



UBC Courses with Indigenous Content Summer 2013

The University of British Columbia Student Services Centre offers 14 courses from 7 different departments with a significant amount of Indigenous content in the summer term:

Anthropology (1)	Interprofessional Health & Human Service (2)
Education (3)	Language and Literacy Education (4)
Educational Studies (2)	Music (1)
First Nations Languages (1)	

In addition there are numerous other courses which include First Nations content either as an individual unit or as an ongoing area of discussion. First Nations content can be found in diverse subject areas including History, Economics, Geography, Forestry, Political Science, Fine Arts, English, Drama, Linguistics, Law and Education.

[Anthropology](#)

[ANTH 409A \(3\) Applied Topics in Anthropology \(Thomas Kemple\)](#)

Advanced study of the theory and practice of applied, action, and consultancy anthropology. Topics may include the application of anthropology to questions of aboriginal rights and title, education, medicine, development, women and development, tourism, and other social issues.

[Education](#)

[EDUC 440 \(3\) Aboriginal Education in Canada \(Daniel Shiu, Candace Galla, Saylesh Wesley, Anita Parhar, Bathseba Opini, and Jan Hare\)](#)

Pass/Fail. *This course is not eligible for Credit/D/Fail grading.*

[EDUC 442 \(3\) Critical Issues in First Nations Education \(Instructor information not currently available\)](#)

Post-practicum students will explore how a school program may need to be modified in order to integrate more fully First Nations history, content, and world views.

[EDUC 442A \(1\) Critical Issues in First Nations Education \(Instructor information not currently available\)](#)

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[Educational Studies](#)

[EDST 508A Section 972 \(3\) Ts'kel course: Introduction to Indigenous Methodology \(Dr. Mark Aquash\)](#)

This course introduces students to some of the community and academic considerations for conducting research with Indigenous communities and people. Historically, there have been many problems in Indigenous research conducted by outsiders due to a wide range of approaches. This course will provide

an introduction to Indigenous cultural differences, place based Indigenous knowledge, the protocols around protecting knowledge, and the roles and perspectives of researchers. Students will develop an approach to work with Indigenous communities and people, consider ethics and methodological questions for entering into research relationships with Indigenous communities.

[EDST 508D Section 971 \(3\) Indigenous Research in Educational Qualitative Inquiry \(Dr. Maggie Kovach\)](#)

Explore Indigenous research within the context of qualitative inquiries in educational research. The course aim is to introduce and examine current understandings of what is meant by Indigenous research as it involves Indigenous peoples and communities. Students will specifically explore Indigenous methodologies as a distinctive research approach used within Indigenous inquiries. Through the use of current literature published within Indigenous research, students will consider the role of worldview, design, methods, the researching self, community context, protocol, ethics, and making-meaning from an Indigenous paradigm. There will be opportunity to probe into the complexities of Indigenous research within Western post-secondary sites and reflect upon how these tensions both bind and strengthen resolve in advancing Indigenous knowledge systems and research in the academy.

[First Nations Languages](#)

[FNLG 480A \(3\) Endangered Language Documentation and Revitalization \(Dr. Darin Flynn\)](#)

A critical study of the historical, social, cultural, and 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.

[Interprofessional Health and Human Service](#)

[IHHS 408 \(6\) Topics in Aboriginal Health: Community-based Learning Experience \(Leah Walker & Leanne Kelly\)](#)

Practice-based Aboriginal health elective for health science students. This 4-week course provides students with a unique opportunity to live and work with students from other health disciplines within an Aboriginal community in BC. Key areas of focus include: Interprofessional teamwork and patient-centered care; Western and Aboriginal views on health and medicine; Reflective understanding of local health concerns, values and culture.

[IHHS 480A \(3\) Cultural Competency and Protocols in Approaching Traditional Healing Modalities in Aboriginal Health \(Kerrie Charnley & Alannah Young Leon\)](#)

This course provides exposure to some North American Indigenous or Aboriginal peoples health care system practices and opportunities for applied experiences with a variety of Indigenous healing modalities in addition to textual representations that privileges Indigenous peoples' ways of being, and their perspective on culture and teaching principles about holistic health.

[Language and Literacy Education](#)

[LLED 480C \(3\) Multimedia Technology & Indigenous Language Revitalization \(cross-listed with LLED 565I\) \(Dr. Candace Galla\)](#)

Utilizing technology allows for the preservation of Indigenous languages, materials to be developed and disseminated, expands the domains in which the language is used, and provides relevance, significance and purpose. Students will learn and be exposed to various types of low-, mid- and high- technology

initiatives that have been used to document, revitalize, promote and maintain their language. The course is designed to offer “hands-on” experience that will contribute to a project-based outcome. Open to all who want to understand and experience how technology can support teaching, learning and revitalization of Indigenous languages.

[LLED 565H \(3\) Indigenous Language-Based Education in a Non-Indigenous World \(Dr. Kauanoë Kamana\)](#)

In spite of numerous barriers, a grassroots language revitalization movement has made major progress in Hawai‘i. Using the case study of the development of P-20 Hawaiian language-based education, students will explore issues of organization, administration, resourcing, assessing, and improving education for indigenous and other communities.

[LLED 565G \(3\) Global Perspectives on Indigeneity: Solidarity, Struggle and Possibilities in Language & Literacy Education \(cross-listed with LLED 480D\) \(Dr. Candace Galla\)](#)

This course broadly examines the ways Indigenous communities have sustained and re-energized their languages, literacies, and literary practices in a time where local efforts are affected by global pressures.

First-hand experiences and strategies will be shared by the instructor and guest speakers to address some of the successes and challenges that Indigenous language communities are faced with when engaging in language revitalization efforts.

[LLED 565F \(3\) Indigenous Inter-generational Learning \(Dr. Cash Ahenakew\)](#)

[Music](#)

[MUSC 328 \(3\) World Music Cultures \(Dr. Norman Stanfield\)](#)

Introduction to the principles of ethnomusicology and an examination of two contrasting musical traditions (e.g., North American Indian and Japanese). For credit toward the B.Mus. and the B.A. in Music, and open to other third-year students with knowledge of music rudiments. May be repeated once for credit if different traditions are covered.