CRP 578: Development & Latin America

Spring 2019
Instructor: Jennifer Tucker, PhD

Wednesdays, 5:30-8:00 pm, P135B
Office Hours: Wednesdays 3:00-5:00
Sign up online: https://www.wejoinin.com/sheets/mrwui
(link on Learn and in my email signature)

Photo of the 45 story "vertical slum," Torre David, in Caracas by Alejandro Cegarra

What is development? Progress, national economic growth, the expansion of capitalist social relations, social uplift, environmental stewardship, a game of catch up, a hidden colonial ideology? Development is as much an ethical and imaginative process as it is a political or economic one. As such, we study the different aspirations and ideologies that animate competing methodologies of development. We consider how race, gender, power and indigeneity animate developmental projects. We will study the relationships between two processes: first, coordinated interventions by rich countries into the social, economic and political affairs of countries in the Global South and second, the expansion and transformation of capitalism. We will engage with pressing current challenges, like the mass migration of Central American refugees and the rise of narco-states. Finally, we consider the perspectives of planning in development, like the built environment, the social production of space and the links between theory and practice.

Learning Objectives

Students can expect to accomplish the following learning objectives in this class:

1. Gain a critical, historically-rooted understanding of development in Latin America, understood as an interrelated process across economic, political, social, spatial and ethical dimensions.
2. Understand multiple frameworks for analyzing and practicing development, including an analysis of how approaches to development have changed over time.
3. Develop familiarity with how gender, race, indigeneity and difference interrelate with processes of development
4. Gain familiarity with the spatial and geographic dimensions of development and planning

COURSE REQUIREMENTS + GRADING

1. Participant & Attendance: 20%
2. Response Papers: 25%
3. Student-led class discussion: 10%
4. Persuasive Essay: 20%
5. Final Paper: 25%

Participation & Attendance

Our class is a small seminar, which means your participation is crucial. I expect everyone to read carefully, participate respectfully in our weekly discussion, and actively support one another. Just as we will learn from class readings, we will learn from each other. This requires listening to your classmates' interpretations and learning from perspectives that are different from our own. In other words, our classroom will be a community of citizens who listen well, participate freely, and create a welcoming environment for their peers. Your participation will be graded based on your general involvement and engagement with the course each week, rather than the frequency or originality of your comments. Attendance is mandatory.

Response papers

Students are expected to read, reflect on, and write about weekly readings before arriving to class. For ten of the twelve content weeks, you will prepare a 600 to 1000 word response paper on the weekly readings. Post your response to Learn. In these papers, you will do two things: summarize key arguments and critically engage with the readings. This critical engagement can include 1) making connections between readings and key ideas 2) evaluating the success with which the authors substantiate their claims 3) discussing limitations or challenges you, or other authors, might raise and 4) explore how a particular concept from the readings relate to your own research and/or life experience. The intention of this assignment for you to engage with the readings in a way that is useful for your own research and practice agenda as well as to exercise your writing muscles. These response papers can be useful resources for comprehensive exams or literature reviews for projects like a master thesis or dissertation. They are worth investing in.

Requirements

- Submit response papers to Learn
- Summaries are due at 5:29 pm, before class, the day we discuss the readings.
- All paraphrasing and direct quotes must be properly cited, using your choice of APA, MLA or Chicago citation style
- No direct quotes longer than 15 words
- To get an A, you must submit the reading summary on time, but you are welcome to submit your readings summaries late. It is much better to submit late or incomplete summaries that to submit nothing

Student-led class discussions

You will lead one or two class discussions. Begin with a short presentation on one or two key concepts and issues from the readings. You can then make links to current events, an issue you care about, or your own research. You can also make connections to themes and theories from other weeks. Student-led class discussions will begin week three. This presentation should be about 15-20 minutes. Email me a brief outline of your presentation or discussion questions 24 hours before class.

Persuasive Essay

In this assignment, you will write an extended blog post or opinion editorial engaging with your case. The essay will make and defend an argument, situate the issue in historical context and explain the stakes of the case for a relevant community.

Final paper

The final paper will be a short analytic reflection in which you apply a theoretical framework to a topic or issue of your choice. The topical area can derive from your research, planning practice or social justice commitments. Your topic should be a real-world place, problem or possibility, like the UNM Sanctuary campus movement, protest politics in Brazil or decoloniality in the Zapatista struggle. Drawing from at least three course readings, construct a relevant conceptual framework that helps us understand the dynamics of your issue more clearly. The paper is an exploration and analysis of your topic in relationship to the conceptual framework. You can also choose to write a longer research paper, if that is helpful for your course of study. If you opt-in to a research paper, I will need to OK your paper topic.

COURSE POLICIES

Attendance Policy

Attendance is required for this course. You are expected to show up on time. Arriving late is a disruption and a disservice to your fellow classmates. Unexcused absences and regular late arrival will negatively affect your participation grade. If you know that you will miss class for a reason other than illness or emergency, notify me, by email, at least 24 hours in advance. In the case of illness or personal emergencies, you must email me within 24 hours of the missed class. I will evaluate absences on a case-by-case basis.

Late Assignments Policy

Unless you make alternative arrangements with me before the due date, late assignments will be penalized one grade increment for each day past the deadline (i.e. an A- becomes a B+ if turned in one day late, and so on).

Email

I will respond to emails 48-72 hours after I receive them. Do not expect a response to last minute emails before assignments are due. Substantive questions should be saved for class or office hours.

Academic Honesty

Plagiarism is using the ideas or words of another without proper acknowledgment. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program's "Ethics Statement." This course is designed to provoke critical thinking. While I encourage study groups and working together to understand theory and concepts, all written work should be your own. Do not use other students' papers or exercises for your assignments. If you cite an author or use her/his ideas, you must cite properly**. If I find plagiarism in an assignment, even if it is unintentional, I will not grade it.** If you have any questions, please ask.

Grade Disputes

Students who wish to dispute grades on an assignment must do so in writing. Indicate each issue that you dispute. You must submit grade disputes to me in office hours. Please note that I may lower as well as raise grades after reviewing assignments.

Technology Policy

Please turn off your cell phones before class begins, unless you have urgent family or caretaking responsibilities. Personal laptop use is not allowed in class.

Campus & classrooms free from discrimination, violence and harassment

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website. Please note that, because UNM faculty are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university's Title IX coordinator.

Support for undocumented students

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at info@nmdreamteam.org.

Accommodation Policy

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. We can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Resources

CRP Ethics Statement: http://saap.unm.edu/academic-programs/community-regional-planning/index.html

LoboRESPECT: http://loborespect.unm.edu/

For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.

Accessibility Resource Center: 277-3506

COURSE OVERVIEW

Part 1. Theories of Development

Week 1. January 16. Geographies of Development

Week 2. January 23. Uneven Development

Week 3. January 30. Feminist Critiques of Development

Week 4. February 6. Post-Structuralism + Anti-Development

Part 2. Programs of Government

Week 5. February 13. Environmental Governance

Week 6. February 20. Latin American Experiments in Social Welfare

Week 7. February 27. Neoliberalism + Narco-States

Week 8. March 6. Pluri-Nationalism + Cultural Rights

Week 9. March 13. Spring Break

Part 3. Territories of Poverty + Geographies of Justice

Week 10. March 20. Spatial Segregation + The Informal City

Week 11. March 27. Migrant Geographies

Week 12. April 3. Group Work

Week 13. April 10. Urban + Rural Social Movements

Week 14. April 17. Decoloniality

Week 15. April 24. Moving toward Justice

Week 16. May 1. Class Wrap up

Required Reading

Over the term, we will read seven books and ten articles or book chapters. I know this will stretch some of you. Together, we will develop strategies and skills to read effectively, focusing on the argumentative structure of a text, rather than reading every word. It is fine to skim or skip big chunks of text. Learning how to digest book-length arguments quickly is a key skill for researchers and practitioners alike. The syllabus includes many titles published very recently, giving us the opportunity to dive into some of the most current debates and challenges.

PART 1: THEORIES OF DEVELOPMENT

Week 1. January 16. Geographies of Development

Hart, Gillian. 2010. "D/Developments after the Meltdown." *Antipode* 41 (1): 117–41.

Week 2. January 23. Uneven Development

Werner, Marion. 2015. *Global Displacements: The Making of Uneven Development in the Caribbean*. John Wiley & Sons.

Week 3. January 30. Feminist Critiques of Development

Wright, Melissa W. 2006. *Disposable Women and Other Myths of Global Capitalism*. CRC Press.

Week 4. February 6. Post-Structuralism + Anti-Development

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press (selections).

Asher, Kiran, and Joel Wainwright. 2019. "After Post-Development: On Capitalism, Difference, and Representation." *Antipode* 51 (1): 25–44.

PART 2: PROGRAMS OF GOVERNMENT

Week 5. February 13. Environmental Governance

Goldman, Michael. 2006. *Imperial nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. Yale University Press.

Week 6. February 20. Latin American Experiments in Social Welfare

Holston, James. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton, NJ: Princeton University Press.

Week 7. February 27. Neoliberalism + Narco-States

Ballvé, Teo. 2018. "Narco-Frontiers: A Spatial Framework for Drug-Fuelled Accumulation." *Journal of Agrarian Change* 0 (0).

Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, 169–87. Cambridge, MA: Cambridge University Press.

Sullivan, John P. 2018. *The Rise of the Narcostate*. Edited by Robert J. Bunker. Xlibris Corp (a chapter or two)

Week 8. March 6. Pluri-Nationalism + Cultural Rights

Postero, Nancy. 2017. *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia*. University of California Press. (free ebook)

Week 9. March 13. Spring Break

PART 3: TERRITORIES OF POVERTY + GEOGRAPHIES OF JUSTICE

Week 10. March 20. Spatial Segregation + The Informal City

Millar, Kathleen M. 2018. *Reclaiming the Discarded: Life and Labor on Rio's Garbage Dump*. Duke University Press.

Week 11. March 27. Migrant Geographies

Vogt, Wendy A. 2018. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. Vol. 42. California Series in Public Anthropology.

Week 12. April 3. Group Work

Week 13. April 10. Urban + Rural Social Movements

Wolford, Wendy. 2010. *This Land Is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Duke University Press.

Week 14. April 17. Decoloniality

Quijano, Aníbal. 2000. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15 (2):215–232

Wynter, Sylvia. 2003. "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument." *CR: The New Centennial Review* 3 (3): 257–337.

Week 15. April 24. Moving toward Justice

Marcos, Subcomandante. 2014. "Between Light and Shadow." *Enlace Zapatista* 27.

Further Reading (Optional)

Week 1 Recommended. Geographies of Development

Lawson, Victoria. 2014. *Making Development Geography*. New York: Routledge, 35—51.

Harvey, David. 2000. "The Geography of the 'Manifesto.'" In *Spaces of Hope*. Berkeley: University of California Press, 21–40.

Prebisch, Raul. 1950. "The Economic Development of Latin America and Its Principal Problems." New York: UN Economic Commission for Latin America, 1—59.

Frank, Andre Gunder. 2002. "The development of underdevelopment." *International Library of Critical Writings in Economics*, *18*(4): 97–111.

Cardoso, Fernando. 1977. "The consumption of dependency theory in the United States." *Latin American Research Review*, *12*(3): 7–24.

Week 2 Recommended. Uneven Development

Peet, Richard, and Elaine Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives*. 3rd ed. New York: Guilford Publications.

Marx, Karl. 1968. "Wage Labour and Capital." In *Karl Marx and Frederick Engles: Selected Works*, 72–94. New York: International Publishers.

Cowen, M. P., and R. W. Shenton. 2003. *Doctrines of Development*, Routledge.

Rostow, Walt. 1959. The stages of economic growth. *The Economic History Review*, *12*(1): 1–16.

Hirschman, Albert O. 1981. "The Rise and Decline of Development Economics." In *Essays in Trespassing: Economics to Politics and Beyond*. Cambridge: Cambridge University Press, 1–24.

Polanyi, Karl. 2001. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.

Lewis, W. Arthur. 1954. "Economic Development with Unlimited Supplies of Labour." *The Manchester School* 22 (2): 139–91.

Prashad, Vijay. 2008. "*The darker nations: A people's history of the Third World*. The New Press.

Brenner, Robert. 1977. "The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism." *New Left Review* 104 (1): 25–92.

Week 3 Recommended. Feminist Critiques of Development

Moser, Caroline. 1993. "Conceptual rationale for gender planning in the Third World." In *Gender planning and development*. London: Routledge, 1–55.

Chant, Slyvia. 2008. "The "feminisation of poverty" and the "feminisation" of anti-poverty programmes: Room for revision?" *The Journal of Development Studies*, *44*(2): 165–197.

Thayer, Millie. 2001. "Transnational Feminism Reading Joan Scott in the Brazilian Sertão." *Ethnography* 2 (2): 243–271.

Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, no. 30: 61–88.

Schuster, Caroline E. 2014. "The Social Unit of Debt: Gender and Creditworthiness in Paraguayan Microfinance." *American Ethnologist* 41 (3): 563–78.

Molyneux, Maxine. 2002. "Gender and the silences of social capital: Lessons from Latin America." *Development and Change*, *33*(2): 167–188.

Cookson, Tara Patricia. 2016. "Working for Inclusion? Conditional Cash Transfers, Rural Women, and the Reproduction of Inequality." *Antipode* 48 (5): 1187–1205.

Alvarez, Sonia E. 2009. "Beyond NGO-ization?: Reflections from Latin America." *Development* 52 (2): 175–84.

Week 4 Recommended. Post-Structuralism + Anti-Development

Hall, Stuart. 2006. "The West and the Rest: Discourse and Power." In *The Indigenous Experience: Global Perspectives*, edited by Roger Maaka and Chris Andersen. Toronto: Canadian Scholars' Press, 165–73.

Escobar, Arturo. 1992. "Imagining a Post-Development Era? Critical Thought, Development and Social Movements." *Social Text*, no. 31/32: 20–56.

Ferguson, James. 1994. “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho.” *The Ecologist* 24 (5): 176–81.

Hetherington, Kregg. 2012. “Promising Information: Democracy, Development, and the Remapping of Latin America.” *Economy and Society*, *41*(2): 127–150.

Lehmann, D. 1997. “An Opportunity Lost: Escobar’s Deconstruction of Development.” *The Journal of Development Studies*, *33*(4): 556—578.

Week 5. Environmental Governance

World Bank. 2012. “Environment.” In *World Development Indicators 2012* World Bank Publications, 137–141.

Redclift, Michael. 2005. “Sustainable Development (1987-2005): An Oxymoron Comes of Age. *Sustainable Development*.” *13*(4): 212—217.

Perreault, Tom. 2011. “Environment and Development.” In *A companion to Environmental Geography*, WileyBlackwell, 442–460.

Auyero, Javier. 2014. “Toxic Waiting: Flammable Shantytown Revisited.” In *Cities From Scratch: Poverty and Informality in Urban Latin America*, edited by Brodwyn Fischer, Bryan McCann, and Javier Auyero, 238–61. Durham: Duke University Press.

Week 6 Recommended. Latin American Experiments in Social Welfare

Caldeira, Teresa and James Holston. 2015. “Participatory urban planning in Brazil.” *Urban Studies*, *52*(11): 2001—2017.

Peck, Jamie and Nick Theodore. 2010. “Recombinant Workfare, Across the Americas: Transnationalizing “Fast” Social Policy.” *Geoforum*, *41*(2): 195–208.

Molyneux, Maxine. 2008. “The “Neoliberal Turn” and the New Social Policy in Latin America: How Neoliberal, How New?” *Development and Change*, *39*(5): 775–797.

Weissmann, Jordan. 2013. “Martin Luther King’s Economic Dream: A Guaranteed Income for All Americans.” *The Atlantic*, August 28, 1—5.

Grugel, Jean and Pía Riggirozzi. 2012. “Post-Neoliberalism in Latin America: Rebuilding and Reclaiming the State after Crisis.” *Development and Change*, *43*(1): 1–21.

Soares, Fábio Veras, Rafael Perez Ribas, and Rafael Guerreiro Osório. 2010. “Evaluating the Impact of Brazil’s Bolsa Familia: Cash Transfer Programs in Comparative Perspective.” *Latin American Research Review* 45 (2): 173–190.

Week 7 Recommended. Neoliberalism + Narco-capitalism

Wood, Robert Everett. 1986. “Basic Needs and the Limits of Regime Change.” In *From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy*, Berkeley: University of California Press, 195–231.

Serra, Narcís, and Joseph E. Stiglitz, eds. 2008. “Part I: The Washington Consensus: From Its Origins to Its Critics.” In *The Washington Consensus Reconsidered: Towards a New Global Governance*. Oxford: Oxford University Press, 1–30.

Walton, Michael. 2004. Neoliberalism in Latin America: Good, Bad, or Incomplete? *Latin American Research Review*, *39*(3): 165–183.

Harvey, David. 2007. *A Brief History of Neoliberalism*. Oxford University Press.

Rodrik, Danny. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature*, *44*(4): 973–987.

Week 8 Recommended. Pluri-Nationalism + Cultural Rights

Radcliffe, Sarah A. 2012. "Development for a Postneoliberal Era? Sumak Kawsay, Living Well and the Limits to Decolonisation in Ecuador." *Geoforum* 43 (2): 240–249.

Laurie, Nina, Robert Andolina, and Sarah Radcliffe. 2005. "Ethnodevelopment: Social Movements, Creating Experts and Professionalising Indigenous Knowledge in Ecuador." *Antipode* 37 (3): 470–496.

Postero, Nancy Grey. 2007. "Neoliberal Multiculturalism in Bolivia" and "Multiculturalism and the Law of Popular Participation." In *Now We Are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Stanford University Press, 1-22; 123—163.

Week 10 Recommended. Spatial Segregation + The Informal City

Zeiderman, Austin. 2016. *Endangered City: The Politics of Security and Risk in Bogotá*. Duke University Press.

Goldstein, Daniel M. 2016. *Owners of the Sidewalk: Security and Survival in the Informal City*. Duke University Press.

Caldeira, Teresa. 2000. *City of Walls: Crime, Segregation, and Citizenship in São Paulo*, Berkeley: University of California Press.

Roy, Ananya. 2005. "Urban Informality: Toward an Epistemology of Planning." *Journal of the American Planning Association* 71 (2): 147–58.

Tucker, Jennifer. 2017. "Affect and the Dialectic of Uncertainty: Governing a Paraguayan Frontier Town." *Environment and Planning D: Society and Space*, 1–19.

McGuirk, Justin. 2015. "Introduction & Torre David: A Pirate Utopia." In *Radical Cities: Across Latin America in Search of a New Architecture*. London: Verso, 1-35; 175-205.

Varley, Ann. 2013. "Postcolonialising Informality?" *Environment and Planning D: Society and Space* 31 (1): 4–22.

Week 11 Recommended. Migrant Geographies

Vogt, Wendy A. 2013. "Crossing Mexico: Structural Violence and the Commodification of Undocumented Central American Migrants." *American Ethnologist* 40 (4): 764–80.

Paik, A. Naomi. 2017. "Abolitionist Futures and the US Sanctuary Movement." *Race & Class* 59 (2):3–25.

Bacon, David. 2013. *The Right to Stay Home: How US Policy Drives Mexican Migration*. Beacon Press.

Grandin, Greg. 2006. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. Metropolitan Books.

Week 13 Recommended. Urban + Rural Social Movements

Holston, James. 2009. "Insurgent Citizenship in an Era of Global Urban Peripheries." *City & Society* 21 (2): 245–67.

Mora, Mariana. 2015. “The Politics of Justice: Zapatista Autonomy at the Margins of the Neoliberal Mexican State.” *Latin American and Caribbean Ethnic Studies* 10 (1): 87–106.

Harvey, David. 2012. “The Right to the City.” In *Rebel Cities: From the Right to the City to the Urban Revolution*. London: Verso Books, 3–26.

Auyero, Javier, Pablo Lapegna, and Fernanda Page Poma. 2009. “Patronage Politics and Contentious Collective Action: A Recursive Relationship.” *Latin American Politics and Society* 51 (3): 1–31.

Cruz, Teddy. 2015. “Spatializing Citizenship and the Informal Public.” In *Territories of Poverty: Rethinking North and South*, edited by Ananya and Emma Shaw Crane. University of Georgia Press, 315—339.

Savell, Stephanie. 2015. “‘I’m Not a Leader’: Cynicism and Good Citizenship in a Brazilian Favela.” *PoLAR: Political and Legal Anthropology Review* 38 (2): 300–317.

Escobar, Arturo. 2010. “Latin America at a Crossroads: Alternative Modernizations, Post-Liberalism, or Post-Development?” *Cultural Studies*, *24*(1): 1–65.

Week 14 Recommended. Decoloniality

Escobar, Arturo and Walter Mingolo .2013. *Globalization and the Decolonial Option*, Routledge.

Haughney, Diane. 2012. “Defending Territory, Demanding Participation Mapuche Struggles in Chile.” *Latin American Perspectives* 39 (4): 201–217.

Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization Is Not a Metaphor.” *Decolonization: Indigeneity, Education & Society* 1 (1): 1—40.

Alfred, Gerald Taiaiake. 2006. “‘Sovereignty’: An Inappropriate Concept.” In *The Indigenous Experience: Global Perspectives*, edited by Roger Maaka and Chris Andersen. Toronto: Canadian Scholars’ Press, 322–36.

Escobar, Arturo. 2015. “Transiciones: A Space for Research and Design for Transitions to the Pluriverse.” *Design Philosophy Papers* 13 (1): 13–23.

Week 15 Recommended. Moving toward Justice

brown, adrienne maree. 2017. “Principles of Emergent Strategy and Elements of Emergent Strategy.” In *Emergent Strategy: Shaping Change, Changing Worlds*, 1–3; 13–28; 42–50. Chico, CA: AK Press.

Hall, Peter. 2014. “Cities of Imagination.” In *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*. John Wiley & Sons, 1-11.

Heynen, Nik. 2016. “Urban Political Ecology II: The Abolitionist Century.” *Progress in Human Geography* 40 (6): 839–45.

Miraftab, Faranak. 2009. “Insurgent Planning: Situating Radical Planning in the Global South.” *Planning Theory* 8 (1): 32–50.

Connell, Raewyn. 2014. “Using Southern Theory: Decolonizing Social Thought in Theory, Research and Application.” *Planning Theory* 13 (2): 210–23.

Bhan, Gautam, and Ananya Roy. 2013. “Lessons from Somewhere.” *Cityscapes* (blog). November 2013.

Keating, AnaLouise. 2018. “Forging El Mundo Zurdo: Changing Ourselves, Changing the World (2002).” In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 153–57. Routledge.