



ARCU 4103 / CITIES //

Winter 2021 / Tuesdays, 11:35 am to 2:25 pm / January 12th to April 13th, 2021

Class meets via Zoom, synchronous (in real-time) not recorded (Zoom link on CULearn)

Instructor: Catherine Bonier, catherine.bonier@carleton.ca

Office hours: by Zoom appointments arranged via email

Teaching Assistants: Brooke Zacharuk, Andrea McIntosh, Luke McElcheran, Mira Burghed

This course will present the complex reality of cities through a weekly itinerary. Lectures will focus on individual cities, including Istanbul, Barcelona, Beijing, Mexico City, San Francisco, Mumbai and Johannesburg. Topics will include patterns of development, social movements, political conflicts, energy dependence and climate change. Precludes additional credit for ARCU 3902A.

Undergraduate course .5 credits; Prerequisite(s): None.

INTRODUCTION

CITIES is an interdisciplinary course offered by the Azrieli School of Architecture and Urbanism, requiring no prior coursework and open to students from across the university. Each week, lectures will address global cities as places characterized by exchange and interdependence, as well as by conflict and contestation.

COURSE THEMES & FORMAT

Each week, speakers will bring their own viewpoints on cities, engaging some of the following themes:

Cities and Ecologies / environment, resources, climate change, public health, resilience, non-human life

Digital Cities / smart cities, virtual cities, blended or "artificial" intelligences, data-ownership, crowd-sourced data, apps, security, privacy, automation

Infrastructural Cities / transportation; network systems; engineered structures; land reclamation; agriculture; water and energy supply; waste removal and treatment

Cities and Settlement / housing, public space, industrial development, commerce, labour, relocation, partition, segregation, densification

Cities and Social Justice / politics, policy, ownership, colonialism, boundaries, opportunity, identity, policing, citizenship, representation

Cities in Memory and Imagination / utopias and dystopias; monuments and memorials; art, film, architecture, and fiction; future cities

COURSE OBJECTIVES, PEDAGOGY and ASSIGNMENTS

Objectives:

1. **Urban literacy:** to develop the ability to understand and communicate clear ideas about cities through reading, research, speaking, writing, and interpretation of diverse media (images, video, blogs, news, maps, collage, etc.).
2. **Critical urban thinking:** to develop the ability to form intelligent questions, founded on listening, participating in discussions and group activities as well as writing and independent effort.
3. **Comparative urban analysis:** to develop the ability to understand and analyze different cities according to different disciplinary methodologies and approaches to urban histories and theories – and to draw comparisons and connections between diverse places and cultures around the world.

Questions about each week's city and topic will form the basis for assignments and discussion sections.

CALENDAR

Lectures will introduce students to interconnected urban themes. Generally, the first half of each class session will be dedicated to a lecture, with the second half focused on discussion and group activities.

+ 2021 Schedule PDF and list of readings and videos will be distributed and uploaded to CULearn.

Preliminary Class Schedule – please note, this schedule may be modified by the instructor:

** Dates in blue are weeks for which no readings or homework will be assigned*

01/ January 12 // Introduction to Cities – attendance will be taken and requests to register considered

02/ January 19 // *Cities of hope, fear, & fiction / C. Bonier*

03/ January 26 // Toward a digital twin: too much is never enough... or is it? / **Steve Fai**

04/ February 02 // It's a London Thing / **Daniel McNeil**

05/ February 09 // Southern Utopias: the Open City of Amereida / **Gonzalo Muñoz-Vera**

BREAK February 15th through 19th

06/ February 23 // *Regulation, colonization, & settlement / C. Bonier*

07/ March 02 // Settler Colonialism and the City: Minneapolis and Winnipeg / **David Hugill**

08/ March 09 // Colonized Cities: Hebron / **Rana Abughannam**

09/ March 16 // The Social Production of Housing in Mexico City / **Jill Wigle**

10/ March 23 // *Urban memory & identity / C. Bonier*

11/ March 30 // Cities with Transforming Identities: Batumi / **Suzanne Harris-Brandts**

12/ April 06 // Tours inside a snow globe: Ottawa, monuments, and memory / **Tonya Davidson**

13/ April 13 // *In-class Debate & Conclusion*

BASIC ETIQUETTE for ONLINE LEARNING

- **Arrive on-time on Zoom, just as in a normal classroom.**
- **Mute your microphone when you are not the person speaking.**
- **Do not use cellphones or chat features during class. (conversations should be verbal and shared)**
- **Be courteous and attentive to your classmates, instructor, and guests.**

WORK EXPECTATION

A large portion of your time for this course will be devoted to the weekly readings, which average 35 pages per week but may be slightly more or less. You may be encountering new ideas, and it is expected that you will dedicate the time to develop your own understanding of the texts. If you are having difficulty, please schedule a meeting to discuss the readings with the instructor. Also read the forum posts and talk with your classmates to get to a better understanding of the readings and lectures.

CLASS PARTICIPATION

- **You are required to read all the required texts every week. (even if you don't post to the Forum)**
- **You are required to participate in class discussions, and may be called on, even if your camera is off.**
- **You are required to attend all classes for the full length of the class period, and to arrive on time.**

ASSIGNMENTS

Weekly attendance and discussion/ participation	20%
4-page city fiction – due February 12	15%
5-page urban essay - due April 02	20%
Urbanism in everyday life forum posts (5 x 3%)	15%
Reading response forum 4-part posts (6 X 5%)	30%

- **There is no final exam for this course. The last class meeting is the final graded course component.**
- **Because there is no exam or final project, students must invest at least 3 hours each week in doing careful readings of assigned pdfs, followed by thoughtful forum posts.**

In addition to standards set under the “grading” section of this course outline, all work will be evaluated on the (1) strength of concepts and ideas, (2) development and articulation of these ideas according to the objectives set forth in the project assignment, (3) the clarity, creativity, and completeness of the work submitted at the hand-in deadline, (4) appropriate citation.

LATE WORK

- **All work must be posted to CULearn by the deadline listed on the assignment.**
- **Every 24 hours a submission is late is a 3% reduction in the project grade.**
- **The first 3% reduction occurs immediately after the deadline.**

Assignments // City Fiction, Reading Synthesis, Urbanism in Everyday Life

Detailed assignments will be distributed and discussed at the start of the term.

Students will write a City Fiction (a 4-pg fictional story involving course themes) and a focused 5-page urban essay around a set of questions that draws on course readings. These writing assignments will be an opportunity to compare and synthesize key ideas within selected readings and lectures. In addition, a Forum will be open to student posts regarding everyday events, media stories, songs, news, podcasts, or other sources that make them think of topics raised by readings or lectures.

How to // Weekly Media or Reading Assignments and 4-Part Forum Posts

Readings will be available as pdfs on CULearn.

8 weeks have assigned media or readings – students will post on cuLearn for 6 of those 8 weeks.

REMEMBER that course preparation by doing the readings are **STILL REQUIRED** for every week!

First, spend approximately 3 hours on each week's readings with the following questions in mind:

- a. What is the guest lecturer and the author of assigned readings' area of expertise and focus?
+ Do a Google search to find out who they are, what they teach, what they've written.
++ Look at the city they are writing about on Google satellite view, to see its terrain and morphology. Really zoom in to street views in different areas.
+++ Then, turn off your cellphone and **DO NOT** multitask while you're reading. Print out readings if it helps to get a break from the screen and distractions.
- b. What are the author's main points? What are the urban ideas, events, and challenges they describe? What makes sense? What is harder to understand?
- c. What overlapping factors contribute to this city's culture, community, and challenges?
- d. Look at page 1 of the course outline or on CULearn for a list of themes and topics, which of these are most important in the author's description of their city or cities?
- e. What do you think are the most interesting or challenging ideas in the reading?

By 5pm Sundays, post one comment and one response to the CULearn Forum including the following:

1. Forum post / Key idea - An idea you're curious about – interesting, agree, challenging, or confusing.

"Direct quotation from the text." (author's last name, page no)

7-10 Sentences: Your understanding and analysis of the quote **within the context of the reading**.

What do you think the author is saying? Why is this idea important? What do you think about it?

1-2 Questions: What questions do the author's ideas bring up for you?

**** Each quote from a reading can only be uploaded 5 times, so read your peer's comments.**

2. Definition? Include this at the end of your comment.

1-2 Terms that you found new or interesting, with 1-2 sentences defining each.

Use the OED for all definitions: <http://www.oed.com.proxy.library.carleton.ca/>

3. Response: Read your classmates comments and post at least one response to someone else's post.

By 10pm Tuesdays

4. Reflection: Post one reflection on your own or someone else's post after considering ideas from that day's lecture and discussion. What new ideas or understanding have you gained?

COMMUNICATION

- E-mail is a permanent record of communication and should be used professionally.
- Prior to contacting your instructor, please reference the Course Outline, Project Brief, and CULearn.
- E-mail should be used to make an appointment prior to any meeting.
- Instructors will try to respond to non-emergency student e-mails within 48 hours.
- If you are not receiving e-mails through your Carleton Account contact CCS to resolve the issue.

ACCEPTABLE ABSENCES & EXTENSIONS

- Illness, with proper medical documentation, and family bereavement are examples of acceptable absences.
- Employment responsibilities are not an acceptable reason for lateness, lack of attendance or an extension.
- It is the student's responsibility to periodically back-up their work. While we empathize with data loss due to corruption or hardware failure, deletion or loss is not grounds for an extension.

PLAGIARISM (<https://library.carleton.ca/help/avoid-plagiarism>)

- Students should properly cite information/data collected during research and maintain all standards of academic excellence and integrity in written/research aspects of the project.
- Please refer to the academic handbook for guidance. If in doubt, please consult the instructor.
- If you are downloading images, be sure to right-click to save image source, rather than trying to find it again later! The website Are.na can also save web sources: <https://www.are.na/>
- Regarding precedent studies, always reference the project, film, article, etc. and author/creator/ director and date of completion. Indicate why the precedent example is relevant to your ideas. Use captions for images.
- Please use the Chicago style manual notes and bibliography style citation:
https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

CITATIONS AND WRITING HELP

<https://library.carleton.ca/help/citing-your-sources>

https://owl.purdue.edu/owl/general_writing/punctuation/quotation_marks/

<https://carleton.ca/csas/writing-services/>

STUDENT RESPONSIBILITY – SEEKING SUPPORT

If for any reason the process or goals of the class seem unmanageable, it is the student's responsibility to schedule a meeting with the instructor to discuss the issue and to actively seek a solution. Meetings can be scheduled outside of office hours upon request. Many support agencies are available on campus to assist students with academic, medical, emotional, or other challenges which may arise.

Private assistance and referrals to counselling is available through Carleton: <https://carleton.ca/health/>
Students also have access to TAO mental health resources: [https://carleton.ca/wellness/find-support/tao/](https://carleton.ca/wellness/find-support/tao/Empower-Me-provides-24-7-multilingual-support-around-mental-health-diet-time-management-etc-)
Empower Me provides 24/7 multilingual support around mental health, diet, time management, etc.:
<https://www.cusaonline.ca/services/empower-me/>

ACADEMIC ACCOMMODATIONS

Updated: July 29, 2020

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally scheduled exam (if applicable).

<https://carleton.ca/pmc/>

<https://carleton.ca/registrar/registration/dates-and-deadlines/>

Pregnancy obligation: write to the instructor any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

HEALTH and COUNSELLING SERVICES / 613-520-6674 carleton.ca/health

STUDENT AFFAIRS / 613-520-2573 carleton.ca/student-affairs

ACADEMIC ADVISING / 613-520-7850 carleton.ca/academicadvising

STUDENT CONDUCT

Please refer to <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/> for specific information regarding Student Conduct and Academic Integrity standards.

STUDENT RESPONSIBILITIES

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/student-responsibility/>

DISCRIMINATION AND HARRASSMENT

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>

ACADEMIC INTEGRITY

The University has adopted a policy to deal with allegations of academic misconduct. This policy is expressed in the document Carleton University Academic Integrity Policy, found here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>

ACCREDITATION AND PROFESSIONAL EXPERIENCE (for Azrieli School Students)

In Canada, all provincial associations recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Student Performance Criteria

For the purposes of accreditation, graduating students must demonstrate understanding or ability in the student performance criteria listed below, according to an established sequence.

*Specifically, this course meets the following criteria: **B1, B2, B3, B4***

B. Culture, Communications, and Critical Thinking (Five SPCs):

- **B1. Critical Thinking and Communication**

The student must demonstrate an ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

- **B2. Architectural History**

The student must have an understanding of the history of architecture and urban design in regard to cultural, political, ecological, and technological factors that have influenced their development.

- **B3. Architectural Theory**

The student must have an understanding of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

- **B4. Cultural Diversity and Global Perspectives**

The student must have an understanding of the diverse needs, values, behavioural norms, and social/spatial patterns that characterize different global cultures and individuals and the implications

**Please note: This course outline is subject to change.*