

**School of Community and Regional Planning (SCARP)
University of British Columbia
DRAFT COURSE OUTLINE**

Course Number	PLAN 533
Course Credit(s)	3.0
Course Title	Indigenous Planning: Ways of Being, Knowing and Doing
Term	2018-2019 Winter Term 2
Dates	January 26th/27th, March 2nd/3rd and March 23th/24th
Day/Time	Saturday/Sunday

Instructor	Leonie Sandercock
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Office Hours	By appointment

Short Course Description

The intent of the course is to empower emerging planners by introducing substantive knowledge of contemporary Indigenous community planning, built on a foundational understanding of the political, social and cultural protocols and values, history, philosophy, social structure, traditional knowledge, and ecology of First Nations, Inuit and Metis peoples.

Course Format

As much as possible, this course works from land-based and community-based learning and cultural immersion. We teach in traditional circle format. The course is organized around three weekends during which we combine visits to the Musqueam Reserve, where Musqueam knowledge holders will introduce us to traditional teachings; with outdoor activities (such as a guided ethno-botanical tour); along with guest speakers, classroom discussion of readings and films. Musqueam community planners will introduce us to their planning process and award-winning Comprehensive Community Plan. Non-Indigenous practitioners will be invited to discuss how they work with/in Indigenous communities in BC. The course aims to integrate mind, body, emotions and spirit in its approach to learning.

Course Overview, Content and Objectives

This course starts from an acknowledgement of Canada's history of colonization of Indigenous peoples, and the recognition that planning has been a part of that process. What the planning field is now (slowly) recognizing as Indigenous planning practices and theories of action actually existed long before colonization.

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The course is based around three sets of readings and intersecting themes:

- History of colonization
- Indigenous world views

- Indigenous planning practices

The three weekend sessions are organized roughly around past, present, and future. Within this simple framework we explore the following intersecting themes:

- Is it possible to decolonize planning? What would that look like?
- What is the landscape against which BC First Nations work to plan and implement projects in their on-reserve and off-reserve communities?
- What is the role of Indigenous and non-Indigenous planners in Indigenous community development?

Each of these themes has numerous sub-questions.

An introductory class will be held in week one of the semester. After that students will attend one weekend session each month. Over the course of each two day weekend session students will spend one of the two days at Musqueam receiving teachings from elders and knowledge holders. The second day will be spent at UBC and involve discussion of readings, lectures, and some guest lectures.

Learning Outcomes

By the end of this course, student will be able to:

1. Understand the history of colonization and its ongoing impacts in and on Indigenous communities in Canada.
2. Understand and respect the relevance of Indigenous worldviews and the possibilities they offer as a basis for sustainability planning.
3. Understand and respect the ancestral traditions of Indigenous planning
4. Unsettle the assumptions of western planning, grounded in settler colonialism.
5. Understand the socio-cultural, political, legal, administrative and economic landscape against which Indigenous communities plan.
6. Strengthen the basic intellectual, practical, and emotional competencies necessary for working with/in Indigenous communities.
7. Ground the course concepts through teachings offered by the Musqueam Nation.
8. Ground the course concepts through familiarity with a range of Comprehensive Community Planning documents and Community Health & Wellness Planning documents.

Attendance

Attendance at all three weekend-long classes is mandatory.

Evaluation Criteria and Grading

There are three assignments, each one due a week after the related weekend class.

You have a choice of writing an essay (1000-1500 words) or doing a creative piece (film, photo-essay, short story etc.). At least one assignment must be in essay form and at least one must be in a creative form (reflecting the importance of creative community engagement skills in working with Indigenous communities).

Each assignment is focused on one of the three key textbooks for the course, other mandatory readings, and optional readings (see long-form syllabus).

Assignment 1 relates to Learning Objectives #2 and #4 above.
Assignment 2 relates to Learning Objectives #1, #4 and #5 above.
Assignment 3 relates to Learning Objectives #2, #3, #6 and #7 above.

You will be evaluated on your understanding of the required readings and your ability to connect these with contemporary Indigenous community planning practice and with the broader sustainability challenges facing the planning profession.

Each assignment is centered around key textbooks or planning documents for the course, other mandatory readings, and optional readings (see detailed syllabus).

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| 1. Worldviews OR History (30%) | Deadline: February 7, 2017 |
| 2. Indigenous Planning: past & present (35%) | Deadline: March 12, 2017 |
| 3. Indigenous planning: reflections on your practice (35%) | Deadline: April 10, 2017 |

1. WORLDVIEWS or HISTORY of COLONIZATION

What do you understand by 'Indigenous world view/s'?

What do Indigenous worldviews offer the challenges of the 21st century? How do you see the relation between Indigenous and western worldviews playing out in planning on reserves, and/or in other settings?

OR

Where are you in relation to the history of colonization in Canada? How do you respond/react at this point in your life to your reading of these histories? How does your personal/family history shape your relationship to the current debates around Aboriginal issues in Canada? Why are you interested and what do you see as your role?

2. INDIGENOUS PLANNING: PAST & PRESENT

What did Indigenous planning look like, pre-contact?

How are some of these principles continued today in Comprehensive Community Plans or Community Health and Wellness Plans? Give examples.

3. INDIGENOUS PLANNING: reflecting on your future practice

What do you see as an area where you can contribute as a planner? What have you learned about how to work in Indigenous communities? What do you need to learn in the remainder of your graduate education to prepare yourself for the role/s you want to play?

Key texts:

(Students will read the entire book, plus required articles listed in the long form syllabus, each month)

Prerequisite reading:

- Thomas King *The Inconvenient Indian. A Curious Account of Native People in North America* (Anchor Books, 2013)
- Paulette Regan *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (Vancouver: UBC press, 2010)

Required Readings:**Weekend 1:**

One of:

- E. Richard Atleo. *Principles of Tsawalk. An Indigenous Approach to Global Crisis* (UBC Press, 2011)
- Susan Roy. *These Mysterious People. Shaping History and Archaeology in a Northwest Coast Community* (Montreal: MQ University Press, 2010)

And one of:

- Cole Harris. *Making Native Space.* (UBC Press, 2002)
- Bev Sellars *They Called Me Number One: secrets and survival at an Indian Residential School* (Talonbooks, 2013)

Weekend 2:

- Musqueam CCP
- Tsilhqot'in National Government Health & Wellness Plan
- Skidegate CCP
- Selected chapters from Walker et al *Reclaiming Indigenous Planning* (Montreal: Queens-McGill University Press, 2013)
- Selected articles from *Plan Canada* special issue on Indigenous Planning, Dec 2016

Weekend 3:

- Selected chapters from R. Walker et al (eds) *Reclaiming Indigenous Planning* (McGill-Queens University Press, 2013)
- Selected chapters from L. Porter & J. Barry *Planning for Coexistence? Recognizing Indigenous Rights through Land Use Planning in Canada and Australia* (London: Routledge, 2016)
- Borrows, J. 1997. 'Living between Water and Rocks: First Nations, Environmental Planning and Democracy', *University of Toronto Law Journal* 47: 4, 417-468.
- Cook, Jeff. 2008. 'Building on Traditions of the Past: The Rise and Resurgence of First Nations CCP', *Plan Canada*, 48, 2: 13-17.
- Erfan and J. Hemphill. 2013. 'Indigenizing and Decolonizing: an Alliance Story', *Plan Canada*, 53, 2: 18-21.
- M. Brinkhurst, Elaine Alec & Anona Kampe. 2013. 'Giving Voice to All: Traditional Syilx wisdom and practice shape contemporary community planning in the Penticton Indian Band's CCP', *Plan Canada*, 53, 2: 37-42.

Special Needs

Please notify the Instructor of any special learning needs. Every effort will be made to accommodate these needs.

Academic Integrity

1 Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, www.ctlt.ubc.ca Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/> 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.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.