

PLAN 548P 001 2020W Current Issues in Planning - RECONCILE PLAN

Course Description

What does reconciliation mean (and to whom) *in what is now known as Canada*? What is the role of planning in perpetuating settler colonialism? How might planning contribute to reconciliation efforts moving forward? How can planners decolonize their planning practice? If you are interested in these questions, and have an open and curious mind, please join me in exploring the relationships between planning (as a discipline and profession) and reconciliation efforts happening in communities across Canada. This course will provide a deeper understanding of Indigenous histories and the role of planning in ongoing settler colonialism. We will do this by investigating the meaning of reconciliation, particularly since the release of the Truth and Reconciliation Commission's final report in June 2015. We will also explore how decolonization is understood, specifically in relation to land, and what it might look like for planners to decolonize their practice and contribute to reconciliation efforts through planning.

Course Goals

By the end of this course, we will:

- Be able to articulate our positionality within the context of settler colonialism in Canada.
- Understand the core concepts of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action in the Truth and Reconciliation Final Report and how they apply to planning.
- Critically analyse what reconciliation means (and does not mean) to different people in Canada.
- Critically examine what decolonization means and how it relates to land.
- Determine if and how city planners can play an active role in reconciliation efforts.
- Be introduced to Indigenous planning theory and practice.

Course Format

We will use a variety of online teaching and learning formats: mini-lectures, small group discussion, class discussion, guest speakers, individual thinking and writing time and group work. Almost all of the readings can be accessed online through the UBC library. **Please complete the weekly assigned readings and come to class prepared to discuss them.**

We will create an online learning environment that respects diverse opinions, though we may not all agree with points put forward. We will create a learning community that is caring, respectful and inclusive.

Respectful Participation, Personal Self-Care, Respect and Inclusion

There are important considerations to keep in mind as we learn about challenging material together. Borrowing language from instructors in the Faculty of Education (Dr. Leon and Dr. Shilling), I highlight some of these considerations here (please feel free to reach out if you think something is missing):

4R's Indigenous Philosophy (Kirkness & Barnhardt, 1991).

We will use and adapt the 4R's that Verna J. Kirkness and Ray Barnhardt recommended for quality Indigenous higher education in the following ways:

1. Demonstrating respect toward Indigenous Knowledge Systems and each other;
2. Searching for theory and practice that is relevant to Indigeneity, and reconciliation leadership;
3. Developing ethically responsible approaches to our learning; and
4. Practicing reciprocity that benefits educational context/institutions, Indigenous communities/organizations, and learners.

Respectful Participation

You may be strongly affected by content, ideas, and experiences within the course. This is because the course may challenge personal and professional beliefs, values, and assumptions we hold about ourselves and about others. In order to ensure functional, productive, inclusive, and respectful dialogues, it is important that each person take responsibility for how they participate in this course. Therefore, it is necessary that each person:

- Communicate thoughtfully, professionally, and respectfully;
- Respond to each other with the goal of understanding the perspective of others. This does not mean you can't disagree or question interpretations of our exchanges with one another; and
- Respect diversity and be tolerant of the ideas and experiences of others.

Personal Self-Care

It is essential to emphasize the importance of personal self-care when learning about forms of colonization that form part of the content in this course. Indigenous history and contemporary realities may be new to some, while others may have more experience with this content. It is important that you consider strategies to support yourself in your personal responses. Some suggestions include:

- Take time to debrief and respond to emotions through talking with others, whether a friend, colleague, or instructor, or counsellor.
- Tuning out or turning off your video whenever you feel that is necessary.
- Follow up with your instructor.

Respect and Inclusion

Our learning environment is inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age. Learners and educators expect to be treated respectfully

at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic, non-ableist, non-ageist and non-classist, and non-heterosexist language is expected in our class discussions and course assignments.

Zoom Netiquette

In ideal circumstances, the collective learning environment is best accomplished if you are able to participate in online classes for the entire time, with video on, keeping your audio muted except when you wish to speak. Ideally you will find a location that is quite, comfortable, and where you are well-lit with few distractions.

*However, this may not be realistic for everyone and may not work for every class – **that is ok!***

It is fine to have children, pets, roommates or others around as you participate in class.

While you are encouraged to turn your video on, it is ok to leave your video off and mute yourself if you wish to do so, as long as you are participating to the best of your ability (which will typically mean taking part in the chat and online polling during synchronous class times).

It is fine to leave your video on or off while you eat, stretch, breastfeed, or otherwise make yourself (or those in your care) comfortable, as long as you respect your fellow classmates and instructor.

Required Course Material

While almost all course readings, films and podcasts can be accessed through the UBC library or are publicly available, I am asking you to purchase one required book for this course:

Joseph, B. (2018). *21 Things You May Not Know About the Indian Act*. Port Coquitlam: Indigenous Relations Press

It is approximately \$20 and can be purchased online, at the [UBC Book Store](#)[Links to an external site.](#) and/or at several book stores in Vancouver (e.g. Banyen Books and Sound). **Please email me directly if you are unable to purchase this book. I am happy to help make other arrangements!**

The 'Have a look/listen!' sections below are optional readings for each week.

Assignments

Name	% of Grade	Due Date
Indigenizing Place	35%	February 22 nd
Reflection of Term Paper Outline	5%	March 12 th
Reading Reflection of Term Paper	40%	April 18 th
Participation and Respectful Engagement	20%	On-going

PLAN 548P Course Outline

Submitting Assignments

Please submit your assignments via Canvas or directly to me via email. Please be sure to include your first or last name in the file name when submitting an assignment. For example: "Assignment #1_Low." If there is a group submission, please indicate all student names in the assignment file name. Many thanks! If you think you will need extra time for an assignment, please let me know as soon as possible.

Indigenizing Place

For this assignment, you are asked to think of a place in Canada that has particular meaning to you – somewhere you have visited often or are drawn back to, or even a place you have always wanted to visit. Consider why you love that place, what associations you have with it, and how it feels to be there. You will then be asked to do some research to learn about the Indigenous history (or histories) of that place, who's traditional territory it is, what evidence is there of historic occupation, and of contemporary presence of Indigenous peoples? You might consider using <https://native-land.ca> (Links to an external site.) to learn more about the indigenous history of your place, but you are welcome to use other sources, including interviews with family and friends.

You are then asked to create a word document (3-4 pages double spaced) OR creative piece (e.g. the form of a video essay, a narrated slide show, a short piece of prose with photos...whatever works best for you) that highlights your place and your learning about it. The document/creative piece you create should include:

1. The name and location of the place you have chosen to work with
2. Some discussion of why you love that place (this is the descriptive element)
3. What you learned about the Indigenous history of that place
4. A synthesis of your new learning and your relationship to that place

Reading Reflection / Term Paper Outline

To encourage your thinking about your final written assignment (please see directly below), I'm asking you to please submit a ½ to 1 page outline (single spaced) a month before it's due. Your mark will be based on whether or not you submit the outline and it's okay if you change topics in the end. This is my way of helping you not wait until the night before the term paper is due to write it. ;)

If you choose the Reading Reflection, your outline can include a short description of your chosen reading, why you picked it and potential headings.

If you choose the Term Paper, your outline can include a short description of your topic, potential sources/references and potential headings.

Option #1 – Reading Reflection

Reflective writing can help you to improve your analytical skills because it requires you to express what you think, and more significantly, how and why you think that way. Reflective analysis also asks us to acknowledge that our thoughts are shaped by our own assumptions and preconceived ideas.

Please choose one of the required or optional readings, videos, or podcasts from the course schedule above and prepare a 2500-3000 word reading reflection based on the following questions:

- What is the main argument and how was it developed?
- What is the theoretical framework of the text?
- What do I know about this topic? Where does my existing knowledge come from?
- Do I agree or disagree with the argument? Why?
- How does this text reinforce and/or challenge my existing ideas or assumptions?
- How does this text help me better understand this topic?

Option #2 – Term Paper

Writing about “big ideas” in a clear and concise way is an important skill for planners. Please choose one of the topics below and write a term paper that is 2500 – 3000 words. The paper should be more than just descriptive; you need to develop a thesis statement and tell me what you think about the topic. This includes critically analyzing at **least three relevant sources (although you can use more if you wish)**. If you have the space, and it fits the topic, feel free to include at least one concrete example of a project/organization/Indigenous Nation/City/Institution doing work related to the topic. **Paper Topics:**

1. Truth and Reconciliation Commission and the 94 Calls to Action
 - How are the calls to action being advanced through planning in Canada?
2. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
 - Why is UNDRIP important to reconciliation in Canada?
3. Decolonization and Land Back
 - What might ‘land back’ look like in relation to planning?
4. ‘Era of Reconciliation’ in Canada
 - What does ‘reconciliation is dead’ mean in Canadian discourse? Is it dead? Why or why not?
5. Missing and Murdered Indigenous Women and Girls and the Calls to Justice
 - How are the calls to justice being advanced through planning in Canada?
6. Indigenous Planning
 - What is Indigenous planning and what can Western planning learn from it?
7. A topic of your choice
 - e.g. Reconciliation and its relationship to anti-racism work in Canada; reconciliation and anti-oppression work; etc.

Participation and Respectful Engagement

Participation will be based on attendance, active listening, and meaningful engagement with readings and class discussion. Students are expected to attend all classes and to be on time. If you're not able to attend or make it on time, please let me know via email or text (604-652-2442) as soon as possible. I understand that things come up and technical difficulties are very much a thing. Engagement includes having read the articles before class and thoughtful participation in small group and whole class discussions and activities.

Course Schedule – Table of Contents

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Course Schedule

<p>Week 1 – January 15th, 2021 Community building, learning agreement, and introductions</p>	
<p>Readings and Videos</p>	<p>What I learned in class today: https://intheclasse.arts.ubc.ca/video/Links to an external site.</p> <p>“Who We Are” page of Musqueam: A Living Culture website: https://www.musqueam.bc.ca/our-story/who-we-are/ (Links to an external site.)</p> <p>Delta Animation: http://www2.moa.ubc.ca/musqueamteachingkit/delta.php</p> <p>Applebaum, B. (2017). Comforting Discomfort as Complicity: White Fragility and the Pursuit of Invulnerability. <i>Hypatia</i>, 32(4), 862–875.</p>
<p>Have a look!</p>	<p>Musqueam Place Names Map: https://www.musqueam.bc.ca/our-story/musqueam-territory/place-names-map/</p>
<p>Week 2 – January 22nd, 2021 Settler Colonialism and the Indian Act</p>	
<p>Readings and Videos</p>	<p>Joseph, B. (2018). <i>21 Things You May Not Know About the Indian Act</i>. Port Coquitlam: Indigenous Relations Press. Pages 3-114.</p> <p>Pasternack, S. (2014). Jurisdiction and Settler Colonization: Where Do Laws Meet Special Issue: Law and Decolonization. <i>Canadian Journal of Law & Society</i>, 29(2), 145-162.</p> <p><i>Colonization Road</i> by Decolonization Road Productions Inc. in association with The Breath Films (45 mins) https://stream-mcintyre-ca.ezproxy.library.ubc.ca/ubc/title/20872</p>
<p>Have a look!</p>	<p>Johnson, Falen. (Host). (2020, October 23). <i>Names erased: How Indigenous people are reclaiming what was lost</i>. [Audio Podcast] https://www.cbc.ca/radio/unreserved/names-erased-how-indigenous-people-are-reclaiming-what-was-lost-1.5774315</p>

Week 3 – January 29th, 2021 Truth and Reconciliation Commission	
Readings and Videos	<p>The Truth and Reconciliation Commission of Canada. 2015. Honour the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. https://www.chaireconditionautochtone.fss.ulaval.ca/doc/Publication/Honouring-the-truth-reconciling-for-the-future-01.pdf</p> <p>Monkman, L. (2020, December 15). <i>5 years after report, Truth and Reconciliation commissioners say progress is ‘moving too slow.’</i> CBC News. https://www.cbc.ca/news/indigenous/trc-5-years-final-report-1.5841428</p>
Have a look!	<p>Szeto, W. (February 29, 2020). ‘Is reconciliation dead?’: Debate continues among Indigenous advocates. CBC news. https://www.cbc.ca/news/canada/british-columbia/victoria-dialogue-reconciliation-dead-1.5480927</p>

Week 4 – February 5th, 2021 UNDRIP and Reconciliation – Dr. Sheryl Lightfoot will be our guest speak	
Readings and Videos	<p>United Nations. (2007). United Nations Declaration on the Rights of Indigenous Peoples. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</p> <p>Lightfoot, S. (September 19, 2019). The Road to Reconciliation start with the UN Declaration on the Rights of Indigenous Peoples: https://theconversation.com/the-road-to-reconciliation-starts-with-the-un-declaration-on-the-rights-of-indigenous-peoples-122305</p> <p>Tockman, J. (April 10, 2017). <i>Distinguishing consent from veto in an era of reconciliation</i>. Policy note. https://www.policynote.ca/distinguishing-consent-from-veto-in-an-era-of-reconciliation/</p> <p>Lightfoot, S. (2019) <i>Using Legislation to Implement the UN Declaration on the Rights of Indigenous Peoples</i>. In Borrow, J. Chartrand, L. Fitzgerald, O. Schwartz R. (eds). <i>Braiding Legal Orders</i>. Centre for International Governance Innovation. Page 21-28.</p>
Have a look!	<p>Declaration on the Rights of Indigenous Peoples FAQ: https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf</p>

Week 5 – February 12th, 2021	
UNDRIP and Reconciliation continued	
Readings and Videos	<p>Implementing UNDRIP in BC: A Discussion Paper Series by the Indian Residential School History and Dialogue Centre https://irshdc.ubc.ca/about/publications-and-reports/undrip-papers/</p>
Have a look!	<p>Declaration on the Rights of Indigenous Peoples FAQ https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf</p>

Week 6 – February 26th, 2021	
Reconciliation Theory	
Readings and Videos	<p>Corntassel, Jeff, Chaw-win-is, and T’lakwadzi. “Indigenous Storytelling, Truth-Telling, and Community Approaches to Reconciliation.” <i>ESC: English Studies in Canada</i>, vol. 35, no. 1, page. 137-159.</p> <p>Daigle, M. (2019). The spectacle of reconciliation: On (the) unsettling responsibilities to Indigenous peoples in the academy. <i>Environment and Planning D: Society and Space</i>, 37(4), 703-721.</p> <p>Kotaska, J. (2013). Chapter 3: From ‘Reconciliation’ to Decolonizing Territorial Governance in British Columbia. PhD Dissertation. Page 57-114.</p>
Have a look!	<p>Wildon-Raybould, Jody. <i>From Where I Stand: Rebuilding Indigenous Nations for a Stronger Canada</i>. Purich Books, Vancouver, BC, 2019.</p>

<p>Week 7 – March 5th, 2021 Decolonization and Land</p>	
<p>Readings and Videos</p>	<p>Tuck, E., & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1).</p> <p>Arthur Manuel and Grand Chief Ronald Derrickson. (2017). Chapter 43: The Six Step Program to Decolonization. In <i>The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy</i>. Toronto: James Lorimer & Company Ltd. Publishers. Page 275-279.</p> <p>Episode 2: Reconciliation?, The Henceforward Podcast. (2016): http://www.thehenceforward.com/episodes/2016/7/8/episode-2-reconciliation</p>
<p>Have a look!</p>	<p>Episode 5: Land Restitution as Reconciliation, The Indigenous Land Rights and Reconciliation Podcast (2019): https://podcast.cfrc.ca/2020/02/episode-5-land-restitution-as-reconciliation/</p>

<p>Week 8 – March 12th, 2021 Reconciliation and Urban Planning</p>	
<p>Readings and Videos</p>	<p>Howard Grant, Larissa Grant, Leona Sparrow & Jemma Scoble. 2019. “Planning since Time Immemorial: Musqueam perspectives’ in P. Gurstein & T. Hutton. Eds. <i>Planning on the Edge: Vancouver and the Challenges of Reconciliation, Social Justice, and Sustainable Development</i> (Vancouver: UBC Press). Page 25-46.</p> <p>Decolonizing the City: The Future of Indigenous Planning in Vancouver (2019). https://www.youtube.com/watch?v=rC2QzaWUSHk</p>
<p>Have a look!</p>	<p>Pitter, Jay. A Call to Courage. <i>Canadian Urban Institute</i>, 2020. https://www.canurb.org/citytalk-posts/2020/6/10/a-call-to-courage-an-open-letter-to-canadian-urbanists</p>

Week 9 – March 19th, 2021 Indigenous Planning (an introduction to theory and practice)	
Readings and Videos	<p>Howard Grant, Larissa Grant, Leona Sparrow & Jemma Scoble. 2019. "Planning since Time Immemorial: Musqueam perspectives' in P. Gurstein & T. Hutton. Eds. <i>Planning on the Edge: Vancouver and the Challenges of Reconciliation, Social Justice, and Sustainable Development</i> (Vancouver: UBC Press). Page 25-46.</p> <p>Porter, L., Matunga, H., Viswanathan, L., Patrick, L., Walker, R., Sandercock, L., Moraes, D., Frantz, J., Thompson-Fawcett, M., Riddle, C., & Jojola, T. (Ted). (2017). Indigenous Planning: From Principles to Practice/A Revolutionary Pedagogy of/for Indigenous Planning/Settler-Indigenous Relationships as Liminal Spaces in Planning Education and Practice/Indigenist Planning/What is the Work of Non-Indigenous People in the Service of a Decolonizing Agenda?/Supporting Indigenous Planning in the City/Film as a Catalyst for Indigenous Community Development/Being Ourselves and Seeing Ourselves in the City: Enabling the Conceptual Space for Indigenous Urban Planning/Universities Can Empower the Next Generation of Architects, Planners, and Landscape Architects in Indigenous Design and Planning. <i>Planning Theory & Practice</i>, 18(4), 639–666.</p> <p>Hirini Matunga. 2013. "Theorizing Indigenous Planning," in R. Walker et al. eds. <i>Reclaiming Indigenous Planning</i> (Montreal: Queens-McGill University Press).</p>
Have a look!	<p>Patrick, L. M. (2019). <i>From ceremony up: Indigenous community planning as a resurgent practice on contested lands in British Columbia</i>. [University of British Columbia] PhD Dissertation.</p>

<p>Week 10 – March 26th, 2021 Decolonization, Reconciliation, and Planning – panel discussion with Lindsay Cole, Mumbi Maina, and Kamala Todd</p>	
Readings and Videos	<p>Ugarte, M. (2014). Ethics, Discourse, or Rights? A Discussion about a Decolonizing Project in Planning. <i>Journal of Planning Literature</i>, 29(4) 403-414.</p> <p>Hunt, S., & Holmes, C. (2015). Everyday Decolonization: Living a Decolonizing Queer Politics, <i>Journal of Lesbian Studies</i>, 19(2), 154-172.</p>
Have a look!	<p>Hern, M., Couture, S., Couture, D., and Couture, S. (2018). On This Patch of Grass: City Parks on Occupied Land. Fernwood Publishing.</p> <p>Land Back: A Yellowhead Institute Red Paper by the Yellowhead Institute (2019). https://redpaper.yellowheadinstitute.org/</p> <p>Episode 25: Gentrification in Toronto, The Henceforward Podcast (2018): http://www.thehenceforward.com/episodes/2018/9/25/episode-25-gentrification-in-toronto</p>

<p>Week 11 – April 9th, 2021 Indigenous Community Planning – geust visit by Shauna Johnson</p>	
Readings and Videos	<p>Aftab Erfan & Jessie Hemphill. 2013. “Indigenizing and Decolonizing: an alliance story,” <i>Plan Canada</i>, 53, 2: 18-21.</p> <p>Comprehensive Community Planning for First Nations. 4th Edition. https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphandbook4ed_1613061207384_eng.pdf</p> <p>Prusak, S. Y., Walker, R., & Innes, R. (2016). Toward Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada. <i>Journal of Planning Education and Research</i>, 36(4), 440-450.</p>
Have a look!	<p>Barry, J. & Thompson-Fawcett, M. (2020). Decolonizing the Boundaries between the ‘Planner’ and the ‘Planner’: Implications of Indigenous Property Development. <i>Planning Theory & Practice</i>, 21(3), 410-425.</p> <p>Bennett, M. M. (2018). From state-initiated to Indigenous-driven infrastructure: The Inuvialuit and Canada’s first highway to the Arctic Ocean. <i>World Development</i>, 109, 134-148.</p>

PLAN 548P Course Outline

Reading Week (YAY!) – February 15th to 19th
Statutory Holiday – April 2nd
ICP Practicum Presentations via Zoom – April 16th (Week 12)