

COURSE INFORMATION

Class Meeting Time:	Lecture: Tues/Thurs 11:00 am – 12:30 pm
Location:	West Mall Annex – Room 110
Instructor:	Jake Chakasim
Office Hours:	

SHORT COURSE DESCRIPTION

A place-based exploration of the multiple, complex and contested ways urban Indigeneity is constituted in Canada today, with opportunities to attend community events 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, guest speakers, class discussions, and student presentations.

COURSE OVERVIEW

The University of British Columbia is located on the unceded territory of the Coast Salish peoples, including the x^wməθkwəy̓əm (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 community events, 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 Art & Architecture.

LEARNING OUTCOMES

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, spatial practices 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 ongoing acts of resurgence.

ADDITIONAL COURSE REQUIREMENTS

Students may have the opportunity to participate in one or more community events, which will likely happen outside of class time. Students will be required to attend at least one community event.

ATTENDANCE AND MISSED OR LATE ASSIGNMENTS

Attendance is essential in all classes and in group work with other students. Attendance will be taken at the beginning of each class. Students who are unavoidably absent because of illness, disability, family responsibilities, or other academic commitments should advise their instructor.

Late assignments will not be accepted unless the reason for the delay has been discussed with the instructor PRIOR to the due date or you bring a doctor’s note. Last minute extensions will not be given except in cases of medical emergency. If you do not turn in your assignment and you do not have a valid reason or doctor’s note, then it will be subject to a 5% per day late penalty.

EVALUATION CRITERIA

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 a community event.

Reflective Essay – 30%

Drawing on readings, lectures, guest speakers, and the community event, 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.

Group 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 group project will aim to help students build skills in collaboration, project planning, relationship building, and professional practice-based self-reflective learning. Detailed information about the projects will be distributed during the first week of class. A peer review process will determine how well groups collaborated and each group will have the opportunity to present their projects at the end of the semester.

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 community events.

GRADING GUIDELINES

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar. (See *UBC Calendar >> Campus-wide Policies and Regulations >> Grading Practices* for additional information.)

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-

50-54 D
0-49 F (Fail)

REQUIRED TEXTBOOKS

Peters, Evelyn, and Chris Andersen. (2013). *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver/Toronto: UBC Press.

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'ləsəm' and q'ələxən 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 Canvas and identified weekly.

COURSE SCHEDULE

Week 1	Course Overview, Introductions, Objectives
Week 2	Setting the Colonial Context: Federal Government Policy & Urbanization
Week 3	Setting the Indigenous Context: Indigenous Geographies as Relational Practice
Week 4	Place-Based Knowledge: ČŦSNA?ŦM: The City Before the City
Week 5	Settler Colonialism and the City: Urban Change and Continuity
Week 6	Social Planning and Research Council of BC workshops
Week 7	In-class work time
Week 8	Race, Space and the Law: Displacement as a form of City-Making

Week 9	Constructions of Gender and the Indigenous City
Week 10	Indigenous Health in the City: A “Two-Eyed Seeing” Approach to Wholistic Health for Indigenous Peoples in Urban Settings
Week 11	Indigenous Place-Making in Urban Areas: Perspectives from across Canada
Week 12	International Comparative Perspectives on Urban Indigenous Experiences: New Zealand/Australia
Week 13	Group Presentations
Week 14	Final Group Presentations and Closing Circle

SUPPLEMENTARY MATERIALS

UBC has numerous research, pedagogical and health resources available to students. These include The Centre for Teaching, Learning and Technology, the Irving K. Barber Learning Centre, the Writing Centre, Student Health Services and Student Counselling Services. You are encouraged to make use of these resources.

SPECIAL NEEDS

You are requested to inform the 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 academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. (See *UBC Calendar >> Campus-wide Policies and Regulations >> Discipline for Academic Misconduct* for additional information.)