

What is Solidarity? Reading Workshop

Faculty Facilitator: Jane Hutton (jane.hutton@uwaterloo.ca)

Office Hours: by appointment

Scheduled Class Time: Wednesdays 10 AM-1 PM EST, plus evening Speaker Series

Online Formats: Teams, Learn

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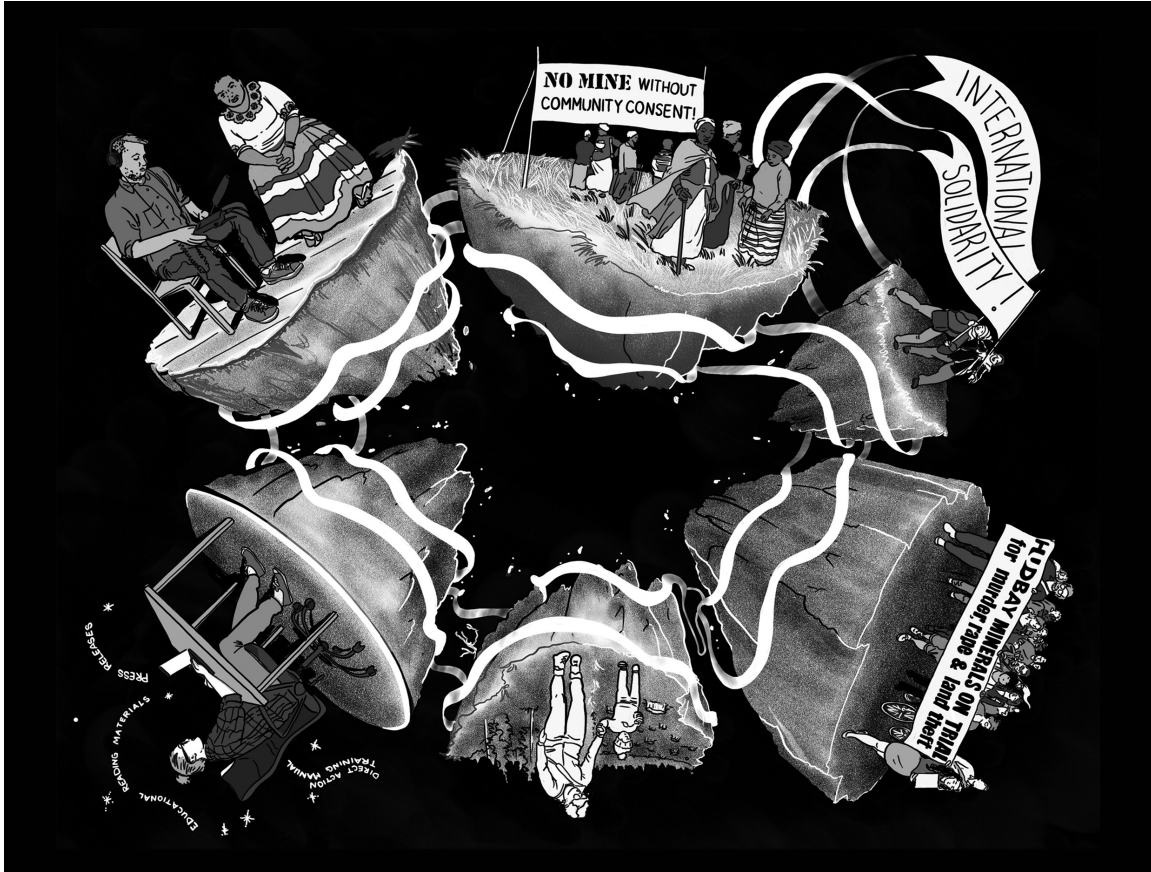


Image: (seeking artist), from Joan Kuyek, *Unearthing Justice*, 2019 (rotated).

If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression.

Combahee River Collective Statement, 1977

If you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together.

Lilla Watson, Aboriginal activists group, Queensland, 1970s

Whatever form we invoke, it's helpful to remember three aspects of solidarity:

Solidarity is always about relationships. We cannot be in solidarity alone. Who are we in solidarity with and what defines that relationship?

Solidarity always requires us to be intentional about our commitments. What is the aim of our solidarity and where do those commitments come from?

Solidarity requires actions that also change us, perhaps even a sacrifice. What am I willing to do and give up in order to ensure the well-being of others, whether they are like or unlike me?

R. Gaztamibide Fernandez, "...it's more than 'we're all in this together', 2020

During this time when so many Black people are mourning, organizing, and trying to find ways to keep well, we meditate on the ongoing unmaking of this world. For many, COVID-19 has revealed the instability of this capitalist system and the death tolls – from the pandemic and police violence – have revealed anti-Black and anti-Indigenous racism. For us, it is a reminder of the importance for Black, Indigenous, and Black-Indigenous peoples to show up for one another. It has revitalized our desire to unmake this world together.

Sefanit Habtom & Megan Scribe, "To Breathe Together," 2020

While an apocalyptic future certainly awaits without transformational change, the [UN Global Assessment on Biodiversity] finds some hope in the land management practices of Indigenous peoples globally. While biodiversity is declining in all parts of the world, it is declining much less rapidly in those lands still managed by Indigenous communities.

King, Pasternak, "Land Back: A Yellowhead Institute Red Paper," 2019

OVERVIEW

What is Solidarity? This question is the subject of the Waterloo Architecture Arriscraft 2020-21 Speaker Series (online), and also the focus of this [collaborative reading group](#). If Architecture is a field often framed in terms of individual heroes making individual buildings, the question of solidarity helps to focus on the collective, shared, long term struggles for change in which designers can participate. Over the academic year, the *What is Solidarity?* Speaker Series will welcome activists, researchers, designers and artists tied to social movements pushing for [Abolition, Land Back, Disability Justice, Housing Rights, and Food Sovereignty](#). Each event brings three individuals committed to a particular movement into conversation to share their work and ideas about what solidarity with it could be. Thematically linked graduate research presentations and events will be paired with the speaker guests to facilitate deeper discussions about how these issues resonate within the research, pedagogy, and social life of Waterloo Architecture and beyond.¹ These same topics will be the focus of this Reading Workshop.

The *What is Solidarity? Reading Workshop* is set up for students wanting to delve into the topics of the Speaker Series, spend focused time reading and discussing these texts and ideas, and focus on the central title question. Participation in the Workshop will involve attending the three Fall Speaker Series events, participating in seven additional reading/workshop sessions, co-facilitating one of these sessions, and working collectively on a shared learning resource over the term – to be decided by the group. While the faculty facilitator will set some frameworks for discussion, resources, and format, this course is driven by student participation in the spirit of horizontal learning.

OBJECTIVES

As a reading group, the primary objective is to read and engage these texts together. More specifically, the learning objectives are to:

1. [Build literacy in the six social movements of the Arriscraft Speaker Series](#): Indigenous land sovereignty, disability justice, abolition of police and prisons, the right to secure housing, non-

¹ The series has been curated as a collaboration between students representing student-led organizations, *Treaty Lands Global Stories* (Vic Mantha-Blythe), the *Sustainability Collective* (Nicole Rak), and *Bridge* (Jade Manbodh), Mayuri Paranthahan who is the Series' researcher and liaison, and faculty members (Adrian Blackwell, Jane Hutton).

extractive construction, and access to culturally nourishing food. The first objective is to spend time learning about these intersecting movements for change, by reading (and sometimes listening to) the words of people engaged in these struggles. The group will explore the intersections between these movements to understand historical and ongoing systemic oppressions—shaped by the legacies of colonialism, imperialism, capitalism, patriarchy, and white supremacy²—and how people organize and work together in resistance to them. Close reading, reading reflections, and facilitated peer-discussions are opportunities to examine and revisit these concepts in different learning formats.

2. Examine *solidarity* as a concept for practice within and beyond architecture. In this reading group, we'll keep coming back to the title question, *What, exactly, is Solidarity?* The speakers in the series and the texts we'll be reading provide examples and models of solidarity between people, between struggles, between species and land. Land, housing, codes, biodiversity, and material extraction are all central to the design disciplines – and so part of the aim is to mobilize these intersections so that architects join. Although most architectural practice involves the participation of many fields, expertise, and stakeholders, there is a lingering myth of the lone architect with unique innovation; the concept of solidarity encourages the conception of the architect as participating in larger struggles for change. The readings will challenge us to consider definitions of allyship, co-conspirators, and collaborators, and to interrogate those commitments. By recursively focusing on the concept of solidarity, the aim is to identify examples and strategies of it in order to develop practices for action and participation in professional and personal worlds.

3. Experiment with peer learning and public pedagogy. Since the movements that we're looking at challenge power systems, this is also an opportunity to challenge the spatial and social norms of the classroom. The spatial norms of the classroom have already been exploded this term, since we are meeting online. The grid of the Teams/Zoom screen already disrupts the hierarchy of the lecture hall in interesting ways, (although at the same time inequities of access to equipment and bandwidth play out). Since the lockdown, we've also seen a proliferation of webinars (public and free teachings), schools (like ours) having been challenged by students and attempting to grapple with their own We'll experiment with the concept of solidarity in the format of this reading group as well, in terms of collective learning and assessments.

I am the group facilitator, not instructor. For this group, I want to shift the typical structure of the seminar as part of the study of solidarity and examination of power dynamics in the classroom. I am reading much of this material for the first time with you, and as always – we all have different identities/experiences through which we read. My role is to set up the course, select readings, design and facilitate a structure that supports everyone's learning. As part of this experimentation, I'm using Specification Grading for this group (more below).

Each of you will facilitate in two different ways (described more below): as a topic facilitator in one of the reading discussion weeks, and in the designing and delivering of a group learning workshop. Just as we are studying the concept of solidarity, we will be iteratively practicing and experimenting with different models for peer/group learning. While we don't have space in the reading list to dive into readings about horizontal pedagogy, we will be practicing it in various forms.

4. Time to (actually) read. A further motivation of this group is to carve out time to reflect on the speaker series topics by assigning credits to this time. Recognizing the pressures and personal challenges of Covid-19 in everyone's lives, on top of the already frenetic schedule of architecture school, the aim of this group is to give yourself permission to take time to reflect on the Speaker Series, read deeply, reflect on reading rather than feeling rushed to skim or pass on readings because there is too much else to do.

5. Build community in an online term, develop concepts together. The final objective for the group is to provide a space to be together and elongated after the Lecture series conversation, that might have taken place in the atrium or somewhere else.

² Kike Ojo-Thompson, refers to the legacies of power as a helpful framework for articulating the continuing context of oppression.

FORMAT & REQUIREMENTS

The course is a reading group structured on attending/engaging with the three Speaker Series events, reading and reflective writing, discussion co-facilitation, and development and testing of a group learning workshop, with options to also develop a reading log and public pedagogy analysis.

1. Speaker Series attendance and questions

- > Attend each of the three Speaker Series events and prepare a question for the speakers. For each event (having read the focus readings in advance and done any amount of additional research on the speakers and topic) prepare a 2-5 sentence question to one or all of them. Post this question ahead of the event on the Teams channel “Speaker Series Questions” as a post. You don’t need to ask the question during the event (there wouldn’t be time for all to ask their questions), but this gives you an opportunity to draft one out if you are moved to ask one. By posting in the Teams channel, you’ll be able to see each other’s questions; you can comment on them if you’d like.

2. Readings and Reflections

- > There are six reading discussion sessions. As a group we’ll all read the “Focus Readings”, (these are required for the group conversations), listed in the reading list below, but also peruse the additional readings, or suggest other readings on the Teams Wiki “Additional Resources”.
- > The aim is that you spend approximately 3 hours per session reading and writing a reflection (more on hours below).
- > Reading Reflections are approximately 500 words (3 paragraphs, 1 page-ish) writings that engage the Focus Readings and any other relevant resources you are looking at. Include citations (Chicago Style) for any text or other work mentioned.
- > Below are six reading response prompts that ask you to consider the specific readings in relation to something else (your experience, pedagogy, profession, etc). Over the term select and use one of each of these prompts for your reflections, choose these in any order, indicate which one you’re using.
 1. Reflection as it relates to your own past experience (outside of school and profession)
 2. Reflection on readings as it relates to learning/school/pedagogy
 3. Reflection on readings as it relates to discipline/profession of architecture
 4. Reflection on readings as it relates to another of the topics (abolition, food sovereignty, etc)
 5. Reflection on readings as it relates to change you want to participate in
 6. Open – other reflection
- > For each of these reflections, include one of the two required at the top of the page:
 1. Keywords: identify three key words or concepts.
 2. Acts of Solidarity: identify how the concept of *solidarity* plays out within the reading or examples.

Topic Co-Facilitation (groups of ~ 4),

- > Each person in the reading group will co-facilitate one of the reading discussions. On the first day, everyone will sign up for one of the course topics, so that 3-4 students are co-facilitators

for each topic. As a group, the co-facilitators will meet ahead of their session and develop a plan:

- Prepare a 30-minute introduction to contextualize the topic to the whole group. This might involve sharing video clips, some historical context for the particular movement, define terms some key terms, whatever you decide will set up the whole group for a productive discussion. For this session you will also outline your breakout session format.
- Design the format of the breakout session (these are 1-hr 45-minute reading discussions) to lead a productive, engaging conversation about the readings/topics and also to experiment with different peer learning strategies. These may involve engaging a whiteboard or other online interactive tools; structuring the ordering or disordering of the conversation; focus on a single deep question; asking peers to take offscreen minutes to gather thoughts and then return; reading each other's responses; or any number of other active participation activities. These can be very simple, but they must involve a curiosity about and an experiment about how groups learn together. Formats must enable some form of go-round so that everyone has a chance to speak at least once.
- Each co-facilitator will each lead one of the roughly 8 person break out groups concurrently, facilitating the same activity/discussion format.
- Write a simple outline of your plans and email it to Jane before class on September 30. Include references to active learning or other pedagogy resources that are informing your design. (Land Back group can share earlier if they would like any feedback).

Group Workshop: (groups of ~8)

- > Alongside, and informed by, the reading sessions, you'll design and deliver a 45-minute peer workshops at the end of the term. My proposal is that the co-facilitation groups would merge (Land Back and Food Sovereignty; Disability Justice and Right to Remain; Abolition and Anti-Extractivism) into groups of roughly 8 people. These groups would then focus on designing workshops related to the three Speaker Series topics taking place in the winter (Right to Remain, Anti-Extractivism, and Food Sovereignty). Student-led workshops for the events taking place this fall are underway, so this would draft out potential workshops for the winter. There is no obligation to deliver these workshops in the winter.
- > Each class session reserves the last 30 minutes for the group to meet to move the project forward. As a group you will brainstorm, and participate in the division and delegation of tasks for the workshop prep. The schedule week structures in some of your out-of-class time towards moving the project forward, and has the following benchmarks:
 - Oct. 28 before class: Submit 1-page concept for workshop, resources, and research
 - Nov. 18 before class: Submit 1-page developed concept, resources, and research
 - Dec. 2 last class: Deliver the workshop to the group
- > Like the Topic Co-Facilitation, this is an opportunity to both share your research and mobilize it through different models for collective learning; this might involve Glossary making, Diagramming Information, Collaborative idea mapping (white board), or any other forms of sharing and interaction.

Reading Log: (optional, due by November 25 before class)

- > Since this group is also an opportunity to reflect on reading itself as an act, an optional part of the course is to make a reading log. This is a semester long recording of your study of and experience with reading for this group. This would involve some independent research into

reading strategies, and a description of your efforts to engage with them, including evaluation of how they worked for you. (Approximately 1500 words, due).

Public Pedagogy Analysis: (optional, due by November 25 before class)

- > Since this group is also an opportunity to reflect on Public Pedagogy and peer-learning, an optional part of the course is to do an analysis of a public pedagogy session from outside of the school. This might involve an online course or webinar that includes some interactive element. There are many such courses offered for free now, and so this is a chance to take part but also examine the pedagogical intentions behind one that you find particularly interesting. The Public Pedagogy Analysis would be a description of the event, analysis of the structure and format, your understanding of the pedagogical intent, your experience participating in it, and any takeaways for your own pedagogical interests. (Approximately 1000 words).

Specifications Grading

Because this course’s objectives are participation, focused reading and reflecting, and collaboratively developing resources for peer learning, the assessment (grades) is about those same things. As part of the larger course agenda to experiment with peer learning and challenge “norms” of University formats, we’re using a grading method called “specification grading”.³ The basic idea is that I provide a series of “pathways” of assessments that lead to specific grades, and you decide what your final grade is going to be and then participate to that end. You decide what you want to get out of the course and how much effort you want to put in, and then receive that grade. This grading method is meant to increase student agency in determining grades by showing routes to achieve certain grades, and also to value the number of learning objectives that are achieved, to reduce the anxiety that both students and faculty experience, and encourage students to think more about learning and less about performance.⁴

Each assessment is considered pass/fail. To pass is to complete the task at an average level (so in undergrad that might be what would receive a 78-80, and in graduate courses work that would receive an 82) – that is to say, work that expresses competency. Tasks don’t offset each other; each must be completed to this level.

Assessment “Pathways”:

	65	70	75	80	85
Attend the three Speaker Series events, Construct and post a question in Team before the event.	x	x	x	x	x
Topic Facilitation (group of 4)	x	x	x	x	x
Group Workshop (group of 8)	x	x	x	x	x
Submit 3 (out of 6) Reading reflection / Participate in Session	x				
Submit 4 (out of 6) Reading reflection / Participate in Session		x			
Submit 5 (out of 6) Reading reflection / Participate in Session			x		
Submit 6 (out of 6) Reading reflection / Participate in Session				x	x

³ Linda Nelson, *Specifications Grading*, <https://styluspub.presswarehouse.com/browse/book/9781620362426/Specifications-Grading>

⁴ Thanks to examples shared from James Nugent and Victoria Brown.

Independent Reading Log					X
Public Pedagogy Analysis					X

Typical Session Schedule

10:00-10:30 AM Whole class meets in Workshop Space;

Co-Facilitators have 30 mins to contextualize the readings and share the structure of the break-out sessions.

10:35-12:15 PM Breakout groups

Facilitated discussion

12:15-12:30 Stretch Break

12:30-1:00 PM Meet in Workshop Project groups of ~8 (these will start in Week 4)

Debrief and delegate for next week

TIME, AND CULTURE OF RESPECT

As part of discussions about equity, work culture, and how online learning and Covid-19 are impacting all of us, the school and faculty are making a concerted effort to reduce the typical workload and class expectations, looking at a guideline of the 40-hour work week. Class is scheduled for three hours a week and the basic expectation is that you commit about 3 hours per week to out of class work. I ask that you let me know if there are adjustments that I can make to support you.

We are reading texts that address racism, violence, ecocide, and other topics that may be painful—to different people in different ways—and generally challenging, as they are topics that have been suppressed and some of us aren't used to talking openly about them. As a starting place, we can start with an intention for respect, for each other's experiences and ideas, recognizing everyone's humanity. I'm committed to supporting this group to have a safe learning environment where people feel comfortable expressing their concerns and adjusting formats and addressing issues as they arise. Because this is structured as an open reading group, we don't have the structure or personnel to better contextualize to these topics, and this may come with some challenges. Please let me know if issues arise. As much as I am committed to working towards anti-racism and anti-oppression, I am likely to mess up, and being made aware of these mess ups is the way I will learn the most. I thank you in advance for correcting me or approaching me if I say/do something that makes you uncomfortable. Also, at the bottom of this syllabus is an official statement from the school about equity, diversity, and inclusion and pathways to communicating problems or grievances.

SCHEDULE

WK		Topic / Reading	Have prepared	Hours
2	WED. SEPT. 16 10 AM -1 PM EST	Topic: What is Solidarity? Group: Introductions	Pre-term readings (opt)	1.5 Class 1 Co-facilitation 3 Read (LB)
3	TUE. SEPT. 22 6:30-8 PM EST	Arriscraft Speaker Series 1: Land Back Amy Smoke, Phil Monture, Eladia Smoke	Readings / Prepare Question for Speakers	1.5 WIS 4.5 Co-facilitation
4	WED. SEPT. 30 10 AM -1 PM EST	Topic: Land Back	Co-Facilitation plan (email to JH)	3 Class 3 Read (BC)
5	WED. OCT. 7 10 AM -1 PM EST	Topic: Breaking the Code	Readings	3 Class 3 Workshop Dev.
6	WED. OCT. 14	Fall Reading Week – No Meeting		
7	TUE. OCT. 20 6:30-8 PM EST	Arriscraft Speaker Series 2: Breaking the Code Aimi Hamraie, Luke Anderson, Susan Stryker	Prepare Question for Speakers	1.5 WIS 1.5 Workshop 3 Read (R2R)
8	WED. OCT. 28 10 AM -1 PM EST	Topic: Right to Remain	Workshop Dev: research / resources / development of concept	3 Class 3 Read (AB)
9	WED. NOV. 4 10 AM -1 PM EST	Topic: Abolition	Readings	3 Class 3 Workshop
10	TUE. NOV. 10 6:30-8 PM EST	Arriscraft Speaker Series 3: Abolition Syrus Marcus Ware, Tiffany Lethabo King, Sara Zewde	Prepare Question for Speakers	1.5 WIS 1.5 Workshop 3 Read (AE)
11	WED. NOV. 18 10 AM -1 PM EST	Topic: Anti-Extractivism	Workshop Dev: Draft workshop	3 Class 3 Read (FS)
12	WED. NOV. 25 10 AM -1 PM EST	Topic: Food Sovereignty	Optional: Public Pedagogy Analysis and Reading Log.	3 Class 3 Project
13	WED. DEC. 2 10 AM -1 PM EST	Final Meeting	Workshop Dev: Pilot Workshop	3 Class 3 Workshop submission.

WK2 / Wed. Sept. 16 / What is Solidarity?

*All Focus Readings (and some Additional Resources) without URL links are posted in the course Teams site under Files / Readings (by week).

Session Format:

- > 10:00-11:30 Whole Group Introduction + Discussion
- > 11:30-12:00 Sign up for a Topic to facilitate (you will be a facilitation team of 4)
- > 12:00-12:30 Familiarize yourself with topics/readings
- > 12:30-1:00 Brief checkin meeting as Topic Facilitator groups

Solidarity / Co-Conspiracy

- > Taylor, Keeanga-Yamahtta. "Until Black Women Are Free, None of Us Will Be Free." *The New Yorker*, 2020. <https://www.newyorker.com/news/our-columnists/until-black-women-are-free-none-of-us-will-be-free>
- > Audre Lorde, "The Uses of Anger: Women Responding to Racism," Keynote presentation at the National Women's Studies Association Conference, Storrs, Connecticut, June 1981, in *Sister Outsider: Essays and Speeches*, Crossing Press: Berkeley, 1984.
- > Kristen Simmons, "Settler Atmospheric," *Society for Cultural Anthropology*, November 20, 2017, <https://culanth.org/fieldsights/settler-atmospheric>
- > Sefanit Habtom, Megan Scribe, "To Breathe Together: Co-Conspirators for Decolonial Futures," Yellowhead Institute, June 2, 2020. <https://yellowheadinstitute.org/2020/06/02/to-breathe-together/>
- > Kimberlé Crenshaw, "Intersectionality Matters - Under the Black Light: Narrating the Nightmare & (Re) imagining the Possible." <https://soundcloud.com/intersectionality-matters/18-under-the-blacklight-narrating-the-nightmare-and-reimagining-the-possible>
- > Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review* Vol. 43, No. 6 (Jul., 1991).
- > Diane C. Fujino, "Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama's Humanizing Radicalism," in *Want to Start a Revolution? Radical Women in the Black Freedom Struggle*, Dayo F. Gore, Jeanne Theoharis, Komozi Woodard (eds), NYU Press, 2009, pp. 294-316.
- > Sa'ed Atshan, Darnell L. Moore, "Reciprocal Solidarity: Where the Black and Palestinian queer struggles meet," *Biography*, Spring 2014, Vol 37, No. 2, pp. 680-705.
- > Anirvan Chatterjee, *Black Desi Secret History*, <https://blackdesisecretrethistory.org/>
- > Reading List: Keisha N. Blain, *Historical Readings on #BlackAsianSolidarity*, 2015, <https://www.aaihs.org/historical-readings-on-blackasiansolidarity/>
- > Erica Violet Lee, "Our Revolution: First Nations women in solidarity with Palestine," (2014). <https://moontimewarrior.com/2014/08/19/our-revolution-first-nations-women-in-solidarity-with-palestine/> See also: https://www.youtube.com/watch?v=H_hKJWXp368
- > Soya Jung, "What Does Model Minority Mutiny Demand"? *Race Files*, Dec. 13, 2014, <https://www.racefiles.com/2014/12/13/what-does-model-minority-mutiny-demand/>
- > Franny Choi, "For Peter Liang," performance, 2016. <https://www.youtube.com/watch?v=l-A4GNn2Pe4>
- > No One is Illegal, *Indigenous Solidarity and Migrant Justice*, <https://toronto.nooneisillegal.org/taxonomy/term/6>

Challenging Performative Allyship

- > Jason Miller, "Moved by George Floyd's death? Being an ally takes a lot more than words, say these authorities," *Toronto Star*, June 1, 2020.
<https://www.thestar.com/news/gta/2020/06/01/moved-by-george-floyds-death-being-an-ally-takes-a-lot-more-than-words-say-these-authorities.html>
- > Rania El Mugammar, "Beyond BLM Solidarity Statements: Questions to Consider," @rania.writes
- > Sara Ahmed, "Declarations of Whiteness: The Non-Performativity of Anti-Racism", *Borderlands*, Vol 3, Number 2, 2004.
http://www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm

Pedagogy. Learning. Research

- > Linda Tuhawei Smith, "Twenty-five Indigenous Projects," in William K. Carroll (ed) *Critical Strategies for Social Research*, 2004.
- > Rubén A. Gaztambide-Fernández, "Decolonization and the Pedagogy of Solidarity," *Decolonization: Indigeneity, Education & Society*, Vol. 1, No. 1, 2012, pp. 41-67.

WK3 / Tue. Sept. 22, 6:30-8:00 PM EST / Arriscraft Speaker Series: Land Back

Prepare a Question for Series Speakers:

- > Amy Smoke. TEDxKitchenerEd: Identity & post-secondary: a First Nations experience, <https://www.youtube.com/watch?v=eWg9wudlzDk>
- > Phil Monture, <http://www.sixnations.ca/LandsResources/ClaimSummaries.htm>
- > Eladia Smoke / KaaSheGaaBaaWeak, <https://www.smokearchitecture.com/>

Focus Readings:

- > Hayden King, Shiri Pasternak, Riley Yesno, *Land Back: A Yellowhead Institute Red Paper*, Yellowhead Institute, 2020, 64 pp. / See also online Community Tools & Resources, <https://redpaper.yellowheadinstitute.org/community-tools-resources/>
- > Six Nations Lands & Resources Department, *Land Rights: A Global Solution for the Six Nations of the Grand River*, 2015, 31 pp.
- > Megan Red Shirt-Shaw, "Beyond the Land Acknowledgement: College "LAND BACK" or Free Tuition for Native Students, Hack the Gates Policy and Practice Brief, August 2020, 8 pp.; see convocation speech, 2017: <https://www.youtube.com/watch?v=jG9gHn7tHBI>

Additional Resources:

- > Courtney Skye, Susan Hill, Eileen Antone, Dale Turner, Kevin White, "Solemn Promises/Stolen Land: Policing & Treaty-Breaking 1492 Land Back Lane Panel"; *Canada Scholar Strike*, Sept. 9, 2020: <https://www.youtube.com/watch?v=1qLZC5YH5o0>
- > David Gray-Donald, "What is Land Back? A Settler FAQ," *Briar Patch*, Sept. 10, 2020, <https://briarpatchmagazine.com/articles/view/what-is-land-back-a-settler-faq>
- > Riley Yesno, Xicotencatl Maher Lopez, "Four case studies of Land Back in action," *Briar Patch*, Sept. 10, 2020, <https://briarpatchmagazine.com/articles/view/four-case-studies-land-back-in-action>
- > The Dig Podcast. "Our History is the Future with Nick Estes" (2019). Interview with Lower Brule Sioux Tribe scholar Nick Estes regarding his book *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*, Verso, 2019. <https://www.stitcher.com/podcast/daniel-denvir-2/the-dig-2/e/62237447>
- > Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor," *Decolonization: Indigeneity, Education & Society*, Vol. 1, No. 1, 2012, p. 1-40

WK4 / Wed. Sept. 30 / Land Back (readings from WK3)

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

WK5 / Wed. Oct. 7 Breaking the Code: Designing for Non-Conforming Bodies

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

Focus Readings:

- > Aimi Hamraie, "Normate Template: Knowing-Making the Architectural Inhabitant," ; "Sloped Technoscience: Curb Cuts, Critical Frictions, and Disability (Maker) Cultures," in *Building Access: Universal Design and the Politics of Disability*, 2017, University of Minnesota Press: Minneapolis.
- > Susan Stryker, Joel Sanders, "Stalled: Gender-Neutral Public Bathrooms," *South Atlantic Quarterly*, 2016, 115(4):779-788.
- > Sara Hendron, "Who is the Built World Built For?," in *What Can a Body Do: How we meet the built world*, Riverhead Books: New York, 2020, p. 1-32.

Additional Resources:

- > Susan Stryker, "My Words to Victor Frankenstein above the Village of Chamounix," see also: "Theorist Susan Stryker on One of Her Most Groundbreaking Essays, 25 Years Later", Nov. 12, 2019, <https://www.them.us/story/susan-stryker-groundbreaking-essays-25-years-later>
- > Leah Lakshmi Piepzna-Samarasinha, "Care Work: Dreaming Disability Justice." (Arsenal Pulp Press 2018) P21-44
- > Bodies in Translation, *Bodies in Translation: Activist Art, Technology and Access to Life*, a project of Re•Vision: The Centre for Art & Social Justice at the University of Guelph, <https://vimeo.com/338009901>
- > Mia Mingus, "'Disability Justice' is Simply Another Term for Love." Keynote speech given at the 2018 Disability Intersectionality Summit, Cambridge, Massachusetts, USA.
- > Aimi Hamraie, "Beyond Accommodation: Disability, Feminist Philosophy, and the Design of Everyday Academic Life," *philoSOPHIA*, Vol. 6, Number 2, summer 2016, pp. 259-271.

WK6 / Fall Reading Week – No Meeting

WK7 / Tue. Oct. 20, 6:30-8:00 PM EST / Arriscraft Speaker Series: Non-Conforming Bodies

Prepare a Question for Series Speakers:

- > Aimi Hamraie, <https://aimihamraie.wordpress.com/about-me/>
- > Susan Stryker, <https://wgss.yale.edu/people/susan-stryker>

- > Luke Anderson, <https://stopgap.ca/who-we-are/>

WK8 / Wed. Oct. 28 / Right to Remain

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

Winter Series Speakers:

- > Yogi Acharya, until recently OCAP (Ontario Coalition Against Poverty) <https://ocap.ca/category/media-releases/>
- > Geraldine Denning, <https://www.geraldinedenning.com/>
- > Third speaker to be confirmed

Focus Readings:

- > David Madden, Peter Marcuse, "Against the Commodification of Housing," in *In Defense of Housing: The Politics of Crisis*, Verso: London, 2016, (epub, 15 pp).
- > Tracy Jeanne Rosenthal, "101 Notes on the LA Tenants Union," July 19, 2019, 8 pp.
- > Jeffrey R Masuda, Aaron Franks, Audrey Kobayashi, Trevor Wideman, "After dispossession: An urban rights praxis of *remaining* in Vancouver's Downtown Eastside,": *Environment and Planning D: Society and Space*, July 15, 2019, pp. Right to Remain Collective Vancouver <https://www.righttoremain.ca/>

Additional Readings:

- > Bud Osborn, "Raise Shit", 2014.
- > Right to Remain Collective, <http://www.righttoremain.ca/>
- > Parkdale Neighbourhood Land Trust, "No Room for Unkept Promises, Parkdale Rooming House Study," <http://www.pnlt.ca/our-projects/parkdale-rooming-house-study/>; see associated video: https://www.youtube.com/watch?v=lmKZa-pVL6Q&feature=emb_logo
- > Céline Chuang, "Resistance is Rhizomatic: Towards an Anti-Colonial Praxis Against Gentrification in Chinatown Vancouver," *The Funambulist 31: Politics of Food* (September-October 2020).

WK9 / Wed. Nov. 4 / Abolition

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

Focus Readings:

- > Angela Davis, "Prison Reform or Prison Abolition; Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison," (pp. 9-38) and "Abolitionist Alternatives" (pp. 105-114) in *Are Prisons Obsolete*, Seven Stories Press: New York, 2003.
- > Syrus Marcus Ware and Giselle Dias, "Revolution and Resurgence: Dismantling the Prison Industrial Complex through Black and Indigenous Solidarity," in *Until We Are Free*, Rodney

Diverlus, Sandy Hudson, and Syrus Marcus Ware (eds), University of Regina Press, 2020, pp. 32-56.

- > Desmond Cole, “honoured group (june),” *The Skin We’re In*, Doubleday Canada, 2020, pp. 83-105.

Additional Readings:

- > Film: Ava DuVernay (director), *13th*, Netflix, available free here: <https://www.youtube.com/watch?v=krfcq5pF8u8> (1hr40)
- > Tings Chak, “Undocumented: The Architecture of Migrant Detention,” in Nasrin Himada and Chris Lee (Eds), *Scapegoat: Architecture, Landscape, Political Economy, Issue 7: Incarceration* 2014, pp. 165-182.
- > Podcast: “Ruth Wilson Gilmore Makes the Case for Abolition”, *The Intercept*, <https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/>
- > Patricia Nguyen, “Building a Monumental Anti-Monument: The Chicago Torture Justice Memorial,” *The Funambulist* 30 (July-August 2020): *Reparations*.
- > Study Guide: Abolition Journal: *Abolition Study Group Guide*: <https://abolitionjournal.org/studyguide/?fbclid=IwAR1sccQhIRcHAwhkemJHEhzkx3arFCf0Jf7OT0Fky7ReAA4QQRVd7PKPr4I>
- > Study Guide: Toronto Abolition Convergence, “An Indigenous Abolitionist Study Guide,” August 10, 2020, <https://yellowheadinstitute.org/2020/08/10/an-indigenous-abolitionist-study-group-guide/?fbclid=IwAR3XbWdcJsr7QAv0ed5-smkjtzwzoiq34Zg71XZaTMWUNgV65DZ7JFpy2tBk>

WK10 / Tue. Nov. 10, 6:30-8 PM EST / Arriscraft Speaker Series: Abolition

Prepare a Question for Series Speakers:

- > Syrus Marcus Ware, <https://syrusmarcusware.com/about/>
- > Tiffany Lethabo King, <https://feralfeminisms.com/lethabo-king/>
- > Sara Zewde, <https://studio-zewde.com/about>

Readings:

- > Tiffany Lethabo King, “At the Pores of the Plantation,” (pp. 111-140) and “Epilogue: Of Water and Land,” (pp. 206-209), in *The Black Shoals: Offshore Formations of Black and Native Studies*, Duke University Press, 2019.
- > Sara Zewde, “Transatlantic Memory: Material and Immaterial Design at the Valongo Wharf, Rio de Janeiro, Brazil,” in Jane Hutton (Ed) *Landscape 5: Material Culture: Assembling and Disassembling Landscapes*, Jovis: Berlin, 2017pp. 143-154.

WK11 / Tue. Nov. 18 / Anti-Extractivism

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

(Future) Winter Series Speakers:

- > Martin Arboleda, School of Sociology of Universidad Diego Portales, Santiago de Chile, author: *The Planetary Mine*

- > Joan Kuyek, Mining Watch Canada co-founder, author: *Unearthing Justice*
- > Third speaker to be confirmed

Focus Readings:

- > Joan Kuyek, "Mining and Colonialism on Turtle Island," "Canada's International Mining Presence" "Organizing When the Mine is Gone," "International Solidarity Work", in *Unearthing Justice, Between the Lines*, 2019.
- > Martin Arboleda, "Openings: The Mine as Transnational Infrastructure," *The Planetary Mine: Territories of Extraction under Late Capitalism*, Verso, 2020.

Additional Readings:

- > Ring of Fire TV, Documentary Series: <http://ringoffiretv.ca/> APTN, *Ring of Fire*, Episode 1 – This is Money Rock (22 min) <https://www.aptn.ca/ringoffire/video/>
- > Mining Watch Canada <https://miningwatch.ca/>
- > Martin Arboleda, "Planetary Mine as an Archaeology of Labor Futures," Harvard Design Magazine, No Sweat, 2018.
- > Team X, "Confronting Empire," in *extraction/empire*, Pierre Belanger (ed), MIT Press, 2017, pp. 297-432 (big font size, many illustrations)

WK12 / Wed. Nov. 25 / Food Sovereignty

Session Format:

- > 10:00-10:30 Whole Group Introduction (led by facilitation team)
- > 10:35-12:15 Break-out Group Discussions (led by individual facilitators)
- > 12:15-12:30 Break
- > 12:30-1:00 Learning Workshop Groupwork

(Future) Winter Series Speakers:

- > Vivien Sansour, Palestinian Seed Library, Palestine
- > Paul Taylor, FoodShare, Toronto
- > Third speaker to be confirmed

Focus Readings:

- > "The Seed Queen of Palestine," *Al Jazeera*, 10 December, 2018.
https://www.aljazeera.com/programmes/witness/2018/12/seed-queen-palestine-181209110212131.html?fbclid=IwAR3NfTSrezjWLP_r8Q_umSWBa7pfBzOdP5LkY-VG-yzRuL7fPLaoM0Bxvt0
- > "When you're Black, you're at greater risk of everything that sucks": FoodShare's Paul Taylor on the links between race and food insecurity." *Toronto Life*, June 10, 2020.
<https://torontolife.com/food/when-youre-black-youre-at-greater-risk-of-everything-that-sucks-foodshares-paul-taylor-on-the-links-between-race-and-food-insecurity/>
- > Akil Scafe-Smith, "Going Banana, Becoming Plantain," in *The Funambulist 31: Politics of Food* (September-October 2020).
- > Video/Listen: Robin Wall Kimmerer, "Questions for a Resilient Future," Center for Humans and Nature, Jan. 14 2014, <https://www.youtube.com/watch?v=y4nUobJEEWQ> (16:56)

Additional Readings:

- > Tunde Wey, "Dinner as Demonstration Cooking as Underlying Food as Reparation," in *The Funambulist 31: Politics of Food* (September-October 2020).

- > Tao Leigh Goffe, "Kitchen Marronage: A Genealogy of Jerk", in *The Funambulist 31: Politics of Food* (September-October 2020).

WK13 / Wed. Dec. 2 / Final Meeting

Session Format:

- > 10:00-10:55 Workshop 1 Pilot (including discussion)
- > 11:00-11:55 Workshop 2 Pilot (including discussion)
- > 12:00-1:00 Workshop 3 Pilot (including discussion)

*Dec. 4 Submit Workshop Reflection

Remote Course Delivery Platforms & Communication

During remote learning, we will be using additional platforms to deliver, organize and share course content, learning and work. Online platforms are listed at the top of this syllabus.

Course Time Zone

All dates and times communicated in the document are expressed in Eastern Time (Local time in Waterloo Ontario, Canada). From September 8 – October 24 2020 times are indicated in Eastern Daylight Time (EDT, UTC—4:00) and from October 25 – December 31 2020, times are indicated in Eastern Standard Time (EST, UTC—5:00)

Fall 2020 COVID-19 Special Statement

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

Student Notice of Recording

The course's official *Notice of Recording* document is found on the course's LEARN site. This document outlines shared responsibilities for instructors and students around issues of privacy and security. Each student is responsible for reviewing this document.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity and Inclusion Commitment

At the School of Architecture, we are committed to foster and support equity, diversity and inclusion. We recognize however, that discrimination does occur, sometimes through an isolated act, but also through practices and policies that must be changed. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, there are different pathways to report them:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make

mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) you can reach out to either the undergraduate ([Donna Woolcott](#) or [Maya Przybylski](#)), graduate office ([Nicole Guenther](#), [Lola Sheppard](#), or [Jane Hutton](#)), or director ([Anne Bordeleau](#)). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You may also choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

Academic integrity, grievance, discipline, appeals and note for students with disabilities:

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.