

GEOGRAPHY AND PLANNING

SURP 802 – Approaches to Planning with Indigenous Peoples – Winter 2024



Dates & Times	Friday's – January 12, 19, 26, and February 2 - 2:30pm-5:20pm.
Format	Module; one 3-hour period involving lectures, seminar style discussions, and/or workshops.
Course Assessment	<p>In-Class Participation: 25%</p> <p>Assignment 1 - Reflective Paper 500-1,000-words: 25%</p> <p>Assignment 2 - Reflective Paper 500-1,000-words: 25%</p> <p>Assignment 3 - Reflective Paper 500-1,000-words: 25%</p> <p>*Students will select 3 (out of 4) lectures to write a reflection paper on. See course overview for details on each assignment and due dates.</p> <p>** Assignments are due by 11:59pm on due date.</p> <p>Note: Please send all assignments by email to both instructors.</p>
Course Description	<p>The objective of this module is to introduce students to Indigenous approaches to planning with Indigenous Peoples. This course approaches planning as a collaborative effort, recognizing historical, cultural, and contemporary aspects of Indigenous place and space in Canada. The course will discuss and clearly identify current Indigenous practices and policies rooted in histories of colonization, which continue to impede Indigenous Peoples in Canada. Further, the course presents pathways to understanding Indigenous worldviews on human and other-than-human relationships to environment and how these play into land use planning.</p> <p>Through Indigenous-led lectures, students will learn about Indigenous approaches to reciprocal/co-operative relationships to land, water and natural resources. Upon the conclusion of the course, students will have a better understanding of Indigenous inclusive land use planning and respectful management in the context of local, regional, and national narratives on truth and reconciliation.</p> <p>There are no prerequisites. Students from all planning streams are welcome. No audits permitted.</p>
Learning Outcomes	<p>Learning Outcomes</p> <p>Upon successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Develop general knowledge of Indigenous perspectives of land use planning, policy, and planning issues currently impacting First Nations' traditional and treaty or unceded territories in Southern Ontario and across Canada. 2. Critically reflect upon the diverse standpoints of Indigenous Peoples and communities directly involved in shaping issues and processes in planning with First Nations and affecting First Nation people and community. 3. Formulate their own perspectives and justify connections between issues in land use planning and the means by which planners and First Nations communities address these issues.

Course Overview

January 12, 2024: Land, Water, Natural Resources, People, and their Relationality. Acknowledging Place and Space.

In this welcoming session, students will meet the SURP 802 Indigenous facilitators and listen to a Haudenosaunee traditional Land Acknowledgement on the shared lands and waters of Michi Saagiig Anishinaabeg territory. Students will be introduced to the Dish with One Spoon wampum covenant and Indigenous concepts of place and space and the human and other-than-human ecological relationships and autonomy. Students will listen to the Haudenosaunee traditional Land Acknowledgement and compare and contrast contemporary Indigenous Land Acknowledgements heard in academic institutions across Canada.

Readings:

- Queen's University Land Acknowledgement: <https://www.queensu.ca/indigenous/ways-knowing/land-acknowledgement>
- What's Wrong with Land Acknowledgments, and How to Make Them Better: <https://www.cbc.ca/news/indigenous/land-acknowledgments-what-s-wrong-with-them-1.6217931>
- A Dish with One Spoon” The Shared Hunting Grounds Agreement in the Great Lakes and St. Lawrence Valley Region: <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/507/409>

Assignment: 500-to-1,000-word reflection paper (due January 19, 2024) by 11:59pm. Students will produce a 500 to 1,000-word reflective paper about the Dish with One Spoon Wampum Belt and its ecosophy and its current inclusion in academic institutions located in southern Ontario.

January 19, 2024: The Indigenous History of Planning in Practice. Looking at Ancient Haudenosaunee Village Development in Southern Ontario.

In this interactive classroom session, students will be introduced to historical and cultural concepts of Woodland Period Haudenosaunee longhouse community planning. Exploring the material culture, traditional knowledge, and Iroquoian archeology, students will be introduced to ancient Haudenosaunee village dynamics and examine linkages to subsistence agriculture to Haudenosaunee village place and space practices.

Readings:

- Kapches, M. (1987). The Auda Site: An Early Pickering Iroquois Component in Southern Ontario. *Archeology of Eastern North America*. Vol 15, pg. 155-175.
- Using Maize Values to Assess Soil Fertility in Fifteenth- and Sixteenth-century ad Iroquoian Agricultural Fields: <https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0230952&type=printable>
- Shannon, T. (2016). Iroquoia. *The Oxford Handbook of American Indian History*. Oxford

University Press. USA.

Assignment: 500-to-1,000-word reflection paper (due January 26, 2024) by 11:59pm. Students will produce a 500 to 1,000-word reflective paper on ancient Iroquoian village planning and share thoughts on factors which may have influenced ancient Haudenosaunee planners in village formation, such as its strategic location.

January 26, 2024: Exploring the Contemporary Realities Faced by Rural and Urban Indigenous Peoples and Community Planning in Canada.

Students will receive first-hand knowledge from facilitators on the political realities and challenges of planning with First Nations communities and urban Indigenous partners/organizations. Together we will explore (through an Indigenous lens) key concepts, which focus on understanding the importance of relationship building with Indigenous communities and leadership. We will also discuss the significance of Indigenous nation-to-nation treaties and their relevance in planning. Finally, we will examine modern treaty (comprehensive land claims), which are reshaping the Canadian rural and urban planning landscape.

Readings:

- Understanding land possession on an Indian reserve according to the Indian Act: <https://laws.justice.gc.ca/eng/acts/I-5/page-3.html - h-332093>
- Government of Canada's definition of modern treaty: <https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231 - chp4>
- Government of Canada's definition of urban reserves <https://www.sac-isc.gc.ca/eng/1100100016331/1611939200241>
- The Federation of Canadian Municipalities in Cooperation with the Canadian Association of Municipal Administrators: Municipalities and Aboriginal Peoples in Canada. Impediments to increased cooperation (pg. 32). <https://data2.archives.ca/rcap/pdf/rcap-541.pdf>
- Reference Information on British Columbia Treaties. BC Treaty Commission: <https://www.bctreaty.ca/>

Assignment: 500-to-1,000-word reflection paper (due February 2, 2024) by 11:59pm. Students will explore how they envision Canadian planners incorporating treaty and/or recognition of unceded lands, Indigenous rights, and recognition into planning.

February 2, 2024: Understanding Indigenous Identity and the Era of Truth and Reconciliation and the UNDRIP in Canada.

In this knowledge building and awareness session, participants will learn about urban and rural Indigenous identity, realities, and relationship building. Understanding Canadian and Indigenous relations are key to creating meaningful and lasting partnerships with Indigenous Peoples and communities. In this class we will briefly explore three topics of interest which impact planning in Canada, including Section 35 of the Constitution Act, which recognizes and affirms Indigenous

rights in Canada, the importance of the 94 Calls to Action in the Truth and Reconciliation Commission Report (2015), and the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) into law in Canada.

Readings:

- Constitution Act, 1982. Section 35 Aboriginal Rights:
https://indigenousfoundations.arts.ubc.ca/constitution_act_1982_section_35/
- The 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
- Implementing the United Nations Declaration on the Rights of Indigenous Peoples Act:
<https://www.justice.gc.ca/eng/declaration/index.html>

Assignment: 500-to-1,000-word reflection paper (due February 9, 2024) by 11:59pm. Students will explore potential ways to incorporate Indigenous awareness and inclusion into their profession and future planning projects.

Other Information**Course Policies**

- Late assignments will be penalized 5% per calendar day.
- Students will attend all classes in-person and fully participate in class discussions.