

the RAVEN

FNIS.UBC.CA | ISSUE NO.5

NAISA 2017

*Global Indigenous
Scholars Come
to UBC*

Learning in Community

UPDATE ON FNIS
PLACE-BASED INITIATIVES



Dechinta Learning On & From the Land

YELLOWKNIVES DENE
FIRST NATION

+ Student Testimonials

WORKING WITH

Community Organizations

*Supervisor's Reflection on the
Impact of Practicum Research*

STUDENT PROFILES

*Chris Cardinal +
Danika Skye Hammond*

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



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ABOUT THE LOGO FNIS would like to thank Dempsey Bob (Tahitan/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.

DEMPSEYBOB.COM

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DIGITAL VERSIONS OF THE RAVEN, PDF & ONLINE

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Welcome to *The Raven*! Ranging from a look at our past 15 years as a Program to what First Nations and Indigenous Studies (FNIS) envisions for the future, *The Raven* highlights FNIS staff, faculty, students and events. As Editor, I am so pleased to have worked on this issue of *The Raven* and encourage you to explore our compilation of informative and celebratory articles. Seeing this publication grow throughout the years and then being able to work on it has been such a valuable learning experience. As first-time Editor, and knowing the amazing work of previous Editors, I knew taking on the role would be a challenge, but it is one I am very proud of.

Of course, *The Raven* would not be complete without articles from staff, faculty, and students, and for that I want to say “Thank you!” Having the perspectives of these combined groups makes the publication reflect our rich community. I would also like to thank all those who put work into completing this publication and supporting my process, especially the FNIS staff team. Lastly, a big thank you to Kat Moyou, who once again has designed a wonderful publication that represents these articles—and FNIS—so brilliantly.

What a privilege it has been to design *The Raven* for five consecutive publications! When I first joined the Faculty of Arts communications team I had no idea that FNIS would be a part of my portfolio, let alone a huge portion of it. Unknown to my colleagues, I was desperately in need of connecting to and contributing to a Native community—and being on *The Raven* team filled that void.

Sometimes designing *The Raven* felt like squabble with a sibling: not enough content, too much content, or an image isn't working. There are sensibilities to keep in the forefront and sensibilities learned only after a draft was submitted for review. Designs or illustrations must respond accordingly to critical thinking. All of this was an enriching experience!

My gratitude goes out to everyone in FNIS, especially Daniel Justice making this program and publication great.

EDITOR'S NOTE

Danielle Kraichy



DANIELLE WAS BORN AND RAISED IN WINNIPEG, MANITOBA. SHE IS MÉTIS WITH CREE, ANISHINAABE, HAUDENOSAUNEE AND FRENCH ANCESTRY ON HER MOTHER'S SIDE AND UKRAINIAN AND POLISH ANCESTRY ON HER FATHER'S SIDE. DANIELLE WILL BE GRADUATING IN NOVEMBER WITH A BACHELOR OF ARTS DEGREE, MAJORING IN FIRST NATIONS AND INDIGENOUS STUDIES.

DESIGNER'S NOTE

Kat Moyou



KAT COMES FROM AN ANIMATION BACKGROUND AND HAS TRANSITIONED INTO THE ILLUSTRATIVE AND GRAPHIC DESIGN ARTS. ALTHOUGH BILINGUAL (ENGLISH AND SPANISH) SHE NOT-SO-SECRETLY WANTS TO LEARN KLINGON. HER ANCESTRY IS HALF CREE AND MÉTIS, AND HALF EUROPEAN MIX.

📧 [SINCERELY-KAT.COM](https://www.sincerely-kat.com)



TRANSFORMATIVE GROWTH

Dr. Daniel Heath Justice

we've worked to deepen our accountability as visitors on unceded Musqueam territory and to strengthen our commitments to the broader Indigenous communities with which we're in relationship

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

It has been a profound professional privilege to serve as the Chair of First Nations and Indigenous Studies for these past five years. In 2012 I was nervous about leaving a supportive community at the University of Toronto for the unknown at UBC, but it turned out to be exactly the experience I was waiting for. Now that my administrative term is coming to an end, I'm reflecting on all the achievements we've realized together, the relationships I've been honoured to be part of, and all the good teachings I've received in that time.

And what a time it's been! In the past few years we've seen transformative growth in majors, minors, course offerings, and enrolments; we've watched so many of our students graduate and set off on new adventures, including jobs, grad school, and other learning opportunities; we've nearly doubled the size of our faculty and staff (with more to come!), and have celebrated our colleagues in their hirings, tenurings, publications,

awards, and research partnerships; we've welcomed and learned from dozens of local, hemispheric, and global Indigenous scholars, political leaders, artists, and activists as they've shared their insights with our community; we've worked to deepen our accountability as visitors on unceded Musqueam territory and to strengthen our commitments to the broader Indigenous communities with which we're in relationship; and we co-founded the Institute for Critical Indigenous Studies, which will serve as the foundation for more substantial research and learning initiatives. Through it all we've pushed ourselves and one another to do our very best work in this complicated place and in these ever-challenging times.

I'm enormously grateful to my students, colleagues, and friends at UBC for all the generosity of the last five years, and especially to my colleague, Dr. Sheryl Lightfoot, who will be stepping into the role of Acting Chair of FNIS and Acting Co-Director of the Institute for the next year. I'll be away on research leave next year to finish a few projects that have been waiting for my sustained attention, but I'm already looking forward to returning in 2018 to continue our shared work in the classroom, in the institution, and in the world. Wado, nigada.

Keep a fire,





POSITIVE MOMENTUM

Dr. Sheryl Lightfoot

As the incoming Acting Chair of First Nations and Indigenous Studies and Co-Director of the Institute for Critical Indigenous Studies, I would like to first say a huge thanks to outgoing Chair and Co-Director, Daniel Heath Justice, for all of his hard work over the past five years, overseeing a period of tremendous growth in FNIS. Daniel's energy, enthusiasm, and consistently positive approach to leadership have been absolutely essential to the success of the program. On behalf of the program, I want to express my deepest appreciation for all he has accomplished during his time as Chair. We wish him all the best on his upcoming sabbatical and look forward to his return in July 2018 as a full professor in our program.

I will be serving as Acting Chair from July 2017 through June 2018. I take up this position following a highly successful Native American and Indigenous Studies Association (NAISA) conference held in June, which brought about 1000 Indigenous Studies scholars from around the world to UBC and spotlighted FNIS as a world-class Indigenous Studies program. I aim to maintain all of this positive momentum and also to further develop the Institute for Critical Indigenous Studies, along with our partner program, First Nations and Endangered Languages. I am very excited about the upcoming year and this opportunity to serve the FNIS community!

Chi-miigwetch!

SHERYL LIGHTFOOT IS ANISHINAABE, A CITIZEN OF THE LAKE SUPERIOR BAND OF OJIBWE, ENROLLED AT THE KEWEENAW BAY INDIAN COMMUNITY IN BARAGA, MICHIGAN. SHE IS ACTING CHAIR OF FIRST NATIONS AND INDIGENOUS STUDIES AND AN ASSOCIATE PROFESSOR IN FNIS AND THE DEPARTMENT OF POLITICAL SCIENCE.



- Launch of First Nations Studies Program (FNSP); Tanya Bob (Practicum Coordinator and Program Advisor) begins advising students ◀ 2001
- Linc Kesler joins FNSP as Chair and begins developing the Program curriculum, cross-appointed in English; first practicum cohort established ◀ 2003
- First FNSP student convocation; first program and student assistant join FNSP ◀ 2004
- Dr. Dory Nason and Dr. Glen Coulthard join FNSP faculty, cross-appointed in English and Political Science respectively ◀ 2008
- Dr. Sheryl Lightfoot joins FNSP faculty, cross-appointed in Political Science ◀ 2009
- Dr. Daniel Heath Justice joins FNSP faculty (cross-appointed in English) and begins five-year term as Chair ◀ 2012
- Johnny Mack joins FNSP faculty, cross-appointed in Law ◀ 2013
- FNSP becomes First Nations and Indigenous Studies (FNIS); Dr. Sarah Hunt joins FNIS faculty, cross-appointed in Geography; Candice Yu joins FNIS as Senior Program Assistant; Dechinta partnership formalized ◀ 2015
- FNIS joins the First Nations and Endangered Languages program in the new Institute for Critical Indigenous Studies; first Go Global Study Abroad seminar (Dr. Coll Thrush's "In Search of Indigenous London") ◀ 2016
- FNIS co-hosts the annual meeting of the Native American and Indigenous Studies Association; Dr. David Gaertner joins FNIS faculty ◀ 2017

REFLECT ION

Working in FNIS

CANDICE YU ▶ It has been an incredible privilege to not only work alongside FNIS faculty and staff, but to learn the histories, complexities, joys and challenges of Indigenous peoples in the past and today. A quotation that has spoke to me personally in the last few years has been, “How do we learn to live together?”



Though this question seemed simple at first glance, it is no easy task. My hope is that we will continue to examine and reflect on this question critically, and work towards breaking down barriers creatively to promote continuous and inclusive dialogues.

JIE IE BAIK ▶ My career at UBC began in First Nations and Indigenous Studies (formerly the First Nations Studies Program) in 2009 as the Program Assistant. During the five years I worked in FNIS, with support from faculty, students and fellow staff, I had the most wonderful opportunity to learn and grow as a person and a professional. From scheduling courses in buildings and at times that best accommodate students’ needs and faculty’s schedules, to booking guest speakers’ travel arrangements, the FNIS office is a busy place with multiple projects in progress and tight deadlines. A word of appreciation will go a long way; please feel free to drop by the office and share smiles!



ALEXANDRA TSARDIDIS ▶ I had the pleasure of working as a Program Assistant in FNIS from November 2015 to April 2017. Working with, and meeting all the wonderful students, staff and faculty



in FNIS has truly been an uplifting experience. The core values and belief system that FNIS reflects are pivotal in why this has been such an incredible place to work. Being surrounded by highly driven and successful people who genuinely care about those they work with and the community in which they live, is the reason why my work in FNIS is the most meaningful work I have ever done.

JANEY LEW ▶ I was hired as the Program's first administrative staff person in 2004 and later worked as the FNSP Undergraduate Advisor and Practicum Coordinator before leaving to begin my PhD in Ethnic Studies. I rejoined FNIS as a Sessional Instructor in 2012 and taught courses on writing and representation, Asian Canadian and Indigenous relations, and Indigenous foundations. I'm honoured to have witnessed and been part of the program's history, and I have deep gratitude for ongoing connections with the FNIS program and community, including the opportunity this year to collaborate with a Practicum student in my current



role at UBC as Educational Consultant for Indigenous Initiatives at the Centre for Teaching, Learning, and

Technology. I hold my hands up to all my past and present colleagues, students, and friends who have brought life to the program and the generous learning community that has been built. Congrats to FNIS on reaching its 15 year milestone!

HANNAH BUTSON ▶ After graduating from UBC in 2011 with a double major in Human Geography and First Nation Studies, I was fortunate to work for what was then known as FNSP (now FNIS). In my various roles as a Practicum Assistant and later as the Marketing and Communications Assistant I gained wonderful experiences liaising with Aboriginal organizations and communities in the Lower Mainland.



The commitment of the FNSP/FNIS staff and faculty to meaningful dialogue and community engagement beyond the classroom made the work truly rewarding. Although I have since migrated to a career in the performing arts, my degree with FNSP and my time working for the program/institute was invaluable in deepening my understanding of Indigenous issues and establishing my conviction to continue to challenge colonial discourse in Canada.

TANYA BOB ▶ I have had the pleasure of working in First Nations and Indigenous Studies since August 2001 as Undergraduate Advisor and Practicum Coordinator. It has been a tremendous honour watching our program grow and thrive over the last 15 years. An absolute highlight of my time with FNIS has working with our students and seeing how they have shaped our program. I have also thoroughly enjoyed working with others both on and off-campus to support students, our program and our communities. I am truly looking forward to working with students, staff, faculty and community members to see where FNIS goes next!



faculty UPDATE.



▶ DAVEGAERTNER

DR. DAVID GAERTNER ▶ Our newest tenure-stream faculty member, David has been involved in a number of exciting storytelling and new media initiatives this year. *Read, Listen, Tell: Indigenous Stories from Turtle Island*, a teaching anthology of Indigenous literature he co-edited with Sophie McCall, Deanna Reder, and Gabrielle L'Hirondelle was published by Wilfrid Laurier Press in June. With Karyn Recollet, David also co-authored a path-clearing article on Indigenous digital pedagogy for *Digital Pedagogy in the Humanities: Concepts, Models, and Experiments*, published by the Modern Language Association (MLA). In 2016, David also became an Associate Editor and New Media Curator for *BC Studies* and the Faculty Representative for CiTR, UBC's campus and community radio station.



DR. DORY NASON ▶ Dr. Nason's year saw her teaching the first graduate course offered by FNIS on Indigenous theory and methodologies. The course was a tremendous success and included students from the faculties of Law, Medicine, Forestry, and Arts, along with many other disciplinary fields. In addition, Dr. Nason spent the majority of her year organizing for the upcoming NAISA conference in June 2017. She also was an invited speaker at Kansas State University where she discussed Indigenous feminist filmmaking, and published two short pieces on art and feminism. Finally, Dr. Nason was recently appointed as the incoming chair of the Status of Women committee in the UBC Faculty Association.

DR. GLEN COULTHARD ▶ In addition to his own research projects and a large SSHRC-funding research partnership, Dr. Coulthard spent much of his sabbatical working with Tanya Bob on various aspects of the FNIS-Dechinta partnership, including land-based course development and a certificate program for Northern students taking the FNIS courses on site in the Northwest Territories.



DR. JOHNNY MACK ▶ Johnny has been finishing up a SSHRC funded project with the Toquaht Nation developing a software program designed to assist in the contextual evaluation of ongoing economic development initiatives and new development proposals. He is also working with the Haida Gwaii Higher Education Society to develop curriculum on the function of both Indigenous and common law in the wake of Canada's Truth and Reconciliation Commission. Johnny's research continues to focus on the relationship between citizenship and Indigenous legal orders which was most recently presented as a keynote, at Allard Hall's Graduate Student Conference in May 2017.



DR. LINC KESLER ▶ It has now been more than eight years since Dr. Kesler began as director of the First Nations House of Learning (FNHL), and more than six since he has been actively involved as chair or professor in FNIS. Although he truly enjoys his current work, Dr. Kesler really does miss teaching and working with students in the program, and especially in the Practicum. At FNHL, his time is divided between strategic planning for Indigenous initiatives across the university, responding to specific issues and opportunities and work with many different committees, and responding to immediate needs of people from many different parts of the university. He also often gets visitors at the Longhouse from many places in Canada and around the world, often quite unexpectedly, and they are always interesting. At present, Dr. Kesler is working on several major initiatives. One, of course, is the Indian Residential School History and Dialogue Centre, for which FNHL has been the primary proponents since its inception. FNHL is also quite involved in the formation of a university-wide Indigenous research initiative through the VP Research office, and we are working with others to track the development of curricula on Indigenous issues across the university, partially in response to the TRC Final Report. FNHL has had many changes in central administration over the past few years, and more are currently taking place, and, with a new strategic plan in the works, we are working hard to assure that Indigenous initiatives remain solidly in focus for the university. The next year should be a key one.

DR. DANIEL HEATH JUSTICE ▶ In addition to wrapping up his work as FNIS Chair, Daniel published three book chapters and three short stories and submitted the manuscript for his new book, *Why Indigenous Literatures Matter*. He will be spending his 2017-2018 research leave on a few long-gestating projects, including: *Raccoon*, his animal cultural history follow-up to *Badger* for the Animal Series from Reaktion Books; an essay collection tentatively titled *This Hummingbird Heart: Indigenous Writing, Wonder, and Desire*; and *The Flaypelt Conspiracy*, the first volume of his new Indigenous dark fantasy trilogy.



JUSTICEDANIELH



🐦 [SHERYLIGHTFOOT](#)

DR. SHERYL LIGHTFOOT ▶ In addition to serving as Acting Chair for 2017-18, Sheryl Lightfoot is wrapping up her multi-year, cross-national comparative research project on state apologies to Indigenous peoples. Having completed research in four countries, she is now working on the manuscript for her second book, *The Politics of Indigenous Apologies*. She has also just launched, together with her research partner David MacDonald of University of Guelph, a new five-year project called “Complex Sovereignities,” which will examine innovative assertions of Indigenous self-determination around the world. In January, she was invited to serve as the North American Expert at a United Nations Expert Group Meeting on implementation of the UN Declaration on the Rights of Indigenous Peoples.

DR. SARAH HUNT ▶ This year Dr. Hunt developed two new courses: “Indigenous Geographies” and “Legal Geographies,” both upper-level seminars inviting students to rethink our understandings of space and law. She also continued to provide leadership on issues of sexual violence on campus, organizing the day-long symposium, Decolonizing Rape Culture: Indigenous Responses to Sexual Violence, as well as delivering an on-campus lecture (now also available as an EMMA Talks podcast) called “[Decolonizing the Roots of Rape Culture: Reflections on Consent, Sexual Violence and University Campuses.](#)” In 2017 Sarah was awarded the Glenda Laws Award by the American Association of Geographers for her social justice work.



🐦 [THESARAHHUNT](#)



NEW MEDIA & DIGITAL STORYTELLING

Dr. David Gaertner

- GET IN TOUCH WITH ME -

🐦 [DAVEGAERTNER](https://twitter.com/DAVEGAERTNER)

✉ DAVID.GAERTNER@UBC.CA | 📍 BUCHANAN E175, UBC

Hello *Raven* readers! If you've been around FNIS in the last four years you may have already met me in a classroom, hallway, or workshop, but I am very pleased to (re)introduce myself here, having just this summer accepted a tenure-stream position as an Instructor of new media and digital storytelling in the Program.

Here's a sneak peak at the digital initiatives we have in the works for the 2016–2017 school year.

Formally a special topics course, the "Indigenous New Media and Digital Storytelling" course (FNIS 454) is now an official part of the UBC curriculum. FNIS 454 is a unique investigation into the theory, histories, and futures of Indigenous new media. Over the term, students will work together to unpack early Indigenous interventions into digital spaces while engaging some of the latest theory and criticism on Indigenous technology. This year, we'll be exploring augmented and virtual realities and working with VR developers to conceptualize what is rapidly becoming the cutting-edge of Indigenous media.

I am also very excited to announce a sister course to FNIS 454, FNIS 401W: "New Media Practices and Applications." By student demand, 401W was designed to complement 454 by providing hands-on opportunities to design, build, and disseminate new media tools that support Indigenous communities and amplify decolonial perspectives. In 401W,

students will receive guided instruction in podcasting and blogging, as well as geographical information systems (GIS), and digital exhibition and storytelling software. For the inaugural term of 401W, we will be partnering with Xwi7xwa Library to archive a previously uncatalogued collection of photographs while generating a searchable Omeka database.

In partnership with CiTR, and the Indigenous Radio Collective, FNIS will also be launching Empowering Indigenous Voices in September 2017. Empowering Indigenous Voices is a multiplatform new media initiative, aimed at creating safe, generative spaces for Indigenous and allied students to produce and disseminate original content highlighting Indigenous issues. Participants will have access to professional equipment and training and the means to disseminate their work through CiTR radio and Discorder magazine. With this initiative, we will also be sponsoring an Indigenous media speaker series, featuring workshops and lectures from Indigenous media makers and scholars. Stay tuned to [@UBC_FNIS](#) and [@CiTRradio](#) for more details!

I'm looking forward to another great year making and exploring media with FNIS students, staff, and faculty. If you need technical support or advice on a project, or if you'd like to get involved in our speaker series, please feel free to get in touch.

See you in the digital! 🙌

LEARNING IN COMMUNITY PLACE-BASED INITIATIVES UPDATE

Dr. Daniel Heath Justice



A guiding commitment of FNIS is meaningful collaboration with Indigenous partners in community. This is as true with teaching as with our research, and this is particularly the case with our new place-based partnerships, which give us new opportunities to quite literally ground our learning in the specificities of place, culture, history, and relationship. This comes in part from student interest in learning opportunities beyond the Eurowestern classroom; it has long seemed strange to have an Indigenous Studies curriculum that rarely moves outside of fixed walls and uncomfortable seating.

To that end, FNIS faculty and staff have been actively pursuing opportunities to learn, teach, and study in relationship with particular lands, their complex histories, and the peoples who call these places home. This has been most fully realized through the growing partnership with the Dechinta Centre for Research and Learning in the Northwest Territories. Students from Vancouver join students from the North in a shared learning experience that combines Indigenous Studies scholarship, critical theory, and contemporary social issues and politics

with learning in community from elders, political leaders, and diverse teachers who are deeply knowledgeable about living on and in relationship with the land. In addition to students being able to take these courses for UBC credit that would apply toward a FNIS degree, we're also developing a certificate program specifically for Northern students with a focus on more practical application of particular relevance to northern economies.

Yet we're also thinking of place-based learning more broadly. From tours of the heart of Empire in Indigenous London to growing partnerships with Hokkaido University in Japan and University of Melbourne in Australia, we're creating more learning opportunities for students to engage Indigeneity beyond contexts in Canada, and to understand Indigenous intellectual and artistic exchange and political struggle as global realities with important local significance. Our place-based course offerings will continue to expand as these partnerships develop, but we're not only looking far afield—we're reflecting on much more localized learning on the land, thus bringing the local and the global into deeper, more meaningful conversation. ▼

PHOTO: DECHINTA STUDENTS GATHER AT BEACHFORD LAKE, TREATY 8, YELLOWKNIVES DENE FIRST NATION TERRITORY

DECHINTA LEARNING ON & FROM THE LAND

Dr. Glen Coulthard



STUDENTS AND YOUTH ON THE SHORE
DE-SCALING FISH BEFORE PREPARING
THEM TO BE SMOKED.

On June 26, 2017, 5 UBC First Nations and Indigenous Studies students travelled to Blachford Lake on the traditional territories of the Yellowknives Dene First Nation to attend the first short course of the FNIS/ Dechinta Centre for Research and Learning partnership in Indigenous land-based learning. FNIS students joined a cohort of students from locations all over Turtle Island, including attendees from Harvard University, the Bay Area in California, and Anishinaabe territory in Toronto, Ontario. Faculty involved in delivering the course included FNIS's own Glen Coulthard (Yellowknives Dene), renowned academic and artist Leanne Betasamosake Simpson (Nishnaabeg), Yellowknives Dene land-user and expert Gordie Liske, Yellowknives Dene Elder instructor Berna Martin, actress, artist and moose hide tanner Melaw Nakehk'o (Dehcho and Denesuline), and Dechinta short course coordinator and instructor Siku Alloooolo (Inuit/Taino). Students were lead in instruction that included the history of Denendeh and the struggles of Dene peoples for self-determination, Indigenous political practices, resistance and resurgence, gender, moose hide tanning, Dene medicines and fish harvesting as a practice of decolonization, as well as many other issues central to the wellbeing and empowerment of Dene individuals and communities.

Dechinta is an Indigenous initiative delivering accredited post-secondary educational and research experiences on the land. Led by northern experts, Dechinta aims to engage students and researchers in a transformative curricula and research program based on the unique needs of the north. Dechinta programming centres Dene knowledge, expertise and land-based practices to bring Indigenous and non-Indigenous professors, literature and discussion to the learning community using the best practices of critical Indigenous place-based pedagogies and research methodologies. Dechinta's approach to research and learning is informed by two fundamental

insights: that humans and other-than-human beings are embedded in complex relationships of reciprocal support and care; and that Indigenous land-based knowledge and practices are essential to understanding the nature of these relationships and what is required to sustain them over time.

The mission of FNIS's partnership with Dechinta is to support a new generation of students, researchers and community leaders by providing accessible and practical learning experiences centred in Dene knowledge systems and local northern contexts, enhanced through the very best of FNIS's commitment to Indigenous community-based research and curriculum. ▼



STUDENTS FOLLOWING THE INSTRUCTION OF MELAW NAKEH'Ō, SPREADING FISH LIVER PASTE ON THE MOOSE HIDE TO CURE IT. FROM LEFT TO RIGHT: TYLER HAGAN, DANIKA HAMMOND, MELAW NAKEH'Ō AND PIERRE BELANGER.

STUDENT TESTIMONIALS

"Participating in the UBC Dechinta global seminar has been one of the best decisions I have made during my undergraduate degree. As a student who extensively studied postcolonial literature through my English major and Indigenous struggles for self-determination and sovereignty over their respective territories through my GRSJ minor, it became alarmingly apparent that in order to better understand a concept like decolonization, I would have to leave the confines of the classroom and learn from the land and those who have dedicated their lives to protecting it. An experience like Dechinta is nothing short of incredible, and I would recommend it to any student studying within the FNIS program."

Prabhi Deol
Dechinta Student

"Land-based practices are freeing, transformative, and vital to decolonial efforts. Dechinta gives us the opportunity to ground our studies in important acts of relationship building, community, and political and cultural resurgence, while allowing us to gain a deeper understanding of the ongoing effects of violent settler colonialism. It is one thing to study decolonial, political, and feminist theories in the comfort of academic institutions; it is another, more powerful thing to experience the way the theories and issues we study both stem from and ground themselves in land-based practices, relationships and experiences."

Alexa McPhee
Dechinta Student



Celebrating Indigenous Studies Research on a Global Scale

Dr. Sarah Hunt

In February, FNIS gathered with colleagues, community members and friends to celebrate the launch of two influential new books by our very own Dr. Sheryl Lightfoot and Dr. Coll Thrush (History). Co-sponsored by the Department of Political Science, the launch marked the release of Dr. Lightfoot's *Global Indigenous Politics: A Subtle Revolution*. As reflected in comments by her colleagues, the book provides decisive insights into the history and politics of United Nations Declaration on the Rights of Indigenous Peoples that will undoubtedly shape the field in profound ways for decades to come. As global Indigenous rights continue to be urgently fought on numerous fronts, Dr. Lightfoot's work provides a crucial reconsideration of key tenets through which human rights are asserted. Alongside her book was Dr. Thrush's *Indigenous London: Native Travelers at the Heart of Empire*, an important reimagining of diverse sites across the UK through the presence of Indigenous travelers. Coming together to celebrate these two vital contributions to Indigenous Studies, the book launch provided an opportunity to recognize the leadership Dr. Lightfoot and Dr. Thrush provide in their respective fields as well as in the Institute for Critical Indigenous Studies. ▼



RIGHT: DR. BARBARA ARNEIL,
PROFESSOR AND HEAD OF THE
POLITICAL SCIENCE DEPARTMENT.
LEFT: DR. DANIEL HEATH JUSTICE.
PHOTOS BY: ARTS ISIT

The purpose...

to strengthen the

presence of

Indigenous peoples,

cultures, and histories

on campus.

PHOTO BY: BILL ANDERSON



PURPOSEFUL

EXPRESSION

Nigel Grenier

On March 25, 2017, the First Nations Studies Students Association (FNSSA) hosted the Third Annual Nehiyopaskwa-itsimowan Pow-wow at UBC. A pow-wow is a celebration of life through song and dance. It originates from the Nehiyaw (Cree First Nations) people, east of the Rocky Mountains. The title, "Nehiyopaskwa-itsimowan" is Cree itself; "nehiyo," is the way Cree people refer to each other, "paskwa" refers to the prairies where the celebration originated and "simowan" means the way he/she dances. Our annual pow-wow brought together over 500 people from across BC, Alberta, Saskatchewan, and Washington State.

The purpose of the Nehiyopaskwa-itsimowan Pow-wow is to strengthen the presence of Indigenous peoples, cultures, and histories on campus. The pow-wow committee works with Nehiyaw elders to revitalize teachings and practices that were seen at pow-wows between 1950-1970. The pow-wow also brings together Indigenous and non-Indigenous communities on campus, with the goal of fostering cross-cultural understanding. In addition, the pow-wow creates an inclusive space for Indigenous youth on the UBC campus, encouraging them to pursue their educational aspirations.

The pow-wow is made possible by the contributions of our hard-working committee of students, our generous sponsors, and volunteers. ▼

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working with community organizations

A SUPERVISOR'S REFLECTION
ON PRACTICUM RESEARCH

Dawn Brennan
Managing Director, Urban Ink

As the Managing Director of Urban Ink, an Indigenous and Intercultural theatre company, I am constantly juggling resources. Getting our day-to-day work done is hard enough. Finding time for research or new projects would be well beyond our capacity without the support of practicum students. The FNIS partnership, which was relatively short term, was primarily a research project. We were really fortunate to work with FNIS student Faith Sparrow Crawford on a research project intended to understand how Indigenous organizations, specifically non-profits, are altering their board governance structures to ensure an Indigenous lens in governing.

My role as project supervisor was to work closely with her from defining the research question through discussions on her findings as they arose, to identifying how to deal with roadblocks she encountered and collaboratively developing her interview list. Our entire time together from first contact to delivery of final report was about five months, and I spent perhaps two to three hours a month working with Faith. A tiny investment of my time for a significant and impactful result.

Her research is important—not just to us, although we will use her findings to set our own path for the future, but also to a wide range of non-profits. We have already been asked to share and present this research for the benefit of other non-profit organizations.

I have had previous experience with FNIS practicum students and have always felt that the commitment on my end is far outweighed by the value received. And I *always* learn new things myself! ▼





a graduating student's perspective

Sophie Bender Johnston

Ookishkimaanisii nidizhnikaas, waabisheyshkii nidoodem, Neyaashiinigimiing nidonjibaa. I am graduating from FNIS with a double major in Creative Writing. Being an FNIS student has given me the critical thinking, academic, and research skills as I continue in my career and do the work I have been called to do. The spaces of FNIS have been engaging, inspiring, challenging, and supportive. I have always known there is room for all ways of being and knowing, for our curiosity, our rage, and for all of our passions and obligations to each other and our communities.

I am so thrilled to cross the stage with my peers. I am so thankful to have shared this experience with and learned from my brilliant classmates and wise and generous instructors. I have watched FNIS cohorts and friends before me graduate and go on to do amazing and important work in our communities, and I know we are going to also. For me, I will return home to my Anishinaabe territory to study and practice midwifery. FNIS has prepared me for this next step, and I will always draw on the memories, knowledge, teachings, and laughter I have been gifted from my years here.

Congratulations, graduates and friends! Our hard work and dedication has brought us here. ▼

PHOTO: FACULTY WITH FNIS GRADUATES. FROM LEFT TO RIGHT: MATHEW ANDREATTA, DR. SARAH HUNT, DR. SHERYL LIGHTFOOT, MARIE WEEKS, DR. DAVID GAERTNER, KYLA SHIELDS, SOPHIE BENDER JOHNSTON, FAITH SPARROW-CRAWFORD, VICTORIA COOKE, DR. DANIEL HEATH JUSTICE, CHRIS CARDINAL, NICOLE CARDINAL, TATIANA ZAMORANO.



Global Indigenous Studies

naisa 2017 conference *at ubc*

Dr. Dory Nason + Dr. Coll Thrush



ABOUT OUR HOST NATION

xʷməθkʷəy̓əm's (Musqueam) way of life has been rooted in the land and water of what we know now as Greater Vancouver for thousands of years.

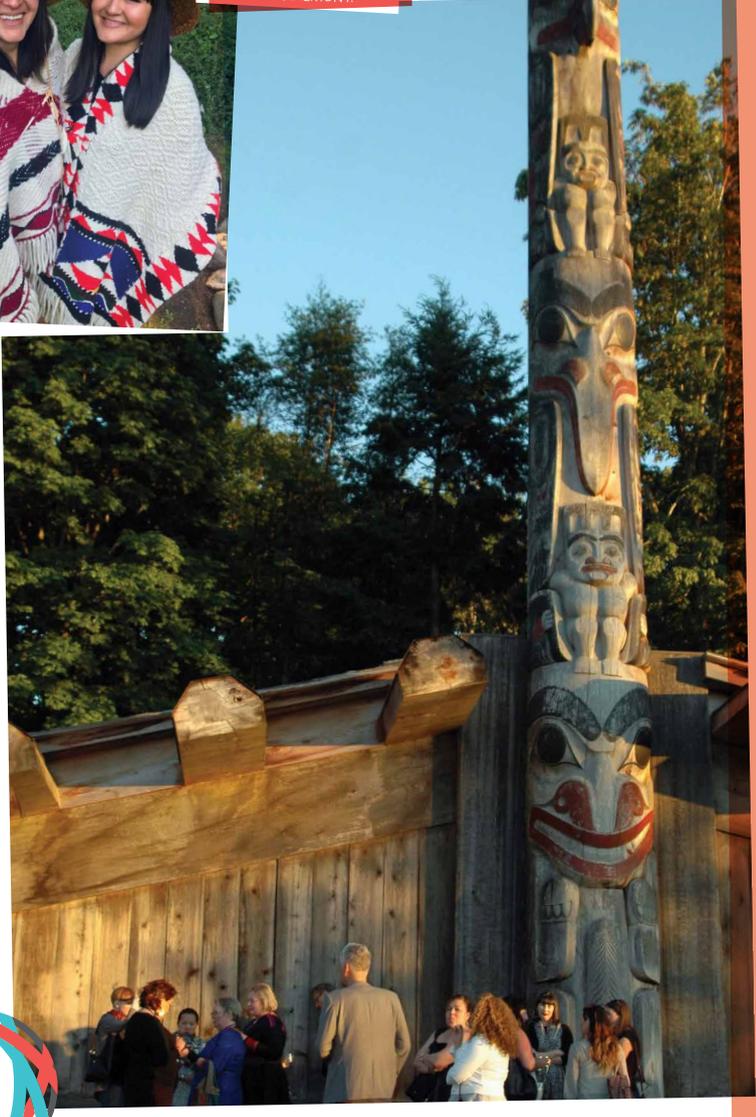


NAISA PRESIDENT JACE WEAVER
OFFERS HIS PRESIDENTIAL ADDRESS.

The Native American & Indigenous Studies Association (NAISA) is the largest scholarly organization devoted to interdisciplinary Indigenous studies. Founded in 2007, NAISA has grown very quickly and includes members from places as far afield as North America, Hawai'i, Aotearoa New Zealand, Australia, Taiwan, Latin America, and Sapmi. Whether in the fields of political science, literary theory, queer and ethnic studies, the performing arts, history, Indigenous studies proper, or other disciplines, NAISA is the place for cutting-edge research and writing by, about, and for Indigenous peoples.



UBC ALUMNA SALIA JOSEPH AND HER SISTER LEIGH AT THE OPENING CEREMONY.



CONFERENCE ATTENDEES AT THE MOA RECEPTION.



Past meetings of NAISA have taken place in Honolulu, Washington DC, Saskatoon, Minneapolis, and elsewhere, and in June of this year, the organization was welcomed to Vancouver for a three-day conference on UBC's campus. Each NAISA conference has a unique feel based on its location, the goals of the host committee, and the presence of local Indigenous communities. In Honolulu, in 2016 for example, the host committee organized a day of service in which conference-goers fanned out across the island of O'ahu to participate in everything from taro planting to witnessing tours of traditional sites that have been militarized by the occupying US government. At UBC, our goal was to highlight our close and ongoing relationship with the Musqueam Nation, and to showcase the strengths of Indigenous arts and activism in Vancouver and British Columbia.

This was done first and foremost through an opening ceremony, attended by hundreds, in which Musqueam representative Kwes Kwestin (Jim Kew) set our work within the context of Coast Salish land, language, and law, and at which FNIS alumna Salia Joseph and her sister Leigh offered songs to establish right relations for the conference. Over the course of the three days, panels and roundtables filled the Buchanan complex and Allard Hall, and a series of sessions held at the Longhouse were open to the general public. Topics at the conference ranged from sharings of two-spirit poetic work to comparative analysis of pipeline conflicts, from discussions

of the intersections of Indigenous and international law to further thoughts on decolonizing the university. The conference was not only about panels and roundtables, though; evening receptions at The Nest and at MOA created spaces for scholars to connect with each other and to build the kinds of intellectual and social networks that are critical to the field's continued expansion.

While we're still tabulating the final numbers, we know for certain that between 900 and one thousand researchers and writers, ranging from undergraduates to senior scholars and including not only academics but artists, poets, activists, and elders, descended on UBC for those three days in June. Thanks to the work of student volunteers, UBC conference services staff, and the local host committee, the conference ran smoothly (and the gorgeous weather certainly helped!). We wish to thank our many sponsors, most notably Simon Fraser University, the University of Victoria, the UBC Faculty of Arts, UBC's Department of History, and the Museum of Anthropology. And we hold up our hands to our Musqueam hosts above all others.

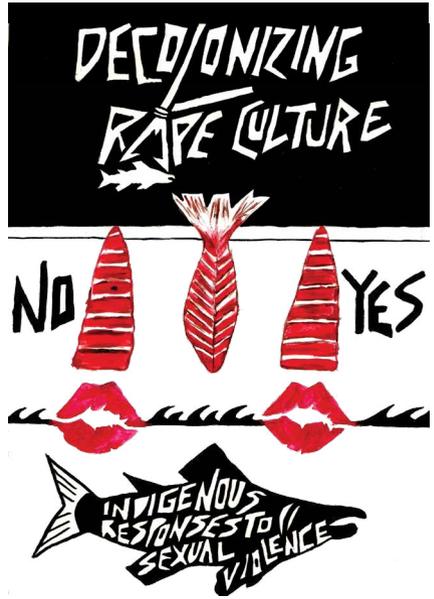
The next three NAISA gatherings have already been scheduled: 2018 in Los Angeles; 2019 in Waikato, Aotearoa New Zealand; and 2020 in Toronto. We strongly suggest any scholars in the field, at any stage in their career, to find a way to attend one or more of these to see the rapidly-expanding field of Indigenous studies in action. ▼



DECOLONIZING RAPE CULTURE: INDIGENOUS RESPONSES TO SEXUAL VIOLENCE

Sol Diana

Where should UBC governance step in more to dismantle lingering on-campus rape culture? What responsibilities does the UBC community have to the Musqueam Nation when fighting against rape culture? How do intellectuals unravel the tangled relationship between colonialism, consent culture, and Indigenous nationhood?



ARTIST: ERIN MARIE KONSMO

These were just some of the many complicated and urgent questions raised during the Decolonizing Rape Culture: Indigenous Responses to Sexual Violence symposium on 14 October 2016. It was held at the Sty-Wet-Tan Hall First Nations House of Learning at UBC, on the traditional, ancestral, unceded and occupied territory of the xʷməθkʷəy̓əm (Musqueam) people; and was co-organized by staff and students of UBC's First Nations and Indigenous Studies, History, and Political Science departments.

Decolonizing Rape Culture gathered Indigenous scholars, artists, and students to collaboratively interrogate rape culture on campus, in everyday life, and in the broader context of Indigenous resurgent struggles for sovereignty, land regeneration, and decolonization.

Dr. Dian Million, Tanana Athabasca, Associate Professor at the University of Washington, and author of *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*, was keynote speaker.

Decolonizing Rape Culture prompted dialogue exposing the intricate web connecting colonialism and rape culture, and aimed to ultimately nurture everyday practices that uphold cultures of consent. And so although it was a one-day symposium, it encouraged attendees to reflect on how they can end rape culture in their own ways and spaces, on campus and beyond. ▼

HEAR SARAH HUNT'S PODCAST ON DECOLONIZING RAPE CULTURE

[TINYURL.COM/DECOLONIZING-PODCAST](https://tinyurl.com/Decolonizing-Podcast)

PHOTO TOP: DR. SARAH HUNT. PHOTO BOTTOM: TRISH PAL.



THE SYMPOSIUM ALSO FEATURED:

LORELEI WILLIAMS SKATIN AND STS'AILES DANCER AND FOUNDER OF BUTTERFLIES IN SPIRIT DANCE TROUPE IN HONOUR OF MISSING AND MURDERED INDIGENOUS WOMEN

DR. PATRICIA BARKASKAS LAC STE. ANNE CREE/MÉTIS AND RED RIVER MÉTIS, LECTURER AND ACADEMIC DIRECTOR OF UBC'S INDIGENOUS COMMUNITY LEGAL CLINIC

PROF NATALIE CLARK MÉTIS ASSOCIATE PROFESSOR OF TRU'S DEPARTMENT OF SOCIAL WORK

JEFFREY MCNEIL TK'EMLUPS TE SECWEP'EMC FACULTY MEMBER OF TRU'S DEPARTMENT OF SOCIAL WORK

ANNA MCKENZIE OPASKWAYAK CREE YOUTH FACILITATOR AND FNIS ALUM




 CHIEF WILTON LITTLECHILD


PHOTO BY: VARUN SARAN PHOTOGRAPHY

GLOBAL INDIGENOUS RIGHTS LECTURE

Dr. Sheryl Lightfoot

The Institute for Critical Indigenous Studies was proud to launch the Global Indigenous Rights Lecture Series on October 17, 2016 at the First Nations House of Learning with inaugural speaker, Chief Wilton Littlechild. The Annual Global Indigenous Rights Lecture is presented in partnership with CBC Radio and The Laurier Institution and made possible through the generous support of John Bell.

Chief Littlechild, PhD, is a Cree chief, lawyer, residential school survivor, and former commissioner of the Truth and Reconciliation Commission of Canada who has worked tirelessly for over three decades on both the national and global levels to advance the rights of Indigenous peoples. He has also been a

member of parliament, North American representative to the UN Permanent Forum on Indigenous Issues, and a chairperson for the UN Expert Mechanism on the Rights of Indigenous Peoples.

Chief Littlechild spoke about his work at the United Nations, beginning in the mid-1970s, and discussed why the effort to achieve the UN Declaration on the Rights of Indigenous Peoples was such an arduous task and how its passage after 25 years of debate—"the longest debated declaration in UN history"—was a notable success. He expressed hopeful optimism for a "new era" of reconciliation in Canada with the UN Declaration on the Rights of Indigenous Peoples serving as its guiding framework. ▼



CHLOE BROWN-ERLENDSON

MÉTIS CHLOE WAS BORN IN WINNIPEG, MANITOBA AND RAISED IN EDDYSTONE, MANITOBA ON TREATY 2 TERRITORY.

FNIS MAJOR 2015



My time in First Nations and Indigenous Studies was a period of immense growth—intellectually, spiritually, and socially. I came to UBC to study commerce, and eventually found that I was far more passionate about learning of the politics, art, linguistics, literature, social movements, legal traditions, history, and strength of Indigenous peoples on Turtle Island and around the world. FNIS's interdisciplinary approach and line-up of inspirational professors kept me engaged and excited about learning throughout my studies. I consider myself lucky to have studied Indigenous literature, art, and feminism with Dory Nason; acted out a mock United Nations Permanent Forum on Indigenous Issues in Sheryl Lightfoot's "Global Indigenous Politics" class; explored Indigenous new media with Dave Gaertner; and learned hands on interviewing, ethics, and research practices and protocol through the FNIS Research Practicum.

I am now back at UBC in a professional capacity, working as an Associate Recruiter-Advisor for Aboriginal students within Enrolment Services. My own experience of being recruited and finding my way at UBC was not the most straightforward process. It took me two full years to become connected to the Indigenous community and the resources available to me at UBC as an Aboriginal student. In those first two years, I contemplated leaving more than once, and might have if I had not had some really supportive family members in Vancouver and back home to keep me grounded and focused. My entire academic career and student experience was turned around when I found myself at the First Nations Longhouse surrounded by other Indigenous students coming together to study, eat, discuss, and socialize. As a white-coded Métis, this was the first place I had ever been able to identify myself as an Indigenous woman and not be met with confusion or scepticism.

I often think about this time in my life in my role and work hard (with a network of amazing folks at UBC) to minimize barriers to education for Indigenous learners and connect students with this community early on. The way that I approach my job and work within Indigenous communities as a recruiter is largely based off of what was modeled to me by the staff and faculty in FNIS and at the Longhouse, who very much prioritized making students feel supported, stimulated, and above all, like there was a place for us here in this large institution. Like we belonged. ▼



CHRIS CARDINAL

Tansi! When I first arrived at UBC, I remember trying to settle into the bravest version of myself. Not knowing what to expect, I found the size of some of the classrooms and the campus itself were rather intimidating. The experience of being a mature student at one of the world's most prestigious academic institutions was now something I couldn't turn off or walk away from. This was really happening! I was attending university!

Once I settled in to the familiarity of routine, I realized the bravest thing to do was to continually attend classes, make acquaintances, ask questions, and do the work. As a parent of two young beautiful children (with my wife Nicole, who was also taking courses fulltime at UBC), time management and a little self-discipline were keys to making the balance between family life and academics a success. Sometimes it wasn't easy, but we always found a way to make it all work.

Looking back, my three years at UBC were some of the fastest, but more importantly,

among the most memorable of my life. It was very fitting during my last course in FNIS, to come to the unscripted realization during my final project, of how important our connections to people really are. They are direct connections to the heart and soul of communities we all come from, and I feel we as students brought our personal experiences and shared values to create a community of our own here at UBC. Moving forward, the end of this cycle here at university marks the beginning of a new one for most of us as we move on into the world.

At this time, I would like to thank everyone in my cohort, the entire FNIS faculty, friends, family, and yes...even that person who held the door open for me at the Longhouse when my hands were full! My heart goes out to your unwavering commitment to me. Your confidence in my work helped shaped and define a successful and memorable experience I will always remember. Thank you all for being there and believing in me. Hiy hiy. ▼

CHRIS PRODUCED A
PODCAST ON CTR AS
PART OF HIS PRACTICUM
RESEARCH PROJECT.

🔗 [TINYURL.COM/WOLFTRAX](https://tinyurl.com/wolftrax)



DANIKA SKYE HAMMOND

My name is Danika Skye, I grew up in a village of 195 people called Silverton, located on the territory of the Sinixt and Ktuxana. I identify as having predominantly mixed European-settler ancestry.

Coming to UBC has been a huge experience for me! I started my degree in Political Science, however, coming from such a village, I felt lost on this big campus. My life has always been based on finding and creating community. So, I joined UBCC350 and was active in residence. In second year, I decided to add First Nations and Indigenous Studies as a Minor and in third year I attended the Haida Gwaii Semester program. In my fourth year, I switched to a double Major. All some of the best decisions of my academic career.

My inspiration to take FNIS stemmed from a long held interest in Indigenous studies since high school, plus my own lack of information on my family history on my mother's side due to adoption.

My first FNIS course was with Sheryl Lightfoot and I remember feeling for the first time like I knew nothing about Turtle Island, or the country that I call my home.

This feeling has continued. The more I learn in FNIS, the more I feel like I've only dipped my toes in. I have just completed

FNIS 320, the methodologies course of the program, and I still feel there is so much to learn and experience. But I have also learned that there is a significant amount of knowledge that I am not privy to know, and that is okay.

One of the biggest educational outcomes from my degree has been with regards to my positionality. That sometimes, I need to step back and just listen. I have realized through my degree that I don't have the answers most of the time, and as someone who's lifelong idol has been Hermione Granger, this lesson was hard for me, but definitely one of the most profound.

Through all of this learning, FNIS has provided a community for me through a strongly connected cohort and supporting faculty and staff. It's helped me be grounded in this big city and feel connected to an amazing group of people. Overall, it's been a critical learning experience and the program has challenged me to live my life in new ways based on decolonization, reconciliation and meaningful settler-allyship. I know my life, who I am and how I view the world would not be the same if it were not for FNIS. I am a different person because of this education and I am so grateful for it. ▼

DANIKA'S PAPER TITLED "THE GLOBAL IMPLICATIONS & OPPORTUNITIES OF THE HAIDA GWAII AGREEMENTS" IS NOW PUBLISHED. [TINYURL.COM/HGAGREEMENTS](https://tinyurl.com/hgagreements)

PHOTO BY: PATRICK SHANNON



DIGITAL MEETS PHYSICAL

THE INDIAN RESIDENTIAL SCHOOL HISTORY & DIALOGUE CENTRE

Dr. Linc Kesler

The Indian Residential School History and Dialogue Centre building is now nearing completion, in its location between the Koerner Library plaza and the IK Barber Learning Centre. The Centre was open in time for NAISA conference, with a special exhibition, *Thunder in Our Voices*, based on the proceedings of the MacKenzie Valley Pipeline Inquiry (the Berger Commission) in the 1970s, and people's more recent recollections of it. Meanwhile, work at the Centre on the main project providing truly usable digital access to electronic records collected by the Truth and Reconciliation Commission or held by other agencies on Indian residential schools continues: it is a very complex and formidable task, but we are fortunate to have a very talented group of experts working on it in conjunction with community members and many others. We expect further events opening the Centre's dialogue space in the fall, with the opening of the primary public space with interactive technology in place, sometime next spring. We'll be releasing regular updates as things develop further. ▼

ABORIGINALUBC.CA/

[INDIAN-RESIDENTIAL-SCHOOL-CENTRE](#)

WHAT IS THE **CRITICAL** IN **CRITICAL INDIGENOUS STUDIES?**

Dr. Daniel Heath Justice

An important role of scholars—and universities in general—is to serve as self-reflective critic and conscience of society.¹ That work connects scholarly inquiry and knowledge-making with the lived realities of human beings and the complex relationships that both connect us to and separate us from one another and the other-than-human world. A critical scholarship is meant to help us understand the social systems, historical processes, and ideologies that shape our individual and group experiences, and helps us understand how we got to this historical moment and, just maybe, where we're going.

“Critical,” then, isn't about negativity or simply challenging ideas in a reactive way, but to insist on the relationship between our intellectual practice and our everyday lives. It's an unwillingness to accept claims based on arbitrary and coercive authority or clichéd received wisdom, but to use all the tools at our disposal to expand possibilities for ethical, thoughtful inquiry. It is a commitment to confronting oppressive and limiting social structures while also imagining possibilities for better ways of co-existing and flourishing in the world. In so doing, however, it necessarily requires us to rigorously question our own perspectives, ways of thinking, and areas of study in pursuit of better, more accountable, and more ethically engaged ways of thinking and doing in the world. Critical Indigenous Studies is our academic extension of that dual role of critic and conscience, and its resources and methods empower us to do what we can to ensure that our scholarship is rooted in and makes a meaningful contribution to our communities in and beyond the academy, as well as to those Indigenous nations on whose lands we live and work.

In short, our work as Critical Indigenous Studies scholars—in the university, in our communities, in the world at large—calls us to think both independently and interdependently, to nurture humility, curiosity, and wonder, challenge our own presumptions, confront prejudice, honour complexity, analyze social systems and how they work, and expand the transformative possibilities of the engaged imagination. ▼



The Institute for
Critical Indigenous Studies
University of British Columbia

[1] THIS IDEA COMES FROM THE NEW ZEALAND EDUCATION ACT 1989, NO 80, SECTION 4, WHERE IT FORMALLY HELPS DEFINE THE IMPORTANT SOCIAL RIGHTS AND RESPONSIBILITIES OF INSTITUTIONS OF HIGHER EDUCATION.

What Can You Do with a FNIS Degree?

Academic Project Manager

Indigenous Focus, St John's College UBC
and UBC Student Housing and Hospitality Services

Sarah Wai Yee Ling

Graduated in 2011 | minor

Public Engagement Analyst

Specializing in Indigenous Community
Engagement, City of Vancouver

Spencer Lindsay

Graduated in 2011 | major

Research Assistant

Indian Residential School History and Dialogue Centre

Sarah King

Graduated in 2016 | major

Coordinator

Planning and Engagement, Homeward Trust Edmonton

Matthew Ward

Graduated in 2015 | major

Prospective Job: Indigenous Game Developer

Graduate Student at Concordia University

Maize Longboat

Graduated in 2016 | major

Prospective Job: Midwife

Graduate Student at Ryerson University

Sophie Bender Johnston (Ookishkimaanisii)

Graduated in 2017 | major

PLUS MORE

COMMUNITY-BASED RESEARCHER

UNIVERSITY-BASED
RESEARCHER

COMMUNITY
DEVELOPMENT WORKER

CULTURAL RESOURCE MANAGER

INTER-GOVERNMENTAL
OFFICER

COMMUNITY-INDUSTRY
LIAISON

COMMUNITY-UNIVERSITY
LIAISON

RURAL DEVELOPMENT
OFFICER

ART CONSERVATOR/
TECHNICIAN

ARTS ADVOCATE

MULTICULTURALISM
EDUCATOR

IMPACT ASSESSMENT
OFFICER

YOUTH WORKER

ARCHAEOLOGICAL
FIELDWORKER

CULTURAL ARTIFACT
SPECIALIST

DOCUMENTARY WRITER/ DIRECTOR/PRODUCER

FUNDRAISER

EMPLOYMENT EQUITY
OFFICER

PUBLIC ADMINISTRATION

COMMUNITY SERVICES ANALYST

COMMUNITY PROGRAM
CO-ORDINATOR

TOURISM CONSULTANT

PUBLIC POLICY ANALYST

MEDIA CONSULTANT

STUDENT/ACADEMIC
ADVISOR

MUSEUM CURATOR

ADMINISTRATIVE
ASSISTANT (INDIGENOUS
AFFAIRS)

COMMUNITY SERVICES
ASSISTANT

INDIGENOUS EDUCATION SPECIALIST

COMMUNITY SUPPORT
WORKER

ARTS AND HERITAGE ADVISOR

EDUCATION RESOURCE
SPECIALIST

ENVIRONMENTAL ASSESSMENT OFFICER

RESOURCE MANAGEMENT
SPECIALIST



The Institute for
Critical Indigenous Studies
University of British Columbia



FIRST NATIONS
& INDIGENOUS STUDIES
THE UNIVERSITY OF BRITISH COLUMBIA