



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> PLAN 410	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Indigenizing Planning: Indigenous Land Use and Community Planning <b>Course Short Title:</b> Indigenizing Planning													
<b>Faculty:</b> Faculty of Science	<b>Department (or program):</b> School of Land use and Environmental Change												
<b>Calendar Description:</b> Examine ways colonization and colonialism in urban and community planning influenced Indigenous peoples' connection to the environment, socioeconomics, culture, and cultural practices. Through the lens of reconciliation, cultural humility, and cultural awareness, students consider the strength and resilience of the Indigenous nations in continuing to address environmental, socio-economic, and political issues through the context of land use, environmental stewardship, and cultural identity.													
<b>Prerequisites (or NONE):</b>	60 university-level credits including (3 credits of IPK or FNST) and (one of PLAN 300, PLAN 310, or PLAN 366).												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar</td><td style="text-align: center;">20</td></tr> <tr><td>Tutorials/workshops</td><td style="text-align: center;">20</td></tr> <tr><td>Experiential (cultural/elder learning or participation)</td><td style="text-align: center;">10</td></tr> <tr><td>Experiential (field trip)</td><td style="text-align: center;">10</td></tr> <tr><td> </td><td> </td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>60</b></td></tr> </table>	Lecture/seminar	20	Tutorials/workshops	20	Experiential (cultural/elder learning or participation)	10	Experiential (field trip)	10			<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
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<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>	<b>Date of meeting:</b> January 11, 2022												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> May 27, 2022												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> December 16, 2022												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Summarize the history of ancestral lands, historic values of territory making, and the movement among Indigenous Nations within the Fraser Valley.
2. Articulate the importance of core Indigenous worldviews and cultural connectivity to ancestral lands to planning practice.
3. Articulate basic concepts of Indigenous land use and community planning.
4. Apply concepts in UNDRIP (United Nations Declaration on the Rights of Indigenous People) to current settler planning practice within the Fraser Valley.
5. Question historical contexts of western planning and the impacts on Indigenous Nations.
6. Analyze current and historic trends in Indigenous planning, such as land codes, community planning, infrastructure planning, and environmental management.
7. Assess federal, provincial, local, and regional agreements that inform Indigenous planning, such as Treaty, Reconciliation agreements, and municipal-service agreements.
8. Exercise personal cultural humility and cultural sensitivity in working with Indigenous communities.
9. Apply knowledge learned from Stó:lō and Coast Salish Nations to articulate an understanding of modern-day planning practices.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	30%	Project:	40%	Final exam:	30%
	%		%		%

**Details:**

The applied class planning project involves working with a local Indigenous partner to explore potential conflicts, suggest resolutions, and determine the best processes for potential implementation.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. OER book	Matunga, Hirini	Theorizing Indigenous Planning	2013
2. OER book	T. Jojola, D. Natcher, R. Walker	Reclaiming Indigenous Planning	2013
3. Journal	M. Lane, M. Hibbard	Doing it for themselves, transformative planning by Indigenous Peoples. Journal of Planning Edu. and Research	2005
4. Journal	J. Barry	Unsettling planning education through community-engaged teaching and learning. Reflections on Indigenous planning studio – Planning Theory and Practice	2016
5. Article	Matunga, H.	The concept of Indigenous planning as a framework for social inclusion	2016

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

N/A

**Course Content and Topics**

1. Introductions: understanding the Indian Act and policies of assimilation
2. Understanding the complex nature of federal lands within a provincial land regime
3. Dynamics of western science and traditional knowledge in community planning
4. Understanding land codes within the federal and provincial realms
5. Elder session related to applied planning practice
6. Treaties, self-government, and other agreements that provide self-determination and self-governance over lands
7. Narratives on Indigenous community planning and cultural identity
8. Co-learning with guest speakers on Indigenous planning and comprehensive community plans
9. Meetings with Elders/Indigenous knowledge holders, learning about the value of lands, cultural identity and impacts of current planning policies.
10. Tools for cross-cultural engagement regarding Indigenous planning
11. Marginalization of Indigenous Nations due to land use planning and infrastructure decisions.
12. Environmental conflict: the conflict of Indigenous rights and resource use
13. Review and reflect

