



UBC Courses with Indigenous Content Winter 2015-2016

According to the 2015-2016 University of British Columbia Course Calendar and departmental course descriptions, there are 102 courses, from 29 different departments, that have a significant amount of Indigenous content being offered for the Winter 2015-2016 session:

Anthropology (12)	Haida Gwaii Semester (8)
Art History (2)	History (9)
Co-ordinated Arts Program (1)	Journalism (1)
Audiology and Speech Sciences (1)	Latin American Studies (2)
Canadian Studies (2)	Law (5)
Natural Resources Conservation (1)	Library and Information Studies (1)
Curriculum and Pedagogy (2)	Linguistics (3)
Educational Studies (3)	Language, Literacy and Early Education (1)
Education (4)	Pharmaceutical Sciences (1)
English (2)	Community and Regional Planning (2)
Educational Technology (1)	Political Science (3)
First Nations Languages (9)	Sociology (1)
First Nations Studies Program (14)	Social Work (2)
Forestry (2)	
Geography (5)	
Gender, Race, Sexuality and Social Justice (2)	

[Anthropology](#)

[ANTH 241 \(3\) Introduction to Museums and Museology \(Levell, Nicola\)](#)

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 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 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 495 D\(3\) Language and Culture \(Rosenblum, Daisy\)](#)

No Course description available.

[ARCL 231 \(3\) Ancient North America \(Martindale, Andrew\)](#)

Introductory survey of North American archaeology comparing the ancient cultures from all major regions of Canada and the US.

[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 South America \(Blake, Michael\)](#)

The archaeology of South America with an emphasis on the emergence of economic, social, political, and religious organization, and a primary focus on the Andean region. Seminar format with lectures discussing recent research and current discoveries.

[ARCL 420A \(3\) First Nations Archaeology of British Columbia \(Martindale, Andrew\)](#)

An advanced study of the prehistoric archaeology of coastal and interior Native Peoples. A critical analysis of the archaeological evidence and interpretations of prehistoric cultural developments from the earliest migrations up to historical contact.

Art History

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.

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, Barbara)

No course description available.

Canadian Studies

CDST 350 A (3) Canadian Studies (Lamontagne, Andre)

An interdisciplinary introduction to Canadian studies. Required of all majors. This class is taught entirely in French.

[CDST 350 B \(3\) Canadian Studies \(Miller, Bradley\)](#)

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

[Natural Resources Conservation](#)

[CONS 370 \(3\) Aboriginal Forestry \(No Instructor Listed\)](#)

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 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.

[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](#))

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 \(Weir, Lorraine\)](#)

This course is an introduction to contemporary writing by Indigenous writers in Canada. Through critical engagement with a variety of texts (fiction short and longer, non-fiction, poetry, drama) within the context of culturally respectful dialogue, we will study some Indigenous literary strategies of representation, empowerment and healing as part of the work of decolonization. We will consider some of the strategies used by writers like Mosionier, Clements and Wagamese in the representation of impacts of colonization and the assertion of voice and authority by Indigenous people.

[ENGL 476 \(3\) Indigenous Studies \(Weir, Lorraine\)](#)

Drawing its title and structure from Neal McLeod's new anthology, this course will focus 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 Campbell's classic memoir 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. Thus the course seeks active engagement 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.

[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 \(Grant, Larry\)](#)

An introduction to hə́nq̓əmiḥə́m̓/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 \(No Instructor Listed\)](#)

Continued introduction to hə́nq̓əmiḥə́m̓/Musqueam.

[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 hə́nq̓əmiḥə́m̓/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 intermediate study of hə́nq̓əmiḥə́m̓/Musqueam.

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

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 \(3\) 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 489 \(3\) Topics in First Nations and Endangered Languages](#) (No Instructor Listed)

Home to 34 different First Nations languages belonging to 7 genetically distinct families, BC is renowned not only as a global hot spot of critically endangered linguistic diversity, but also because of the cross-linguistic rarity of the typological features of these languages. Focusing on BC languages and the Pacific Northwest more generally, this course examines principles of genetic affiliation, areal contact, and typological diversity in the context of endangered language conservation and revitalization. Research skills include critical examination and application of best practices for recording, archiving, and dictionary-making.

[First Nations Studies Program](#)

[FNIS 100 \(3\) Indigenous Foundations](#) (No Instructor Listed)

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, FNIS 100, or FNIS 200.

[FNIS 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. Credit will be granted for only one of FNIS 200, FNIS 210, or FNIS 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 FNIS 200, FNIS 220, or FNIS 220.

[FNIS 310/533B \(3\) Theory Seminar](#) (No Instructor Listed)

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 FNIS 310.

[FNIS 320/533C \(3\) 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 \(Justice, Daniel\)](#)

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 G/533 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.

[FNIS 401 J/533 J \(3\) Critical Perspectives in Indigenous and Asian-Canadian Relations](#) (No Instructor Listed)

This course examines comparative racialization, inter-racial relations, intersectional histories, and collaborative works of Indigenous and Asian Canadians to raise and consider some of the critical issues surrounding Indigenous/Asian solidarity and decolonial politics. Students will encounter recent works by scholars, artists, public intellectuals, and community organizers formally and informally explore Asian and Indigenous connections in Canada, for example, the film Cedar and Bamboo, Ricepaper Magazine's special double issue on Aboriginal and Asian Canadian Writers (Fall/Winter 2012), and the multi-lingual children's book Let's Take a Walk! (2013) by Sarah Ling and Musqueam elder Larry Grant.

[FNIS 401 L/533 L \(3\) Indigenous Communities and Resource Extractive Industries](#) (No Instructor Listed)

This course will examine how Indigenous peoples have responded to the current-day demands of government and resource companies for access to their lands and its wealth. Drawing from a range of examples in Canada, the USA, Latin America, Australia and south Asia students will reflect upon how the contemporary recognition of Indigenous rights has not always translated into any benefits for the traditional owners (the so-called 'Resource Curse') and how different Indigenous Peoples have responded to attempts to exploit their lands. This will include a consideration of the efficacy of the law, be it in the international sphere or in national laws, in protecting the interests of Indigenous peoples against the appropriation of the wealth of their lands. Most importantly, students will also consider the range of strategies by which Indigenous communities have resisted attempts to gain access to their lands for resource projects.

[FNIS 401 M/533 M \(3\) Politics, Protocol, and Place in Indigenous Performing Arts](#) (No Instructor Listed)

No description available.

[FNIS 401 O/533 O \(3\) Raven's Teachings](#) (Dick, Beau)

An Insight into the Potlatch - This course offers insight into the Pacific Northwest Potlatch and the copper complex of ceremony, governance, spirituality and justice. The roots of the Potlatch are traced from ancient times to early European contact, suppression and resurgence.

[FNIS 451/533D \(3\) Indigenous Feminisms](#) (Hunt, Sarah)

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 452/533A \(3\) Indigenous Social Movements \(Coulthard, Glen\)](#)

Draws on Indigenous and non-Indigenous intellectual traditions to explore the theoretical, cultural, political, economic, and historical bases of Indigenous peoples decolonization struggles in Canada. Credit will be granted for only one of FNIS 401A, FNIS 452, or FNIS 452.

[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 \(TBA\)](#)

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 \(Sundberg, Juanita\)](#)

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 \(Shelley, Christopher\)](#)

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

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

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 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, Bust 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 326 \(3\) Canada Since 1945: Affluence and Anxiety in the Atomic Age \(Borys, David\)](#)

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 327 \(3\) Colonial America: Encounter and Settlement, 1607-1763 \(Vickers, Daniel\)](#)

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 464 \(3\) First Contacts in the Pacific \(Thrush, Coll\)](#)

An interdisciplinary history of early European contact with the Indigenous peoples of the northwest coast of North America and the Pacific Islands.

[HIST 468A \(3\) Topics in Comparative Indigenous History \(Thrush, Coll\)](#)

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

[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.

[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](#) ([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](#) ([Welters, Michael](#))

No course description available.

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

No course description available.

[Library and Information Studies](#)

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

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 (Burton, Strang) (Wiltschko, Martina)

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 (Burton, Strang) (Wiltschko, Martina)

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 (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.

Language, Literacy and Early Education

LLED 565D (3) Indigenous Language and Cultural Education: Local and Global Perspective (Galla, Candace)

This course will create an opportunity for students to engage in the educational perspectives of Indigenous peoples and communities on an international scale. We will review various practices, theories, methodologies and epistemologies that have emerged from diverse cultural and linguistic backgrounds.

Pharmaceutical Sciences

PHAR 457 (3) Pharmaceutical Care in Aboriginal Health (multiple sections)

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 548 P (3) Indigenous Community Planning (Sandercock, Leonie)

No course description available.

PLAN 548 T (6) Indigenous Community Planning Field (Cook, R Jeff)

No course description available.

Political Science

POLI 316 A (3) Global Indigenous Politics (No Instructor Listed)

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 \(Robertson, Leslie\)](#)

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.