Course Number | PLAN 321  
Course Credit(s) | 3  
Course Title | Indigeneity and the City  
Term | 2017-2018 Winter Term 2  
Days | Tuesday and Thursday  
Time | 12:30 to 2:00 PM  

Instructor(s) | Lyana Patrick  
Office | N/A  
Telephone | N/A  
Email | dakelh26@gmail.com  
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 Səl̓ílwətaʔ/Selilwitulh (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 which is currently being planned with community representatives from the Musqueam, Squamish and Tsleil Waututh Nations. The communities will assist in locating where the site visit will take place and will be involved in guiding students through the sites.

Students will have the opportunity to participate in one or more of the site visits which will likely happen outside of class time. Students will be required to attend at least one of the site visits (out of a possible three). Students will have time off before reading break to make up for the site visits and to provide extra time to work on class projects. These field trips are essential for understanding place-based knowledge and how particular histories are 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. Further details will be provided on the first day of class.

**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.

Community Engagement Project – 30%
One of the goals of this course is to introduce students to community planning practices that are informed by careful use and consideration of a gendered, intersectional and Indigenous lens. Towards this end, the community engagement project will help students build skills in collaboration, project planning, relationship building, and professional practice-based self-reflective learning. Through a collaboration with the Social Planning and Research Council of BC (SPARCBC), teams of students will partner with community-based organizations to work on projects that activate the principles of place-based learning. These projects will help non-profit organizations build capacity in responding to the call for reconciliation with Indigenous peoples. Students will gain firsthand experience in community engagement and participatory planning while addressing important issues that don’t always get the attention they deserve within civil society organizations.

Detailed information about the organizations and proposed projects will be distributed during the first week of class. A peer review process will determine how well the group collaborated and each group will have the opportunity to present their findings to partner organizations at an event hosted by SPARCBC.

Final Exam – 30%
A take-home exam will be issued 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. Answers will be submitted online.

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’lasəm’ and q’ałəxən 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/](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/](https://www.kwiawtstelmexw.com/education/place-name-curriculum-project/)

Readings will be available through Connect and identified weekly.

**Course Schedule**

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<th>Week 1</th>
<th>Course Overview, Introductions, Objectives</th>
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<td>Week 2</td>
<td>Setting the Colonial Context: Federal Government Policy &amp; Urbanization</td>
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<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: ĊƏSNAʔƏM: The City Before the City</td>
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<td>Week 5</td>
<td>Social Planning and Research Council of BC workshops</td>
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<td>Week 6</td>
<td>Settler Colonialism and the City: Urban Change and Continuity</td>
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<td>Week 7</td>
<td>MID-TERM READING WEEK</td>
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<td>Week 8</td>
<td>Race, Space and the Law: Displacement as a form of City-Making</td>
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<td>Week 9</td>
<td>Constructions of Gender and the Indigenous City</td>
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<td>Week 10</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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<td>Week 11</td>
<td>Indigenous Place-Making in Urban Areas: Perspectives from across Canada</td>
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<td>Week 12</td>
<td>International Comparative Perspectives on Urban Indigenous Experiences: New Zealand/Australia</td>
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<td>Week 13</td>
<td>Group Presentations</td>
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<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.