Course Number | PLAN 321  
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Course Credit(s) | 3.0  
Course Title | Indigeneity and the City  
Term | 2017-2018 Winter Term 2  
Days/Time | Tuesday/Thursday  
| 12:00-1:30pm  
Instructor | TBA  
Office | TBA  
Telephone | TBA  
Email | TBA  
Office Hours | TBA

**Short Description**  
A place-based exploration of the multiple, complex and contested ways urban Indigeneity is constituted in Canada today, with opportunities for field trips and hands-on learning.  
*Prerequisites:* Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

**Course Format**  
The course offers a range of formats including lectures, class discussions, and student presentations.  

Course Overview, Content and Objectives  

The University of British Columbia is located on the unceded territory of the Coast Salish peoples, including the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Saḻíḻwitulh (Tsleil-Waututh) Nations. As such, Plan 321 is a place-based exploration of the multiple, complex and contested ways urban Indigeneity is constituted in Canada today. Through various teaching strategies such as lectures, guest speakers, presentations, videos and site visits, students will critically engage with settler colonial constructions of Indigeneity and urban space, with attention to how such narratives continue to be expressed today. These issues will be examined from interdisciplinary and comparative perspectives drawing on material from the fields of Indigenous Studies, History, Cultural Geography, Planning and Community Health Studies.

In 1951 the Census of Canada showed that 6.7 percent of the Indigenous population lived in cities. By 2001, that proportion had increased to 49 percent. This course explores the socio-political underpinnings of the increased migration to cities in the second half of the 20th century while also paying attention to colonial government policies that actively sought from the earliest time of contact to remove Indigenous peoples from urban areas. In describing Indigenous people in the city as “urban Aboriginals,” Evelyn Peters argues that such a term “flattens the history of First Nations people by applying a settler division of space and populations to people who often understood themselves and
their surroundings in alternative terms.” As such, the course begins with an examination of government policy before moving into Indigenous concepts of place and space. The course is organized thematically with particular attention paid to the role of health, gender and law in experiences of urban Indigenous peoples.

**Additional Course Requirements**
Students will have the opportunity to do a site visit either to Ėʔ̓əsən̓aʔəm (Marpole Midden) or Sen’ákw (Kitsilano Indian Reserve #6 at the foot of the Burrard St Bridge). The xʷməθkwəy̓əm and Skwxwú7mesh communities have been extensively consulted on these site visits and will be involved in guiding students through the sites.

Students will sign up to participate in one of the two site visits (half the class will visit one site, and half the other). These field trips are essential for understanding place-based knowledge and how particular histories can be constructed by the dominant culture at the same time that counter narratives are maintained by Indigenous communities. Everyone will meet at an agreed upon time and place and it’s expected that students will find their own way to the site.

**Learning Objectives**
Objectives of this course are to:

1. Introduce students to the federal/provincial/municipal policy frameworks that both removed Indigenous peoples from urban areas while radically transforming life on lands “reserved for Indians.”

2. Familiarize students with Indigenous geographies and how colonization impacted Indigenous relationships with land and land-based practices.

3. Encourage students to think critically about how urban spaces are conceived and designed. Whose history is reflected in the urban structure? Who has access to these spaces and how is that access mediated? In what ways have Indigenous peoples always maintained their presence in urban areas?

4. Familiarize students with the concept of a “strengths-based lens,” particularly as it relates to past and present activism, and on-going acts of resurgence.

**Attendance**
Attendance is essential in all classes and in group work with other students. Students who are unavoidably absent because of illness, disability, family responsibilities, or other academic commitments should advise their instructor.

**Evaluation Criteria and Grading**
**Participation – 10%**
Students are expected to attend all classes and actively participate in discussions and class activities. Half of the participation mark (5%) will be given for attending the field trip.
Reflective Essay – 30%
Drawing on readings, lectures, guest speakers, and the site visit, students will reflect on their own personal process of learning about Indigeneity and the city. Some things to consider are:

- How does what you are learning relate to what you know?
- What are you learning about urban Indigenous issues as they relate to broader experiences of colonization in Canada?
- How have sociopolitical constructions of modernity impacted Indigenous peoples?
- How does what you are learning shape your ideas about your own place in the city?

Students will write a 5-page reflection based on these and other questions that will come up throughout the semester. They will be graded on depth, level of engagement, and thoughtfulness.

Mock City Engagement Project – 30%
In order to better understand processes of city engagement and the impacts that citizen committees can have on urban planning and development, students will form interdisciplinary teams to collaborate on a public engagement project. In January and February 2017, the City of Vancouver initiated public engagement strategies on several major transportation, city building and complete street projects. Taking on one of these projects, students will make recommendations on how best to proceed with project development through careful use and consideration of a gendered, intersectional and Indigenous lens. Students will have the opportunity to activate the principles of place-based learning while engaging in contemporary urban development issues that historically have had little to no input by Indigenous peoples. A peer review process will determine how well the group collaborated and each group will have the opportunity to present their findings in class as part of a mock city council meeting.

Students will choose one of the following projects:
- Union-Adanac Corridor Safety Improvements
- False Creek Flats
- Millennium Line Broadway Extension (aka Broadway Subway)
- Northeast False Creek Area Plan
- Arbutus Greenway
- Chinatown Economic Revitalization Update and Improvements to Development Policies
- Commercial Drive Complete Street

Final Exam – 30%
A final exam will take place during the university examination period. The exam will consist of 2-3 long answer questions to be completed based on lectures, course readings, discussions, and field trips.

Required Textbook

In addition to the textbook, we will be using readings available online. Readings for each week are mandatory and should be read before class. Students should attend the first class having reviewed the
website “Indigenous Foundations” (http://indigenousfoundations.adm.arts.ubc.ca/home/) in addition to the following web resources that provide information on Musqueam and Squamish place names:

həm’lasam’ and q’ałəxʷən Houses at Totem Park: http://vancouver.housing.ubc.ca/h%C9%99ml%C9%99s%C9%99m-and-q%C9%99l%C9%99%CF%87%C9%99n-houses-at-totem-park/

Kwi Awt Stelmexw place name curriculum project: https://www.kwiawtstelmexw.com/education/place-name-curriculum-project/

Readings will be available through Connect and identified weekly.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Overview, Introductions, Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Setting the Colonial Context: Federal Government Policy &amp; Urbanization</td>
</tr>
<tr>
<td>Week 3</td>
<td>Setting the Indigenous Context: Indigenous Geographies as Relational Practice</td>
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<td>Week 4</td>
<td>Place-Based Knowledge: C̓əsnaʔəm: The City Before the City</td>
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<td>Week 5</td>
<td>SITE VISIT - C̓əsnaʔəm</td>
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<td>Week 6</td>
<td>Settler Colonialism and the City: Urban Change and Continuity</td>
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<tr>
<td>Week 7</td>
<td>Race, Space and the Law: Displacement as a form of City-Making</td>
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<td>Week 8</td>
<td>Constructions of Gender and the Indigenous City</td>
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<tr>
<td>Week 9</td>
<td>SITE VISIT - Sen’ákw</td>
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<td>Week 10</td>
<td>Comparative Perspectives on Urban Indigenous Experiences: New Zealand/ Australia</td>
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<tr>
<td>Week 11</td>
<td>Comparative Perspectives: Approaches to Urban Indigeneity in Canada’s Big Cities</td>
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<td>Week 12</td>
<td>Indigenous Health in the City: A “Two-Eyed Seeing” Approach to Wholistic Health for Indigenous Peoples in Urban Settings</td>
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<tr>
<td>Week 13</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Group Presentations and Closing Circle</td>
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**Special Needs**
Please inform the course instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit http://www.students.ubc.ca/access/ for more information on campus resources.

**Academic Integrity**
The University is an environment that fosters learning and the free exchange of ideas while maintaining responsibility and integrity. Violations of academic integrity include but are not limited to plagiarism, cheating, dishonesty, fabrication of information, submitting previously completed work and misusing or destroying school property. Any material or ideas obtained from digital or hard copy sources must be appropriately and fully referenced. Students are expected to uphold all the standards articulated in UBC's academic integrity site. If the instructor finds evidence of a violation of academic integrity the case will be investigated by the Faculty of Graduate Studies and, where appropriate, action will be taken. Disciplinary action may lead to a failing grade or suspension from the University.