CITY-MAKING
A GLOBAL
PERSPECTIVE
[course syllabus]

COURSE DESCRIPTION
Contemporary city development trends, policies, and practices across the globe as explored against the backdrop of culture and technology. Includes hands-on learning.

Prerequisites: Second-year standing or above in any program. This is not a Pass/Fail or Honours Pass/Fail Grading.

COURSE FORMAT
We will meet each week for a 2-hour lesson and 1-hour tutorial. The lessons will generally be structured in a lecture format with the occasional inclusion of films/videos, peer interactions, guest presenters, and interactive instructional technology. The tutorials, referred to here as an “Ideas Incubator”, will provide opportunities for peer discussions as well as team-building and preparatory work on group assignments. The course will culminate in an “Ideathon Challenge”—a collaborative and creative platform towards generating idea solutions to a real-world problem scenario through hands-on transference of skills and knowledge.

COURSE OVERVIEW

In 1950, more than two-thirds of the world’s population lived in rural settlements.
By 2050, two-thirds of the world will be urban.

United Nations Department of Economic and Social Affairs/Population Division
World Urbanization Prospects: The 2014 Revision

We are living in an unprecedented time with more than half of the world’s population inhabiting urban settlements, marking the significant prevalence and propulsion of cities. As cities continue to increase in size and number, the more we need to better understand the implications of rapid urbanization on cultural and technological development; and, conversely, how “tech culture” might impact the future of cities.

This interdisciplinary course will provide an introduction to the global phenomenon of city-making as explored against the backdrop of culture and technology.
The key questions shaping the content for this course include:

- What is a city? What makes a city and how is a city made?
- What are the thematic/theoretical approaches for understanding city-making and, more critically, what are the possible scales of observation?
- What are the global trends in city development today? How are these trends underpinned by cultural context and technological innovation?
- Who are the actors involved in city-making? How do their roles converge and collide? How is technology influencing urban culture and social interactions?

The course will tackle these questions in four parts:

**MODULE 1**
*City-Making: Of Dreams and Schemes*

MODULE 1 will launch the course with an extensive interrogation about the “city” by questioning its meaning and characterization from mid-20th century late capitalism to the present day. We will examine the mechanisms and devices by which a city materializes; more specifically, the interrelations between planning ideology, culture, and technology.

**MODULE 2**
*City-Making as Grand Urbanism: A View-from-Above Perspective*

MODULE 2 will examine city-making as a process of “grand urbanism”, which emphasizes large-scale urban agendas and projects. The lectures comprising this module will explore concepts such as globalization, modernity and developmentalism, urban utopias and imaginaries, policy mobilities, and city strategies—vis-à-vis technological shifts in telecommunications, data analytics, and design innovations.

**MODULE 3**
*City-Making as Hyperlocal Urbanism: A View-from-Below Perspective*

MODULE 3 will examine city-making as a process of “hyperlocal urbanism”, which emphasizes small-scale urban initiatives that are often citizen-led and/or driven by organized collective efforts. The lectures comprising this module will explore concepts such as right to the city, spatial appropriation, digital participation, public space, and placemaking—vis-à-vis the democratizing and mediating possibilities of new media technologies.

**MODULE 4**
*City (Re)making: Emergent Challenges and Opportunities*

MODULE 4 aims to consolidate concepts and themes from the earlier lectures into a two-part reflection series that explore emergent challenges and opportunities for the future of city-making. It is envisaged that this module would include a panel of thought-provoking and inspiring guest presenters.
LEARNING OUTCOMES

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

- Demonstrate a comprehensive understanding of city-making as a process which both shapes and is reshaped by culture and technology.
- Identify different city-making strategies in the contemporary world and explain the ideological constructs and major debates surrounding the strategies.
- Gain a broad international view of city development across the globe with an ability to draw comparisons and connections through analyses of case examples.
- Apply transferable skills in the areas of problem solving, creative thinking, and interdisciplinary collaboration obtained through an intensive team-based project.

ATTENDANCE

Regular attendance is essential and expected in all classes, including out-of-class group work with your team members when necessary. If you are absent, it is your responsibility to catch up on missed lecture notes from your peers. If you are unavoidably absent for an extended period of time due to illness or disability, please inform the instructor as soon as possible. (See UBC Calendar, Campus-wide Policies and Regulations, Attendance for additional information.)

ADDITIONAL COURSE REQUIREMENTS

The Ideathon Challenge will involve a class field visit to the project site in Week 9. You will be required to make your own travel arrangements to the project site and in the return trip to campus on the same day. Thereafter, additional field visits may be required based on the needs and working arrangements of your team. In an effort to foster knowledge co-production and exchange, all teams will have their final group work shared with the course’s external community partners. Winning teams of the Ideathon Challenge will produce a presentation poster and participate in a high-profile networking event organized by the external community partners on Friday December 1st 2017. More information will be provided as the Ideathon Challenge unfolds.

This course is part of a scholarly study supported by the UBC Scholarship for Teaching and Learning (SoTL) Seed Grant. The study will evaluate the effectiveness of an Ideathon Challenge as a pedagogic method in promoting interdisciplinary collaboration, innovation, and applied learning. During the course, anonymous surveys will be administered in order to assess the merits of and future demand for an Ideathon Challenge.

EVALUATION CRITERIA

“Ideas Incubator” Attendance and Participation – 10%

The Ideas Incubator is a supportive learning environment for in-depth discussions on course topics, while also providing a creative outlet for significant tasks involving team-based assignments. Your attendance and participation are therefore critical to the success of the Ideas Incubator.
City-Making Study 1.0 (Individual Submission) – 15%
City-Making Study 2.0 (Study Buddy Submission) – 15%
There will be two scheduled “City-Making Study” assignments in the first half of the term. The assignments will bring to focus contemporary city development trends, policies, and practices. The assignments require that you engage in critical reading and creative reflection. City-Making Study 1.0 will be completed and graded on an individual basis. City-Making Study 2.0 will require that you randomly pair-up with a “study buddy”, working together towards a single submission for grading.

Ideathon Challenge – 30%
The Ideathon Challenge will be a platform for hands-on transference of skills and knowledge through a time-sensitive, team-based project. A real-world “problem” scenario will be presented to the class and, within a fixed amount of time, your team is required to conceptualize and pitch your idea “solutions” to a panel of judges. The winning teams from this pitching round will receive bonus marks on the assignment and participate in a high-profile networking event on Friday December 1st 2017, 9:00am-12:30pm. Following the pitching round, all student teams will be given time to refine the ideas and submit the final group work consisting of a PowerPoint Deck and Project Report. In an effort to foster knowledge co-production and exchange, the final group work will be shared with the course’s external community partners. A peer review will be administered to evaluate team performance and collaborative effectiveness. This experiential learning assignment aims to provide a valuable opportunity in which to participate actively and constructively in the process of city-making.

Final Exam – 30%
A final exam will be issued during the UBC examination period. The exam will assess your comprehensive knowledge of the course material and analytical skills in relating fundamental concepts to relevant urban issues.

“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.”

Jane Jacobs
The Death and Life of Great American Cities

ASSIGNMENT DUE DATES
You are expected to meet the due dates for all assignments, which are to be submitted via Connect. Please retain a copy of your submitted assignments as well as marked assignments (in case of digital or hardcopy loss). A late submission will result in a 10% penalty deduction for each full day or partial day beyond the due date, up to a maximum of 3 days after which the late submission will be given a mark of zero. Exceptions will be made for medical or family crises, in which case please email the instructor and provide a signed memo from your physician/counsellor.
UBC CONNECT (COURSE MANAGEMENT ONLINE SYSTEM)

Course-related materials, assignment handouts, and announcements will be disseminated via Connect. In addition, it is required that course assignments be submitted as a digital file via Connect. For these reasons, it is essential that you familiarize yourself with the use and elements of Connect.

GRADING GUIDELINES

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Campus-wide Policies and Regulations, Grading Practices for additional information.)

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“...I believe that the future is open-ended, even though not infinitely malleable, and that in order to bring about a world that is fit to live in, we need new and solid ideas for living, persuasive images of the good society. And I also believe that, by virtue of our intellectual understanding of what is happening around us, we — you and I — have a special responsibility to try and come up with some images of this sort.”

John Friedmann
(excerpt from an open letter to Manuel Castells)
The Good City: In Defense of Utopian Thinking
COURSE SCHEDULE

This is a schedule of topics and events to be covered on a weekly basis. All readings should be completed prior to lecture of the same week. Underlined readings/materials are supplementary and optional.

### MODULE 1 | CITY-MAKING: OF DREAMS AND SCHEMES

#### WEEK 1 / Fri Sept 8
**INTRODUCTION AND OVERVIEW**
Course Syllabus

#### WEEK 2 / Fri Sept 15
**WHAT IS CITY-MAKING?**


### MODULE 2 | CITY-MAKING AS GRAND URBANISM: A VIEW-FROM-ABOVE PERSPECTIVE

#### WEEK 3 / Fri Sept 22
**WORLD/GLOBAL CITIES**

- **Sigler TJ** (2016) After the ‘world city’ has globalised: Four agendas towards a more nuanced framework for global urban research. *Geography Compass* 10(9): 389-398.

#### WEEK 4 / Fri Sept 29
**VERTICAL CITIES**

**WEEK 5 / Fri Oct 6**

**Assignment #1 Deadline:**
City-Making Study 1.0 (via Connect before Fri Oct 6, 12:00am)

**ECO-CITIES**


**Podcast** “Costing the Earth: Eco-Cities” [https://goo.gl/whG4TA](https://goo.gl/whG4TA)

**WEEK 6 / Fri Oct 13**

**SMART CITIES**


**Film** “Smart City – In Search of the Smart Citizen” [https://goo.gl/7QCvqU](https://goo.gl/7QCvqU)

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**MODULE 3 | CITY-MAKING AS HYPERLOCAL URBANISM: A VIEW-FROM-BELOW PERSPECTIVE**

**WEEK 7 / Fri Oct 20**

**INFORMAL CITIES**


**Film** “Once Upon A Rooftop” [https://youtu.be/ioT6pdX6o18](https://youtu.be/ioT6pdX6o18)

**WEEK 8 / Fri Oct 27**

**CITIZEN CITIES & HACKABLE CITIES**


**Website** “The Interventionist’s Toolkit” [https://goo.gl/ZYNAHd](https://goo.gl/ZYNAHd)

**WEEK 9 / Fri Nov 3**

**IDEATHON CHALLENGE: FIELD VISIT & SITE WALK**
Project Brief/Document (TBA)

**WEEK 10 / Fri Nov 10**

**IDEATHON CHALLENGE: DESIGN THINKING WORKSHOP**
Team-initiated readings and research
### WEEK 11 / Fri Nov 17

**“CITY FUTURES”: GUEST PRESENTATIONS & FIRESIDE CHAT (TBC)**
Team-initiated readings and research

### WEEK 12 / Fri Nov 24

**IDEATHON CHALLENGE: PITCHING & JUDGING**
Team-initiated readings and research

### WEEK 13 / Fri Dec 1

**CITY (RE)MAKING: REFLECTIONS AND MORE QUESTIONS**

**Assignment #3 Deadline:**
- **PPT Deck & Project Report**
  - (via Connect before Fri Dec 1, 12:00am)

**Friedmann J (2000) The good city: In defense of utopian thinking.**

**Date TBA**
**FINAL EXAM**
To be held during the UBC examination period.

### SUPPLEMENTAL MATERIALS

UBC has numerous research, pedagogical and health resources available to students. These include The Centre for Teaching, Learning and Technology, the Irving K. Barber Learning Centre, the Writing Centre, Student Health Services and Student Counselling Services. You are encouraged to make use of these resources.

### SPECIAL NEEDS

You are requested to inform the instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit [http://www.students.ubc.ca/access](http://www.students.ubc.ca/access) for more information on campus resources.

### ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. (See [UBC Calendar, Campus-wide Policies and Regulations, Discipline for Academic Misconduct](http://www.ubc.ca/calendar) for information.)