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Accepted courses

Adult Education

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| ADED 365 | Adult Education in Canada: Indigenous Peoples Explores the history of and movements associated with adult education as they impact Indigenous peoples in Canada. Examines how Indigenous adult learners challenge the assumptions, principles, and practices of mainstream Canadian adult education, and the responsibilities adult educators have in addressing these issues | |
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Anthropology

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| ANTH 111 | First Nations of British Columbia — Traditional Cultures An introduction to the anthropological literature on the indigenous cultures of the coast and interior of British Columbia. Topics include the archaeological record, languages, resource use, social structure, ceremonies, culture changes following the arrival of Europeans and the expansion of the Canadian state, and the relationship between colonialism and de-colonization. | |
| ANTH 211 | Aboriginal Peoples in BC: Contemporary Issues This course will focus on issues of importance to aboriginal communities in BC related to land claims, self-government, and various aspects of community development including education, family, health and wellness, and resource management, as well as urbanization. Relevant historical events, circumstances, and/or current initiatives will be explored using key concepts and methods of analysis used by social scientists. Significant aspects of aboriginal/non-aboriginal interactions, relationships, and experiences will be examined. | |
| ANTH 387 | Aboriginal Peoples of Canada This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and Metis). | Cross listed SOC 387 |
| ANTH 388 | Global Indigeneity Explores the social and cultural experiences of Indigenous peoples outside of Canada within the context of settler colonialism. Students will then consider the parallels and differences between case studies discussed and the experiences of Indigenous peoples in Canada. | Cross listed LAS 388 SOC 388 |

Art History

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| AH 204 | Indigenous Art of the Northwest Coast Students will consider how the art and visual culture of the Indigenous Peoples of the Northwest Coast of British Columbia have functioned in rituals and have been appropriated for financial gain, politicized as a vision of Canada and as a tool of Indigenous activism, and integrated into globalized display cultures. | |
| AH 321 | Canada: Contact Zone An exploration of post-contact art and visual culture as a mediator between Indigenous and settler communities in pre-and post Confederation Canada. Considers the social, political, economic, and aesthetic implications of such cross-cultural exchanges, shaped by conflict, negotiation, appropriation, and resistance. | |

Child and Youth Care

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| CYC 202 | Indigenous Perspectives in Child and Youth Care Practice This course provides Indigenous perspectives that are valuable to CYC practitioners in helping them gain a professional level of sensitivity in working with clients of Indigenous descent. Knowledge of Stó:lō history, culture, traditions/teachings, language, and current issues are shared from an Indigenous perspective. | |
| CYC 462 | Transitions: Working with Grief and Loss All people experience grief and loss. Based on Indigenous ways of moving forward after these events, this curriculum provides students with knowledge of how to help children, youth, and families navigate these transitions while providing support for the journey. | |

Criminology

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| CRIM 211 | Indigenous Peoples, Crime and Criminal Justice Examines historical and contemporary issues regarding Indigenous Peoples, crime, and the criminal justice system, including the impact of colonization, government policies and programs, and the increasing role of Indigenous communities in implementing justice initiatives. | |
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Education

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| EDUC 290 | Introduction to Aboriginal Culture and Language Education In this course, practices, curriculum development and pedagogical preferences for Aboriginal Education will be introduced. The concept of education as an expression of Indigenous values, (Stó:lō), will be emphasized as students begin to investigate strategies for integrating Aboriginal culture | |
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| | and language into B.C. curriculum (IRP). | |
| EDUC 291 | Intermediate Studies in Aboriginal Culture and Language Education In this course students will develop strategies for integrating Aboriginal culture and language into B.C. curriculum (IRP). Aboriginal values and ways of knowing will set the foundation for culture and language learning in the classroom. | |

English

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| ENGL 170 D | Topics in Literature: Indigenous Canadian Writing NOTE: This course can be used for the Indigenous content requirement OR the English literature requirement, but not both . | |
| ENGL 228 | Indigenous Literature Students explore contemporary Canadian Indigenous literature from a range of genres and traditions, as well as several television series written by and about Indigenous communities in Canada. Students also explore Indigenous and postcolonial methodologies and examine the course texts in light of these methodologies. | |
| ENGL 253 | Introduction to Storytelling in Indigenous, Theatrical, and Global Communities This course introduces students to storytelling by exploring the relationship between community, (auto) biography, and performance. Students will learn protocols, creative processes, and storytelling techniques. The course includes an introduction to Stó:lō stories. Students will create and perform their own stories. | |

Geography

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| GEOG 300f | Special Topics in Geography: Maps, Territories and Land This intensive one-week course introduces students to the conceptual and practical challenges of making maps to advance and support land claims in British Columbia. Students will learn about the history of First Nations cartography and wayfinding in British Columbia and elsewhere, and how to use maps and other forms of spatial representation such as stories, songs, artifacts, blockades or occupancies, and the law to advance claims to territory in the modern period, and some of the perils and promises associated with these processes. | |
| GEOG 447 | Aboriginal Geography Using geographical models and methods of analysis, this course will explore the different human geographies created by, and the various geographical imaginations of, aboriginal, indigenous, and/or non-western Peoples and | |

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| | cultures before, during, and after contact with Europe. Field trips outside of class time are required. | |
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Halq'eméylem

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| HALQ 101 | Halq'eméylem Language I Halq'eméylem 101 is an introductory course in the Halq'eméylem language (Upriver dialect). Students will do work on important aspects of pronunciation, vocabulary and grammar. Students will work with an instructor and with an Elder fluent in the language, and will use audiovisual techniques, drill patterns, flashcards, pictures and videotapes. | |
| HALQ 102 | Halq'eméylem Language II Halq'eméylem 102 is a continuation of HALQ 101. At the end of the course, students will have learned an additional 400 to 500 high-frequency vocabulary items and will have mastered the entire sound system of the language and the major grammatical structures in some detail. Students will also have begun studying texts in the language. | |
| HALQ 201 | Intermediate Halq'eméylem I Halq'eméylem 201 is an intermediate course in the Halq'eméylem language. At the end of the course, students will have acquired an additional 450-500 vocabulary items (for a total, with prerequisites, of approximately 1500 vocabulary items). Students will have gained control of all of the major inflectional endings in the language and will be expected to translate extended texts without vocabulary aids. The course will also cover issues in dialectal variation in Upriver speech, and comparison between Upriver vs. Downriver and Island dialects. The course is designed to be challenging and fun, and the students who complete it will have a strong, solid, foundation in the language | |
| HALQ 202 | Intermediate Halq'eméylem II Halq'eméylem 202 is the second of two intermediate courses in the Halq'eméylem language (Upriver dialect). At the end of the course, students will have acquired an additional 450-500 vocabulary items (for a total, with prerequisites, of approximately 2000 vocabulary items). The course will focus on two areas: (i) advanced texts, where students will work with existing texts, and in addition will work on the collection and transcription of texts with native-speaking Elders; (ii) conversational practice, including role-playing, speech presentations, and a focus on topics for everyday use of the language. | |

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| HALQ 301 | Advanced Upriver Halq'eméylem I Students will develop their linguistic skills and mastery of Upriver Halq'eméylem at an advanced level. They will review and expand their knowledge of syntax, phonology, semantics, and lexicology with respect to Upriver Halq'eméylem and Stó:lō worldview. | |
| HALQ 302 | Advanced Upriver Halq'eméylem II: Introduction to Storytelling Students will be introduced to written and oral format of Sxwoxwiyam vs Sqweqwel and will explore and apply the rhetorical devices such as metaphor, repetition, use of parallel lines, whilst examining social-cultural connections to land and people. | |

History

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| HIST 103 | Stó:lō History Examines key themes in the history of the Stó:lō Peoples, from the pre-contact era to the present. Emphasis will be given to oral history as a way of accessing and documenting a community's knowledge of its own past. | |
| HIST 327 | Settler-Indigenous Relations in New Zealand and Canada Examines Indigenous-settler Relationships in New Zealand and Canada, from pre-contact to 2000. The comparative framework highlights the influence of distinct local circumstances in each region. | |
| HIST 395 C | Field Studies in History: Stó:lō Ethnohistory Field School Students take their study of history beyond the classroom. Each field study course will combine in-class sessions with a travel component that may include local, national, or international destinations | |
| HIST 396 I | Special Topics in North American History: Rights, Title and Land This intensive one-week course (see Note below) introduces students to the history of the Stó:lō, their relations to land and resources, and rights, title, and land claims issues. Students will watch films, read texts, hear oral interviews and presentations, view maps, and tour the Stó:lō cultural landscape as a 'thick' or 'embedded' way of learning about the Stó:lō and the challenges facing them in their relationship with non-Native newcomers and government authorities. Stó:lō rights and title issues involve local and broader histories of litigation, negotiation, direct action, and land/resource management. The course will challenge students to be creative in thinking of ways to understand, convey, and address rights and title issues, using a variety of methods and media. | |

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| HIST 396 O | Special Topics in North American History: Residential Schools in Canada | |
| HIST 399 E | Special topics in History I: Films, Histories and Land This intensive one-week course offers students an account and analysis of how film and historical writing have been used to make the invisible (the heritage and land use of First Nations) visible (films and texts created to reveal and explain Indigenous Peoples' relationship to their lands and cultures). By critically evaluating film and text, students will learn about the challenges of land claims research, and how to enhance research methodologies developed to advance land rights and land claims processes in Canada and other parts of the world. The focus will be on the place of creative work in research. | |
| HIST 426 | Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century Students trace the relationship between warfare and Canada's Indigenous Peoples, exploring not only weaponry, tactics, and patterns of warfare, but also the socio-cultural context of warriors and warfare. | |

Human Services

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| HSER 140 | Introduction to Indigenous-Centred Human Services Introduces the history of human services as it relates to the Indigenous Peoples of Canada from point of contact to the present. Students are prepared to work with Indigenous Peoples in culturally safe ways, exploring Indigenous-settler relationships and differing worldviews. | |
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Indigenous Peoples Knowledge

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| FNST 230 | Aboriginal Culture and Language Practicum Supervised work experience in First Nations and public-school settings that could later lead to employment. Students will have the opportunity to practice skills gained in prerequisite courses and will receive feedback about competencies in working with Aboriginal youth and in developing culturally relevant experiences. There will be weekly seminars. This course should be taken in the final semester of the Aboriginal Culture and Language Diploma program. | |
| FNST Transfer Courses | 1XX, 2XX, 3XX, 4XX | |
| IPK 100 | Learn Today, Lead Tomorrow Provides students with the forum to share their gifts and talents in order | |

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| | to achieve academic success today and become leaders tomorrow. Students will build critical-thinking and interpersonal skills in order to develop a sense of belonging in a post-secondary setting while respecting their own and others' Indigenous identities and worldviews. | |
| IPK 101 | University and College Access Seminar II This seminar is an academic support program that continues from IPK 100. It is designed to assist the learner in preparing for success in post-secondary education. This seminar provides a collaborative learning opportunity that builds on skills learners acquired in IPK 100 to develop classroom, critical thinking, and interpersonal skills required for a variety of post-secondary studies. Students, taught by an Indigenous instructor, will recognize the importance of maintaining an Indigenous perspective while engaged in university and college study. | |
| IPK 102 | Introduction to Indigenous Peoples Knowledge Students are introduced to the impacts of colonization and processes of decolonization in the development and preservation of Indigenous knowledges. | |
| IPK 105 | Introduction to Stó:lō People and Communities Introduces students and professionals working with the Stó:lō people to Stó:lō community development and acts of resistance to colonial policies and settlement. Students will examine the historical, socioeconomical, political, cultural, and social development. Students will also explore Stó:lō cultural philosophy, values, and beliefs and the relationship between the Stó:lō and S'ólh Téméxw. | Formerly FNST 101 |
| IPK 106 | Stó:lō Ways of Healing and Helping By learning about Stó:lō ways of healing and helping, students will build upon a sense of self and connection to family and community responsibilities. Based within and from Stó:lō ways of being, students will reflect on the importance of holistic healing and building "self-in-relation" to healing, maintaining health, and building strong Stó:lō communities. | Formerly FNST 102 |
| IPK 202 | Introduction to Indigenous Resurgence Students examine the variety of ways in which Indigenous peoples around the world have resisted colonization, revitalized Indigenous knowledges, and shaped Indigenous identities in both the past and the present. | |
| IPK 205 | Stó:lō Social and Governing Structures Examines Stó:lō social structure from pre-contact to contemporary times, including teachings from Sxwōxwiyám and S'ólh Téméxw. The role of Stó:lō Nation Society, Stó:lō Tribal Council, Qwi:qwelstom, and Xyolheméylh as service providers will be critiqued against the structure | Formerly FNST 202 |

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| | of Stó:lō communities, families, and ancestry, including the importance of kinship ties. Students will explore changing Stó:lō identities, relationships, and the interconnectedness with each other and S'ólh Téméxw. | |
| IPK 206 | Stó:lō and Salish Communications and Worldview Students explore Stó:lō and Salish cultural ethics and protocols while learning with and from their worldviews and ways of knowing. This includes an introduction to Stó:lō storytellers and approaches to sharing knowledge, as well as creative and artistic practices used in daily life and ceremony | Formerly FNST 201 |
| IPK 207 | Introduction to Residential Schools Students will learn the history and impact of residential schools in Canada by examining both the policies that directed the schools and personal testimony of residential school survivors. Through examination and exposure to this history, students will gain understanding about the generational impacts of these institutions on Indigenous peoples in Canada. Through this understanding, students will then be able to begin reconciling this past through Xwela ye totelo:met qas ye slilekwel (toward understanding and harmony). | Discontinued |
| IPK 275 | Indigenous Education: Contemporary Issues and Policies Examines the major issues and policies impacting Indigenous education in Canada. By examining current and past policies from Indigenous perspectives, students will be better prepared to enhance the learning environment in the classroom as well as validate and center Indigenous ways of knowing and being. | |
| IPK 277 | Indigenous Art: Stories and Protocols With a focus on B.C., learners explore the evolution of Indigenous art and stories, from precontact protocols and practice through to contemporary applications. Students examine the effects of teachings, colonial impacts, contemporary revivals, and their personal “gift” as an artist/creator. | |
| IPK 302 | Colonial Trauma, Residential Schools, and Resilience Explores the pervasive impact that trauma can have upon human lives. Grounded in Indigenous principles of health and well-being, students will learn strength-based, culturally-relevant interventions that recognize how experiences of trauma and healing are shaped by the interlocking impacts of residential schools and colonial trauma. | |
| IPK 331 | History of Indigenous Leadership An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and | |

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| | continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada. | |
| IPK 332 | Indigenous Governance and Leadership Students examine effective Indigenous governing principles and gain insight into Indigenous leadership exploring Indigenous histories, realities, and challenges. | |
| IPK 344 | Research in Action: Indigenous Meaning Making Examine how Indigenous research including frameworks methodologies, practices, and protocols contribute to meaning making and knowledge sharing. Students connect and incorporate Indigenous philosophies, knowledge, identity, and ethics to summarize, evaluate, and critique research. | |
| IPK 386 | Braiding Indigenous Knowledges, Practices, and Worldviews An exploration of Indigenous peoples' philosophies to create space for diverse Indigenous knowledges as it relates to the natural world and respecting protocols of learning and understanding through Indigenous literature, film, podcasts, storytelling, primary and secondary sources of knowledge, and songs and dance. | |
| IPK 401 | Indigenous Worldviews and Spirituality Students explore ways Indigenous spirituality differs from Western practices and the impact on Indigenous and non-Indigenous worldviews, and ways of relating in the world. | |
| IPK 402 | Indigenous Studies Field Work Practicum Students apply classroom and disciplinary learning to work as a practicum with Indigenous communities, agencies, and/or government offices. Students apply their skills and knowledge in Indigenous settings and contribute to the planning, designing, problem solving, and management of projects and initiatives. | |
| IPK 403 | Indigenous Studies Capstone Students working both in the classroom and in an Indigenous community will apply an Indigenous research methodology in one of the following specific issue areas: land and treaty making, resource management, Indigenous governance, social justice and education, or health. | |
| IPK 404 | Directed Studies in Indigenous Studies Students independently identify an issue, theme, or problem associated with Indigenous Studies and work with a faculty supervisor to produce a substantial research project. | |

Approved Indigenous Course Listing | BSW Entrance Requirements

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| IPK 477 | Traditional Ecological Knowledges This course explores Indigenous approaches to botany, zoology, and ecology. Possible topics include classification, traditional ecological knowledge, harvesting, natural resource management, animal care, and relationships to other aspects of Indigenous life, culture, and land claims. Emphasis is on traditional Northwest Coast knowledge. | Cross listed with BIO 477 |
| IPK Transfer Courses | IPK 1XX, 2XX, 3XX, 4XX | |

Political Science

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| POSC 301 | The Canadian State and Indigenous Governance This course will provide an introduction to the political theories and practices of colonial and Indigenous governance. We will explore the historical and evolving political relationships between Indigenous nations in Canada and the Canadian state and society. Topics for examination may include colonialism, identity, Indigenous traditions of governance, urban Indigenous governance, political culture, treaties, Indigenous rights and title, gendering Indigenous governance, and the political economy of Indigenous life in a settler state. | |
| POSC 321 | Global Issues in Indigenous Politics Examines the global Indigenous rights movement and Indigenous politics by engaging with Indigenous scholars on a variety of topics. | |
| POSC 336 | History of Indigenous Leadership An exploration of colonial and pre-colonial styles of Indigenous Leadership, with a focus on the Stó:lō Sí:yá:m system. This course focuses on the ways in which Indigenous leaders have shaped, and continue to shape, the cultural, political, and economic fabric of modern Canada and First Nations in Canada. | |

Social Work

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| SOWK 392 | Indigenous Social Work Students examine allyship between Indigenous Peoples (First Nation, Metis, and Inuit) and social work practitioners. Students critically reflect on their social location, values, and beliefs about working with Indigenous Peoples so that they develop a practice framework based on social justice. | |
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Sociology

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| SOC 344 | Indigenous Research Methodologies Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research. | |
| SOC 387 | Aboriginal Peoples of Canada This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and | Cross listed ANTH 387 |

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| | Metis). | |
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Visual Arts

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| VA 142 | Indigenous Art and Design in Context This course provides students with the opportunity to practice and refine skills learned in traditional and contemporary Indigenous design and technology. Practice will be informed by students' research into the cultural context of these practices, with specific reference to Northwest Coast cultures. | |
| VA 143 | Indigenous Art and Professional Practices Taught by instructors steeped in the reality and experience of indigenous art practices, this course offers an introduction to the broad principles of building a professional art practice. Students will be taught a range of skills important in succeeding as a professional creative artist or in related occupations and fields. Students will learn about balancing cultural integrity and traditional knowledge with cultural industry demands. | |