

JPG 1835 Anti-Colonial Planning

Fall Session, Tuesdays 9-11am

Live Webinar in the JPG 1835 Quercus Page - Bb Collaborate

Instructor

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Office Hours: [by appointment bookings](#)

Course Description

This course examines the relationship between planning and colonialism and considers the theories and practices that might be applied in the development of an anti-colonial approach to planning. This course looks to make visible how settler colonialism, as a mode of racial capitalism, works through planning to produce dispossession and inequality, with a focus on the experience of Indigenous peoples in Canada. A key intention of this course will be to examine planning policies or methods to uncover how planning's core conceptual tools and methods—including property, growth, participation, sustainability—often hinge on the production of racial statuses and hierarchies. This course will also provide an overview of how planning scholars are grappling with the question of how to decolonize planning theory through a variety of discursive, ethical, and rights-based approaches. Through an engagement with Indigenous and anti-racist scholarship as well as community-led examples of counter-planning, this course will also consider how core planning assumptions, concepts, and practices might be challenged and reformulated.

Learning Outcomes

At the end of this course students will be able to:

- Explain how planning thought and practice has perpetuated colonialism and other forms of racial oppression
- Analyze planning policies and methods through the lens of settler colonialism or racial capitalism
- Compare visions of justice proposed by planning scholars as well as scholars working in Indigenous paradigms
- Propose alternative modes of planning rooted in Indigenous or anti-racist scholarship

Course Organization

In 2020 this course will be delivered entirely online through Quercus. The course will consist of short pre-recorded video lectures, readings, on-line activities to be completed on your own time. In addition, we will meet virtually every Wednesdays from 9-11 for a live discussion. Course readings other than the required books will be available through Quercus.

Assignments and Evaluation

Participation – 15%

Participation in weekly on-line discussion sessions are an important element of this course. You are expected to complete the readings before these discussions and come to the seminar prepared to discuss these readings. Participation will be based on your thoughtful and respectful engagement with your colleagues and course material.

Seminar Presentation and Summary– 20%

Groups of 2-3 students will make a 10-15-minute presentation of the required readings for the week at the beginning of the seminar. This seminar will provide a critical overview of the readings, include key themes and questions raised by the readings. A good presentation will also relate these readings to other course readings or themes. As part of this presentation, the groups will also author a brief 500-word summary of the presentation, including any critical questions, to be posted the day before class (Monday). The breakdown of this assessment is 10% summary and 10% presentation.

Proposal – 5%

You will submit a 2-page proposal summarizing your proposed topic for your final paper. This proposal will include a summary of the topic and questions you wish to explore. This summary should also include a brief bibliography. The proposal is due on Tuesday, October 13.

Presentation– 15%

You will create a 10-minute presentation outlining the themes and questions of your final paper. You will make a recording of this video and post to Quercus for your classmates to view. You will also provide feedback for one. All presentations are due on Monday, November 23. Presentations will be the focus of discussion during the final two weeks of class.

Final Paper – 45%

You will complete a 15-page final paper related to the themes of the course. Your paper may focus on analyzing an existing planning policy or practice or may propose an alternative policy or practice. This paper will be due on Tuesday, December 15.

Late Penalties

A late penalty of 5% penalty per day will be applied. If you need an extension, please ask in advance. Extensions will be granted for reasons of accommodation, illness or emergencies. Reweighting of assignments/grades will not be permitted.

Required Texts

Most readings will be available through Quercus. There are two required texts in this course that can be ordered online. *Planning for Coexistence?* is also available as an e-book through the library:

- Libby Porter and Janice Barry. 2016. *Planning for Coexistence? Recognizing Indigenous Rights Through Land-use Planning in Canada and Australia*. London: Routledge.
- Laura Harjo. 2019. *Spiral to the Stars: Mvskoke Tools of Futurity*. Tucson: University of Arizona Press.

Schedule of Topics and Readings

Note: I will cancel class during the undergraduate fall reading week (November 10). There will be a total of 12 classes.

Week 1 – September 8

Introduction and Overview

We will begin on September 8 at 9am with a live session in Bb Collaborate which can be accessed through the JPG 1835 page in Quercus.

Week 2 – The Political Context of Planning in Canada

Required Readings:

- Simpson, Leanne. (2008). Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg diplomatic and treaty relationships. *Wicazo Sa Review*, 23(2), 29-42.
- Borrows, J. (1997). Living between water and rocks: First Nations, environmental planning and democracy. *The University of Toronto Law Journal*, 47(4), 417-468.
- Film: Alanis Obomsawin. 1993. Kanehsatake: 270 of Resistance. NFB.

Week 3 – Settler Colonialism, Racial Capitalism, and Planning

Required readings:

- Williams, R. A. (2020). From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*.
- Walia, H., & Dilts, A. (2018). Dismantle and Transform: On Abolition, Decolonization, and Insurgent Politics. *Abolition: A Journal of Insurgent Politics*, (1), 12-21.
- Bates, Lisa K., et al. "Race and Spatial Imaginary: Planning Otherwise/Introduction: What Shakes Loose When We Imagine Otherwise/She Made the Vision True: A Journey Toward Recognition and Belonging/Isha Black or Isha White? Racial Identity and Spatial Development in Warren County, NC/Colonial City Design Lives Here: Questioning Planning Education's Dominant Imaginaries/Say Its Name—Planning Is the White Spatial Imaginary, or Reading McKittrick and Woods as Planning Text/Wakanda! Take the Wheel! Visions of a Black Green City/If" *Planning Theory & Practice* 19.2 (2018): 254-288.

Supplementary reading:

- Smith A (2012) Indigeneity, settler colonialism, white supremacy. In: Martinez HoSang D, LaBennett O and Pulido L (eds) *Racial Formation in the Twenty-First Century*. Berkeley: University of California Press, 66–90.

Week 4 – Decolonial Approaches: Recognition

Required readings:

- Porter and Barry Part I

Supplementary reading:

- Ugarte, M. (2014). Ethics, discourse, or rights? A discussion about a decolonizing project in planning. *Journal of Planning Literature*, 29(4), 403-414.

Week 5 – Decolonial Approaches: Recognition

Required readings:

- Porter and Barry Part II & III

Supplementary reading:

- Coulthard, G. S. (2007). Subjects of empire: Indigenous peoples and the 'politics of recognition' in Canada. *Contemporary political theory*, 6(4), 437-460.

Week 6 – Decolonial Approaches: Sovereignty

Required readings:

- Harjo Chapter 1-3

Supplementary reading

- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-25.

Week 7 – Decolonial Approaches: Sovereignty

Required Readings:

- Harjo Chapter 4-6

Week 8 - Practices: History/Mapping/Representation

Required Readings:

- Bélanger, P. (2020). No Design on Stolen Land: Dismantling Design's Dehumanising White Supremacy. *Architectural Design*, 90(1), 120-127.
- Hunt, D., & Stevenson, S. A. (2017). Decolonizing geographies of power: Indigenous digital counter-mapping practices on Turtle Island. *Settler Colonial Studies*, 7(3), 372-392.
- Mei-Singh, L., & Gonzalez, V. V. (2017). DeTours: Mapping Decolonial Genealogies in Hawai'i. *Critical Ethnic Studies*, 3(2), 173-192.

Week 9 – Practices: Participation/Community/Relationality

Required Readings:

- Wires, K. N., & LaRose, J. (2019). Sogorea Te Land Trust and Indigenous Food Sovereignty in the San Francisco Bay Area. *Journal of Agriculture, Food Systems, and Community Development*, 9(B), 1-4.
- Ramírez, M. M. (2020). Take the houses back/take the land back: Black and Indigenous urban futures in Oakland. *Urban Geography*, 1-12.
- Roberts, A., & Kelly, G. (2019). Remixing as Praxis: Arnstein's Ladder Through the Grassroots Preservationist's Lens. *Journal of the American Planning Association*, 85(3), 301-320.

Supplementary reading:

- Dorries, H., & Harjo, L. (2020). Beyond safety: refusing colonial violence through indigenous feminist planning. *Journal of planning education and research*, 40(2), 210-219.

Week 10 – Practices: Environment and the Future

Required Readings:

- Mitchell, Audra. (2018). Revitalizing laws, (re)-making treaties, dismantling violence: Indigenous resurgence against ‘the sixth mass extinction’. *Social & Cultural Geography*, 1-16.
- McGregor, D. (2018). Chapter 12: Governing for Indigenous environmental justice in Canada. In: Gombay and Palomino-Schalscha (Eds) *Indigenous Places and Colonial Spaces: The Politics of Intertwined Relations*. London: Routledge.
- Women’s Earth Alliance and Native Youth Sexual Health Network. (2016). *Violence on the Land, Violence on Our Bodies: Building an Indigenous Response to Environmental Violence*. Berkeley and Toronto: Women’s Earth Alliance and Native Youth Sexual Health Network.

Week 11 – Student Presentations

Week 12 – Student Presentations

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Graduate Course Policies

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

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