

FNIS.UBC.CA | AUTUMN 2016

the RAVEN

NEW
PLACE-BASED
LEARNING
INITIATIVES

Roster of New Study
Opportunities Coming Soon

+
INDIGENOUS
LONDON

FNIS Abroad in the Heart of Empire

STUDENT + ALUMNI SPOTLIGHTS

SKY MAITLAND
+ KYLA SHIELDS

BOOK REFLECTIONS

TEKAHIONWAKE

E Pauline Johnson's Writing on Native America

NEHIYO-PASKWA-ITSIMOWIN

FNSSA Host 2nd Annual Pow-wow at UBC

NAISA 2017

1000+ to visit UBC
for Annual Conference

INSIDE

Program Highlights,
Faculty Update,
Student & Sessional
Instructor Profiles
+ more

FIRST NATIONS & INDIGENOUS STUDIES ANNUAL PUBLICATION
FACULTY OF ARTS | UNIVERSITY OF BRITISH COLUMBIA | VANCOUVER



3-4.
2015/2016 Events & Faculty Update

5.
BOOK REFLECTION *Tekahionwake: E. Pauline Johnson's Writings on Native North America*

7-8.
**PLACE-BASED
LEARNING INITIATIVES**

Global Indigenous Partnerships +
In Search of Indigenous London

9.
**WHAT WE FOUND
IN INDIGENOUS
LONDON**

A Student Scrapbook

11.
ALUMNI SPOTLIGHT Skye Maitland

13.
NAISA 2016, HAWAII ▶ NAISA 2017, UBC Vancouver

14.
GRADUATION 2016 Welcoming the Newest FNIS Alumni
FNIS STAFF TEAM UPDATE New Faces & Achievements

15.
MEET THE FNSSA PRESIDENTS Salia Joseph & Lucy Haché

16.
NEHIYO-PASKWA-ITSIMOWIN
FNSSA Hosts UBC's Second Annual Pow-wow Celebration

18.
DECOLONIZATION & THE SETTLER STATE with Val Napoleon,
Ellen Gabriel, & Melina Laboucan-Massimo

19.
TOWARDS TRUTH & RECONCILIATION The UBC Indian Residential
School History and Dialogue Centre (IRSC)

21.
SESSIONAL INSTRUCTOR SPOTLIGHT Mique'l Dangeli & Janey Lew

23.
**CREATIVITY
& CRITICAL THOUGHT** Kyla Shields

24.
RESEARCH PRACTICUM Where Theory Meets Practice

25-26.
STUDENT PROFILES Mathew Andreatta & Hannah Lunn

EDITOR'S NOTE
MAIZE LONGBOAT



She:ko, new readers and *Raven*-faithful alike! Thank you so much for picking up the Autumn 2016 issue of *The Raven*, the annual publication from First Nations and Indigenous Studies (FNIS) in the faculty of Arts at the University of British Columbia. The following pages feature our most important Program news from this past year, spotlight articles on our faculty, staff, alumni, and current students, and updates on many of our innovative initiatives taking place both at UBC and on a global scale. As always, FNIS continues to be committed to approaching the work that we do from multiple angles: we combine world-class research methodologies and unique learning opportunities in Indigenous Studies with relevant community engagement and skill development for our students. In addition, FNIS supports communities within the University and elsewhere with both academic and Indigenous affiliations. FNIS is constantly striving to extend our efforts to new heights and we welcome you to indulge and read about the incredible work that our talented team is undertaking everyday.

This is my second round acting as Editor for *The Raven* and once again I was blown away by how challenging but rewarding this experience has been. Sure, I felt more prepared to handle the rigours of planning, coordinating, producing, and editing the content in this publication, but the support I received along the way was much more than I had ever expected. A huge thank you goes out to *The Raven's* designer, Kat Moyou, who captures the visual essence of our Program and really makes everything FNIS-related as beautiful as it is. Truly, we would be lost without her expertise and hard work. Thank you to my colleagues in the FNIS office who acted as inspiration for many elements of this issue, as well as the FNIS faculty who offered their support on several aspects of the drafting experience. Lastly, and most importantly, I would like to thank all of *The Raven* contributors, as you have been a pleasure to work with throughout this entire process. It is my hope that your words guide the Program's identity as authentically as possible. You are the voice of First Nations and Indigenous Studies. Niá:wen for the life and vibrancy you give to our Program.

Maize Longboat

MAIZE GRADUATED IN MAY 2016 WITH A DOUBLE MAJOR BA IN FNIS AND HISTORY. MAIZE GREW UP ON THE LOWER MAINLAND, BUT HIS MOHAWK ANCESTRY HAILS FROM SIX NATIONS OF THE GRAND RIVER IN SOUTHWESTERN ONTARIO. AS THE FNIS STUDENT PROJECT ASSISTANT, HE WAS RESPONSIBLE FOR MANAGING SEVERAL COMMUNICATIONS INITIATIVES. MAIZE TRANSITIONED OUT OF HIS POSITION WITH FNIS THIS SEPTEMBER, TAKING TIME OFF TO TRAVEL AND PLAN FOR GRADUATE SCHOOL IN SEPTEMBER 2017.



SETTING SIGHTS ON ADVENTURE GROWTH & PLACE-BASED LEARNING INITIATIVES

A MESSAGE FROM THE CHAIR, DR. DANIEL HEATH JUSTICE

One of the guiding commitments of First Nations and Indigenous Studies is to support our students in developing deeper, more complex understandings of Indigenous peoples' place in the world. And while our central context for learning is the land we work and live upon—and in relationship with the peoples who have cared for those lands since time immemorial—we also want our students to connect their localized learning to broader regional, national, and even global Indigenous concerns. In our research as well as our classrooms, we work to ensure that our commitments to the place we call home are enhanced by a sophisticated engagement of shared and diverse experience across the Indigenous world.

Our Research Practicum continues to grow—and with it, our capacity for meaningful local commitment—and this year we've also undertaken some new initiatives toward the global learning component of our mandate. These efforts provide opportunities for students to do intensive, place-based learning outside of the Lower Mainland. The first is a developing partnership with the Dechinta Centre for Research and Learning, in which students work alongside Indigenous Studies scholars and Dene teachers and knowledge keepers in Denendeh, Northwest Territories, through intensive, land-rooted learning in the bush. Students from Northern communities and UBC campuses enrolled in this initiative will complete coursework that earns credit toward a UBC degree. The diverse class of students, as well as the land-based curriculum, will ensure that both communities benefit from our partnership. The second initiative, *In Search of Indigenous London*, is the first

of our 'study abroad' courses, a Go Global seminar that took students to London, England, to learn about the rich history and ongoing experiences of Indigenous peoples in the heart of the British Empire. Other place-based Indigenous partnerships we're pursuing include learning opportunities in Australia, Japan, Vancouver Island, and along the Pacific coast between BC and the northwestern US.

As our faculty, students, staff, and community partners have long demonstrated in their lives and work, the values and commitments of Indigenous Studies go well beyond the expected areas of culture, arts, law, and politics. Although these areas are vitally important to our shared labours, the Indigenous world is far bigger and certainly more complex than those few subject areas. We're delighted to continue expanding our course offerings through these new partnerships and unique learning opportunities, all the while ensuring that our existing relationships remain strong.

About ten years ago, the Muskogee Creek literature scholar Craig Womack was asked to give a prediction about the future of the field. His succinct response: "More and funkier." That assessment might well be a call to action for us, too. So here's to more and funkier work in FNIS—and may it continue to transform the world in meaningful ways!

Keep a fire,
Daniel

DANIEL HEATH JUSTICE IS A CITIZEN OF THE
CHEROKEE NATION AND PROFESSOR AND CHAIR OF
FIRST NATIONS AND INDIGENOUS STUDIES.

2015/2016 EVENTS

LOOKING BACK



Community engagement is a central pillar of First Nations and Indigenous Studies. Not only does FNIS strive to develop and deliver cutting-edge curriculum to our students, but the Program is also very active in planning and hosting events that are relevant to the field of Indigenous Studies. The following list of events is a snapshot of diverse programming outside the classroom: engaging with our own UBC community in addition to other communities, both academic and non-academic, in Vancouver and beyond. This, of course, is only a partial list—FNIS students, faculty, post-doctoral fellows, and sessional instructors have been active in even more.

sept 16 /2015

Annual FNIS 400 Practicum Meeting event for students and partner organizations

oct 6 /2015

FNIS hosts “Tuesday Lunch” at the UBC Longhouse

oct 14 /2015

FNIS student and faculty forum on the “Indigenous Vote”

nov 4 /2015

“Embodying Self-Determination: Resisting Violence Beyond the Gender Binary,” talk by Dr. Sarah Hunt

nov 14 /2015

Dr. Glen Coulthard launches *Red Skin, White Masks* in Yellowknife, NWT

nov 16 /2015

FNIS student and faculty forum on “Politics and Relations in Indigenous Identity and Belonging”

nov 18 /2015

“Indigenous Storytelling in Cyberspace: Research and Teaching in ‘Landless Territory,’” digital salon with Dr. David Gaertner

nov 24 /2015

Indigenous London and Dechinta Info Session

nov 27 /2015

FNIS Majors and Minors Lunch Social

— & —

Dr. Sheryl Lightfoot hosts “Maori Treaty Settlement: The New Zealand Approach,” talk by Hon. Christopher Finlayson

dec 9 /2015

“Pauline Johnson and Indigenous Feminist Performance” at Western Front, talk by Dr. Dory Nason

jan 12 /2016

“Empire’s Dead: Incivility, Indigeneity, and the Cultural Politics of Settling” talk by Dr. Jodi Byrd, co-sponsored with UBC History Department

feb 4-9 /2016

Lee Maracle visits FNIS and Humanities 101

feb 5 /2016

FNIS Speaker Series: “Creating Reconciliation Law Stories for Our Grandchildren” with Dr. Val Napoleon

feb 23 /2016

“On an Indigenous Ethic of Relationality,” with Dr. Kim TallBear

feb 26 /2016

FNIS Speaker Series: “Envisioning Decolonization through Indigenous Languages, Culture, History, and Cosmology” with Ellen Gabriel

mar 10-11 /2016

Indigenous Feminisms Workshop at the University of Alberta, talk by Dr. Dory Nason

mar 11 /2016

FNIS Speaker Series: “Community-Based Solar in First Nations Communities and Energy Sovereignty in the Tar Sands” with Melina Laboucan-Massimo

mar 30 /2016

FNIS 400 Research Practicum presentations

may 18-22 /2016

FNIS faculty and alumni represented at NAISA 2016 academic conference in Honolulu, Hawai‘i

may 28-29 /2016

FNIS faculty and alumni represented at ILSA academic conference at the University of Calgary

FACULTY UPDATE

**DR. LINC KESLER**

While Dr. Linc Kesler is away the classroom due to his administrative duties, his commitment to the Program continues. Dr. Kesler is always ready and willing to guest lecture in FNIS courses, including providing technical tutorials on audio and video recording techniques for research interviews. In his role as the Senior Advisor to the President and as Director of the First Nations House of Learning, Dr. Kesler is now working on the construction of the UBC Indian Residential School History and Dialogue Centre (IRSC), a project that has been in development for several years and is now scheduled to open in 2017. [See p. 19]

**DR. DAVID GAERTNER**

2016-2017 will be Dr. David Gaertner's fourth year with the Program. Dr. Gaertner teaches several core courses in addition to his popular special topics course, *FNIS 401F: Indigenous New Media*. Dr. Gaertner's work has been published in the *American Indian Culture and Research Journal*, *Canadian Literature*, *Psychoanalysis, Culture and Society* and *Bioethical Inquiry*. He is also the co-editor of *Read, Listen, Tell: Literature from Turtle Island*, forthcoming from Wilfrid Laurier University Press in 2017.

**DR. SHERYL LIGHTFOOT**

Dr. Sheryl Lightfoot has been incredibly busy through her sabbatical this past year. In addition to independent research, conference attendance, and event coordination commitments, Dr. Lightfoot's biggest accomplishments were the publication of her first book, *Global Indigenous Politics: A Subtle Revolution* (Routledge), in May 2016, and promotion to the rank of Associate Professor with tenure.

**PROF. JOHNNY MACK**

Prof. Johnny Mack, who holds a joint appointment with both FNIS and UBC Law, traveled to Sydney, Australia to sit on various panel discussions and deliver a keynote on Indigenous citizenship and sovereignty at the Sydney School for Critical Social Thought in May. Students in his course *FNIS 401G: Indigenous Law and the Settler State* continue to express their excitement about the ways in which Indigenous legal traditions are reflected and embodied in day-to-day cultural and community practice.

**DR. DORY NASON**

Dr. Dory Nason also had time off from teaching classes this year because of her sabbatical. She was very active in the community, delivering workshops like one on Indigenous Feminisms at the University of Alberta, and giving talks, such as her discussion of Pauline Johnson and Indigenous Feminist Performance hosted by Western Front. She also sat on several panels and delivered a keynote on Indigenous feminist resurgence and radical love at the Sydney School for Critical Social Thought. Like Dr. Lightfoot, this last year also saw the release of Dr. Nason's first book, a co-edited anthology, *Tekahionwake: E. Pauline Johnson's Writings on Native North America* (Broadview), as well as her article published in this year's edition of *American Indian Research Journal*, "Carceral Power and Indigenous Feminist Resurgence in D'Arcy McNickle's *The Surrounded* and Janet Campbell Hale's 'Claire'." Dr. Nason was also promoted with tenure this year.

**DR. SARAH HUNT**

Hired in 2015, Dr. Sarah Hunt has enjoyed a successful first year as Assistant Professor at UBC, serving a joint appointment in FNIS and Geography. In addition to teaching *FNIS 320: Methods Seminar* and *FNIS 451: Indigenous Feminisms*, Dr. Hunt has been a strong advocate for transforming the University's approach to sexual violence, serving as a member of the University Sexual Assault Panel, which released its report this summer. Keep an eye out for the new Indigenous Geographies and Legal Geographies courses she is developing and launching in the coming year.

**DR. GLEN COULTHARD**

Dr. Glen Coulthard has continued to build upon the success of *Red Skin, White Masks* (University of Minnesota Press) with frequent book talks and interviews. His book received several awards, including the Canadian Political Science Association's MacPherson Award for best book in political theory in 2014/15 and the Caribbean Philosophical Association's Frantz Fanon Award in 2016. Along with tenure and a promotion to the rank of Associate Professor, Dr. Coulthard has also been integral in planning and implementing the cross-institutional infrastructure for future place-based learning initiatives. He will be on sabbatical until July 2017.



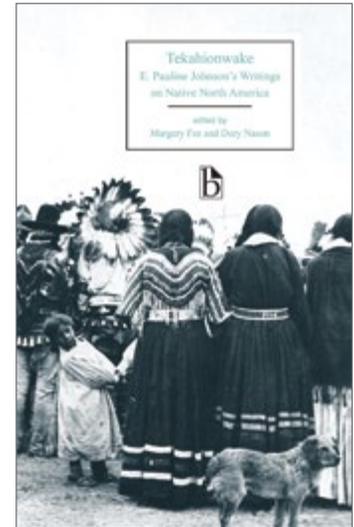
Book Reflection
BY NICOLE CARDINAL, FMS MAJOR

Tekahionwake

*E. Pauline Johnson's Writings
on Native North America*

BOOK EDITED BY MARGERY FEE & DORY NASON

“Johnson demonstrates strength and pride in a time that Indigenous peoples were expected to dissolve and assimilate into Canadian society.



As an FNIS major, Indigenous woman, and mother, reading Tekahionwake Pauline Johnson's collection has been an inspirational journey. I cannot imagine living as Indigenous woman in Johnson's era. Her words are powerful and clear, as she is able to transport the reader to a time when women, and more importantly Indigenous women, were made invisible by the structures of Western society. At certain times throughout her life I felt as though her creative expression showed that she was conflicted with her identity. She certainly struggled with mixed emotions about her personal sovereignty as a Mohawk woman living and working within Canada. Still, she was able to demonstrate her pride through her carefully written poems and her expertly performed spoken word.

I especially loved the story of how Pauline Johnson's parents met. I myself am able to share in their journey and in what they had to endure as a mixed couple living in an era and community where relationships between white women and Indigenous men were heavily frowned upon.

The beauty of the love story between her English mother and Mohawk father deeply touched me, and it honestly made me cry.

After reading this collection of Tekahionwake Pauline Johnson's work, I regret that I had not discovered her work sooner in my studies, as Johnson is truly a creative powerhouse and her stories carry beautiful reflections of her heritage. I believe that both her personal story and her written work should be a part of Canadian History curriculum at multiple levels in addition to Indigenous Studies. Her style of writing is a reflection of her perceptions of the world, a world where she was able to constantly push boundaries and challenge the status quo. Johnson demonstrates strength and pride in a time that Indigenous peoples were expected to dissolve and assimilate into Canadian society. Thank you Dr. Nason and Dr. Fee for putting this collection together, as it is a beautiful tribute to women who will continue to inspire others like me for generations to come. •



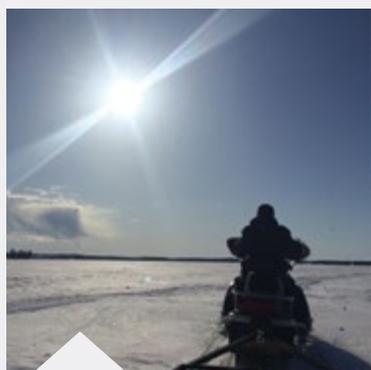
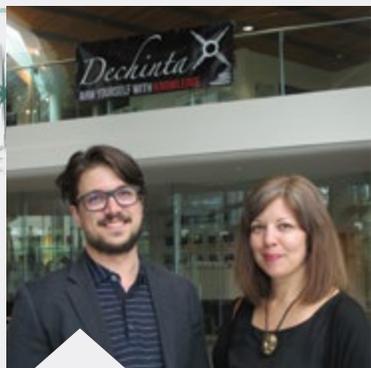
Nicole Cardinal

NICOLE CARDINAL IS A FOURTH YEAR FNIS MAJOR, A MEMBER OF THE DAKELH NATION, A LIFEGIVER, A WIFE, AND A MATRIARCH IN TRAINING. SHE AND HER HUSBAND CHRIS ARE SET TO GRADUATE IN MAY 2017.



PLACE-BASED LEARNING INITIATIVES

GLOBAL INDIGENOUS PARTNERSHIPS



In October 2015 Glen Coulthard and Tanya Bob started working on a roster of community-based courses titled “Applied Learning: Collaborative Place-Based Research.” These courses complement our Program’s demonstrated strength in fostering collaborative, place-based research and learning. Our first place-based class opportunity, *In Search of Indigenous London* with Dr. Coll Thrush, provided FNIS credit for students studying abroad in London, UK. The course was a remarkable success and has done much work to establish the capacity of FNIS in building collaborations and partnerships, as well as offering these off-campus learning opportunities.

As more cross-institutional collaborations continue to develop, the following are some of the upcoming opportunities in which our students will be able to participate. Our central collaborative place-based learning initiative is our partnership with the Dechinta Centre for Research and Learning on the traditional territory of the Yellowknives Dene First Nation (Treaty 8). There are two elements to consider as we move forward in building this relationship: the first is that we ensure southern student success as they travel and learn in the North; the second is ensuring that community-based students have the opportunity to take these courses for UBC credit and, if desired, use these course credits

toward a basis of admission into UBC. This community-based student option is essential to avoid community concerns over “student tourism.” Our intention is to guard against students travelling into community, extracting knowledge from the territory, and leaving without having established any reciprocal commitments or relationships that directly benefit the community. We want to see learners from all backgrounds succeed in their post-secondary education through innovative and respectful collaboration.

We are continuing to explore opportunities for building global relationships with other institutions who want to grow the field of Indigenous Studies alongside us. Beginning in November, a research colloquium on the topic of Global Indigenous Rights will be held at UBC with the University of Melbourne. Collaborating with faculty and staff from the University of Hokkaido’s Center for Ainu and Indigenous Studies in Japan is another opportunity that we are excited to explore. As we move forward, our Program will deliver a short workshop on Global Indigenous Studies with partnering faculty and students from global institutions like Melbourne and Hokaido in June 2017 to lead into the NAISA conference here in Vancouver. We are looking forward to working more with these potential partners in the coming years! •

PHOTOS: TANYA BOB AND FNIS FACULTY (DR. GLEN COULTHARD, DR. DAVID GAERTNER, AND DR. SARAH HUNT) TRAVELED TO YELLOWKNIFE, NWT IN JUNE TO DISCUSS THE GROWTH OF THE FORMAL PARTNERSHIP BETWEEN FNIS AND DECHINTA.



IN SEARCH OF INDIGENOUS LONDON

BY COLL THRUISH, DEPARTMENT OF HISTORY & FNIS AFFILIATE

This June, I taught FNIS's first study-abroad course, *In Search of Indigenous London*. Coordinated through UBC's Go Global program, the four-week course involved eight undergraduates from FNIS and other departments, myself, and FNIS Curriculum and Practicum Coordinator, Tanya Bob. Together, we explored Indigenous histories at the centre of the British Empire, a very unexpected approach to one of the world's great cities.

The course emerged from my new book *Indigenous London: Native Travelers at the Heart of Empire* (Yale University Press), which will be published this October. The book offers a vision of the city's past crafted from an almost entirely new perspective: that of Indigenous children, women, and men who traveled there, willingly or otherwise, from territories that became Canada, New Zealand, Australia, and the United States, beginning in the early sixteenth century. They included captives and diplomats, missionaries, medicine people, shamans, poets, and performers. Some, like the Powhatan dignitary Pocahontas, are familiar; others, like an Odawa boy held as a prisoner of war, have almost been lost to history. By focusing on the city's imperial entanglements with Indigenous history—entanglements of knowledge, disorder, reason, ritual, discipline, and memory—the book shows how London learned to be a global city and how Indigenous people and peoples were central to that process.

In Search of Indigenous London brought this past—and present—to life through a two-week excursion to the city. In addition to regular seminars, our activities included going behind the scenes at the British Library and the British Museum, where archival documents and cultural belongings attested to Indigenous presence; exploring a tunnel under the Thames that a group of Ojibwe visitors in 1843 called the "Great Medicine Cave;" encountering the somewhat parallel story of Black London; and conducting a student-led walking tour of Indigenous sites around London. The class also made two day trips: one to Gravesend, Kent, where Pocahontas died and was buried, and another to Oxford to meet with curators at the venerable Pitt-Rivers Museum, which is both profoundly colonial and a place where new relationships are being built between the museum and Indigenous communities, much like at UBC's Museum of Anthropology.

For me, this was an opportunity to deepen my own understanding of the research I'd done through students' experiences and insights. For example, on the first day of the London segment of the course, we did a marathon walking tour around the city, going to places where Indigenous visitors had once been. On the last day in London, students led their own walking tour, taking the research in new directions based on their interests, ranging from urban performativity

to the English culture of death. As for the students, the trip expanded their sense of where Indigenous Studies 'belongs', and helped them explore history at many scales, from intimate face-to-face encounters to the broad sweep of empire. (They also had plenty of time to explore this amazing city on their own.)

After their return, the students presented creative and academic works to the broader FNIS and History communities on campus. These included meditations on personal identity, museum critiques, and thoughts on the relationship between theory and practice. Often, these presentations were drawn from journals kept during their time in the London. Excerpts from student journals can be seen on the following page.

Together with the Dechinta partnership coordinated by Dr. Glen Coulthard, *In Search of Indigenous London* expands FNIS's curriculum to take seriously the question of place in Indigenous Studies and to offer students an embodied experience of the past, present, and future. And if all goes as planned, the course will happen again in summer of 2018 with a new cohort of students! •

WHAT WE FOUND IN

INDIGENOUS LONDON

A STUDENT SCRAPBOOK

featured excerpts from student journals kept during their travels



June 21, 2016 | London

Today was definitely the day of the "British Empire," from its origins to its present manifestation. Perhaps it was being off (relatively) alone, but it was the first day I felt quite a bit unsettled by the monuments despite their opulent beauty. Seeing the 'Newfoundland' column right at the entrance to the palace was a stark, highly visible reminder of the ongoing colonial pride of this city. Would Indigenous travellers feel any allyship in this city in the periods we've studied?

June 23, 2016 | Gravesend

Very industrial atmosphere with wind turbines and a large power plant on the river. The town is lined with old brick buildings and ancient churches. Pocahontas is located in one of these ancient churches. Londoners walk to and from the church yard without acknowledgements of who lay there, except for one elderly lady who smiled on her way out of church and said "Hello Pocahontas." The church shares their pride in converting Pocahontas to Christianity, however, I think she was just doing anything to get home. I left her a sweetgrass braid.



Students examining sixteenth-century images of Inuit travellers at the British Library.

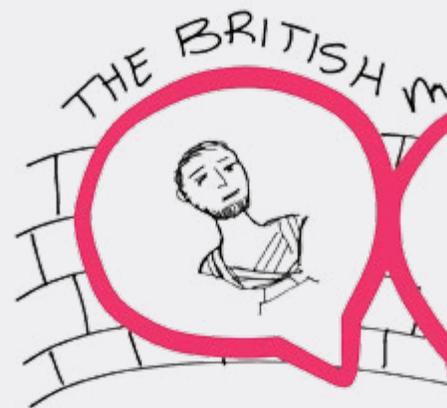
On the train out of the city!

This was a life-changing experience that completely flipped my idea of London as a city on its head. Absolutely amazing!
-Paige Lougheed

Pocahontas/Matoaka/
Rebecca Rolfe, a Powhatan
emissary who died in
England in 1617.



The Pocahontas memorial at St. George's Church in Gravesend.



June 24, 2016 | British Library

This visit took my breath away, looking and reading and feeling the heart of so much of what we've been studying. I will remember the speech by the Four Kings for a long time, seeing their (clan) symbols embedded in this English document, a huge reminder of their physical presence in this space.

June 28, 2016 | British Museum

The British Museum has a very interesting dynamic. On one hand, they clearly will never give up the pieces from colonization like the Parthenon, as they have invested so much to build these grand rooms to house them. On the other hand, they don't charge admission, so the argument could be made that they don't make money by having these items, and they aren't using them for profit.

I had some very odd experiences at the museum, but I'm interested to hear more from the curators.

June 30, 2016 | Pitt-Rivers Museum, Oxford

When we entered the research room it brought me a lot of memories of my time working in museums, in seeing the foam for the tables, the glass, and the lighting. It gave me memories of when I was working with First Nations to design exhibits telling histories of land and title and treaties. It brought me memories of the belongings I would find digging deep in the back of storage shelves. I would get a feeling from these objects that they were alive and I had a really hard time describing these feelings to other people until I got a chance to talk to an Elder about my feelings while working within them and their belongings. These were the same things I felt when I entered the research room today and it made me feel very unsettled. Consequently, I could not be more thankful for having an Elder with us today. As I felt when I worked with Elders in the museums, he made me feel better while engaging with objects that are so far from their homes.



On the last day of class in London, meeting in front of the gates of Buckingham Palace!

For me, the greatest part of searching for Indigenous London was getting to see with my own eyes the impacts that were created when Indigeneity and Indigenous sovereignty were claimed at the heart of colonial empire.

-Joe Stevens

Tekahionwake/E. Pauline Johnson, a Mohawk writer who performed in London in the 1890s and 1900s before moving to Vancouver.

Queen Emma of Hawai'i, who visited London in the 1860s.



MUSEUM



The Pitt-Rivers Museum in Oxford.





Alumni Spotlight

Skye Maitland



May 2014



Wakefield, QC



Degree Specialization

FNSP Major

Career

Professional Mariner, Cf. M.

A person wearing a red jacket and a purple hood is looking out at the sea. The background is a blurred view of the ocean and sky.

My name is Skye Maitland and I was born in the small town of Wakefield, Quebec, on Algonquin territory. When I am not on a boat somewhere in Northern BC, I base myself out of a basement in East Vancouver (ha!).

My connection to the West Coast, and eventually to UBC and FNIS, developed in a somewhat roundabout manner. I originally moved to BC in the summer of 2008, driven by a kind of blind obsession for a life at sea, and it wasn't until years later that I suddenly found myself back in the classroom. In retrospect, my academic interests at UBC started out as rather broad and directionless. I think I held an earnest desire to dedicate space to reading and writing in lieu of the physical work I had pursued for many years working on boats and in shipyards. I craved an intellectual challenge to balance the somewhat isolating lifestyle I had built around me, and the fact that I chose UBC was more or less incidental until I stepped into my first FNIS class taught by Dory Nason (when it was called FNISP).

One of the most salient takeaways from my experience in FNIS was the opportunity to learn about relationships to land and to the waters at its edges. Bearing in mind Leanne Simpson's work envisioning land as pedagogy, I developed an immense respect for the land as so much more than the simply 'green', 'wild' resourceful space it is often reduced to. I was fortunate to be a participant in the former Pangnirtung Summer Bush School, which was a 5-week land and skills-based program in Pangnirtung, Nunavut, organized by the Universities of Manitoba and Alberta. My most precious memory from that experience was skipping town for a week out on the land hunting seal and catching Arctic char with a local family. One evening as we sat around the (delicious!) pot of soup made from fresh seal and instant Campbell's chicken noodle soup packets, the mother pulled out her iPad and we watched downloaded YouTube clips under the midnight sun. I watched the 'Gangnam Style' video for the very first time, nestled up a fjord in Nunavut after learning to clean a Ringed seal, piece by piece translated

to me from Inuktitut. I think of that moment and every time a huge smile stretches across my face. I learned so much from that family; what an honour it was to travel with them.

Since graduating with a major in FNIS, I have worked full-time as a professional mariner. I am a First Mate on two sailing ships running small-scale charters based primarily out of the waters of Haida Gwaii, northern Vancouver Island, and the central coast communities of Bella Bella and Klemtu.

I have found a number of beautiful, strange, and unexpected intersections between my education and vocation. Perhaps as a not-so-nuanced shadow of the means by which original contact was made on this coast, this career brings me into Indigenous territories up and down the coast by sail, and it is with this echoing of early historical relationship-building (and breaking) that I feel such responsibility in my role as a visitor today. I feel grateful to have left my studies in FNIS with a language and the tools to consider what it means for me to move through the places I sail to as a non-Indigenous visitor, and especially to be in the position of guiding others through these territories. I often clarify that while I am technically 'certified' as a guide in these areas, the true guides are in the voices of the people we meet along the way. I feel a quiet responsibility to remind visitors that these are not simply spaces of wilderness but of community, family, incredible cultural, and political resurgence. There are stories written into much of the territory we wander. We must listen.

Currently I am preparing to return to UBC in the fall, this time with the School of Nursing. While my reasons for pursuing this next move are rooted in a number of life experiences, I carry a conviction that in our times of greatest vulnerability we deserve care that is respectful, empowering, and relevant.

It is my hope that my background in FNIS might lead me closer to serving in this way. One day all of the branches of my life will weave together. •

NAISA 2016 HAWAII

▶ NAISA 2017 | UBC VANCOUVER

BY DORY NASON & COLL THRUSH



PHOTO: UBC FACULTY IN HAWAII FOR NAISA 2016 (FROM LEFT TO RIGHT: JOHNNY MACK, MARK TURIN, DANIEL JUSTICE, COLL THRUSH, DORY NASON, DAVE GAERTNER, SHERYL LIGHTFOOT, SARAH HUNT, LINC KESLER).

Founded in 2007, the Native American and Indigenous Studies Association (NAISA) has quickly become the world's largest scholarly organization dedicated to the field of Indigenous Studies. This year's annual conference in Honolulu, Hawai'i, brought together nearly a thousand scholars from around the world to discuss Indigenous pasts, presents, and futures, and UBC First Nations and Indigenous Studies (FNIS) was well represented. Johnny Mack, Sheryl Lightfoot, Sarah Hunt, Daniel Justice, Dave Gaertner, and Mique'l Dangeli all presented research, on topics ranging from settler nation apologies, place-based research and teaching, to the Truth and Reconciliation Commission, the performing arts, violence and love, and sovereignty and citizenship. In fact, when we include graduate students from across campus and faculty members from other departments and programs, UBC was one of the best represented universities at NAISA this year.

In 2017, NAISA will be coming to UBC! Under the guidance of conference co-chairs Dory Nason (FNIS/English), Coll Thrush (History) and a large committee of faculty, students, and alumni from across campus, as well as colleagues from the University of Victoria and Simon Fraser University, UBC will host NAISA on June 22-24. Expect at least a thousand scholars to descend on the city and campus to highlight cutting-edge research, as UBC and its co-sponsors promise to offer a rich introduction to our presence on unceded Musqueam territory and our relationships with diverse Indigenous communities. This is an amazing opportunity to profile the work so many have been involved in on campus and beyond. •

STUDENT & VOLUNTEER OPPORTUNITIES:

There will be opportunities for students and others to volunteer at the conference; if you are interested in participating please contact Coll Thrush.

✉ coll.thrush@ubc.ca

FOR INFORMATION ABOUT NAISA

🌐 naisa.org

PHOTO: A STILL FRAME FROM THE NAISA 2017 PROMOTIONAL VIDEO. (VIEW THE VIDEO: [VIMEO.COM/166869890](https://vimeo.com/166869890))



NAISA
x̣ẉṃə̣θ̣ḳẉə̣ỵəṃ
Vancouver 2017



Maize
STUDENT
PROJECT
ASSISTANT

Alexandra
PROGRAM
ASSISTANT

Candice
SENIOR PROGRAM
ASSISTANT

Tanya
CURRICULUM
& PRACTICUM
COORDINATOR

FNIS STAFF TEAM UPDATE NEW FACES & ACHIEVEMENTS

CLASS OF 2016 GRADUATION 2016 WELCOMING THE NEWEST FNIS ALUMNI

BY MAIZE LONGBOAT

FNIS Majors and Minors crossed the Chan Centre stage on May 25th to receive their degrees. As per FNIS tradition, faculty members in attendance at the graduation ceremony made a lot of noise with their drumming and rattling as FNIS students were given their degrees and presented to the audience. When the ceremony finished, my FNIS colleagues and I took our first steps into life as alumni.

This spring I was chosen by UBC to deliver the annual AMS Graduation Gift to the University as our ceremony's Student Speaker. I also reflected on my experiences as an Indigenous undergrad, and as a well-equipped alumnus who is now ready to contribute to the world. I left the audience with a saying that my paternal great-grandfather used to tell his children: "I am no better than anyone else. And nobody else is better than I." This statement is meant to communicate the gifts that we carry as individuals to do good for others in addition to the humility that we must have to balance our gifts and strengths. It was an honour to represent my fellow graduates at this meaningful ceremony.

Thank you to all of our graduates who make FNIS the success that it is. Congratulations, and best of luck with all of your future plans! •

TOP: FNIS GRADUATES AND FACULTY GATHER AFTER THE CEREMONY. FROM LEFT TO RIGHT: DR. LINC KESLER, DR. SARAH HUNT, MAIZE LONGBOAT, REBECCA BAKER, SALIA JOSEPH, LAURA MARS, MADISON MUSSELL, DR. DANIEL JUSTICE. BOTTOM: MAIZE LONGBOAT DELIVERS HIS SPEECH AS STUDENT SPEAKER DURING THE GRADUATION CEREMONY.

Alexandra Tsardidis joined our staff team as Program Assistant in November 2015. Alex was born and raised in Terrace, BC, where she worked at Northwest Community College in Admissions and Registration for seven years. She is certified as a Litigation Legal Administrative Assistant, and is also working towards her Bachelor of Commerce Degree with Thompson Rivers University. After moving to Vancouver in 2015, Alex is very happy to have found FNIS and is looking forward to aiding in the growth and development of both the Program and the Institute for Critical Indigenous Studies. Welcome, Alex!

2016 has been an incredibly busy but rewarding year for FNIS staff. Candice Yu, our Senior Program Assistant, has gone above and beyond in her role with the Program and her contributions have been truly integral to our continuing success and growth. Additionally, Tanya Bob was honoured in December with the 2015 UBC Faculty of Arts Dean's Award for Staff Excellence. As always, Tanya's hard work, diligence, and inspiring presence continue to be invaluable to the inner-workings of FNIS.

Our Student Project Assistant, Maize Longboat, concluded the final year of his Undergraduate degree and crossed the Chan Centre stage in May. Offering his expertise in digital communications and student outreach, Maize has been a great addition to the FNIS office team since the summer of 2014. Sadly, the time has come for him to move on to new opportunities. Maize plans on pursuing world travel and graduate school once our next student worker transitions into the position. Best luck on your next adventures, Maize, and be sure to stay in touch!

From event planning to finance work, student support to Program communications, Candice, Alex, Tanya, and Maize make an excellent office team. This Program is so fortunate to have their skills and expertise guiding us forward to new and exciting opportunities! •

MEET THE FNSSA PRESIDENTS



Salia Joseph

OUTGOING PRESIDENT
(2015W)

In First Nations and Indigenous Studies we are constantly learning about the brave, constant resistance and deep acts of love coming from all corners of our communities. With this, we are challenged to take our education further: to our families, our friends, and our communities. That is what the First Nations Studies Student Association (FNSSA) has always set out to do. This year's Association, though small, moved forward with deep dedication and achieved some great accomplishments, including the annual Holiday Gala Fundraiser and Pow-wow Celebration. Thank you to the group for your time and generosity. Special thanks to Rebecca and Nigel and their precious baby boy, to whom we send our prayers. Thank you to all of the dedicated members that came before us, to an incredibly supportive faculty and to all the members committed to making FNSSA a great success moving forward.

I want to hold my hands up to Lucy Haché, who will be this coming year's FNSSA president. I know she will do an extraordinary job alongside the new Association members to come. Finally, I would like to thank the Musqueam Nation, to whom we are very grateful. We will continue to move forward in relationship and commitment to you and your territory. I have learned so much from all of you and will carry these teachings forward into my future work and endeavours. Huy'chka siem. All my relations. •

My name is Lucy Haché, I'm 'Nakwaxda'xw, Likwiltok, Scottish, and Irish on my mother's side and Métis, Irish, and German on my father's side. I'm from the Gwa'sala-'Nakwaxda'xw First Nations on Northern Vancouver Island. Before coming to UBC I travelled for years before returning to my community and starting a Food Security and Nutrition program. I originally intended to study Nutrition at UBC, but after taking a number of First Nations and Indigenous Studies courses, I felt that FNIS would better help me facilitate positive changes in my community. I'm incredibly grateful to the Musqueam Nation, on whose traditional, ancestral and unceded territory I now live, study, and work. Gilakas'la Musqueam! I am entering my third year in First Nations and Indigenous Studies and second year as a member of the FNSSA executive team.

I'm honoured to be elected as president this year. With the help of our current executive team, and vice president Nigel Grenier, I look forward to carrying on the incredible work of our previous president, Salia Joseph. Last year, Salia, Rebecca Baker, and the team did an amazing job of organizing the FNSSA Holiday Gala, and the 2nd Annual Nehiyo-paskwa-itsimowin Pow-wow. This year we will continue to organize these enriching and important events for the UBC community. In addition, we will look at finding more ways to coordinate with the Indigenous Students Association (InSA) and AMS in order to foster more opportunities for community-building for Indigenous students on campus. Stay tuned for more updates throughout the year! •



Lucy Haché

INCOMING PRESIDENT
(2016W)

'LIKE' FNSSA ON FACEBOOK

For regular updated student-led Indigenous initiatives on campus.



WANT MORE INFORMATION?

For additional information about FNSSA send your questions to:





NEHIYO -PASKWA -ITSIMOWIN

FNSSA HOSTS

UBC'S SECOND ANNUAL

POW-WOW CELEBRATION

BY SALIA JOSEPH, FNIS ALUMNA

“If you got lost trying to find the great hall, you could follow the smell of fresh bannock.

FNSSA WELCOMED POW-WOW DANCERS FROM ALL OVER BC, ALBERTA, AND THE UNITED STATES TO COMPETE IN SEVERAL DANCE SPECIALS. PHOTO BY: BILL ANDERSON



This year the First Nations Studies Student Association organized the second annual Nehiyopaskwa-itsimowin Pow-wow Celebration at UBC on the ancestral territory of the Musqueam peoples. Musqueam speaker Victor Guerin opened the event with a group of Musqueam youth, who came to represent the community of Point Grey's First Peoples. It was touching to see so many young people stand with pride at the front of the hall to start our ceremony and day in a good way.

Having thrown our first pow-wow just last year, we had much more experience to help guide us through this labour of love. That being said, it was still an enormous undertaking that required much planning, fundraising, and networking. The event took place in the new student union building, the AMS Nest. The sounds of the big drum filled the whole building and there were vendors throughout the SUB, filling the space with various Indigenous artisan goods. If you got lost trying to find the great hall, you could follow the smell of fresh bannock. The event was very well attended with over 1000 guests. Many dancers came from all corners of BC, as well as Alberta; we even had some visitors from the US, who arrived in stunning regalia.

We were very grateful for how the day went and for all those who attended, and especially to the many volunteers who helped with the event. FNSSA felt very proud of the work that was done and is excited to invest in a third pow-wow in the future. •

PHOTO BY: BILL ANDERSON

Decolonization & the Settler State

WITH VAL NAPOLEON, ELLEN GABRIEL,
& MELINA LABOUCAN-MASSIMO



“Indigenous peoples have the traditions to affirm their identities and heal their communities from the inside out.



While the Program was very active in cosponsoring many events with other campus partners, FNIS also hosted its very own Speaker Series this year. “Decolonization and the Settler State” ran during February and March 2016 and featured Dr. Val Napoleon (Saulteau, University of Victoria) on February 5, Ellen Gabriel (Kanehsatà:ke Mohawk) on February 26, and Melina Laboucan-Massimo (Lubicon Cree) on March 11. Each speaker offered insights into the powers that Indigenous forms of knowledge and teaching hold against longstanding and ongoing colonial oppressions. Their overall message was clear: Indigenous peoples have the traditions to affirm their identities and heal their communities from the inside out.

Dr. Napoleon’s talk, “Creating Reconciliation Law Stories for Our Grandchildren,” drew connections between storytelling and reconciliation movements among Indigenous communities and the Canadian state. Ellen Gabriel’s talk, “Envisioning Decolonization through Indigenous Languages, Culture, History and Cosmology,” focused on her own community of Kanehsatà:ke and the decolonial activism that dates to first engagements with Settler peoples. In “Community-based Solar in First Nations Communities and Energy Sovereignty in the Tar Sands,” Melina Laboucan-Massimo also chose to focus her talk on her own community’s experience. Highlighting the damage inflicted by Alberta’s resource extraction industry, she showed how her Nation is engaging in clean energy initiatives to combat the oil and gas industry’s influence within their traditional territory.

The Speaker Series was well attended by UBC students, faculty, staff, and community members alike. Many thanks to our world-class guests; we hope to have you back in the future! •

PHOTO FROM TOP TO BOTTOM: DR. VAL NAPOLEON, ELLEN GABRIEL, MELINA LABOUCAN-MASSIMO.

future site

INDIAN RESIDENTIAL SCHOOL HISTORY & DIALOGUE CENTRE
University of British Columbia, Vancouver, BC

Design Completed May 2016
Construction July 2016 to April 2017
Building Area 620sm (6,670sqft)

Designed by Formline Architecture
Landscape designed by PFS STUDIO



Towards Truth & Reconciliation:

The UBC Indian Residential School
History and Dialogue Centre

BY LINC KESLER, DIRECTOR
FIRST NATIONS HOUSE OF LEARNING

For more than a hundred years the Canadian government, in collaboration with major church groups, operated a system of Indian residential schools. Young children were taken from their families, often forcibly, and many spent their entire childhoods in the schools. Many died there and many others experienced severe abuse—mental, physical, and sexual, often for years. Government allocations for food often maintained students in protracted states of malnutrition for years, and while the circumstances were well documented, few corrective actions were taken. When students returned to their communities, they returned as strangers, unable to communicate in the language of the community and unaware of its customs, or of the routine habits of family life. Many never returned.



For many years, former students often refused to talk about their experiences or found others unwilling to listen, but at the end of the twentieth century more began to speak and organize to bring their experiences to light. In 2005, the largest class-action lawsuit in Canadian history resulted in a settlement agreement that formed the Truth and Reconciliation Commission of Canada (TRC) to gather testimony from former students, provide some forms of restitution, and form a historical record. Near the end of its mandate, the TRC formed a National Research Centre in Winnipeg to hold its records.

On September 18, 2013, President Stephen Toope spoke at the TRC National Event in Vancouver, announcing UBC's intention to work towards forming an affiliate centre that would provide access to records on the West Coast, join in the preservation of cultural memory, and provide a way for students, community members, and visitors to deepen their understanding of the history of the schools and what it reveals about

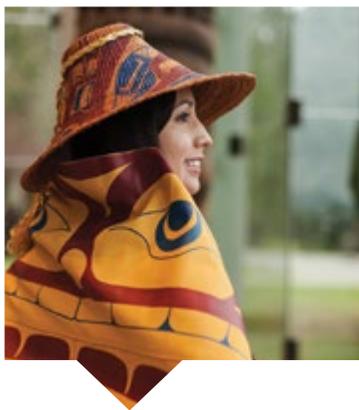
Canadian history, and join in thinking about how a more accurate understanding of history can inform a better future.

Since that time, plans have progressed, and on June 14th, the UBC Board of Governors gave its approval for construction of the UBC Indian Residential School History and Dialogue Centre now underway, with building completion expected in 2017. Located on the south side of the green space between the Koerner Library and the IK Barber Learning Centre, the Centre will be constructed on two levels: one providing access to records, interviews, and other information on large interactive screens, and the other providing space for advanced research and discussion on historical records and their interpretation and uses, and for collaboration between university faculty and students and Indigenous communities and organizations. The Centre will support UBC classes, visitors from schools and organizations, communities, and the public, in learning more about history and

planning for the future.

Many people have worked on this initiative. The history and its implications are something I have thought about for a long time—my mother attended a similar institution, the Haskell Indian School, in the 1920s in the US. At the ceremony in which I began my responsibilities as director of the First Nations House of Learning in 2009, Alvin Dixon, one of the leaders of the Indian Residential School Survivors Society (IRSSS) asked me, “What are you going to do for us?” When the opportunity arose to begin thinking about this centre, I called Alvin, and worked with him and others on the very first ideas for a design. Throughout the long process of working for the centre, many members of the IRSSS and other Indigenous organizations, and many former students and survivors, have toured the site and contributed their ideas and aspirations. It is certainly gratifying to see the visions of so many finally moving towards realization. •

PHOTO BY GEORGE LAWSON, GITXSAN



Mique'l Dangeli

TSIMSHIAN/TLINGIT

FNIS 401M

POLITICS, PROTOCOL, AND PLACE IN
INDIGENOUS PERFORMING ARTS

SESSIONAL INSTRUCTOR SPOTLIGHT



Janey Lew

FNIS 401J

CRITICAL PERSPECTIVES ON INDIGENOUS
AND ASIAN CANADIAN RELATIONS

Niit' txa'niis 'nüüsm!

*Sm Łoodm 'Nüüsm ada Taakw Shaawat ada Mique'l Dangeli di waayu.
Wil Uks T'aa Mediik di wil 'waatgu.*

Ts'amąs—Laxyuubs Coast Salish—di wil dzogu.

Ap luk'wil Nt'oyaxsm Musqueam wilaask. Ap luk'wil nsiip'ntut 'nüüsm
Hello everyone!

My Tsimshian name is Sm Łoodm 'Nüüsm, my Tlingit name is Taakw Shaawat, my everyday name is Mique'l Dangeli.

I'm from Metlakatla, Alaska.

I recently lived in the unceded territories of the Musqueam, Squamish, and Tseil-Waututh Nations.

I would like to share my most heartfelt gratitude to my Musqueam relatives, whom I love very much, for allowing me to receive my MA and PhD in their traditional, ancestral, and unceded territory.

I began graduate school in the Department of Art History, Visual Art, and Theory (AHVAT) at UBC in 2004. I received my undergraduate degree in art history from the University of Washington (UW) two years prior. I was drawn to UBC because it was the only university, other than UW, to offer a specialization in Northwest Coast First Nations art history. Growing up immersed in my culture as both a dancer and carver, I've always been passionate about art history from Indigenous perspectives. My passion has only grown stronger since being here, especially through the work of



Hello *the RAVEN* readers! My name is Janey Lew. I am a second-generation Chinese-Canadian who was born and raised on the unceded Coast Salish territories of the Musqueam, Squamish, and Tseil-Waututh peoples. I grew up between Vancouver's Chinatown and Downtown Eastside, and this landscape has inspired many of the directions of my scholarship and research.

I am a UBC alumna, having earned both my BA and MA in English Literature before moving to California for a PhD in Comparative Ethnic Studies at the University of California, Berkeley. After completing my coursework at Berkeley, I returned home to Vancouver to teach and write my dissertation.

It's been an honour to be a Sessional Instructor in First Nations and Indigenous Studies since 2012. This past year, I taught two courses: *FNIS 401J: Critical Perspectives on Indigenous and Asian Canadian Relations* in the fall term, and *FNIS 100: Indigenous Foundations* in the spring term. Previously, I taught the course *FNIS 300: Writing First Nations*, and years ago, before I started my graduate work at UC Berkeley, I was a staff member for FNIS. You could say that I keep coming back for more! FNIS has been crucial to my development as a scholar, teacher, and professional, and I've been so inspired by its community of students, faculty, and staff that built and sustain this program.

I was extremely grateful to be teaching a course directly related to my



OPPOSITE TOP: MOON MOTH, 2015. WATERCOLOUR, ACRYLIC AND INK ON CANVAS.
OPPOSITE BOTTOM: TIME FOR TEA, 2016. MARKERS, INK AND PEN ON PAPER.

CREATIVITY & CRITICAL THOUGHT STUDENT EXPRESSION

BY KYLA SHIELDS, FNIS MAJOR

I come from the Syilx territory of the interior and would love to blur the general understanding of what it means to be a Native artist, since my artwork is not necessarily 'Native themed.' I love to create in my spare time and I always use a variety of mediums, not limited to acrylic paints, watercolours, even Sharpies! As a student, it is important for me to find time to unwind and express myself. This expression manifests itself in a variety of forms, which makes it hard to pin-point themes in my work. However, flowers, animals, women, insects, and pretty inanimate objects seem to be a reoccurrence! The pieces I chose to include are of different mediums and themes, which I believe represents my own unique style. I draw anything I am feeling at that particular time without much forethought, and I encourage my fellow students looking for stress relief to pick up a pencil and see where it leads you. •



RESEARCH PRACTICUM WHERE THEORY MEETS PRACTICE

Nine fourth-year FNIS Majors formed this year's Research Practicum cohort. As the capstone course of the FNIS Major, the Research Practicum requires students to put the theory learned throughout their studies into meaningful community engagement and professional practice. Our students used their skills to develop, build, and complete individual research projects in collaboration with a diverse range of organizations committed to serving Indigenous communities. Students presented their research projects at Musqueam, as well as at the UBC Longhouse to a captivated audience of faculty, colleagues, friends, and family.

This year's Research Practicum partner organizations and communities included the First Peoples Cultural Council, Union of BC Indian Chiefs, UBC Museum of Anthropology, CiTR Radio, McCreary Centre Society, UBC Centre for Teaching, Learning and Technology, Native Education College, grunt gallery, and the YWCA Strive Program. FNIS extends our deepest thanks to all of our community partners. Your support of our Program's Research Practicum continues to enhance our students' educational growth and enrich the FNIS commitment to meaningful research. •



OUR PRACTICUM COHORT FROM W2015. FROM LEFT TO RIGHT: TANYA BOB (PRACTICUM COORDINATOR), LAURA MARS, MAIZE LONGBOAT, DR. DANIEL JUSTICE (PRACTICUM INSTRUCTOR), HANNAH LUNN, MADISON MUSSELL, FAWNDA BULLSHIELDS, SHOUKIA VAN BEEK, MATHEW ANDREATTA, REBECCA BAKER.



STUDENT PROFILE



Mathew Andreatta FNIS Major



May 2017



Langley, BC



Practicum Organization

CiTR 101.9FM

Practicum Project

ReKindling Kinship:

Relationships Built upon

Practiced Responsibility

My name is Mathew Andreatta. On my mother's side, I am a member of the Qualicum First Nation with matrilineal ties to the Musqueam Nation through my grandmother, Margaret Recalma. I am also Italian on my father's side. I grew up in Langley, BC, and still call it home, though I've lived elsewhere during my time at school. UBC was the only university I applied to. I was not expecting to be accepted, as I planned to begin in the trades after high school and to also continue the competitive boxing career I began in my teens. Having been accepted while not knowing what to study, I saw a course description for what was then FNIS 100 with Dr. Daniel Justice. I enrolled and knew immediately that I had found my calling in these studies. I saw this as an opportunity to grow whatever knowledge I could pertaining to Indigenous social and political topics and to use that knowledge in order to work for and assist my family and band in Qualicum and any other nation I could. These are still my hopes.

During my time with FNIS and through the teachings of the Program, I believe that I've grown immensely as a person and community member. FNIS offers opportunities to students to develop socially, politically, and self reflectively in many ways. I served my 400-level research Practicum placement with CiTR 101.9 FM, the campus radio station at UBC. With them, I was able to create a series of three podcast interviews, wherein my participants and I discussed Indigenous forms and teachings of kinship relations, as well as their decolonial potential. Taking the knowledge gained through FNIS courses and applying them in a community setting showed me just how important they really are in fostering a society based in respect, responsibility, caring, and most importantly, accountability to one another.

With at least one more semester left before I complete my BA, I'm not entirely sure where I will end up, though my eyes are set on bringing what FNIS has taught me into law school. I believe many career opportunities are opening up because of these studies and their widespread application in many fields. What FNIS has taught me in my time here will continue to affect every aspect of my life and will allow me to reconnect with family in ways that I didn't think were possible. Building and strengthening relationships, both personal and professional, upon the foundations of the teachings of FNIS, are responsibilities that I will carry forward in my years to come. For that, I will always be grateful for the opportunity to study with FNIS and all of the amazing students and faculty who are, undoubtedly, the most brilliant minds I've ever encountered. They have made my undergraduate experience an unforgettable one. Thanks so much! •



STUDENT PROFILE

Hannah Lunn

FNIS Major

My name is Hannah Lunn and, as of May 2016, I'm a graduate of FNIS! I grew up in Banff, Alberta, of Irish and English descent, and was brought to UBC through a meandering educational path that included the University of Victoria, Selkirk College in Nelson, and Capilano University. These differing learning environments helped me to understand the necessity of critical, engaged scholarship in my university experience, and once I had moved to Vancouver, I decided to finish my degree at UBC. I was drawn to FNIS because of its focus on the interlocking systemic oppressions present in Canada today, the outstanding faculty members, and the opportunities for Practicum work.

My Practicum placement was with the McCreary Centre Society, a non-profit organization committed to improving health of BC youth through information, research, and community-based participation projects. McCreary's proposal to design a Practicum project that would examine the inclusion of Aboriginal education and languages within the BC public school curriculum immediately appealed to me. As I'm planning on pursuing elementary education in the future, the Practicum experience was invaluable in learning how I will integrate Aboriginal content into my educational practices in a healthy and supportive way. In addition, during my three years at UBC, I was also involved in the First Nations Studies Student Association (FNSSA) as a general executive, as well as the Workshops Coordinator for UBC Sprouts, a student-run food initiative supplying healthy, local food options for students on campus. Both of these on-campus engagement experiences enriched my personal relationships with fellow FNIS students and communities at UBC, and I feel very grateful to have been involved with them.

My post-graduation lifestyle is currently continuing my work with outdoor youth summer camps in Nelson, BC, and pursuing adventure through travel. I am also excited to pursue a Bachelors of Elementary Education in the near future, as I am interested in the possibilities of land-based learning within rural public schools and alternative schooling systems.

I am so thankful to FNIS for providing me with a robust toolkit for critical thinking about Indigenous issues and social justice, for the guidance of our faculty, and for the invaluable friendships made along the way. •



May 2016



Banff, AB



Practicum Organization
MCCREARY
CENTRE SOCIETY

Practicum Project
*Visioning Aboriginal
Education in BC*



Did You Know



Est. 2001

First Nations and Indigenous Studies (FNIS—formerly FNISP) was established within UBC's Faculty of Arts. At the time the Program offered a single course: FNISP 200



12 Courses

FNIS currently offers twelve path-clearing courses like Indigenous Geographies and Queer/Two-Spirit Indigenous Studies. Many FNIS courses offer graduate student credit as well.



20+ Academic Disciplines

Students can take courses in over twenty academic disciplines to complete their degree in FNIS, including FNEL, POLI, GRSJ, GEOG, ENGL, HIST, and more!



8 Distinguished Faculty

Canada Research Chairs, Trudeau Fellowship, UBC Killam Teaching Prize, Peter Wall Scholar are just a few of the prestigious awards received by FNIS faculty members.



45+ Partner Organizations

FNIS Majors have completed research projects with more than forty-five organizations within the Greater Vancouver area and beyond.

Our Host Nation

UBC Vancouver and FNIS are located on the traditional, ancestral, and unceded territory of the *hən̓q̓ə̓mi̓n̓əm̓*-speaking Musqueam people. We hold our hands up in gratitude for their ongoing stewardship as we live, work, and study on their lands and waters.



Celebrating 15 Years 2001-2016

First Nations & Indigenous Studies is celebrating fifteen years of learning, relationships, and theory in practice. Stay tuned for special events during the upcoming 2016-2017 academic year.

UBCFNIS UBC_FNIS fnis.arts.ubc.ca

Buchanan A240, 1866 Main Mall, Vancouver, BC
Canada V6T 1Z1

604 822 2905 fnis.arts@ubc.ca

CONTRIBUTORS Mathew Andreatta, Mique'l Dangeli, Nicole Cardinal, Lucy Haché, Salia Joseph, Daniel Justice, Linc Kesler, Janey Lew, Hannah Lunn, Skye Maitland, Dory Nason, Kyla Shields, Coll Thrush

GRAPHIC DESIGNER Kathy Lea, Faculty of Arts

ABOUT THE LOGO FNIS would like to thank Dempsey Bob (Tahltan/Tlingit) for the design of our program logo. The image is of a raven and the sun, a reference to a story in many BC First Nations traditions in which the trickster-transformer and culture hero Raven steals the Sun from its covetous keeper and releases it, thereby bringing daylight and knowledge to the shadow-weary world.. If you are interested in Dempsey Bob's work, please refer to his website: dempseybob.com

TO REQUEST COPIES of *The Raven*, please contact us at fnis.arts@ubc.ca.