

# Qualifying elective courses with an Indigenous focus

SOCIAL SERVICE WORKER DIPLOMA – INDIGENOUS FOCUS

## Contents

Anthropology .....	2
Child and Youth Care.....	2
Criminology .....	3
English .....	3
Geography.....	3
History.....	3
Indigenous Peoples Knowledge .....	3
Political Science.....	6
Social Work .....	6
Sociology .....	6

## Anthropology

<b>ANTH 111</b>	<p><b>First Nations of British Columbia — Traditional Cultures</b></p> <p>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.</p>	
<b>ANTH 211</b>	<p><b>Aboriginal Peoples in BC: Contemporary Issues</b></p> <p>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.</p>	
<b>ANTH 387</b>	<p><b>Aboriginal Peoples of Canada</b></p> <p>This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and Metis).</p>	

## Child and Youth Care

<b>CYC 202</b>	<p><b>Indigenous Perspectives in Child and Youth Care Practice</b></p> <p>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.</p>	
<b>CYC 462</b>	<p><b>Transitions: Working with Grief and Loss</b></p> <p>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.</p>	

## Criminology

<b>CRIM 211</b>	<p><b>Indigenous Peoples, Crime and Criminal Justice</b> 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.</p>	
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## English

<b>ENGL 253</b>	<p><b>Introduction to Storytelling in Indigenous, Theatrical, and Global Communities</b> 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.</p>	
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## Geography

<b>GEOG 447</b>	<p><b>Aboriginal Geography</b> 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 cultures before, during, and after contact with Europe. Field trips outside of class time are required.</p>	
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## History

<b>HIST 103</b>	<p><b>Stó:lō History</b> 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.</p>	
<b>HIST 327</b>	<p><b>Settler-Indigenous Relations in New Zealand and Canada</b> 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.</p>	
<b>HIST 3960</b>	<p><b>Residential Schools in Canada (Special Topic)</b></p>	

## Indigenous Peoples Knowledge

<b>IPK 102</b>	<p><b>Introduction to Indigenous Studies</b> Provides students with the aptitudes required to achieve academic success today and become leaders tomorrow. Builds critical-thinking and</p>	
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	interpersonal skills. Develops a sense of belonging in a post-secondary setting while respecting Indigenous identities and worldviews.	
<b>IPK 105</b>	<p><b>Stó:l̓ Nation Development</b></p> <p>The purpose of this course is to enable professional helpers working with the Stó:l̓ people to do their jobs more effectively by examining the development of the Stó:l̓ Nation, beginning with a historical, socioeconomic overview. The students will explore Stó:l̓ cultural philosophy, values, and beliefs, and compare them with Western philosophies, values, and beliefs. Using a framework that encompasses pre-contact, contact, and contemporary Stó:l̓ society, students will study the evolution of the Stó:l̓ Nation' socioeconomic structure.</p>	Formerly FNST 101
<b>IPK 106</b>	<p><b>Stó:l̓ Traditional Ways of Healing and Helping</b></p> <p>The purpose of this course is to enable professional helpers working with the Stó:l̓ people to do their jobs more effectively by learning about traditional Stó:l̓ ways of healing and helping. After exploring the role of self-esteem and motivation in healing, students will learn how techniques of teamwork, sharing, and group work contribute to healing and helping processes. Students will be encouraged to reflect on the importance of building "self-in-relation" for healing and maintaining health. Finally, this course will study the relationship between healing individuals and families and building healthy communities and nations. Students will learn that all ways of helping and healing are interconnected in a "circle of wellness."</p>	Formerly FNST 102
<b>IPK 202</b>	<p><b>Introduction to Indigenous Resurgence</b></p> <p>Students will be exposed to a variety of ways in which Indigenous Peoples around the world have resisted colonization, revitalized Indigenous knowledge, and shaped Indigenous identities in both the past and the present.</p>	
<b>IPK 205</b>	<p><b>Stó:l̓ Social Structure</b></p> <p>This course will examine Stó:l̓ social structure from pre-contact to contemporary. The role of Stó:l̓ Nation as a service provider, the structure of Stó:l̓ communities, and the roles of community members will be explored. In order for students to gain an understanding of Stó:l̓ identity, relationships, and interconnectedness, family structure and child rearing practices will be examined. The course is intended to assist professional helpers understand Stó:l̓ social structures, particularly family structure. By understanding the complex influences that have contributed to the unique social and family structures within Stó:l̓ communities, students will be better prepared to work in a helping capacity with Stó:l̓, and other aboriginal people.</p>	Formerly FNST 202
<b>IPK 206</b>	<p><b>Stó:l̓ Communications and World View</b></p> <p>The purpose of this course is to enable professional helpers working with the Stó:l̓ people to do their jobs more effectively by examining the Stó:l̓ world view. The students will explore and examine Stó:l̓ learning styles and oral traditions, and compare them to Western learning styles and oral/written</p>	Formerly FNST 201

	<p>traditions. Participation in field trips scheduled outside of regular class time is required.</p>	
<b>IPK 207</b>	<p><b>Introduction to Residential Schools</b></p> <p>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).</p>	
<b>IPK 275</b>	<p><b>Contemporary Issues: and Policies in Aboriginal Education</b></p> <p>This course examines the major issues and policies impacting Aboriginal education in Canada. By understanding the multifaceted influences that continue to affect the capacity of Aboriginal communities, students will be better prepared to enhance the learning environment in the classroom, as well as to validate Aboriginal youth and their families.</p>	Formerly FNST 275
<b>IPK 331</b>	<p><b>History of Indigenous Leadership</b></p> <p>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.</p>	
<b>IPK 332</b>	<p><b>Indigenous Governance and Leadership</b></p> <p>Students will acquire the ability to explain and discuss effective Indigenous governing principles and leadership along with an enhanced awareness and understanding of Indigenous histories, realities, and challenges.</p>	
<b>IPK 386</b>	<p><b>Indigenous Worldviews of Turtle Island</b></p> <p>An exploration of the philosophies of the knowledge holders of Turtle Island and their connection to Indigenous Peoples worldwide. Students will develop understanding and appreciation for the validity and relevance of the alternative perspective of Indigenous philosophies and the modern world.</p>	
<b>IPK 401</b>	<p><b>Indigenous Worldviews and Spirituality</b></p> <p>This course will explore the ways in which Indigenous spirituality differs from Western religions and the impact this difference has had on Indigenous and non-Indigenous worldviews, and ways of understanding and relating in the world. Much of this course will be based upon experiential learning and mandatory fieldwork.</p>	

## Political Science

<b>POSC 336</b>	<b>History of Indigenous Leadership</b> 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.	
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## Social Work

<b>SOWK 392</b>	<b>Indigenous Social Work</b> 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

<b>SOC 387</b>	<b>Aboriginal Peoples of Canada</b> This course looks at selected studies of cultural patterns and contemporary issues of Aboriginal Peoples in Canada (including First Nations, Inuit, and Metis).	
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