

School of Planning  
Faculty of Environment  
University of Waterloo

**PLAN 474**  
**Special Topics in Planning:**  
**Indigenous Peoples and Community Planning**

**Winter 2019**

Fridays, 8:30AM to 11:20AM in HH 227

**Instructor:**

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Office Hours: Mondays from 9:30 am to 11:30

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**COURSE OUTLINE**

**Calendar Description:**

Special Topics in Planning: These courses allow for additions to the program on a short-term basis, and for the development of future permanent courses.

**Prerequisite**

Level at least 3A

**Recommended:**

It is recommended that all students have a good understanding of what professional planners do and the range of contexts and problems they work on. Students from other programs and disciplines are welcome in this course and are encouraged to contact the instructor for relevant background reading on urban, regional and/or environmental planning.

**INTRODUCTION**

The planning profession is currently reconsidering its relationship with Indigenous peoples, as it seeks to respond to increased recognition of Indigenous rights, to the work of the Truth and Reconciliation Commission, and to the political efforts of Indigenous communities themselves as they seek to reclaim and reassert their own planning traditions. This course aims to better prepare students for this challenging area of professional practice by delving into the small but rapidly expanding body of scholarly and practical work on planning with Indigenous peoples. It uses conceptual readings and contemporary case studies from a range of settler-colonial contexts to critically examine how community planning initiatives in both urban and rural contexts relate to the aspirations of Indigenous peoples. These readings will be supplemented with various policy statements and guides to develop students' understanding of the changing legal and political context for municipal and provincial planning with Indigenous peoples. The course also explores the possibilities for Indigenist planning, or planning that is grounded in the voices, knowledges and lived experiences of Indigenous peoples.

### **Course Objectives:**

By the end of the course, you will be able to:

- Draw links between Indigenous peoples' experiences of planning in Canada and other parts of the globe
- Reflect critically on the historical and contemporary links between planning and colonialism
- Display awareness of the political and legal responsibilities that frame planners' relationships with Indigenous peoples
- Critically evaluate current attempts to better engage Indigenous peoples in planning
- Demonstrate an appreciation of Indigenous planning aspirations and traditions
- Articulate your own perspective on the possibilities for a coexistence of Indigenous and non-Indigenous approaches to community planning

The course also addresses several of the competencies identified by the Canadian Institute of Planners and the Professional Standards Board as being essential to professional planning practice. See Appendix B for a list of the professional competencies addressed in this course.

### **Learning Modes and Expectations**

This class combines seminar and lecture-based teaching with more interactive learning strategies. The first half of class will typically be led by the instructor and will include a short activity to ensure that everyone has understood the key themes and issues raised in the readings, followed by approximately one hour of content-based lecturing to make connections to related ideas in planning scholarship. The second half of class will either be a student-led case study, guest speaker or film that helps illuminate the connections to practice.

With each of these learning modes, my goal is to introduce you to a range of theories and approaches that will inform your future practice and to provide you with ample opportunity for personal reflection and lively critical discussion. I strive to attend to different learning styles and often include a range of activities including formal lectures, quiet writing exercises, and more interactive activities and scenarios. I work to accommodate different learning needs, while still maintaining a sense of fairness and equity in how I structure the different classroom activities and forms of assessment. I also work to uphold an inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment.

I expect you to:

- Attend class regularly (not missing more than a week's worth of classes, unless there are exceptional circumstances) and to fully participate in all exercises and activities
- Do the assigned readings and use them in the development of your assignments
- Limit the use of laptops to note-taking and keep your cell phone out of sight during class
- Uphold the principles of academic integrity and honesty in all of your work
- Work to uphold an inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment

Perhaps most importantly, I expect you to approach all of your work with a general sense of curiosity about the theories, methods, and contexts you are exploring. That is, don't just give obvious arguments and don't just demonstrate scholarly and/or professional proficiency (though that is incredibly important too!). Use your own sense of judgement and root your work in a felt question or passion about the topic. Make some intellectual gears turn and don't be afraid to challenge yourself and try something new!

## SCHEDULES

### Class Meetings

Classes take place in HH 227 from 8:30 am to 11:20 am on Fridays. Lectures will start promptly at 8:30 and there will be a 15 min break at the approximate halfway point. Students are required to attend the entire class.

### Scheduled Office Hours or Consulting

Professor Barry's office hours are Mondays from 9:30 am to 11:30 am in room EV3 3312. Other appointments can be scheduled as needed.

### Sequence of Course Topics & Readings

Students are responsible for all of the topics and readings listed below. Please note that slight adjustments may be made to this schedule. Students will be notified via *LEARN* of any changes.

All of the readings are available through the Electronic Course Reserves (linked through *LEARN*) and/or as a physical copy that can be signed out on a three-hour loan from the Dana Porter Library.

PART 1: HISTORICAL AND CONTEMPORARY CONCERNS			
Wk 1	Jan 11	<p style="text-align: center;"><b>Course Introduction</b></p> <p><i>(Optional but highly recommended) Readings:</i>            Hibbard, M., Lane, M.B., &amp; Rasmussen, K. (2008). The Split Personality of Planning Indigenous Peoples and Planning for Land and Resource Management. <i>Journal of Planning Literature</i>, 23(2), 136-151.            Sandercock, L. (2004). Commentary: Indigenous planning and the burden of colonialism. <i>Planning Theory &amp; Practice</i>, 5(1), 118-124.            Howitt, R. &amp; Lunkapis, G.J. (2010). Coexistence: planning and the challenge of indigenous rights. In P. Healey &amp; J. Hillier (Eds.), <i>The Ashgate Research Companion to Planning Theory: Conceptual Challenges for Spatial Planning</i> (pp. 109-133). Farnham, UK: Ashgate.</p> <p><b>IN-CLASS FILM SCREENING:</b> <i>Colonization Road</i> (Runtime: 45 min)</p>	Discuss Assign. 1 & 2
Wk 2	Jan 18	<p style="text-align: center;"><b>Histories of Dispossession</b></p> <p><i>Readings:</i>            Porter, L. (2010). Chapter 3: A Colonial Genealogy of Planning. <i>Unlearning the Colonial Cultures of Planning</i>. Farnham, UK: Ashgate</p> <p><i>Plus, one of the following:</i>            Stanger-Ross, J. (2008). Municipal Colonialism in Vancouver: City Planning and the Conflict over Indian Reserves, 1928–1950s. <i>The Canadian Historical Review</i> 89(4), 541-580.            Jacobs, J. (1996). Urban Dreamings: The Aboriginal Sacred in the City. <i>The Edge of Empire: Postcolonialism and the City</i>. London: Routledge.</p> <p><b>IN-CLASS FILM SCREENING:</b> <i>Bastion Point – The Untold Story</i> (Runtime: 46 min)</p>	

Wk 3	Jan 25	<p style="text-align: center;"><b>Legal &amp; Political Responsibilities</b></p> <p><u>Readings:</u> Newman, D.G. (2009). Chapter 1: Doctrine and Theory, <i>The Duty to Consult: New Relationships with Aboriginal Peoples</i>. Saskatoon: Purich.</p> <p><i>Plus, one of the following:</i> Hill, S. (2008). "Travelling Down the River of Life Together in Peace and Friendship, Forever": Haudenosaunee Land Ethics and Treaty Agreements as the Basis For Restructuring the Relationship with the British Crown. In L. Simpson (Ed.) <i>Lighting the Eighth Fire</i> (pp. 23-45). Arbeiter Ring: Winnipeg. Royal Commission on Aboriginal Peoples. (1996). Chapter 16: The Principles of a Renewed Relationship, <i>Volume 1: Looking Forward Looking Back, Report on the Royal Commission on Aboriginal Peoples</i>. <a href="http://publications.gc.ca/collections/collection_2016/bcp-pco/Z1-1991-1-1-eng.pdf">http://publications.gc.ca/collections/collection_2016/bcp-pco/Z1-1991-1-1-eng.pdf</a></p> <p><b>IN-CLASS FILM SCREENING:</b> <i>Trick or Treaty</i> (Runtime: 1:25 min)</p>	Discuss Assign. 3
<b>PART 2: HOW DO INDIGENOUS PEOPLES ENGAGE IN NON-INDIGENOUS PLANNING?</b>			
Wk 4	Feb 1	<p style="text-align: center;"><b>As Traditional Knowledge Holders?</b></p> <p><u>Readings:</u> McGregor, D. (2013). Representing and Mapping Traditional Knowledge in Ontario Forest Management Planning. In R. Walker, T. Jojola, &amp; D. Natcher (Eds.), <i>Reclaiming Indigenous Planning</i> (pp. 414-435). Montreal &amp; Kingston: McGill-Queen's University Press.</p> <p><i>Plus, one of the following:</i> Porter, L. (2010). Chapter 5: Managing the Sacred. <i>Unlearning the Colonial Cultures of Planning</i>. Farnham UK: Ashgate. Nadasdy, P. (1999). The politics of TEK: Power and the "integration" of knowledge. <i>Arctic Anthropology</i>, 36(1/2), 1-18.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>Pikangikum First Nation, Ontario Ministry of Natural Resources, and Whitefeather Forest</i>; 2) <i>Dehcho Land Use Planning Committee, NWT</i></p>	
Wk 5	Feb 8	<p style="text-align: center;"><b>As Partners in Environmental Governance?</b></p> <p><u>Readings:</u> Lane, M.B. (2001). Affirming new directions in planning theory: comanagement of protected areas. <i>Society &amp; Natural Resources</i>, 14(8), 657-671. Barry, J. (2016). Government-to-Government Planning and the Recognition of Indigenous Rights and Title in the Central Coast Land and Resource Management Plan. In: R. Thomas (Ed.), <i>Planning Canada: A Case Study Approach</i> (pp. 168-175). Toronto: Oxford University Press. Thompson-Fawcett, M., Ruru, J., &amp; Tipa, G. (2017). Indigenous Resource Management Plans: Transporting Non-Indigenous People into the Indigenous World. <i>Planning Practice &amp; Research</i>, 32, 259-273.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>Haida Gwaii Strategic Land Use Agreement, BC</i>; 2) <i>Sahtu Land Use Planning Board, NWT</i></p>	

Wk 6	Feb 15	<p style="text-align: center;"><b>As Urban Citizens and Part of the “Planners’ Public”?</b></p> <p><u>Readings:</u>            Jackson, S. (1997). A disturbing story: The fiction of rationality in land use planning in Aboriginal Australia. <i>Australian Planner</i>, 34(4), 221-226.            Walker, R.C. (2008). Improving the interface between urban municipalities and Aboriginal communities. <i>Canadian Journal of Urban Research</i>, 17(1), 20-36.            Ryks, J., Howden-Chapman, P., Robson, B., Stuart, K., &amp; Waa, A. (2014). Maori participation in urban development: challenges and opportunities for indigenous people in Aotearoa New Zealand. <i>Lincoln Planning Review</i>, 6(1-2), 4-17.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>Winnipeg’s “Municipal Aboriginal Pathways”</i>; 2) <i>Vancouver Urban Indigenous Peoples’ Advisory Committee</i></p>	Discuss Assign. 4
<b>NO CLASS – READING WEEK (Feb 18 – Feb 22)</b>			
Wk 7	Mar 1	<p style="text-align: center;"><b>As Urban Designers and ‘Placemakers’?</b></p> <p><u>Readings:</u>            Puketapu-Dentice, K., Connelly, S., &amp; Thompson-Fawcett, M. (2017). Towards integrating Indigenous culture in urban form. <i>Justice Spatiale/Spatial Justice</i>, 11 (March 2017).            Wall, K. (2016). Gathering place: Urban indigeneity and the production of space in Edmonton, Canada. <i>Journal of Urban Cultural Studies</i>, 3(3), 301-325.            McGaw, J., Pieris, A., &amp; Potter, E. (2011). Indigenous place-making in the city: Dispossessions, occupations and implications for cultural architecture. <i>Architectural Theory Review</i>, 16(3), 296-311.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>First Story Toronto, Ogimaa Mikana Project, and re&gt;Tkaronto Project</i>; 2) <i>Indigenous Placemaking in Ottawa</i></p>	Assign. 3 Due
Wk 8	Mar 8	<p style="text-align: center;"><b>As Economic Actors and Property Developers?</b></p> <p><u>Readings:</u>            Hibbard, M., &amp; Adkins, R. (2013). Culture and Economy: The Cruel Choice Revisited. In R. Walker, T. Jojola, &amp; D. Natcher (Eds), <i>Reclaiming Indigenous Planning</i> (pp. 94-112). Montreal &amp; Kingston: McGill-Queen’s University Press.            Ruske, M. (2014). Indigenous Residential Development and Property Investment, <i>Lincoln Planning Review</i>, 6 (1-2), 56-62.            Harwood, S., Wensing, E. &amp; Ensign, P.C. (2016). <i>Place Based Planning for Economic Development in Remote Aboriginal Settlements</i>. In A. Taylor, D. Carson, P. Ensign, L. Husky, G. Eilmsteiner-Saxinger &amp; R. Ole Rasmussen (Eds.), <i>Settlements at the Edge</i> (pp. 124-150). Farnham, UK: Ashgate.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>Urban Reserves in Saskatoon</i>; 2) <i>Economic development and Membertou First Nation, Nova Scotia</i></p>	

Wk 9	Mar 15	<p style="text-align: center;"><b>As Overlapping and Adjacent Governments?</b></p> <p><u>Readings:</u>            McLeod, F., Viswanathan, L., Macbeth, J., &amp; Whitelaw, G. S. (2017). Getting to Common Ground: A Comparison of Ontario, Canada's Provincial Policy Statement and the Auckland Council Regional Policy Statement with Respect to Indigenous Peoples. <i>Urban Planning</i>, 2(1), 72-87.            Livesey, B. (2010). Do urban growth strategies support the development of Māori land for residential use? In K. Stuart. &amp; M. Thompson-Fawcett (Eds.) <i>Tāone Tupu Ora: Indigenous knowledge and sustainable urban design</i> (pp. 38-49). Wellington: New Zealand Centre for Sustainable Cities, University of Otago.            Zaferatos, N.C. (2004). Tribal Nations, local governments, and regional pluralism in Washington state: the Swinomish approach in the Skagit valley. <i>Journal of the American Planning Association</i>, 70(1), 81-96.</p> <p><b>STUDENT-LED CASE STUDIES:</b> 1) <i>Lil'wat Nation, Squamish Nation, and Planning in the Resort Municipality of Whistler</i>; 2) <i>Planning relationships between the City of Sept-Îles and Innu-takuaihan Uashat mak Mani-utenam, Quebec</i>.</p>	
<b>PART 3: ALTERNATIVE VISIONS &amp; APPROACHES</b>			
Wk 10	Mar 22	<p style="text-align: center;"><b>Indigenist Planning: An Introduction &amp; Practical Examples</b></p> <p><u>Readings:</u>            Mannell, L., Palermo, F., &amp; Smith, C. (2013). Community-Based and Comprehensive: Reflections on Planning and Action in First Nations. In R. Walker, T. Jojola, &amp; D. Natcher (Eds.), <i>Reclaiming Indigenous Planning</i> (pp. 113-140). Montreal &amp; Kingston: McGill-Queen's University Press.</p> <p><i>Plus, skim read one of the following guides:</i>            Aboriginal Affairs and Northern Development Canada. (2010). <i>CCP Handbook - Comprehensive Community Planning for First Nations in British Columbia</i>, Second Edition. Ottawa: Ministry of Aboriginal Affairs and Northern Development Canada. Available at: <a href="http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb_1100100021973_eng.pdf">http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb_1100100021973_eng.pdf</a>            Nishnawbe Aski Development Fund &amp; EcoPlan International. (2017) <i>Comprehensive Community Planning Toolkit: Finding Bimadizowin</i>. Fort William, ON: Nishnawbe Aski Development Fund. <a href="http://cip-icu.ca/Files/APE-2018-Projects/Comprehensive-Community-Planning-Toolkit-Finding-B.aspx">http://cip-icu.ca/Files/APE-2018-Projects/Comprehensive-Community-Planning-Toolkit-Finding-B.aspx</a></p> <p><b>GUEST SPEAKERS (TBC):</b> Jake Bastedo, Six Nations Community Plan Coordinator &amp; Stephanie Burnham, Six Nations Community Plan and Engagement Facilitator</p>	
Wk 11	Mar 29	<p style="text-align: center;"><b>Indigenist Planning: A Deeper Reading of Key Concepts &amp; Theories</b></p> <p><u>Readings:</u>            Jojola, T. (2008). Indigenous planning—an emerging context. <i>Canadian Journal of Urban Research</i>, 17(1), 37-47.            Matunga, H. (2013). Theorizing Indigenous Planning. In R. Walker, T. Jojola, &amp; D. Natcher (Eds.), <i>Reclaiming Indigenous Planning</i> (pp. 3-32). Montreal &amp; Kingston: McGill-Queen's University Press.            Borrows, J. (1997). Living between water and rocks: First Nations, environmental planning and democracy. <i>The University of Toronto Law Journal</i>, 47(4), 417-468.</p>	

Wk 12	Apr 5	<b>Decolonizing Planning</b>	Assign. 4 Due
		<p><i>Readings:</i></p> <p>Ugarte, M. (2014). Ethics, discourse, or rights? A discussion about a decolonizing project in planning. <i>Journal of Planning Literature</i> 29, 403-414.</p> <p>Porter, L. (2010). Chapter 7: Unlearning Privilege: Towards the Decolonization of Planning. <i>Unlearning the Colonial Cultures of Planning</i>. Farnham, UK: Ashgate.</p> <p>Porter, L. &amp; Barry, J. (2016). Developing Intercultural Capacity: Lessons for Planning Practice. <i>Planning for Coexistence? Recognizing Indigenous rights through land-use planning in Canada and Australia</i>. Abingdon, UK: Routledge.</p>	

## ASSIGNMENTS

The course learning objectives will be evaluated through individual and group assignments and through in-class participation. Brief descriptions of the assignments are provided below. You will be given a detailed brief on each of the assignments at least three weeks before it is due. These briefs, which will be posted on *LEARN*, provide additional detail on my expectations and grading criteria.

### *Assignment 1 (25%): Reading Reflections*

You will submit seven (7) short reflections that address and **analyze** at least two of the readings for that week. These reflections are intended to give shape to our class discussions and need to raise questions that we can discuss together. One reflection must be from Part 1 of the course, four from Part 2, and two from Part 3. Your lowest grade for these reflections will be dropped. Each reflection is therefore worth 4% of the final grade and students who complete all seven reflections will receive an additional 1% (6 x 4% = 24%, plus 1%).

**DUE: weekly, posted on *LEARN* by 5:00 pm on the day before class**

### *Assignment 2 (20%): Case Study Presentation*

For this assignment, you will research and present a short case study that relates to the theme of your designated week. The case studies are pre-determined and only one group may present each case. In addition to presenting the facts of your case, you must also **identify and explain** the potential connections to the theme and assigned readings for that week.

**DUE: between Jan. 25 and March 15, 2018, depending on the assigned week**

### *Assignment 3 (20%): Enacting Legal and Political Responsibilities*

This assignment asks you to imagine yourself as a staff member working for one of the Indigenous nations whose territory overlaps with a Canadian city or region of your choosing. You should research the range of planning issues and different forms of planning (municipal, regional, 'Crown' land planning) in that Indigenous territory and think carefully about how the relevant governments could reshape their relationship with this Indigenous nation. In doing so, you must **apply** the legal and political responsibilities discussed in Week 3.

**DUE: March 1, at beginning of class**

### *Assignment 4 (25%): Evaluating a Planning Document*

In this assignment, you will be practicing your **evaluation** skills and will be thinking about how planning professionals can create objectives, strategies, and processes that address the Indigenous interests and contributions discussed in Part 2 of the course. This assignment tests your critical thinking, in the sense that you be thinking quite carefully about how the ideas presented in the lectures and readings are reflected in a single planning document.

## **DUE: April 5, at beginning of class**

### *Participation (10%)*

This component of your grade will account for class attendance and participation. Attendance will account for half the marks; the remainder will account for your level of engagement in class activities and discussions.

To receive full participation marks, you do not need to always be putting your hand up to ask questions or be the one leading the discussion. It is ok if you are not comfortable speaking in front of large groups, but you do need to participate in all smaller group activities. You also need to be attentive and demonstrate respect for whoever is speaking. Conversely, students who always ask questions and offer commentary, but who fail to listen to and respect diverse contributions, will not receive full participation marks.

## **STUDENT EVALUATION**

To obtain a passing grade in the course, students are expected to achieve a pass in each graded component. When determining a student's final grade in the course, the professor will examine the record of each individual student's achievement; the final grade may be adjusted to account for the component passing requirement, extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

### **Requirements, Grade Penalties, and Special Considerations:**

Referencing / Citation: The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association*, located in the reference section in Dana Porter Library, or on sale in the Book Store. You may also want to consult the following web resources:

- APA Frequently Asked Questions - <http://www.apastyle.org/learn/faqs/>
- Purdue University Online Writing Lab (OWL): <https://owl.english.purdue.edu>
- University of Wisconsin-Madison Writing Centre: <http://www.writing.wisc.edu>

Readability and Clarity: Students are expected to present well organized, and properly written work using a computer. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.

Lateness penalty: All assignments are due on the date set by the professor. A 5% penalty is incurred when the assignment is not submitted by the time indicated on the course outline and/or assignment brief. An extra 5% penalty is applied for each additional 24-hour period that the assignment is late. A student's assignment that is more than 4 days business days late will not be accepted and a grade of zero will be recorded.

Requests for exemptions or compassionate considerations: All requests are to be discussed with the professor in advance of the assignment due date or as soon as possible.



## APPENDIX A: IMPORTANT INFORMATION

**Intellectual Property:** Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the University's guiding principles on academic integrity: <http://uwaterloo.ca/academicintegrity>. See also the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

**Students are also expected to know what constitutes academic integrity**, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., **plagiarism**, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-andresearch-help/academic-integrity/academic-integrity-tutorial>.

When misconduct has occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students

with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious Observances:** Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Unclaimed assignments:** Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

**Communications with Instructor and Teaching Assistants:** All communication with students must be through either the student's University of Waterloo email account or via *LEARN*. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

**Turnitin:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

**Research Ethics:** The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent

process, etc.). If the development of your research proposal consists of research that involves humans as participants, then please contact the course instructor for guidance and see: <https://uwaterloo.ca/research/office-research-ethics>

**Recording lectures:** The use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**Co-op interviews and class attendance:** Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

## APPENDIX B: PROFESSIONAL PLANNING COMPETENCIES

The Canadian Institute of Planners (CIP), Ontario Professional Planning Institute (OPPI) and Professional Standards Board for the Planning Profession in Canada (PSB) have identified the following “Functional” and “Enabling” Competencies for professional planners. The following table illustrates how these competencies are addressed in this course.

Each competency is scored as a 1, 0.5, or 0, according to this legend;

1: This competency is explicitly covered in the course through a combination of lecture/tutorial content, as well as assignments, and/or exams

0.5: This competency is implicitly covered in the course by way of lecture/tutorial content (but not directly touched upon in assignments and/or exams)

0: This competency is not covered in this course

FUNCTIONAL COMPETENCIES		
<b>Human Settlement</b>		
Forms, scales and settings of human settlements	0.5	Implicit throughout the course, as Indigenous communities represent unique forms, scales and settings.
Processes and factors of change in human settlements	0.5	Implicit throughout the course, as reconciliation is a key process and factor of change in human settlements.
<b>Plan &amp; Policy Considerations</b>		
Environmental, social and economic sustainability	0.5	Implicit throughout the course, as the intersection of social justice and sustainability is a key concern when planning with Indigenous communities.
Equity, diversity and inclusiveness	1	Developed throughout the course, as every topic and

		assignment will deepen understanding of planning with diverse Indigenous peoples and cultures.
Public finance and economics	0	
Land use, design and infrastructure	0	
<b>History &amp; Principles of Planning</b>		
History of planning in Canada and other countries	1	History of planning with Indigenous peoples is developed in Part 1 of the course, as well as Assignment 1.
Planning theories, principles and practices	1	Theory, principles and practices of planning with Indigenous peoples developed in Part 1 and through Assignments 1 & 2. Theory, principles and practices of Indigenist planning developed in Part 2.
Planning ethics	1	Ethics of planning with Indigenous peoples developed in Part 1 & 2, and through Assignments 1 & 2.
New developments in planning	1	Indigenous Planning and reconciliation are two emerging issues in planning. These issues are discussed through the course and through all the assignments.
<b>Government Law &amp; Policy</b>		
Planning laws	1	Legal aspects for planning with Indigenous peoples are discussed through the course (Week 3, in particular) and through Assignment 2, 3 & 4 (Assignment 3, in particular).
Political and institutional frameworks of planning	1	Political and institutional frameworks for planning with Indigenous peoples are discussed through the course (Week 3, in particular) and through Assignment 2, 3 & 4 (Assignment 3, in particular).
<b>Plan &amp; Policy Making</b>		
Visioning, goal-setting, and problem-framing	0	
Information gathering and analysis	0	
Public consultation and deliberation	1	Part 1 and 2 (and Week 3, in particular) explore how Indigenous consultation is different than public consultation. These aspects are also developed through Assignments 2, 3 & 4 (Assignment 3, in particular).
<b>Plan &amp; Policy Implementation</b>		
Regulatory tools	0	
Fiscal/financial tools	0	
Project management	0	
Monitoring and evaluation	0	

<b>ENABLING COMPETENCIES</b>		
<b>Communication</b>		
Written communication skills	1	Developed through Assignments 1, 3, 4.
Oral communication skills	1	Developed through Assignment 2 & through weekly class discussions.
Graphic communication skills	0.5	Developed through the accompanying presentation material for Assignment 2.
Use of information technology	0	
<b>Professional &amp; Ethical Behaviour</b>		
Managing complexity, uncertainty, and change	0.5	Developed through Parts 1 & 2, as these weeks consider the changing relationship with Indigenous peoples and the complexity of their roles in the planning process. These competencies are evaluated in Assignments 3 & 4.
Ethical standards & handling ethical dilemmas	1	Developed throughout the course, as every week considers the different facets of ethical planning practice involving Indigenous peoples. Assignment 3 develops this competency most directly, as it asks students to consider how planners can better handle the ethical dilemma of working with Indigenous communities.
Learning from practice	1	Developed through Assignment 2, as well as the practical examples found in the readings and lecture materials.
<b>Leadership &amp; Interpersonal Skills</b>		
Mediation, facilitation, negotiation, and conflict resolution skills	0.5	Developed through the groupwork for Assignment 2 and through the facilitation of class discussion
Team work and team building skills	0.5	Developed through the groupwork for Assignment 2
Effective inclusion of diverse people and values	1	Developed throughout the course, as every topic and assignment will deepen understanding of the theory and practice of planning with Indigenous peoples and Indigenous values.
Relations to superiors, officials, and the public	0	
<b>Critical Thinking</b>		
Gathering and analyzing quantitative and qualitative data	1	Developed through Assignments 2, 3, 4, which require the collection and qualitative analysis of plans and policy documents.
Identifying patterns and trends	0	
Thinking at various geographic scales	1	Developed through the multi-scalar analysis that is required for Assignment 3.
Designing scenarios and plans	0	