

Class Time and Location: Thurs 3-5pm, SS5017A
Department of Geography and Planning
University of Toronto

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Course description

This course will examine how current structures of oppression, inequality and conflict are deeply rooted in the supremacist legacies of imperialism. The course will also look at how imperialist legacies are genealogically linked with colonialism/coloniality, capitalism and neoliberalism. Importantly, it will investigate how our dominant frameworks for planning societies, spaces and programs/services continue to be situated within imperialist modes of knowledge and progress. A key goal of the course is to bring focus on the rich but underexplored history of anti-imperialist schools of thought, social movements and solutions. In particular, the course will shed light on the anti-imperialist demands and 'worldmaking' that radical social movements led by Black, Indigenous, Dalit, Queer/Trans Justice, Disability/Crip Justice, landless/stateless, and other historically marginalized constituents are championing. As part of course work, students will examine how planning frameworks can center historically marginalized constituents and their radical demands (e.g., reparations, defunding of police, abolition of carceral systems, status for all, climate justice) in ways that overcome legacies of imperialism/coloniality.

Course objectives

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

1. Have a critical understanding of the global legacies of imperialism with attention to how supremacist empires and imperialist institutions are genealogically linked with colonialism and capitalism.
2. Be able to map how current structures of oppression, inequity, exploitation, and violence (at macro and everyday level) are founded and fuelled by legacies of imperialism/colonialism.
3. Be able to compare different anti-imperialist/decolonial schools of thought, social movements and solutions and discuss how anti-imperialist visions have survived in spite of violent suppressions by supremacist powers.
4. Identify concrete strategies through which our policy, planning and practice frameworks can center anti-imperialist and decolonial solutions, including reparative and abolitionist demands put forth by Black, Indigenous, Dalit, Queer/Trans Justice, Crip/Disability Justice and other underclass constituents.

Course requirements and evaluation

Seminar participation and facilitation: (20%)

Short Essay 1: 'Writing Back' to Disrupt Colonial Place/Placemaking (20%)

Short Essay 2: Recentring Anti-Imperialist Visions and Solutions (20%)

Group Project: Decolonial Planning Project

Group Project Presentation (15%)

Group Project Report (25%)

Seminar Participation and Facilitation (20%):

Active participation in weekly discussion sessions are an important part of the course. Students are expected to do their weekly readings and come prepared to discuss the readings with their critical reflections and questions. Each student will also choose one week to present in-depth reflections on the readings (likely with another student) for approximately 15 minutes, and facilitate class discussion. Participation will be evaluated based on your thoughtful and respectful engagement with your colleagues and course material.

Short Essay 1: 'Writing Back' to Counter Colonial Placemaking (20%).

The goal of this assignment is to expose and question how the history, names, stories/legends, planning goals, design, functional elements, aesthetics, experiences, or outcomes of a particular place have been constituted within, and serves to reproduce, legacies of colonialism/imperialism. Another key goal of the essay is to bring to light different and multiple counter historiographies and visions about the place with a focus on groups whose voices have been silenced by colonial/imperialist legacies. Students are encouraged to utilize decolonizing analytical and writing frameworks such as Edward Said's techniques of "writing back," Thomas King's tactics of juxtaposing counter historiographies, and other subversive writing approaches. The written assignment should be about 1500-2000 words in length. Due Date: February 9th, 2023.

Short Essay 2: Recentring Anti-Imperialist Visions and Worldmaking (20%)

In this assignment, you will research and write a short essay (1500-2000 words) focused on anti-imperialist/decolonial visions and solutions that were put forth in the past but were

suppressed by colonial and imperialist powers. You will discuss how the alternative visions and solutions attempted to undo legacies of imperialism/coloniality and expose the dominating strategies that colonial/imperialist powers employed to undermine them. Another key goal of the essay is to highlight how these past anti-imperialist/decolonial visions and solutions continue to, and/or can help to, inform contemporary planning and practices to build more equitable and just societies. Examples of past anti-imperialist/decolonial initiatives include the 1927 League Against Imperialism conference, Non-Aligned Movement, G-77 initiative, Bandung Conference Declarations, Bamako Appeal, New International Economic Order (NIEO), Black Reconstruction Project, Third World Feminist Alliance etc. Due Date: March 24th, 2023.

Group Project: Decolonial Justice Project (15% for presentation; 25% for project report)

The key goal of this applied group project is to explore how to plan and promote radically equitable societies, spaces and solutions using decolonial/anti-imperialist principles. You will work in groups of 2-3 people for this assignment. The key goals and the parameters for the group project is as follows:

You work at a reputable and thriving planning institute. Your institute and another community organization (who you have partnered before on several successful planning projects) have secured a five year Decolonial Justice Catalyst grant from the government to plan, pilot and promote an innovative initiative focused on one of the following themes:

1. Care not Cops
2. Decolonizing Immigration and Settlement
3. Disability Justice Placemaking/ Crippling the City
4. Activist City Building

Details for the parameters for this assignment will be provided in a separate document. Your group will prepare and give a 20 minute group presentation to the class about your project plan. A project plan report (20–25 pages) will need to be submitted by April 21st, 2023.

Pedagogical Framework and Course Structure

The course will meet for two hours once a week. Classes will be held as interactive seminars in ways that facilitate critical thinking, interrogations, and learning in shared ways. Practitioners and advocates directly engaged in promoting decolonial/anti-imperialist pedagogies, planning, and practices will be invited to give guest lectures to ensure that the course has strong applied orientation.

The pedagogical framework for the course is centered on the works of anti-imperialist scholars from the *revolutionary humanist* tradition (Frantz Fanon, bell hooks, Audre Lorde, Edward Said, Angela Davis, Samir Amin, etc). Students will learn to apply critical analytical frameworks developed by anti-imperialist scholars (such as ‘writing back’ technique, world-systems framework, genealogical analysis, critical intersectionality) to engage in deep *systemic analysis* to problematize how current structures of inequity, exploitation and violence are rooted in imperialist legacies. The revolutionary humanist framework will also provide the basis for envisioning and championing decolonial and anti-imperialist counterpoints.

Course assignments are grounded on ‘engaged pedagogy’ geared at teaching students how they can apply their critical analytical and writing skills in concrete ways to influence shifts in public knowledge, policy frameworks and planning practices. If interested, students will be supported to publish and share their writings to relevant platforms and/or stakeholders outside

of the class (e.g. write Op-Eds, letters to their elected officials, rewrite Wikipedia entries); this is optional and will not affect the grading scheme.

Applied Resources

To connect theory to practice, students are encouraged to explore applied resources/toolkits developed by practitioners engaged in decolonial or social justice based work. Practitioners can include planners, policy makers, architects, designers, advocacy groups, and service provider organizations. Applied examples can include planning of policies, places (built environments), programs/services, and praxis (e.g. planning advocacy campaigns, public rallies, civic engagement meetings, action forums). A list of key applied resources is included at the end of this syllabus.

In each class, we will review one design or planning framework that reflects decolonial/anti-imperialist visions and/or championed by historically marginalized constituents. (for example, 10 Principles of Disability Justice , #8toAbolition, UN principles for full reparations, Just City Index, Design Justice framework). We will also explore 1-2 case example projects/vignettes featured in the One Million Experiments Initiative or other decolonial/anti-imperialist initiatives. The One Million Experiments is an initiative jointly led by Interrupting Criminalization and the Nia Project. It features community based projects that explore how “we can create wellness and reduce harm in a world without police and prisons” : <https://millionexperiments.com/search>

Class schedule and weekly readings

Week 1: Introduction to the Course (January 12)

Overview of course objectives, course work, grading scheme, and pedagogical framework.

Short Films and Preliminary Discussion

- bell hooks on contesting “imperialist white supremacist capitalist patriarchy”: <https://youtu.be/sUpY8PZlqV8> (4:08 minutes)
- Syrus Marcus Ware discussing his art and activism to counter colonialism, anti-Black racism, homo/transphobia and other interlocking oppressions (5 minutes): <https://www.syrusmarcusware.com/education/lectures-talks-keynotes>
- Bobby Sanchez (two-spirit transgender poet musician activist from Ayacucho Peru heritage, currently in NYC): Land Back rap: <https://www.instagram.com/bobbysanchezmusic/?hl=en>
- Nikki Sanchez, Decolonization is for Everyone: <https://youtu.be/pmxD-z1Y8GA> (13:19 minutes)

Part 1: Introduction to Anti-Imperialism and Decolonization

Week 2: Rehearsals for Decolonial/Anti-Imperialist Pedagogies and Praxis (January 19)

Required Readings:

- Tuck, Eve, & Yang, K. Wayne, .(2012) [Decolonization is not a Metaphor](#). Decolonization: Indigeneity, Education & Society. 1(1): 1-40.
- Mignolo, Walter and Walsh, Catherine E. “Chapter 5: What Does it Mean to Decolonize?” (pp. 105-134). In *On Decoloniality: Concepts, Analytics, Praxis*. Duke University Press

- Gilmore, Ruth. W. (2022). "Chapter 1: [What is to be Done?](#)" (pp. 25-51). In *Abolition Geography: Essays Towards Liberation*. Verso Books.
- Maynard, Robyn, & Simpson, Leanne. Betasamosake. (2022). "Part 1: [On Letter Writing, Commune, and the End of \(this\) World](#)." (pp. 5-52). In *Rehearsals for Living*. Haymarket Books.
- Tabar, Linda., & Desai, Chandni. (2017). [Decolonization is a global project](#): From Palestine to the Americas. Decolonization: *Indigeneity, Education & Society*, 6(1).

Recommended Readings

- Roy, Arundhati. (2019). '[The Loneliness of Noam Chomsky](#)' In *My Seditious Heart: collected nonfiction*. Haymarket Books. (pp. 206-220)
- Dei, G. S., & Imoka, C. (2018). [Colonialism: Why Write Back?](#). *E-International Relations*.
- Césaire, Aime. (2001). *Notebook of a Return to the Native Land*. Wesleyan University Press.

Week 3: Foundations of Anti-Imperialist/Decolonial Praxis: Revolutionary Humanism and Radical Intersectional Solidarities ("ever-expanding community of struggle") (January 26)

Required Readings:

- Davis, Angela. Y. (2016). "Progressive Struggles against Insidious Capitalist Individualism," (pp. 13-20), "We have to Talk about Systemic Change," (pp. 34-46) and "Transnational Solidarities." (pp. 99-109). . In *Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement*. Haymarket Books.
- Fanon, Frantz. (2004). "Conclusion." (pp. 235-239). *The Wretched of the Earth*. 1961. Trans. Richard Philcox. New York: Grove Press. .
- Harvey, David. (2014). "Conclusion: Prospects for a Happy but Contested Future: The Promise of Revolutionary Humanism." (pp 282-293). *Seventeen contradictions and the end of capitalism*. Oxford University Press.
- Lorde, Audre (2007) "The Master's Tools will Never Dismantle the Master's House" (pp. 110-113). In *Sister Outsider*. Berkeley: Crossing Press.
- Prashad, Vijay (edited by Frank Barat) (2022). "Zambia is not so far away."(pp. 101-105). In *Struggle Makes us Human. Learning from Movements for Socialism*. Chicago: Haymarket Books.

Recommended Readings

- Combahee River Collective (1977). The Combahee River Collective Statement (1977): <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>
- Taylor, Keeyanga-Yahmatta. (2020). [Until Black women are free, none of us will be free. Barbara Smith and the Black feminist visionaries of the Combahee River Collective](#). New Yorker. July 20,2020.
- Prashad, Vijay. (2017). The time of the Popular Front. *Third World Quarterly*, 38(11), 2536-2545.

Part II: Anti-Imperialist Interrogations of Imperialist/Colonial Legacies

Week 4: Confronting Global imperial/colonial formations and the (re)production of an unequal, divided, and violent world (February 2)

Required Readings

- Kumar, Krishna (2020). "Chapter 1: Empires in Space and Time" (pp. 10-29) and "Chapter 6: Empire After Empire" (pp 111-136). In *Empires: A historical and political sociology*. John Wiley & Sons
- Ann Laura Stoler and Carole McGranahan (2007). "Introduction". In *Imperial Formations*. edited by Stoler, Ann. L., McGranahan, Carole., & Perdue, P. C. SAR Press.
- Andrews, Kehinde. "Introduction: The Logic of Empire" (pp. xiii- xxix) and "Chapter 3: Slavery" (pp. 55-84). In *The New Age of Empire. How Racism and Colonialism still rule the World*. New York: Bold Type Books.
- Yengde, Suraj. (2022). Global castes. *Ethnic and Racial Studies*, 45(2), 340-360

Recommended Readings

- Burbank, Jane and Cooper Frederick (2010). 'Imperial Trajectories.' in *Empires in World History: power and the politics of difference*. Princeton. (pp. 1-22). Electronic copy available online at University of Toronto Library.
- Amin, Samir. (1991). The ancient world-systems versus the modern capitalist world-system. *Review* (Fernand Braudel Center), 349-385.
- Lowe, Lisa. (2015). "Chapter 1: The Intimacies of Four Continents." In *The intimacies of four continents*. Duke University Press. (pp. 1-41). Electronic copy available online at University of Toronto Library.

Week 5: Confronting Euro-American imperialism, racial capitalism, and globalization of "imperialist white supremacist capitalist patriarchy." (February 9)

Required Readings:

- Andrews, Kehinde. "Chapter 2: Genocide." (pp. 25-54), "Chapter 4: Colonialism" (pp.85-110) and "Chapter 5: Dawn of New Age" (pp. 111-137). In *The New Age of Empire. How Racism and Colonialism still rule the World*. New York: Bold Type Books.
- Koshy, S., Cacho, L. M., Byrd, J. A., & Jefferson, B. J. (Eds.). (2022). "Introduction." (pp. 1-30). In *Colonial Racial Capitalism*. Duke University Press.
- Amin, Samir. (2006). "Introduction" (pp. 1-7) and "Chapter 1 The Triad: America, Europe and Japan-united or fragmented" (pp. 8-24). In *Beyond US hegemony: Assessing the prospects for a multipolar world*. Zed Books.
- Roy, Arundhati. (2019). "An Ordinary Person's Guide to Empire" (pp. 242-253). In *My Seditious Heart: collected nonfiction*. Haymarket Books.

Recommended Readings:

- The Mapping Project (2022). Mapping US Imperialism. June 6th, 2022. <https://mronline.org/2022/06/06/mapping-u-s-imperialism/>
- Wynter, Sylvia. (1995). The Pope must have been drunk, the King of Castile a madman: Culture as actuality, and the Caribbean rethinking modernity. *The reordering of culture: Latin America, the Caribbean and Canada in the hood*, 17-41.
- Said, Edward (interviews with Barsamian, David). (1994). ' Culture and Imperialism' (pp. 69-106). In *The pen and the sword: Conversations with Edward Said*. Haymarket Books.
- Piketty, T. (2022). "Chapter 3: The heritage of slavery and colonialism." (pp. 48-67). In *A brief history of equality*. Harvard University Press.
- Sullivan, Dylan, & Hickel, Jason. (2023). Capitalism and extreme poverty: A global analysis of real wages, human height, and mortality since the long 16th century. *World Development*, 161, 106026. doi:10.1016/j.worlddev.2022.106026 .

- Hickel, J., Dorninger, C., Wieland, H., & Suwandi, I. (2022). Imperialist appropriation in the world economy: drain from the global south through unequal exchange, 1990–2015. *Global Environmental Change*, 73, 102467.

Week 6: Confronting supremacist legacies of non-White/non-European imperialisms (February 16)

Required Readings:

- Andrews, Kehinde. "Chapter 6: The Non-White West" (pp.138-162). In *The New Age of Empire. How Racism and Colonialism still rule the World*. New York: Bold Type Books.
- Minawi, Mostafa. (2016). [Introduction](#). (pp. 1-18). In *The Ottoman scramble for Africa: Empire and diplomacy in the Sahara and the Hijaz*. Stanford University Press.
- Mizutani, Satoshi. 2019. "Introduction to 'Beyond Comparison: Japan and Its Colonial Empire in Transimperial Relations.'" *Cross-Currents: East Asian History and Culture Review* (e-journal) 32: 1–21.
<https://cross-currents.berkeley.edu/e-journal/issue-32/introduction>.
- Lokyitsang, Dawa. 2020 [2012]. "The Discursive Art of China's Colonialism: Reconfiguring Tibetan and State Identities." in *Foregrounding Tibet*, edited by Tenzin Desal. *Tibet Policy Journal*. Vol. VII No. 2. p29-50.
- Soundararajan, Thenmozi (2022). "Meditation II: The source of caste" (pp. 41-88). In *The Trauma of Caste. A Dalit Feminist Meditation on Survivorship, Healing, and Abolition*. North Atlantic Books.

Recommended Readings:

- Min, P. G. (2003). Korean "Comfort Women": The Intersection of Colonial Power, Gender, and Class. *Gender & Society*, 17(6), 938–957.
<https://doi.org/10.1177/0891243203257584>
- Walia, Harsha. (2021). "Chapter 8: The Kafala System in the Gulf States." (pp. 146-154). In *Border and Rule: Global migration, capitalism, and the rise of racist nationalism*. Haymarket Books.
- Minwani, Mostafa (2020). "Chapter 5: Racializing Self, Racializing Others." In Minawi, M. (2022). *Losing Istanbul: Arab-Ottoman Imperialists and the End of Empire*. Stanford University Press.
- Zainab Ramahi (2019). ["Kashmir and Palestine share the struggle for self determination against colonial occupation."](#) *Mondoweiss*. August 8th, 2019.
- Allan, J., Lakhal, H., & Lemaadel, M. (2021). *An unjust transition: Energy, colonialism and extractivism in occupied Western Sahara*. Transnational Institute.

Reading Break (February 20-24)

Week 7: Confronting Settler Colonialism and Internal Colonialism in Imperialist Nations/Nationhood (March 2nd)

Required Readings:

- Byrd, Jodi. (2015). "Mind the Gap: Indigenous Sovereignty and the Antinomies of Empire." (pp. 119-136). In *The Anomie of the Earth: Philosophy, Politics, and Autonomy in Europe and the Americas*. Duke University Press.

- Palmater, Pamela D. (2022). "Death by Poverty." (pp. 69-108). In *Power and resistance: Critical thinking about Canadian social issues*. Antony, J., Antony, W., & Samuelson, L. (Eds.). Fernwood Publishing.
- Nahuelpan, H., Antimil, J., & Lehman, K. (2019). "Mapuchezugun Ka Mapuche Kimün: Confronting Colonization in Chile (Nineteen and Twentieth centuries)" (pp. 63-83). In *Handbook of Indigenous Education*. McKinley, E. A., & Smith, L. T. (Eds.). Singapore: Springer Singapore.
- Walia, Harsha. (2014). "What is Border Imperialism?" (pp. 37-78). In *Undoing border imperialism* (Vol. 6). Ak Press.
- Mamdani, Mahmood (2020). "Chapter 6: Decolonizing the Political Community." (327-355) *Neither settler nor native: The making and unmaking of permanent minorities*. Harvard University Press.

Recommended Readings:

- Sharma, Nandita., & Wright, Cynthia. (2008). Decolonizing resistance, challenging colonial states. *Social Justice*, 35(3 (113), 120-138.
- Coulthard, Glen. S. (2007). Subjects of empire: Indigenous peoples and the 'politics of recognition' in Canada. *Contemporary political theory*, 6(4), 437-460.
- Talaga, Tanya. (2018). "Chapter 2: Big Brother's Hunger" (pp. 37-90). In *All Our Relations US Edition: Finding the Path Forward*. House of Anansi.
- Palmater, Pam (2017). [The ongoing legacies of Canadian Genocide](#). *Canadian Dimensions*. March 3, 2016.
- Bélanger, Paul. (2020). No Design on Stolen Land: Dismantling Design's Dehumanising White Supremacy. *Architectural Design*, 90(1), 120-127.
- Cowen D, Lewis N (2016) Anti-blackness and urban geopolitical economy reflections on ferguson and the suburbanization of the internal colony. *Society and Space Magazine*. <https://www.societyandspace.org/articles/anti-blackness-and-urban-geopolitical-economy>
- Cowen, Deborah (2020) Following the infrastructures of empire: notes on cities, settler colonialism, and method. *Urban Geography* 41(4): 469–486.
- Adrian A. Smith (2015) Troubling "Project Canada": the Caribbean and the making of "unfree migrant labor." *Canadian Journal of Latin American and Caribbean Studies*, 40:2, 274-293

Part III: Decolonizing Planning and Decolonial/Anti-Imperialist Planning

Week 8: Reviving anti-Imperialist/decolonial revolutions, revolts, and counter-hegemonic worldmaking (March 9th)

Required Readings:

- Bhabra, Gurinder. K. (2016). Undoing the epistemic disavowal of the Haitian revolution: a contribution to global social thought. *Journal of Intercultural Studies*, 37(1), 1-16.
- Getachew, Adom. (2019). "Chapter 1: A political theory of decolonization" (pp. 14-36) and "Chapter 3: From Principle to Right: the anti-colonial reinvention of self-determination" (pp. 71-106) In *Worldmaking after Empire. The rise and fall of self-determination*. Princeton University Press
- Chakrabarty, D. (2005). Legacies of Bandung: decolonisation and the politics of culture. *Economic and Political Weekly*, 4812-4818.
- Maynard, Robyn, & Simpson, Leanne. Betasamosake. (2022). "Chapter 3: Summer of Revolt" (pp. 100-148). In *Rehearsals for Living*. Haymarket Books.

Recommended Readings

- Manjapra, Kris. (2019). "Anti-imperialism and Interregnum." (pp. 289-310). In P. Gordon & W. Breckman (Eds.), *The Cambridge History of Modern European Thought*. Cambridge: Cambridge University Press.
- Bhabra, Gurinder K. "Postcolonial and Decolonial Reconstructions." *Connected Sociologies*. London: Bloomsbury Academic, 2014. 117–140. Bloomsbury Collections. W
- Declaration on the Establishment of a New International Economic Order (NIEO), May 1st, 1974: <http://www.un-documents.net/s6r3201.htm>
- Ten Principle of 1955 Bandung Asian-African Conference: <https://hal.archives-ouvertes.fr/hal-02659800/document>
- The Bamako Appeal: https://mronline.org/wp-content/uploads/2018/06/Bamako_Appeal.pdf

Week 9: Decolonial Planning for/from the Margins: Refusals, Reckoning, and Re-Existence (March 16)

Required Readings:

- Hooks, Bell. (1989). Choosing the margin as a space of radical openness. Framework: *The Journal of Cinema and Media*, (36), 15-23.
- Dorries, Heather., & Harjo, Laura. (2020). Beyond safety: refusing colonial violence through indigenous feminist planning. *Journal of planning education and research*, 40(2), 210-219.
- Simpson, Leanne. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-25.
- Piepzna-Samarasinha, Leah L. with Karine Myrgianie Jean-Francois, Nelly Bassily, Sage Lovell, Sarah Jama, and Syrus Marus Ware (2022). "Chapter 7. The Future is Disabled" (pp. 161-167). In *The Future is Disabled. Prophecies, love notes, and mourning songs*. Vancouver: Arsenal Pulp Press.
- Ware, S. M. (2017). All power to all people? Black LGBTTI2QQ activism, remembrance, and archiving in Toronto. *TSQ: Transgender Studies Quarterly*, 4(2), 170-180.

Recommended Readings

- Nick Estes, Ruth Wilson Gilmore & Christopher Loperena (2021) United in Struggle, *NACLA Report on the Americas*, 53:3, 255-267.
- Gosnell-Myers, G. (2022). "Co-creating the Cities We Deserve through Indigenous Knowledge" (pp. 80-90). In Engle, J., Agyeman, J., & Chung-Tiam-Fook, T. (Eds), *Sacred Civics: Building Seven Generation Cities*. Routledge.
- Nickita Longman. Reclaiming Urban Spaces is a Decolonial Act <https://ccpr.parkpeople.ca/2022/stories/inclusion/reclaiming-urban-spaces-is-a-decolonial-act>
- Janice Barry & Julian Agyeman (2020) On belonging and becoming in the settler-colonial city: Co-produced futurities, placemaking, and urban planning in the United States. *Journal of Race, Ethnicity and the City*, 1:1-2, 22-41
- Libby Porter, Hirini Matunga, Leela Viswanathan, Lyana Patrick, Ryan Walker, Leonie Sandercock, Dana Moraes, Jonathan Frantz, Michelle Thompson-Fawcett, Callum Riddle & Theodore (Ted) Jojola (2017) Indigenous Planning: from Principles to Practice/A Revolutionary Pedagogy of/for Indigenous Planning/Settler-Indigenous Relationships as Liminal Spaces in Planning Education and Practice/Indigenist Planning/What is the Work of Non-Indigenous People in the Service of a Decolonizing Agenda?/Supporting Indigenous Planning in the City/Film as a Catalyst for Indigenous Community Development/Being Ourselves and Seeing Ourselves in the City: Enabling the Conceptual Space for Indigenous Urban Planning/Universities Can Empower the

Next Generation of Architects, Planners, and Landscape Architects in Indigenous Design and Planning. *Planning Theory & Practice*, 18:4, 639-666, DOI: 10.1080/14649357.2017.1380961

- Edited by Libby Porter, Ananya Roy & Crystal Legacy (2021) Planning Solidarity? From Silence to Refusal. *Planning Theory & Practice*, 22:1, 111-138, DOI: 10.1080/14649357.2021.1872952

Week 10: Planning for Reparative Justice (March 23rd)

Required Readings:

- Táíwò, Olúfẹ́mi O. (2022). "Introduction" (pp. 1-13) and "The Constructive View" (pp. 69-103). In *Reconsidering Reparations*. Oxford University Press.
- Williams, Rashad. A. (2020). From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*. 0739456X20946416.
- Piketty, Thomas. (2022). "Chapter 4. The Question of Reparations" (pp. 68-94). In *A brief history of equality*. Harvard University Press.
- Movement for Black Lives (M4BL). Reparations Now Toolkit: <https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf>
- Yellowhead Institutes's red paper [Land Back](#)

Recommended Readings

- Ten Point Reparation Plan of Caricom Reparations Justice Program (CRJP): <https://caricomreparations.org/caricom/caricoms-10-point-reparation-plan/>
- Inwood, J.F.J., Livia Brand, A. and Quinn, E.A. (2021), Racial Capital, Abolition, and a Geographic Argument for Reparations. *Antipode*, 53: 1083-1103
- Bhabra, Gurinder. K. (2022). For a reparatory social science. *Global Social Challenges Journal*, 1(1), 8-20.

Week 11. Abolitionist Planning to Uproot (and 'Delink from') Colonial, Capitalist, and Carceral Legacies (March 30)

Required Readings:

- Davis, Angela Y., Dent, Gina, Meiners, Erica, and Richie, Beth (2022). "Introduction" (pp. 1-27). In *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.
- Viola, M. J., Saranillio, D. I., Pegues, J. H., & Day, I. (2019). Introduction to solidarities of nonalignment: Abolition, decolonization, and anticapitalism. *Critical Ethnic Studies*, 5(1-2), 5-20.
- Piepzna-Samarasinha, Leah. L. (2018). "Care Webs: Experiments in Creative Collective Access" (pp. 32-68). "Making Space Accessible is an Act of Love for our Communities" (pp.74-78), and "Crippling the Apocalypse" (pp. 122-135). In *Care work: Dreaming disability justice*. Vancouver: arsenal pulp press.
- Ben-Moshe, Liat. (2020). "Epilogue: Abolition Now." In *Decarcerating disability: Deinstitutionalization and prison abolition*. U of Minnesota Press.
- Walia, Harsha. (2014). "Cartographies of No One is Illegal" (pp.97-156). In *Undoing border imperialism* (Vol. 6). Ak Press.

Recommended Readings

- Dorries, H. (2022). What is planning without property? Relational practices of being and belonging. *Environment and Planning D: Society and Space*, 40(2), 306–318. <https://doi.org/10.1177/02637758211068505>

- Aruri, N. (2021). Re-imagine Urban Antispaces! for a Decolonial Social Reproduction. A Feminist Urban Theory for Our Time: *Rethinking Social Reproduction and the Urban*, 186.
- Escobar, Arturo. (2018). "Chapter 5: Design for Transitions."(pp. 137-164) In *Designs for the Pluriverse. In Designs for the Pluriverse*. Duke University Press.
- Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning theory*, 8(1), 32-50.
- "Radical Civics- Unconstituting Society" In Engle, J., Agyeman, J., & Chung-Tiam-Fook, T. (Eds), *Sacred Civics: Building Seven Generation Cities*. Routledge.
- Basu, R. (2022). The Anti-Imperialist Geopolitical Suburb? Caimanera as Guantánamo's Revolutionary Frontier. *Antipode*, 54(3), 681-707.

Week 12: Group Project Presentations; Final Discussion on Anti-Imperialist/Decolonial Praxis (April 6)

- Maynard, Robyn, & Simpson, Leanne. Betasamosake. (2022). Part 6: Rehearsals for living/areyousureyoureallywanttobewell. In *Rehearsals for Living*. Haymarket Books. (pp. 149-199) .

Applied Resources on Anti-Imperialist/Decolonial Praxis

Select at least one of these decolonial and social justice based applied resources/toolkits to explore in detail and use in class discussions and assignments as relevant.

One Million Experiments: <https://millionexperiments.com/search>

Movement for Black Lives (M4BL). Reparations Now Toolkit:
<https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf>

The Just City Lab Resources:

The Just City Lab (2020). Urban Disobedience: 99 Provocations to Disrupt Injustice in St. Louis. Free Download: <https://www.designforthejustcity.org/read>

The Just City Index
https://static1.squarespace.com/static/5b5dfb72697a9837b1f6751b/t/5b7d9e4221c67c1bee80cbb7/1534959170568/JustCityIndex_Site.pdf

Harvard Graduate School of Design and The Just City Lab (2020). Design Languages for a Just Pittsburg. Patterned Design.
<https://static1.squarespace.com/static/5b5dfb72697a9837b1f6751b/t/5efb822654b7c06818a28577/1593541197091/PatternedJustice.pdf>

Barcelona Laboratory for Urban and Environmental Justice (2021). Policy and Urban Planning Tools for Urban Green Justice. Free Download
<https://www.bcnuej.org/wp-content/uploads/2021/04/Toolkit-Urban-Green-Justice.pdf>

San Francisco Bay Area Planning and Urban Research Association (SPUR) Regional Strategy: <https://www.spur.org/featured-project/spur-regional-strategy>
Reimagining the Civic Commons: <https://civiccommons.us/resources/>

Co-designing Neighborhood Framework by Black Space Urbanist Collective
<https://blackspace.wpengine.com/neighborhood-strategy/>

Colloqate: <https://colloqate.org/projectsgallery>

Equity and Justice Transformation report prepared for City of Vancouver:
https://www.sustain.ubc.ca/sites/default/files/2019-69_Equity%20and%20Justice%20Transformations_Tantalean.pdf

Toronto based social justice planners and planning initiatives

- [Jay Pitter](#) (for example, her work in [co-designing the Little Jamaica Master Plan](#) with local residents) :
<https://www.toronto.ca/legdocs/mmis/2022/ec/bgrd/backgroundfile-222764.pdf>
- Cheryl Case from [CP Planning](#)
- Monumental led by Kofi Hope and Zahra Ebrahim: <https://monumentalprojects.ca/>

Indigenous led Planning

- [Indigenous Leadership Initiative](#) for Indigenous led land use planning and conservation initiatives across Canada
- Indigenous Guardians initiative: <https://landneedsguardians.ca/>
- See initiatives by [Coastal Link](#) indigenous alliance including the Great Bear Rainforest project and Coastal Stewards Network
- [Señákw](#) development project in Vancouver led by Squamish First Nation
- Yellowhead Institutes's red papers [Land Back](#) and [Cash Back](#)

Also see the following study guides and frameworks

- Racial Equity Tools (includes over 3000 resources): <https://www.racialequitytools.org/>
- UN Partnerships on the Rights of Persons with Disability and UN Women.
[Intersectionality Resource Guide and Toolkit. An intersectional approach to leave no one behind.](#)
- Design Justice Network: <https://designjustice.org/>
- Disability Justice: An Audit Tool: <https://www.northwesthealth.org/djaudittool>
- Rich list of abolitionist resources by Critical Resistance:
<https://criticalresistance.org/resources/>
- Transformative Justice Curriculum by Project Nia:
https://project-nia.org/uploads/images/tjcurriculum_design_small-finalrev.pdf
- Muslim Abolitionist Futures: <https://www.muslimabolitionistfutures.org/resources>
- Rich body of resource guides for activists by Radical in Progress:
<https://www.radicalinprogress.org/study-guides>

Mapping Platforms

- The Decolonial Atlas (maps for unlearning colonial legacies and charting decolonial alternatives): <https://decolonialatlas.wordpress.com/>
- Using GIS to promote Racial Justice and Social Equity
<https://www.esri.com/en-us/racial-equity/overview>
- Native Land Digital (to help map Indigenous territories, treaties, and languages) :
<https://native-land.ca/>
- Mine Sweeper (mining claims linked to First Nations in Ontario and Quebec):
<https://redpaper.yellowheadinstitute.org/mine-sweeper-map/#4.5/53.394/-78.500>
- Map Liberation project by Boston BDS (to map institutional support for the colonization of Palestine and harms that we see as linked, such as policing, US imperialism, and displacement/ethnic cleansing): <https://mapliberation.org/index.html>

Further Readings on Anti-Imperialist/Decolonial Critique and Praxis (to be co-generated with students)

Ambedkar, Bhimrao Ramji (2014). *The Annihilation of Caste*. Annotated critical ed. ed. London: Verso.

Amin, Samir. (2006). *Beyond US Hegemony: Assessing the prospects for a multipolar world*. Zed Books.

Andrews, Kehinde. (2021). *The New Age of Empire: how racism and colonialism still rule the world*. Penguin UK.

Ahmad, Eqbal., & Barsamian, D. (2000). *Eqbal Ahmad, Confronting Empire: Interviews with David Barsamian*. South End Press.

Ben-Moshe, Liat. (2020). *Decarcerating Disability: Deinstitutionalization and prison abolition*. U of Minnesota Press.

Burbank, Jane and Frederick Cooper. (2010). *Empires in World History : Power and the Politics of Difference*. Acls Humanities E-Book. Princeton: Princeton University Press.

Byrd, Jodi. A. (2011). *The Transit of Empire: Indigenous critiques of colonialism*. U of Minnesota Press.

Coulthard, Glen. S. (2014). *Red Skin, White Masks: Rejecting the colonial politics of recognition*. Minneapolis: Taylor and Francis.

Dalrymple, W. (2019). *The anarchy: The East India Company, corporate violence, and the pillage of an empire*. Bloomsbury Publishing USA.

Davis, Angela Y. (interviews with Frank Barat) (2016). *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. New York, NY: Haymarket Books.

Davis, Angela Y., Dent, Gina, Meiners, Erica, and Richie, Beth (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.

Fanon, Frantz (2004). *The Wretched of the Earth*. New York, NY: Grove Press.

Getachew, Adom. (2019). *Worldmaking after Empire: The rise and fall of self-determination*. Princeton University Press.

Gilmore, Ruth. W. (2022). *Abolition Geography: Essays Towards Liberation*. Verso Books.

Harvey, David. 2014. *Seventeen Contradictions and the End of Capitalism*. New York: Oxford University Press

Hooks, bell (1994). *Teaching to Transgress*. New York: Routledge.

Kaba, Mariame. (2021). *We do this' til we free us: Abolitionist organizing and transforming justice* (Vol. 1). Haymarket Books.

- Manuel, Arthur., & Derrickson, Grand. Chief. Ronald. (2017). *The Reconciliation Manifesto: Recovering the land, rebuilding the economy*. James Lorimer & Company.
- Maynard, Robyn, & Simpson, Leanne. Betasamosake. (2022). *Rehearsals for Living*. Haymarket Books.
- Manjapra, Kris. (2020). *Colonialism in Global perspective*. Cambridge University Press.
- Mignolo, Walter and Walsh, Catherine E. (2018). *On Decoloniality: Concepts, Analytics, Praxis*. Duke University Press
- Mishra, Pankaj. (2012). *From the Ruins of Empire : The intellectuals who remade Asia* (First American edition ed.). New York: Farrar, Straus and Giroux.
- Nkrumah, Kwame (1965). *Neo-colonialism: The last stage of imperialism*. International Publishers Co., Inc.,
- Lorde, Audre. (1984). *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press.
- Lowe, Lisa. (2015). *The Intimacies of Four Continents*. Duke University Press.
- Mohanty, Chandra Talpade (2003). *Feminism without Borders*. Durham: Duke University
- Minawi, Mostafa. (2016). *The Ottoman Scramble for Africa: Empire and diplomacy in the Sahara and the Hijaz*. Stanford University Press.
- Prashad, Vijay (2008). *The Darker Nations. A New Press People's History*. New York: The New Press.
- Piepzna-Samarasinha, Leah L. (2022). *The Future is Disabled. Prophecies, love notes, and mourning songs*. Vancouver: Arsenal Pulp Press.
- Piepzna-Samarasinha, Leah. L. (2018). *Care Work: Dreaming disability justice*. Vancouver: arsenal pulp press.
- Piketty, Thomas. (2022). *A Brief History of Equality*. Harvard University Press.
- Rodney, Walters (1974). *How Europe Underdeveloped Africa*. Verso Books.
- Roy, Arundhati. (2019). *My Seditious Heart: collected nonfiction*. Haymarket Books+ ORM.
- Said, Edward W (1993). *Culture and Imperialism*. 2. print. ed. New York: Vintage Books.
- Said, Edward. W., & Barsamian, D. (1994). *The Pen and the Sword: Conversations with David Barsamian*. Common Courage Press.
- Schalk, Sami. (2022). *Black Disability Politics*. Duke University Press. Open Access: <https://read.dukeupress.edu/books/book/3091/Black-Disability-Politics>

Soundararajan, Thenmozi (2022). *The Trauma of Caste. A Dalit Feminist Meditation on Survivorship, Healing, and Abolition*. North Atlantic Books.

Táíwò, Olúfẹ́mi O. (2022). *Reconsidering Reparations*. Oxford University Press.

Talaga, Tanya (2018). *All our Relations. Finding the Path Forward*. House of Anansi Press.

Walia, Harsha. (2021). *Border and Rule: Global migration, capitalism, and the rise of racist nationalism*. Haymarket Books.

Wilkerson, Isabel (2020). *Caste. The Origins of our Discontents*. New York: Random House.

Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage.

Yengde, Suraj. (2019). *Caste Matters*. Penguin Random House India Private Limited.

Anti-Imperialist/Decolonial Fiction, Films, Podcast, and Music Playlist (to be co-generated with students)

Fiction, Poetry and Biographies

Maya Angelou. (1978). *And Still I Rise*

Kiese Laymon (2018). *Heavy: An American Memoir*. New York: Scribner.

Toni Morrison (2007). *Beloved*. London: Vintage.

Amitabh Ghosh - The Ibis Trilogy
 Sea of Poppies (2008).
 River of Smoke (2011).
 Flood of Fire (2015)

Octavia Butler. Parable Series:
 Parable of the Sower (1993)
 Parable of the Talents (1998).

Chinua Achebe (1958). *Things Fall Apart*.

Kanafani, Ghassan (2000). *Palestine's Children. Returning to Haifa and Other Stories*.

Premee Mohamed (2020). *Beneath the Rising*

Sandra Alland, Khairani Barokka, and Daniel Sluman (2017). *Stairs and Whispers. D/deaf and Disabled Poets Write Back*. Nine Arches Press.

Viet Thanh Nguyen series focused on refugees
 The Sympathizer (2015)

The Refugees (2017).

Rankine, Claudia. (2014). Citizen: an American lyric. Graywolf Press.

Michelle Good (2020). Five Little Indians. HarperCollins.

Thomas King (2020). Indians on Vacation. HarperCollins

Tsering Yanzom Lama. (2022). We Measure the Earth with our Bodies. Penguin Random House.

Films and Series

Patriot Act with Hasan Minhaj

Exterminate all the Brutes (2021). Directed by Raoul Peck

Farha. (2021). Directed by Darin J. Sallam.

13th (2016). Director Ava DuVernay.

Human Flow (2012). Directed by Ai Weiwei

Koyaanisqatsi: Life Out of Balance (1982). Directed by Godfrey Reggio

[The Bengal Shadows](#). Directed by Joy Banerjee and Partho Bhattacharya

Animation series: Avatar: The Last Airbender (2005) and The Legend of Korra (2012) Created by Michael Dante DiMartino and Bryan Konietzko

[Indian Horse](#) (2017). Based on Richard Wagamese's book. Stephen Campanelli

[Leila Khaled, Hijacker](#) (2006). Directed by Lina Makboul

Crip Camp: A Disability Revolution (2020). Directed by James Lebrecht, Nicole Newnham

[Sins Invalid: an Unashamed claim to beauty](#) (2013). Directed by Patty Bernes

Disclosure: Trans Lives on Screen (2020). Directed by Sam Feder

[The Beginning of a Dream](#). Directed by Tourmaline

Lumumba (2000). Directed by Raoul Peck

[Eduardo Galeano in Conversation with Arundhati Roy](#) (2005). by Democracy Now.

Podcasts

[The Anti-Empire Project with Justin Podour](#)

[Empire podcast hosted by William Dalrymple and Anita Anand](#)

[Liberation Pedagogy Podcast with Chandni Desai](#)

[NPR Throughline podcast with Rund Abdelfatah and Ramtin Arablouei](#)

[Kerning Cultures](#)

[CBC Ideas Podcast with Nahla Ayed.](#) e.g. The Shock of the New series.

[The Problem with Jon Stewart.](#)

Music Playlist

Billie Holiday (e.g. her song Strange Fruit).

Lowkey (e.g. Revolution, Soundtrack to the Struggle)

Run the Jewels (e.g. JUST)

Buffy Sainte-Marie (e.g. The War Racket)

The Halluci Nation (e.g. Land Back

Snotty Nose Rez Kids (e.g. Long Hair Don't Care)

[Tanya Tagaq](#)

[Aysanabee](#)

JB the First Lady (e.g. We Still Here)

Mattmac (e.g. Rez)

Supaman (Ethnocide, I Hope you Know)

N'we Jinan (e.g. Home to Me)

47 Soul (e.g. songs like Border Control, I Don't Care Where you are From)

DAM

Shadia Mansour

Riz Ahmed (e.g. Immigrants we get the job done, Englishstan)

Nemahsis (e.g. What If I took it off for you?, I'm not going to kill you)

Bobby Sanchez (e.g. Land Back, Two-Spirit Anthem)

tnammy (e.g. 1945, Made in Tibet Remix)

Lachi (e.g. Black Girl Cornrows, Taking Control)

Related University policies and resources:

Related University of Toronto policies and principles apply in this course, including but not limited to:

1. Academic integrity

- Academic integrity: <https://www.academicintegrity.utoronto.ca>
- Code of Behaviour on Academic Matters:
<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>
- Code of Student Conduct:
<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please contact the instructor. Note that you are expected to seek out additional information on academic integrity from the instructor or from other U of T resources

2. Inclusivity

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities. In this class, we will be respectful and inclusive of diverse experiences, viewpoints, and accessibility needs. Students, instructor and guest speakers are free to put forward different viewpoints, including opposing ones. We will do so in a respectful way, in a spirit of constructive feedback & open discussion.

If you have particular needs (includes religious holidays, family care responsibilities, other), please let the instructor know.

If you have inclusivity-related concerns about something raised or expressed in class, please raise the matter courteously in class, and/or raise it individually with the instructor if you prefer.

3. Accommodation

If you have a disability or health consideration that may require accommodation(s), please let the instructor know, and/or raise these with the relevant University offices.

See: <https://hrandequity.utoronto.ca/inclusion/accessibility>.

All reasonable best efforts will be made to provide accommodation.

Additional Resources

Online Learning

- [Getting Ready for Online](#)
- [Recommended Technology Requirements for Remote/Online Learning](#)

Library and Writing Support

- Library services are available online at:
<https://onesearch.library.utoronto.ca/ask>
- [Writing at the University of Toronto](#)
 - [How Not to Plagiarize](#)
 - [Advice on Academic Writing](#)

Support Services

- [Office of the Faculty Registrar](#)
- [Student Services and Support](#)

Mental Health

If you or someone you know is experiencing distress, there are resources on campus and off-campus to assist you, including:

- [Student Mental Health Resource](#)
- [Mental Health Resources](#) – U of T Geography

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.