UP 504, Spring 2023
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Hours: 4 credit hours, meet twice a week for 80 minutes

Urban History and Theory
Class time: Mon, Wed 2.00-3.20 PM
Office hours: W 3.30-4.30 PM
Office hours: TBC

Land Acknowledgement
The University of Illinois at Urbana-Champaign occupies the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity. These Nations remain in relationship with these lands, and as a land-grant institution, the University of Illinois has a particular responsibility to acknowledge these relationships, its role in their dispossession, and its duty to facilitate their restoration.

Course Description
This course provides an introduction to urban history and theory exploring how we think about cities have evolved over time and how the past continues to inform and shape planning practice in the present. The course will be organized thematically and will not always follow a chronological order, it will begin with the origins and evolution of the urban world and it will end with current issues such as gentrification and decolonial movements. However, all topics will be examined using a relational approach; therefore, sessions will emphasize analysis across time and space to illuminate transhistorical continuities. Throughout the course, we will draw on examples from the Global North and the Global South, emphasizing trans-national and trans-geographical perspectives. While using transnational case studies means that there will not be neat and linear narratives to draw from, this approach will push students to think critically about the history of urbanization through a more diverse set of perspectives and experiences.

The course also emphasizes an intersectional approach to think about cities and change. In doing so, students will be asked to reflect and develop analyses that consider various and overlapping aspects of social identity, such as race, class, age, gender, ethnicity, sexual orientation, disability, and health. The goal is to reflect on equity issues of urban spatial arrangement and functioning and how social, economic, political, cultural, environmental, and technological forces that continually reshape cities reinforce social structures, including racial segregation, environmental injustice, health precarity, and housing market differentiation.
In summary, this is not a traditional history survey course. But a course that aims to understand the way cities work, how are felt, how and with whom are design and how impact lives and the earth. Equally important, Theory will help us understand history and its impacts in more complex ways.

Course structure:
This course is structured as a series of lectures and in-class discussions to address key themes from an interdisciplinary perspective for critical engagement with cities and the role of planning in addressing current urban challenges. Participation is expected and required. Students should complete the readings for a given session before coming to class on that day. The course is divided into three parts: Foundations of Urban History and Theory; Space, Identities and Cultures; Politics, Governance, and Contestations.

Learning Objectives:
Through successful completion of the semester the students will be able to:

• Establish connections between aspects of theory and urban studies with current planning practice.
• Recognize and reflect on the historical continuity and recreation of social structures in how cities are shaped and reshaped worldwide.
• Engage with individual case studies and connect multiple narratives through synthetic, creative and comparative analyses.
• Formulate questions and communicate debates through different means for in-depth exploration in subsequent courses and research.
• Put theory to work when addressing key urban challenges, issues, and opportunities in a global context
• Develop through the assignments and class work different communication skills that are critical for planning practice.

Textbooks:
There is no required text for this class. All readings have been placed on the Compass web site, organized by session and arranged in chronological order.

Canvas Course Web Site
Much of the course resources, readings, assignments, and announcements will be available through the course website via Compass 2g. To access Compass go to: http://Canvas.illinois.edu
### Course Grade

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<thead>
<tr>
<th>Formal Graded Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Historiographical essay (I)</td>
<td>Choose city Jan 25</td>
<td>20</td>
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<tr>
<td></td>
<td>Draft Feb 20</td>
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<td></td>
<td>Final Feb. 24</td>
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<td>Music playlist assignment (T)</td>
<td>Mar. 26</td>
<td>15</td>
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<td>Critical events presentation (T)</td>
<td>varies</td>
<td>10</td>
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<tr>
<td>Podcast (I)</td>
<td>Topic and city: Apr. 03</td>
<td>25</td>
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<td>Script: Apr. 19</td>
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<td>Draft: May 2</td>
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<td>Final: 05/7</td>
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<tr>
<td>Weekly readings, homework, and in-class discussions and participation</td>
<td>2 points each week except for weeks 4 and 5 that count 3 points</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100</strong></td>
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Your course grade will be determined by your successful completion of the components below and your active participation in this course. Course grades will be assigned on an absolute scale (A, B, C...) and will be determined by a criterion-based scale. For example, generally an A+ 98 – 100; A 94 – 97; A- 91 – 93; and so on.

Team members will receive the same grade for team assignments.

#### Grading Criteria

Grading rubrics will vary by assignment & can be viewed in each assignment sheet; the following are general guidelines:
• Original ideas, thoughtfully presented, carefully edited for written work, well-rehearsed for oral assignments, proper attribution of the work of others, will yield most, possibly all, of the points per assignment.
• Work that includes some original ideas and is well edited, but lacks a thorough understanding of the assignment, will receive partial points per assignment.
• Work that indicates poor preparation and poor understanding will receive only a few points per assignment.
• Work that lacks originality, is poorly edited, and shows a lack of care on the part of the student (for both oral and written assignments) will not earn any points.
• Written or oral work that is not properly attributed, lacks academic integrity (e.g., plagiarism), will receive no points & disciplinary action may be taken.

Course Policy
Computers and electronics
The use of computers, tablets, ipads, phones or any other electronic are not allowed during classes except when expressly requested by instructors or if a student absolutely needs it for taking notes. In that case the student has to approach instructors and ask for permission to use it. Students cannot use electronics during discussions, exercises or field visits.

Academic Integrity
Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (http://studentcode.illinois.edu/). The standard for this class is that any work submitted by a student is solely, entirely, that particular student’s own work. Students caught cheating—including the use of undeclared outside sources (including the net) will receive an F for the course. While you may study with other students, the submission of others’ ideas as your own is academically dishonest. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline.

Diversity:
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities for further details.

Syllabus is subject to revisions
Mental Health
Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University’s resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

Counseling Center (217) 333-3704
McKinley Health Center (217) 333-2700
National Suicide Prevention Lifeline (800) 273-8255
Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
If you are in immediate danger, call 911.

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

Community of Care
As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or http://odos.illinois.edu/community-of-care/referral/). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.
Students with Disabilities
To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at http://www.disability.illinois.edu/. Here is the direct link to apply for services at DRES, https://www.disability.illinois.edu/applying-services.

Disruptive Behavior
Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (https://conflictresolution.illinois.edu; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Reading Material
All readings are in pdfs available on Compass or linked in the syllabus.

Description of Assignments
Class Participation

• Attend class on a regular basis
• Respond to questions on the readings/assignments
• Ask a well-considered question during class
• Participate in in-class discussion and activities
• Actively participate during class sessions including time with guest speakers

Hopefully students will be able to attend and participate during all meetings. Attendance will not be graded, but we will take attendance so we can stay informed about who is engaged with
the class. There will be several outside class and in-class activities that will test student’s preparedness on the readings and contents of the sessions. If students have done the readings reflectively, she/he is expected to perform well in these activities.

Participation in discussions, Canvas and Q & As: Some weeks the instructor will pose a question or request on Canvas to reflect on all the week's readings. Students have limited time (3-4 days) to answer the question or prepare to bring required material to use in class. Other times students will be asked to conduct target research outside of class and present it during the following session. Most weeks students will be asked to engage in in-class discussion. We understand that some people have different ways of engaging in a class. For that reason, for most weeks we’ll also have a discussion section available where students can upload their class notes and make it available to their peers. You can take pictures or scan your notes and upload them to Canvas.

All these is considered part of the Participation class assignment and we’ll give points each week according to your performance.

Current events presentation: This assignment intends to help you and your peers connect the class's topic with current urban issues in the world. In pairs, students will present two current comparative events, one from a city in the Global North and one from a city in the Global South related to the class's topic. Students will sign up at the beginning of the semester for one session. The students responsible for the session's current events will prepare: A brief synopsis (3 minutes max.) of three points derived from the readings' principal argument(s). These need not be comprehensive but should be selected to reflect the students' own interests and events chosen. The three points must then be related to contemporary events in planning/urban issues. Class presentations must not be read as a text but presented in a conversational manner and supported with images. Presentations should not exceed 8 minutes in total. The goal of this assignment is to connect the topics of the class with current events and develop presentation skills.

Historiographical essay: Historiographical essay of 5-8 pages of a city that you have live (grow up, study for at least six months, etc.). It has to be a city that you know well and is personally important for you. The goal of this assignment is to learn to communicate through writing. Urban planners need writing skills to communicate their ideas and proposals to clients, colleagues and other stakeholders in the planning process. Strong writers can clearly explain complex topics and provide evidence for their claims.
Urban Issues music playlist: Students in groups are required to construct an annotated music playlist of 10 songs revolving around one of this course’s topics. The music playlist assignment requires you to create the annotated playlist (1-3 sentences of description and justification of selection per track) collaboratively and follow it with a 500 words statement explaining the argument/logic of the music list. You can use youtube, spotify or any other music platform to put it together. This is not about each student selecting two or three songs and then putting a playlist together. The assignment is to work as a team to share, reflect, discuss and choose songs as a team. As planners, one of our critical skills is active listening (community members, colleagues, policy makers, clients, etc.), to foster dialogue between different actors, analyze a situation and find creative solutions. This assignment aims to train your active listening skills.

Health, well-being and the city podcast: This assignment will revolve around the topic of health and well-being (broadly speaking) in cities. Each student will choose one particular issue to examine related to health and well-being and will create a 10–15-minutes podcast. The format for the project is an audio podcast presentation, a written introduction to the podcast, plus an annotated bibliography, to be shared with your classmates and instructors. Each podcast series has to include the following components: 1) Theoretical frame 2) Background 3) Case study 4) Reflection and vision. The assignment will be divided in four components: Selection of topic and city, Script, pod-cast peer review, and an argument statement. The goal of this assignment is to learn to communicate verbally ideas and arguments, to engage others by clearly explaining the reasoning behind their proposals.

Paper assignments are distributed at least three weeks before the due date and graded on both the quality of content and effectiveness of the writing. In fairness to all students ten points will be deducted for late assignments, with an additional five points deducted for each subsequent day until is received. Modest extensions on written work are possible. Extension permission, however, will not be granted on or after the due date, only before. If at least 24-hrs prior to deadline, you need to request an extension, you may send me an email request. In fairness to others, we give only modest extensions depending upon circumstances. Extensions are never granted beyond a week past the syllabus’ official deadline and even essays with set extensions will be considered late if handed in past their new agreed-upon date.

Summary of Sessions

<table>
<thead>
<tr>
<th>UNIT 1: Foundations of Urban History &amp; Theory</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>S1. W Jan 18</td>
<td>No class</td>
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<tr>
<td>S2. M Jan 23</td>
<td>Welcome and overview of the class</td>
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<tr>
<td>S4. M Jan 30</td>
<td>Defining and approaching the city</td>
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### Session Topics, Schedule and Assigned Readings

#### Unit 1: Foundations of Urban History & Theory

**Session 2: Welcome and overview of the class. M 1/23**
Themes & Objectives: An overview of the course is followed by a walk-through of the syllabus. Discussion will center on (1) what are our experiences of cities? (2) Why practice urban planning?

*Syllabus is subject to revisions*
Specific question(s) to consider: Why is it critical to think about cities at this moment in time?

Session 3 Why urban history and theory? W 1/25
Themes & Objectives: Many discussions about cities today look only forward, without fully considering the past. In this session we will discuss the importance of history for urban presents and futures. The discussion will be focused on the following questions: (1) What is urban history? (2) Why urban history matters?

Specific question(s) to consider: How history influences urban development? What types of experiences and knowledges are considered in the history & theory of cities?

- Video- Crenshaw, Kimberlé. 2016. The urgency of intersectionality.

Recommended Reading:

Session 4: Defining and approaching the city. M 01/30
Themes & Objectives: Introduction to a host of definitions of the city, as well as different perspectives on and methods for interpreting the urban.

Specific question(s) to consider: What is urban epistemology? What are the different ways in which the city has been defined and approached?


Recommended readings:
- Mumford, Lewis. 1937. What is a city? Architectural Record LXXXII.

Session 5: Exploring and Assessing Urban Space W 02/01
Themes & Objectives: Following Tuesday’s topic during this session we will explore and assess urban space based to learn through a hands-on experience how to approach and understand the city.

Specific question(s) to consider: What are the different ways in which the city is experienced and approached?


Recommended readings:

Session 6: Urbanization: Past, Present and Future. M 02/06
Themes & Objectives: Urbanization is examined across different geographical contexts and times, contrasting diverse aspects of this process as well as exploring concepts such as urban form, urban design and urbanism.

Specific question(s) to consider: Is there an optimal city size? Are there limits to urbanization, or should it be?

Recommended readings:


Session 7: Emergence of Cities. W 02/08

Themes & Objectives: Overview of theories explaining the emergence of cities. The physical and social characteristics of early cities around the world are explored and compared. Basic elements of the urban form are also examined.

Specific question(s) to consider: What are cities for?

No required readings. Students will be asked to conduct targeted research in groups and share/discuss findings during class.

Recommended readings:


Session 8: Origins of Segregation: Urbanization in the Ancient World. W 02/10

Themes & Objectives: Understanding the historical context of urban and social divisions in ancient and medieval practices of city spatial arrangements.

Specific question(s) to consider: When did we first start segregating cities into separate, unequal, and compulsory residential zones? How that practices have travelled around the globe? How those practices are reflected in the planning profession in the present?

No required readings. Students will be asked to conduct targeted research in groups and share/discuss findings during class.
**Recommended readings**


**Session 9: Ancient cities in Rome & Greece W 02/15 Visit to the Spurlock Museum**

Themes & Objectives: This session explores the Roman and Greek cities and their social organization

Specific questions to consider: What is the role of museums in telling the histories of civilizations and urban settlements? What can objects tell us about the cities’ past?

**Session 10: Peer review Historiographical essay M 02/20**

**Session 11: Colonialism & Settler Colonialism. 02/22**

Themes & Objectives: This session explores colonialism as an ongoing process and how a society of settlers enacts various means of power that seek (from direct to more subtle ones) to depopulate the original inhabitants.

Specific question(s) to be considered: What are the various means of coloniality of power? How colonialism manifest in cities today?


**Recommended reading:**

Session 12: (De) Industrialization & the city. W 02/24
Themes & Objectives: This session examines how industrialization and industrial decline impacts life in cities and the effects of new technologies on social and economic spheres alongside ideological responses to (de) industrialization and processes.

Specific question(s) to be considered: What are the impacts of industrialization and deindustrialization in contemporary urban life? What are the connections between industrial cities and colonial logics of spatial arrangement and functioning?

- Podcast Deindustrialization and the politics of our times: Intro to DePOT with Steven High

Recommended reading:

Session 13: Foundations of Urban Theory. M 02/27
Themes & Objectives: Introduction of the basic underpinnings of urban theory, considering some of the key theorizations are discussed in relation to what has come before and the implications of both the study and practice of planning.

Specific question(s) to be considered: What are the main critiques of Roy? What are the implications for creating more just and inclusive cities?


Session 14: Emergence of Urban Planning. W 03/01
Themes & Objectives: Overview of the issues and movements that gave rise to the professionalization of urban planning in Europe and the United States and how those modes of thinking about the city were transferred and imposed in cities around the world.
Specific question(s) to be considered: What is the purpose of urban planning? What are the consequences of globalizing planning rationalities?


**Recommended readings:**

**UNIT 2: SPACE, IDENTITIES AND CULTURES**

**Session 15: Debates on Urban Modernity. W 03/08**

Themes & Objectives: Modernism is understood both as an approach to urban design and urban planning. The rational-comprehensive model of planning practice is introduced and discussed as the ascendant paradigm of the time and situated within the context of (interventionist) social reform on one hand and capitalist politics on the other.

Specific question(s) to be considered: Modernism for whom?


**Recommended reading**
Session 16: Postmodern Urbanism and Critical Urban Theory. M 03/20
Themes & Objectives: Here we introduce postmodernism as a reaction to the instrumental rationality of modernism and consider the implications of this perspective on planning practice and for understanding urban areas.

Specific Question(s) to consider: What does it mean to say that a way of thinking about cities or urban planning is postmodern? What is critical urban theory?


Recommended reading:

Session 17: Race & Urban Apartheid. W 03/22
Themes & Objectives: This session examines issues of power and place through the prism of race in urban and rural landscapes. The discussion will highlight the ways that zoning, world’s fairs, and racial violence reinforced the centrality of race and social control in planning from the field’s inception.

Specific question(s) to be considered: What is planning’s role in addressing or exacerbating racial segregation in contemporary cities?

- Eid, H. and Clarno, A. 2017. Rethinking our Definition of Apartheid: Not just a Political Regime. Alshabaka
- Apartheid Did Not Die (End The Lie) by ESDevelopment. 2015

Recommended reading:

**Session 18: Gender & the patriarchal city. M 03/27**
Themes & Objectives: This session focuses on how ideas about gender recreate the patriarchal city as well as historical responses that challenge those urban orders.

Specific question(s) to be considered: How the patriarchal order intersects with the capitalist city? How specific forms of urban mobility and infrastructure reinforce gender inequalities? What are the alternatives from a feminist approach?

• Harini Nagendra & Amrita Sen. Our Cities are Designed For Men, By Men. Parks, lakes, and other places women don’t go to find peace. The third eye 2022.
• Flanagan, M. 2018. Introduction: “Our Cities Are Patriarchy Written in Stone, Brick, Glass, and Concrete”. In Constructing the Patriarchal City: Gender and the Built Environments of London, Dublin, Toronto, and Chicago, 1870s into the 1940s. Temple University Press. (pp.1-10)

**Recommended reading:**

**Session 19: Music playlist presentations. W 03/2**

**Session 20: 20th (21st) century exclusions. M 04/03**
Themes & objectives: This session explores the factors that have contributed to the concentration of poverty observed in many central cities. The role of racial and ethnic discrimination, economic restructuring, gentrification and suburbanization are considered as well as policy responses at national and local levels.
Specific question(s) to be considered: How state-sponsored displacement, exclusion, and segregation have exacerbated racial inequalities in cities across the world?


**Recommended reading:**

**Session 21: Health, Well Being & City. W 04/05**
Themes & Objectives: This class examines the intersections of health and urban life as well and its consequence in city development and design.

Specific question(s) to be considered: What systems of harm can be identified in how we plan cities? How can we think the city as a system of care?


**Recommended reading:**

**Session 22: Environmental Justice & the City. M 04/10**
Themes & objectives: An examination of the historical roots of the environmental justice movement and the intersections of environmental injustice, climate change and inequality.

Specific question(s) to be considered: How environmental injustices intersect with other forms of discrimination such as race, gender, class, ethnicity, etc.? What are the fundamental concepts of Environmental Justice?

*Syllabus is subject to revisions*
• Kennedy Sean TBC

**Recommended readings:**


**UNIT 3: POLITICS, GOVERNANCE, AND CONTESTATIONS**

**Session 23: Network cities and the Knowledge Economy. W 04/12**

Themes & objectives: An examination of the function of cities in the knowledge economy. How knowledge, technology and innovation are shaping the economic system in the global world?

Specific question(s) to consider: What is the virtual and material impact of technology in our cities?


**Recommended reading:**


**Session 24: Policing, violence & the City. M 04/17**

Themes & objectives: This session discusses policing & crime as factors shaping physical and social environments of cities focusing on how poverty, segregation, violence and incarceration are interconnected.

Specific question(s) to be considered: What are the effects of crime control on contemporary city life? How strategies to reduce crime shape how community members experience city life?


Recommended Reading:


- Video → Alexander: Mass Incarceration


Session 25: Podcast script peer review W 04/19

Session 26: Urban Citizenships & the Neoliberal City. M 04/24

Themes & objectives: This session will examine the what, where and how of neoliberalism focusing on its implications on urbanization and citizenship constructions.

Specific question(s) to be considered: What is neoliberalism? What are the effects of neoliberalization programs in the city? Who has the right to the city and how it materializes in different contexts?


Recommended readings:


Session 27: Globalization, Borders, and Migrations W 4/26 Guest Speaker Emma Riggs

Themes & objectives: Contemporary movements of populations and migratory fields are considered along with their historical roots as key elements of globalization. The symbolic and actual effects on borders are examined.
Specific question(s) to be considered: What are the broader social, political and economic context of migration in contemporary times? What are the consequences of migration in cities? How population movements are produced and produce cities of the Global South?


**Recommended Reading:**


**Session 28: Memory & Decolonial movements and the city. M 05/01**

Themes & objectives: Having recognized planning’s role in settler colonialism, this session will examine the question of how urban planning practices through representation practices might be decolonized and the movements that have advanced anti-colonial urbanisms.

Specific question(s) to be considered: What would a decolonial city be like? What is the role of memory in planning our cities? How can we think planning as a reparative practice?


**Recommended reading:**

• Mignolo, Walter. 2015. “Yes we can”. In Can Non-Europeans Think?, Hamid Dabashi (Ed), Zed Books Ltd.

Session 29: Podcast Presentations & class wrap up. W 05/03