



UBC Courses with Indigenous Content Winter 2014-2015

According to the 2014-2015 University of British Columbia Course Calendar and departmental course descriptions, there are 108 courses, from 32 different departments, that have a significant amount of Indigenous content being offered for the Winter 2014-2015 session:

Anthropology (11)	Haida Gwaii Semester (8)
Art History (5)	History (8)
Co-ordinated Arts Program (1)	Journalism (1)
Audiology and Speech Sciences (1)	Latin American Studies (1)
Canadian Studies (1)	Law (6)
Natural Resources Conservation (1)	Library and Information Studies (1)
Curriculum and Pedagogy (3)	Linguistics (3)
Early Childhood Education (1)	Mining Engineering (1)
Educational Studies (3)	Music (1)
Education (4)	Pharmaceutical Sciences (1)
English (2)	Community and Regional Planning (4)
Educational Technology (1)	Political Science (4)
First Nations Languages (8)	Sociology (1)
First Nations Studies Program (12)	Social Work (2)
Forestry (2)	School of Population and Public Health (1)
Geography (5)	
Gender, Race, Sexuality and Social Justice (4)	

[Anthropology](#)

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

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

[ANTH 241 \(3\) Introduction to Museums and Museology](#) (No Instructor Information provided)

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 \(Ryniker, David\)](#)

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](#) (No Instructor Information provided)

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

[ANTH 351 A \(3\) Ethnography of the Pacific Islands: Melanesia \(Barker, John\)](#)

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

[ANTH 404 \(3\) Ethnography in Circumpolar North: Comparative Perspectives \(Rowley, Sue\)](#)

An examination of relationships between indigenous people and nation states in Greenland, Canada, Alaska and Siberia, using ethnographic methods.

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

Analysis of the concepts of ecological anthropology via the medium of local ecological knowledge. ANTH 360 is recommended as background.

[ARCL 232 \(3\) Ancient Latin America \(Blake, Michael\)](#)

The archaeology of ancient Mexico, Central and South America, highlighting recent discoveries about the emergence and growth of civilizations such as the Aztecs, Maya, Zapotec, Inca, Chimor and their ancestors.

[ARCL 323 \(3\) Archaeological Foundations of Mesoamerica \(Blake, Michael\)](#)

The archaeology of Mexico and Central America with an emphasis on the emergence of economic, social, political, and religious organization. Seminar format discussing recent research and current discoveries.

[Art History](#)

[ARTH 372 \(3\) Maya Public Ritual Arts \(Cohodas, Marvin S\)](#)

Architecture, sculpture, costume, and visual productions associated with Maya public ritual, including the ancient ball game and modern cofradía dances.

[ARTH 373 \(3\) Maya Arts of Everyday Life \(Cohodas, Marvin S\)](#)

Social context and meaning of the Maya's elaborate architecture, sculpture, mural paintings, jewelry, ceramics, figurines, and textiles, ancient and modern, of residences from humble to palatial.

[ARTH 376 \(3\) Arts of the Northwest Coast Peoples: The North \(Townsend-Gault, Charlotte\)](#)

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 \(Townsend-Gault, Charlotte\)](#)

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.

[ARTH 476 \(3\) Seminar in North American Aboriginal Art \(Townsend-Gault, Charlotte\)](#)

No Course description available.

[Co-ordinated Arts Program](#)

[ASTU 360 \(3\) Community-Based Research and Knowledge Creation \(No Instructor Information provided\)](#)

Principles and practice of conducting research in community partnership.

[Audiology and Speech Sciences](#)

[AUDI 540 \(1\) Approaches to Audiology and Speech-Language Pathology for People of First Nations, Metis or Inuit Heritage \(Bernhardt, May\)](#)

No course description available.

[Canadian Studies](#)

[CDST 350 A \(3\) Canadian Studies \(Evenden, Matthew\)](#)

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

Natural Resources Conservation

CONS 370 (3) Aboriginal Forestry (Lyll, 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.

Curriculum and Pedagogy

EDCP 501 (3) Masters Seminar: Theorizing Pedagogy (Phelan, Anne)

Drawing on the thought of curriculum thinkers, indigenous scholars, educational philosophers and cultural theorists, this course examines a range of 'pedagogies' as they have been construed within diverse disciplinary and wisdom traditions.

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

No course description available.

EDCP 566 (3) Curriculum Change, Planning, and Implementation (Meyer, Karen)

Curriculum Change/EDCP 566 engages us in individual and collective inquiries into the background and key figures of educational change. Who and what have inspired curriculum change and related scholarship in curriculum studies? We will examine past and present initiatives, movements, debates, and critiques, as well as diverse principles, perspectives, and social realities that underpin them. Canadian and Indigenous perspectives will be featured.

Early Childhood Education

[ECED 425A \(3\) Supporting Indigenous Infants and Young Children with Special Needs \(Richardson, Catharine\)](#) – New addition: January 2015

This online course will provide early childhood development professionals with an introductory view of perspectives related to Aboriginal, Indigenous (First Nations, Métis and Inuit) families in Canada, and particularly in British Columbia. Students will explore Indigenous perspectives of childhood and lifespan development; Indigenous communities and colonial history; and the importance of culture and identity for the well-being of Indigenous children.

Educational Studies

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

No course description available.

[EDST 508 A \(3\) Review of Research in Educational Studies Methods 1 - Indigenous Methodology I \(Ahenakew, Cash\) \(Mazawi, Andre\)](#)

No course description available.

[EDST 508 B \(3\) Review of Research in Educational Studies Methods 1 - Indigenous Methodology II \(Marker, Michael\)](#)

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 \(2\) 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 231 \(3\) Introduction to Indigenous Literatures](#) ([Weir, Lorraine](#))

A study of cultural expression in contemporary indigenous contexts.

[ENGL 476 K \(3\) Indigenous Studies](#) ([Rymhs, Deena](#))

No course description available.

Educational Technology

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

No course description available.

First Nations Languages

[FNLG 101 B \(3\) Introduction to a Salish Language I](#) ([Shaw, Patricia A.](#)) ([Grant, Larry](#))

An introduction to hə́nq̓əmiṇə́m/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.

[FNLG 102 B \(3\) Introduction to a Salish Language II \(Shaw, Patricia A.\) \(Grant, Larry\)](#)

Continued introduction to hə́ŋqəmiŋə́m/Musqueam.

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

An intermediate level study of hə́ŋqəmiŋə́m/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.

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

Continued intermediate study of hə́ŋqəmiŋə́m/Musqueam.

[FNLG 448 S \(3\) Directed Studies in First Nations Languages - Endangered Lang \(Shaw, Patricia A\)](#)

This course is subtitled: Sounds of Endangered Languages: Conservation and Revitalization. Students will develop skills in the perception and transcription of the world-renowned diversity of speech sounds and prosodic patterns in BC's endangered First Nations languages.

[FNLG 448 T \(3\) Directed Studies in First Nations Languages - TECH ENDNGR LANG \(Turin, Mark\)](#)

This course is subtitled: Technologies for Endangered Language Documentation and Revitalization. Students will learn about digital tools for endangered language documentation, conservation, and revitalization. Focus on protocols, ethics, cultural context, community engagement, capacity-building. Survey of best practices in project design; orthographic representation; data management, archiving, web publishing; use of audio, video, and still photography.

[FNLG 448 W \(3\) Directed Studies in First Nations Languages - WRD STRCTR LANG \(TBA\)](#)

This course is subtitled: Word Structures in Endangered Languages: Conservation and Revitalization. Students will learn about the rich array of derivational, inflectional and perceptual categories that are found in the endangered First Nations languages of BC. What can be learned about our human

language capacity from these languages, what is at risk of loss, and what can be done to contribute to their conservation and revitalization?

[FNLG 480 A \(3\) Endangered Language Documentation and Revitalization \(Turin, Mark\)](#)

A critical study of the historical, social, cultural, and political, and economic factors impacting on language loss, retention and revival.

[First Nations Studies Program](#)

[FNSP 100 A \(3\) Indigenous Foundations \(Lightfoot, Sheryl\)](#)

FNSP 100 will introduce the social, historical, political, religious, and philosophical contexts that inform the experiences of many Indigenous peoples and communities in Canada and throughout North America, with attention to global Indigenous concerns. Emphasis will be on the ways Indigenous peoples have engaged with and challenged colonialism through cultural resurgence and revitalization, education, artistic production, self-government, and culturally responsive economic development, and will include guest speakers, films, and community engagement activities.

[FNSP 210 \(3\) Indigenous Politics and Self-Determination \(Coulthard, Glen\)](#)

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.

[FNSP 220 \(3\) Representation and Indigenous Cultural Politics \(Coulthard, Glen\)](#)

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.

[FNSP 310 \(3\) Theory Seminar \(Nason, Dory\)](#)

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 FNSP 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.

[FNSP 320 \(3\) Methods Seminar \(Nason, Dory\)](#)

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.

[FNSP 400 \(6\) Practicum/Advanced Research Seminar \(Justice, Daniel\)](#)

The purpose of the research practicum is to give students the opportunity to work on research projects in community settings that address community needs. Community organizations identify areas of need and students will work with an organization to develop projects that address these needs. In conjunction with the work students do for their organization, they will develop a second academic research project, described below, for FNSP, and will also make a public presentation of their work on campus.

[FNSP 401 E \(3\) Digital Media Perspectives \(TBA\)](#)

This course applies industrial media production practices to Indigenous-based research by disseminating academic work into the public sphere through digital storytelling modes, namely blogging, sound recording, photography, and video production. Students will learn how to communicate, produce, distribute and publicize their research using prosumer video and DSLR cameras, microphones and sound recorders; acquire basic video, sound, and copyediting skills, and be

introduced to professional media distribution channels as well as gain stronger understandings of social media platforms as communication tools for photo, text, and video distribution. Students will also examine the ethical considerations and implications of such communications. While this course refers to specific Indigenous research, it is applicable to most qualitative research work.

[FNSP 401 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.

[FNSP 401 G \(3\) Indigenous Law and the Settler State \(Mack, Johnny\)](#)

This winter, Nuu-chah-nulth legal scholar Johnny Mack will be teaching this course for non-Law students on the relationships between Indigenous law, state law, and policy.

[FNSP 401 K \(3\) Popular Culture and Alternative Genres \(Sarah Henzi\)](#) – New addition: January 2015

Popular Culture and Alternative Genres will be taught by Sarah Henzi, a post-doctoral fellow with the First Nations Studies Program. Her course will be devoted to looking at contemporary modes of Indigenous storytelling, with a focus on alternative genres such as the graphic novel and speculative fiction, as well as short films and animation. The aim of this course is to explore how Indigenous critical theory both informs and is complemented by an analysis of the visual as a driving force.

[FNSP 451 \(3\) Indigenous Feminisms \(Nason, Dory\)](#)

This course will engage contemporary Indigenous Feminisms in Native North America through scholarly texts, film, personal narratives and fiction. While we will be focusing on a diversity of recent scholarship, we will also examine the cultural and historical roots of an emerging Indigenous feminist

field. The first half of the course will examine the roots of contemporary Indigenous feminism and the current framing of the field as a project and as a theoretical perspective by contemporary scholars. The second half of the course will take up key issues of Indigenous feminist politics as a movement: 1) violence against Indigenous women (activism, art and analysis) and 2) rebuilding Indigenous forms of governance.

[FNSP 452 \(3\) Indigenous Social Movements in Theory and Practice \(Coulthard, Glen\)](#)

This upper-level undergraduate seminar will draw on Indigenous and non-Indigenous intellectual traditions to explore the theoretical, cultural, political, economic, and historical bases of Indigenous peoples' anti-colonial struggles in order to assess the political potential of #IdleNoMore as a catalyst for emancipatory social transformation in Canada. A prominent theme of the course will also be the ways in which Indigenous peoples' ontological conceptions of "land" and "place" shape the form and context of their struggles for self-determination in culturally innovative and radically transformative directions.

[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 521 C/ CONS 449 C \(3\) Who Owns the World's Forests? Land, Trees and Tenure \(Bulkan, Janette\)](#)

No course description available.

[Geography](#)

[GEOG 327 \(3\) Creating Canada \(Wynn, Graeme \)](#)

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 426 \(3\) Historical Geography of British Columbia I](#) ([Brownstein, David](#))

Colonialism, resistance, and land use in early British Columbia.

[GEOG 495 \(3\) Geographies of Social Movements in the Americas](#) ([Sundberg, Juanita](#))

The politics of North-South solidarity in theory and practice through community service learning models.

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

[GRSJ 102 \(3\) Decolonizing and Feminist Perspectives from Local to Global](#) ([Zakiuddin, Almas](#))
([Chaudhry, Ayesha](#))

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

[GRSJ 205 \(3\) Women, Gender and Colonialism in Canada 1600-1920](#) ([van Riemsdijk, Tatiana](#))

The experiences of diverse groups of women from just prior to the establishment of New France to the end of World War One.

[GRSJ 210 \(3\) Women, Gender and Colonialism in Canada from 1920 to the Present](#) ([Stafford, Anika Nicole](#))

The experiences of diverse groups of women from World War One to the present.

[GRSJ 301 \(3\) Gender and Indegeneity in Canada \(Rymhs, Deena\)](#)

Historical, current, and future roles of Aboriginal women, with a focus on British Columbia.

[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 and Natural Resources](#) (TBA)

Overview of the relationship of First Nations with natural resources, with emphasis on First Nations involvement in forest management, past and present. 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 \(3\) Conservation Ecology: Applications of Multiple Sources of Ecological Knowledge](#) (TBA)

Examination of different types of ecological knowledge, including traditional knowledge and experiential knowledge, and their role in conservation. 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 107 \(3\) Global Indigenous Histories](#) (Thrush, Coll)

An introduction to the experiences of Indigenous peoples and the nature of colonialisms around the world since 1500, and an introduction to historical practices and perspectives.

[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 305 \(6\) British Columbia](#) (Ishiguro, Laura)

Selected themes in the history of the region, primarily during the post-confederation years. Topics will emphasize changes in the economic, social, and institutional structures of the province. Credit will only be granted for one of HIST 305 or 404, if 404 was taken before 2007W.

[HIST 325 \(3\) Canada 1896-1945: Boom, Bus and War \(Miller, Bradley\)](#)

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 \(3\) American Colonial History: Encounter and Settlement, 1607-1763 \(van Riemsdijk, Tatiana\)](#)

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 328 \(3\) Rebels in America: Revolution to Civil War, 1768-1865 \(van Riemsdijk, Tatiana\)](#)

Issues in U.S. history from the colonial era through the Civil War, including the causes of the American Revolution; slavery; aboriginal peoples; labour, gender, and industrialization.

[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 396 \(3\) The Environmental History of North America \(Parker, Stuart\)](#)

Overview of land use and environmental change in Canada and the United States; examines ideas and practices that shaped indigenous and non-indigenous resource exploitation, management, and activism to the end of the twentieth century.

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 (Beasley-Murray, Jon)

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

Law

LAW 333 (3) Cultural Law (Paterson, Robert K)

Relationship of law to cultural activities and phenomena. International, national, and indigenous laws as they apply to various forms of tangible and intangible cultural expression.

LAW 352 (3) Aboriginal People and Canadian Law (Christie, Gordon)

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 B \(2\) Topics in First Nations Law](#) (TBA)

No course description available.

[LAW 358 C \(3\) Topics in First Nations Law](#) (TBA)

No course description available.

[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 431 \(3\) Field Methods I](#) (Davis, Henry)

Elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Practical experience in the use of fieldwork equipment.

[LING 432 \(3\) Field Methods II: First Nations Language](#) (Davis, Henry)

Elicitation, transcription, organization, and analysis of linguistic data from a native speaker of a language not commonly studied. Practical experience in the use of fieldwork equipment.

[LING 433 \(3\) Native Languages of the Americas](#) (no instructor information provided)

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.

Mining Engineering

[MINE 585 \(3\) Mineral Resource Development and Canadian Aboriginal People \(Mills, Patricia Dawn\)](#)

No course description available.

Music

[MUSC 328 A \(3\) World Music Cultures \(Hesselink, Nathan\)](#)

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.

Pharmaceutical Sciences

[PHAR 450 B \(3\) Aboriginal Health \(multiple sections\)](#)

No course description available.

Community and Regional Planning

[PLAN 538 \(3\) Cross-Cultural Planning \(McLaren, Norma-Jean\) \(Edelson, Nathan\)](#)

Understanding of the visible landscapes of the multicultural city and less visible inner landscapes applicable to cross-cultural planning.

[PLAN 548 P \(3\) Indigenous Community Planning \(Erfan, Aftab\)](#)

No course description available.

[PLAN 548 Q \(3\) Aboriginal Law \(Reeves, Crystal\)](#)

No course description available.

[PLAN 548 T \(6\) Indigenous Community Planning Field \(Cook, R Jeff\)](#)

No course description available.

[Political Science](#)

[POLI 306 \(3\) Local Government and Politics in Canada \(Kopas, Paul\)](#)

This course will examine the structure of governing institutions and political processes at the municipal level concentrating on Vancouver and other British Columbia communities, but with reference to experience elsewhere in Canada. It will also explore the relationship with provincial and federal governments and assess the influence of senior governments at the local level. Attention will be given to critiques of local government from political economy, feminist, indigenous and multicultural perspectives.

[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 402 A \(3\) Law and Politics of the Canadian Constitution \(Laselva, Samuel\)](#)

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.

[POLI 449 B \(3\) Topics in Political Theory: Theorizing Indigenous Politics \(Coulthard, Glen\)](#)

No course description available.

Sociology

[SOCI 220 \(3\) Sociology of Indigenous Peoples](#) (no instructor information provided)

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

Social Work

[SOWK 425 \(3\) 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.

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

No course description available.

School of 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.