

**Introduction to Indigenous Planning**

Tuesdays/Thursdays 3:30-4:50 PM

Gould 440

Prof. Dylan Stevenson

Office: 448F Gould Hall

Office Hours: T/R 5:00-6:00 PM or by appointment

Grading: Letter Grade / 3 Credits

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**Course Description:**

Tribally held lands comprise over 56 million acres of land (called Indian Country) that are distributed throughout the United States, though many would assert that all lands are indigenous lands. As of 2022, there are 574 Federally Recognized Native American Tribes and countless non-Federally Recognized tribes, each with its own history, culture, beliefs, and interests in determining what the land –and our collective futures—should look like. This course introduces students to key concepts within Indigenous Planning as well as the logistical challenges in conducting planning activities by both tribal and non-tribal governments in the United States. We will examine case studies to understand how planning projects and policies impact topics such as Housing, Tribal Economics, and the Environment, among others. This course will be of particular interest to students interested in community organizing, social/economic/environmental justice, and those interested in working for/with Indigenous communities.

**Required Texts:**

There are no required texts for this class and all readings will be uploaded to Canvas. However, it is highly recommended that students interested in Indigenous Planning and the topics covered in class obtain the following:

- Frantz, K. (1999). *Indian reservations in the United States: Territory, sovereignty, and socioeconomic change*. University of Chicago Press.
- Natcher, D. C., Walker, R., & Jojola, T. S. (Eds.). (2013). *Reclaiming Indigenous planning*. McGill-Queen's University Press.
- Canby, W. C. (2015). *American Indian law in a nutshell (Sixth edition)*. West Academic Publishing.

**Learning Goals and Outcomes:**

Through the completion of this course, students will have the ability to:

- Describe the history and formation of Native American Reservations, characteristics of tribal governments, and their relationships to the U.S. Federal Government and State Governments.
- Identify issues facing Tribal Lands and challenges Native communities may experience such as land/water rights, economic development, and housing, among others.
- Understand and explain how said issues facing Tribal lands are interrelated.
- Develop an understanding of multicultural perspectives, specifically between Native American and non-tribal viewpoints. This includes perspectives among different tribal groups and how cultural contexts affect approaches to solving issues on reservations and tribal nations.
- Develop problem-solving and critical-thinking skills.
- Develop the ability to perform preliminary research for planning projects and write professional written/visual documents.

**Attendance:**

Attendance will not be taken for this course. However, it is still expected that you cover all course material and that you fulfill your course obligations, including but not limited to: course assignments, independent research, and other team-related work.

**Requirements:**

The course requirements for this class include participation in class, a Team Memorandum of Understanding (MOU), three (3) Case Study Memos, and a Final Project Deliverable + Presentation. Details regarding these assignments are described below.

**Team Memorandum of Understanding (MOU):**

Each team will submit a Memorandum of Understanding (MOU) outlining the expected responsibilities and expectations regarding group work for the course. In addition, it will also

include the anticipated Tribal community they anticipate to “approach” and initial thoughts on the type of planning project they wish to develop. The MOU should be co-generated among **all** team members and will serve as the foundation for group work moving forward for the remainder of the course. The hypothetical tribal partner and planning project can change after the MOU is submitted but it should ultimately be a team decision.

### **Case Study Memo:**

Three (3) Case Studies regarding a specific planning project affecting a Tribal community will be explained in class. The case study will provide a general overview of the project, its expected and perceived impacts, and the associated social, political, and economic implications of the project. These case studies will serve as real-world examples of the concepts explained in lectures as well as introduce new themes relate to Indigenous Planning. More detailed documentation regarding each case study will be uploaded to Canvas.

Students will write a single-page memo summarizing the project, issue(s), and implications. They will also note what lessons can be learned from this case study in relation to their final project. Further information on the Case Study Memos will be uploaded on Canvas.

### **Final Project and Presentation:**

There will be no final exam for this class. However, there will be a final project (written) and presentation that will take place during the final class sessions. As you will learn over the course of this semester, there are many different types of issues that a Tribal community may experience both on and off their Tribally-held lands. These obstacles are culturally and contextually embedded, creating unique circumstances in which the tribe must meet these challenges. The final project is an opportunity for students to develop their critical thinking and problem-solving skills using background research and real-world examples.

The final project will be following the Tribal Cultural Landscape approach used to guide agencies and Tribes in constructive, collaborative projects prior to a specific undertaking. In other words, the final project will consist of conducting *background research* on both a potential tribal partner and an anticipated *planning project*. These two components will be submitted throughout the quarter. This work will train students on how to perform independent research, develop professional documents, and design a project timeline as part of pre-consultation work with a tribal partner for future engagement.

### *Background Research*

Each team will perform background research regarding their hypothetical, anticipated Tribal partner to inform the most culturally appropriate way of engaging in a collaborative planning project of their choice. Key information will include aspects of that tribal community’s culture, its history, cultural protocol, and its relationship with settler-state governments among others. While details regarding the background research component will be explained in greater detail on Canvas, each student is expected to write between 7-10 pages (double-spaced, Times New Roman, 12 pt. font) that contributes to the overall team background research deliverable. For

example, a 4-person team would expect to submit a Background Research section of about 28-40 pages (not including images and citations).

### *Planning Project*

Each team will have a proposed planning project of their choice where they must include Tribal collaboration as part of their funding requirements. Consequently, each team must not only have an understanding of their own internal timeline and requirements for said planning project, but they must also be aware of Tribal protocols for who, what, where, and how such collaboration should take place. Like the Background Research section, the Planning Project section requires that each student is to write between 7-10 pages (double-spaced, Times New Roman, 12 pt. font) that contributes to the overall team background research deliverable. For example, a 5-person team would expect to submit a Background Research section of about 35-50 pages (not including images and citations).

### *Final Project Deliverable*

The Final Project Deliverable will be the culmination of your team's work over the course of the quarter. Teams will draft a Cover Page and Executive Summary that will be combined with their Background Research and Planning Project sections into a single document. Further information will be uploaded on Canvas.

### *Presentation*

The presentation is an opportunity for students to speak in front of their peers and demonstrate their newfound expertise regarding their chosen planning project and Tribal partner. It will also allow the audience (our class) to be exposed to issues in Indian Country and work collaboratively to solve issues discussed during the presentation. More information regarding the presentation will be provided later in the quarter.

### **Late Submission Policy:**

Assignments are expected to be turned in by their respective due dates unless under extraordinary circumstances. All assignments submitted after the due date are subject to having up to 1 letter grade (10%) deduction per day after the original due date. For example, if an assignment is worth 10 points and is due January 15<sup>th</sup> and you submit it on January 16<sup>th</sup>, you are subject to receive up to a 10% deduction from your assignment. A January 17<sup>th</sup> submission up to a 20% deduction, etc.

### **Zoom Access:**

A Zoom link for the course has been set up on available on Canvas. Using Zoom to attend class remotely will be conducted on an at-need basis for excusable absences only. Prior to class, please email me about your unavailability to attend in person but would like to participate remotely. I will then set up the Zoom meeting as part of the setup for the class that day. Please do not abuse this option.

### **Grading Rubric:**

|                           |             |
|---------------------------|-------------|
| Team MOU                  | 5%          |
| Case Study Memo (5% each) | 15%         |
| Background Research       | 30%         |
| Project Planning          | 30%         |
| Final Project Deliverable | 15%         |
| Final Presentation        | 5%          |
| <b>Total</b>              | <b>100%</b> |

**Grading Policy:**

Grades will be determined by the instructor based on the stated criteria above in accordance with the grading scale. Grades will be available to students through the course Canvas. If a student has questions about their assessment or would like additional feedback, they should schedule a meeting with the instructor during their office hours.

**Grading Scale:**

| Letter Grade | Percent Grade | 4.0 Scale |
|--------------|---------------|-----------|
| A+           | 97-100        | 4.0       |
| A            | 93-96         | 4.0       |
| A-           | 90-92         | 3.7       |
| B+           | 87-89         | 3.3       |
| B            | 83-86         | 3.0       |
| B-           | 80-82         | 2.7       |
| C+           | 77-79         | 2.3       |
| C            | 73-76         | 2.0       |
| C-           | 70-72         | 1.7       |
| D+           | 67-69         | 1.3       |
| D            | 65-66         | 1.0       |
| F            | Below 65      | 0.0       |

**Schedule of Classes and Readings (Weeks differentiated by color):**

| <b>Week</b> | <b>Date</b>                             | <b>Topic</b>  |
|-------------|---|---|
| <b>1</b>    | <b>January 3</b>                        | <b>Introductions, Overview, and Syllabus</b> <ul style="list-style-type: none"> <li>Pierce, J. M. (2022, October 12). <i>Your Land Acknowledgment Is Not Enough</i>. Hyperallergic. <a href="http://hyperallergic.com/769024/your-land-acknowledgment-is-not-enough/">http://hyperallergic.com/769024/your-land-acknowledgment-is-not-enough/</a></li> <li>Hibbard, M. (2021). Indigenous Planning: From Forced Assimilation to Self-determination. <i>Journal of Planning</i></li> </ul>   |
|             | <b>January 5</b>                        | <b>Native American and Indigenous Studies 101</b> <ul style="list-style-type: none"> <li>Smith, P. C. (2009). Introduction: <i>Every Picture Tells a Story from Everything You Know about Indians Is Wrong</i>. University of Minnesota Press</li> <li>Thrush, C.-P., &amp; Cronon, W. (2017). <i>Forward and Preface to the Second Edition from Native Seattle: Histories from the crossing-over place</i> (Second edition).</li> </ul>  |
| <b>2</b>    | <b>January 10</b><br>**Teams Assigned** | <b>Concepts in Federal Indian Law</b> <ul style="list-style-type: none"> <li>Kickingbird, Kirk and Rhoades, Everett R. <i>The Relation of Indian Nations to the U.S. Government</i> from <i>American Indian Health: Innovations in Health Care, Promotion, and Policy</i>. Johns Hopkins University Press,</li> </ul>   |
|             | <b>January 12</b>                       | <b>Tribal Lands, Property Rights, and Jurisdictions</b> <ul style="list-style-type: none"> <li>Stremlau, R. (2005). “To Domesticate and Civilize Wild Indians”: Allotment and the Campaign to Reform Indian Families, 1875-1887. <i>Journal of Family History</i>, 30(3), 265–286. <a href="https://doi.org/10.1177/0363199005275793">https://doi.org/10.1177/0363199005275793</a></li> <li>Bobroff, K. H. (2001). Retelling Allotment: Indian Property Rights and the Myth of Common Ownership. <i>Vanderbilt Law Review</i>, 54(4), 1557–1624. <b>Read</b></li> </ul> |

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| 3 | <b>January 17</b><br>**Team<br>MOUs Due<br>** | <b>Indigenous Institutions and Knowledge Sources</b> <ul style="list-style-type: none"> <li>Warrior, C. E. (2017). Indigenous Collectives: A Meditation on Fixity and Flexibility. <i>The American Indian Quarterly</i>, 41(4), 368–392.</li> <li>Harding, A., Harper, B., Stone, D., O’Neill, C., Berger, P., Harris, S., &amp; Donatuto, J. (2012). Conducting Research with Tribal Communities: Sovereignty, Ethics, and Data-Sharing Issues. <i>Environmental Health Perspectives</i>, 120(1), 6–10.</li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>Kidwell, C. S. (2002). Native American Systems of Knowledge. In <i>A Companion to American Indian History</i> (pp. 85–102). John Wiley &amp; Sons, Ltd. <a href="https://">https://</a></li> </ul> |
|   | <b>January 19</b>                             | <b>Introduction to Sacred Sites</b> <ul style="list-style-type: none"> <li>Baughner, Sherene. <i>Sacredness, sensitivity, and significance The controversy over Native American Sacred Sites from Heritage of Value, Archaeology of Renown: Reshaping Archaeological Assessment and</i></li> </ul>  |
| 4 | <b>January 24</b>                             | <b>Case Study: Promises and Challenges in Protecting Sacred Sites</b> <ul style="list-style-type: none"> <li>Martin, Evelyn. <i>Between Heaven and Earth: American Indians are pressing for recognition of “the spirit of</i></li> </ul>  |
|   | <b>January 26</b>                             | <b>Environmental Resource Management and Regulations</b> <ul style="list-style-type: none"> <li>LaDuke, Winona. <i>All Our Relations: Native Struggles for Land and Life</i>. South End Press, 1999. Pp. 9-23</li> <li>Nadasdy, P. (1999). The Politics of Tek: Power and the “Integration” of Knowledge. <i>Arctic Anthropology</i>,</li> </ul>  |
| 5 | <b>January 31</b><br>**Case<br>Study #1       | <b>Environmental Challenges: Development and Environmental Damages (Refuse, Waste, and Toxicity)</b> <ul style="list-style-type: none"> <li>Chapman, Duane and Erickson Jon D. <i>Sovereignty for Sale Nuclear Waste in Indian Country</i>. Akwe:kon</li> </ul>   |

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|   | February 2  | <b>Introduction to Food Sovereignty</b> <ul style="list-style-type: none"> <li>Coté, Charlotte. "Indigenizing' Food Sovereignty. Revitalizing Indigenous Food Practices and Ecological Knowledges in Canada and the United States." <i>Humanities</i>, vol. 5, no. 3, July 2016, p. 57.</li> <li>Watch the following video on the revitalization by the Sioux Chef, Sean Sherman (Lakota, Pine Ridge) (Presentation begins at 5:03):<br/><a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a></li> </ul> |
| 6 | February 7  | <b>Revitalizing Traditional Foods and Knowledge(s)</b> <ul style="list-style-type: none"> <li>"Searching For Haknip Achukma (Good Health): Challenges To Food Sovereignty Initiatives In Oklahoma." <i>American Indian Culture and Research Journal</i> (2019):. Web. 4 June 2019.</li> <li>Whyte, K.P. <i>Food Sovereignty, Justice and Indigenous Peoples: An Essay on Settler Colonialism and Collective Continuance</i>. Oxford Handbook on Food Ethics. Edited</li> </ul>  |
|   | February 9  | <b>Case Study: Introduction to Indian Health Services</b> <ul style="list-style-type: none"> <li>Rainie, Stephanie, et al. "The Changing Landscape of Health Care Provision to American Indian Nations." <i>American Indian Culture and Research Journal</i>, vol. 39, no. 1, Jan. 2015, pp. 1–24. <i>uclajournals.org (Atypon)</i>,</li> </ul>   |
| 7 | February 14 | <b>What is Medicine?</b> <ul style="list-style-type: none"> <li>Rhoades, Everett R. and Rhoades Dorothy A. <i>Traditional Indian and Modern Western Medicine from American Indian Health: Innovations in Health Care, Promotion, and Policy</i>. Johns Hopkins University Press, 2000. Pp. 401-417.</li> <li>Reid, Raymond and Rhoades, Everett R. <i>Cultural Considerations in Providing Care to American Indians from American Indian Health: Innovations in Health</i></li> </ul>   |
|   | February 16 | <b>Overview and Typology of Tribal Plans</b> <ul style="list-style-type: none"> <li>Lucchesi, A. H. (2020). <i>Spatial Data and (De)colonization: Incorporating Indigenous Data Sovereignty Principles into Cartographic Research</i>. <i>Cartographica: The International Journal for Geographic</i></li> </ul>  |
| 8 | February 21 | <b>Case Study: Economic Development in Indian Country</b> <ul style="list-style-type: none"> <li>Kennedy, D. M. (Ed.). (2017). <i>American Indian business: Principles and practices</i>. University of</li> </ul>  |



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|    | <b>February 23</b> | <b>The Politics and Law of Indian Gaming</b> <ul style="list-style-type: none"> <li>• Venables, Robert W. "More Than A Game." <i>Northeast Indian Quarterly</i>, Fall 1989. Pp. 12-15.</li> <li>• Cozzetto, Don A. "The Economic and Social Implications of Indian Gaming: The Case of Minnesota." <i>American Indian Culture and Research Journal</i>, vol. 19, no. 1, 1995, pp. 119-31. <i>ProQuest</i>, <a href="https://search.proquest.com/docview/62758360?accountid=10267">https://search.proquest.com/docview/62758360?accountid=10267</a>.</li> </ul> <p>Optional Reading:</p> <ul style="list-style-type: none"> <li>• Darian-Smith, Eve. <i>New Capitalists: Law, Politics, and</i></li> </ul> |
| 9  | <b>February 28</b> | <b>Guest Lecture: Prof. Manish Chalana</b> <ul style="list-style-type: none"> <li>• Assigned Readings TBD</li> </ul>  |
|    | <b>March 2</b>     | <b>Guest Lecture: Dan Abramson Recorded Lecture</b><br><b>Project Planning Work Session</b>   |
| 10 | <b>March 7</b>     | <b>The Conditions of Reservation Housing</b> <ul style="list-style-type: none"> <li>• "Most Indians on reservations live in substandard housing." <i>Native American Report</i>, Sept. 2004, p. 141. <i>Academic OneFile</i>, <a href="http://link.galegroup.com/apps/doc/A122865546/AONE?u=nysl_sc_cornl&amp;sid=AONE&amp;xid=2356f877">http://link.galegroup.com/apps/doc/A122865546/AONE?u=nysl_sc_cornl&amp;sid=AONE&amp;xid=2356f877</a>. Accessed 4 June 2019.</li> <li>• "MIL-OSI USA: Resource: Spotlight Stories: Thunder Valley CDC." <i>ForeignAffairs.co.nz</i>, 25 July</li> </ul>   |
|    | <b>March 9</b>     | <b>Housing, but for whom?</b> <ul style="list-style-type: none"> <li>• Edmunds, David S., et al. "Tribal Housing, Codesign, and Cultural Sovereignty." <i>Science, Technology, &amp; Human Values</i>, vol. 38, no. 6, Nov. 2013, pp. 801–828, doi:10.1177/0162243913490812.</li> </ul>   |
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|  | <b>March 16 –<br/>Final Exam<br/>Slot @ 4:30</b> | <b>Final Team Presentations</b> |
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**University Code of Academic Integrity:**

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you’re uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)
- Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

**Access and Accommodations:**

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](http://disability.uw.edu).

**Religious Accommodations:**

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).”

**Inclusivity Statement:**

We understand that our members represent a rich variety of backgrounds and perspectives. The department is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other’s opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the university community.