism and the Charter of Rights. Its purpose is to encourage philosophical discussion of Canadian constitutional problems, while placing them in historical and comparative perspective. Topics include: the Canadian, British, and American constitutional models; theories of judicial review before and after the Charter; the notwithstanding clause and reasonable limits on rights; free expression and hate literature; multiculturalism and aboriginal rights; equality rights; emergency powers; and foundational questions about secession, federalism, and political unity under the condition of cultural pluralism.

COURSE REQUIREMENTS: two oral presentations with two short essays; a participation mark; a major

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research essay.

[POLI 461 001 \(3\) Peace and Conflict Studies \(PETERSON, JENNY\)](#)

Through an exploration of both orthodox and critical approaches to peace, this course will provide students with a range of conceptual tools that can be used to analyze both the nature of peace itself and the various policy interventions aimed at creating it. Students will begin by exploring the supposed differences between 'problem solving' vs 'critical approaches'. Following this, a range of ideas from the sub-field of critical peace studies will be explored, including critiques of liberalism, non-violent resistance, hybridity, 'the everyday', radical disagreement, agonistic politics, the narrative turn in IR and indigenous perspectives. Students will apply these ideas to a range of case studies (both local and global) with the aim of exploring the relevance of critical perspectives in analyzing different modes of peacebuilding. Students will also have the opportunity to explore and debate the utility of critical approaches in improving/creating peace building policies.

[Social Work](#)

[SOWK 425 \(3\) First Nations Social Issues \(NIGHTBIRD, MARIE; MORGAN, JENNY\)](#)

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.