EV7105 Module Specification

Module Title: Cities and Communities	**Module Code: EV7105** **Level: 7** **Credit: 15** **ECTS credit: 7.5**	**Module Leader**: Scott Leatham John Leah
Pre-requisite: none	**Pre-cursor: none**	
Co-requisite: none	**Excluded combinations: none**	**Suitable for incoming study abroad?** N
Location of delivery: CAT and online – blended delivery		

Summary of module for applicants:

In this module we will:

Introduce students to the complexities of cities and communities and their local – global interconnections, and how these conditions interact with the task to transform, reclaim, and reproduce the city and built environment amid global environmental change. Students will build on multiple and interdisciplinary thinking to:

a) Develop an overview of current research and practices relating to transformational strategies and planning for just and sustainable cities and communities.

b) Gain a critical understanding of key elements, infrastructures, maintenance issues, energy and material flows, waste disposal, transportation and social systems that underlie impacts of and on cities.

c) Critically assess the systematic factors that influence environmental, political, economic and policy strategies amid unjust distributions of benefits and burdens.

d) Critically apply practical and/or theoretical understandings of change, transformational adaptation, and the built environment in formative peer-to-peer settings and place-based contexts.

Main topics of study:

- Productions of urban and community spaces and places in the Anthropocene.
- Climate and ecological breakdown, cities, and their interconnections at different spatial levels.
- Interdisciplinary approaches to transformation in cities and communities.
- Environmental and climate justice and injustice in urban settings.
- Urban specific design, planning, and processes of transformation and regeneration in the built environment.
- Social, political, ecological, and cultural implications of sustainability transitions and transformations of space and infrastructures.
- Community based and grassroots initiatives.
- Challenging the Anthropocene in urban resistances, reclamations, and reproductions of space.

This module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project ☐
Company/engagement visits ☒
Company/industry sector endorsement/badging/sponsorship/award ☐

Learning Outcomes for the module

Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.

- *Digital Proficiency - Code = (DP)*
- *Industry Connections - Code = (IC)*
- *Social & Emotional Intelligence - Code = (SEI)*
- *Physical Intelligence - Code = (PI)*
- *Cultural Intelligence - Code = (CI)*
- *Community Connections & UEL Give Back - Code = (CC)*
- *Cognitive Intelligence – Code = (COI)*
- *Enterprise and Entrepreneurship (EE)*

At the end of this module, students will be able to:

Knowledge

1. Demonstrate a critical and interdisciplinary understanding of the development of sustainable communities and cities within the context of the need for transformational system change. [DP; COI]
2. Demonstrate their ability to identify some of the influences and interconnectedness of political, social, ecological, and economic systems on flows of energy, material, people, and knowledge through urban-rural systems. [CI, COI, SEI; PI]

Thinking skills

3. Critically evaluate and apply theories and interdisciplinary practice to the emergence of sustainable urban futures that accommodate the built environment and urban-rural ecologies. [COI; SEI]

Skills for life and work (general skills)

4. Effectively communicate complex ideas to a wider audience. [CC; COI; DP]

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For students studying onsite and by distance learning:

The module is taught through lectures, seminars, guest speakers, and formative presentations with peer-to-peer discussion. Throughout this process, an active exchange of views and opinions is encouraged. Students have access to MS Teams where they can access recorded and written support material, meet with their peers, and a tutor to discuss any academic issue. Both theoretical and practical aspects are covered both onsite and through interactive sessions on Teams.

For DL students, learning will be supported through either online attendance at or recorded versions of lectures, and through seminars and tutorials. Seminars are offered on an extensive timetable, including evening sessions, to maximise inclusion and minimise the need for watching recorded seminars. Recorded versions of seminars will, however, be made available.

Lectures onsite and through MS Teams highlight key concepts, models, and frameworks, and integrate additional resources (such as journal articles). Seminars encourage discussions and provide spaces to challenge lectures and other views in the interests of furthering knowledge and understanding.

A formative presentation, which can link to the assessed work, unites themes and topics covered in the teaching and discussions with place-based knowledge and contexts to emphasise the importance of local understandings, lessons, and applications.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	**Weighting:**	**Learning Outcomes demonstrated:**
1. Case study (3,000 words) Students develop their own title and focus based on a city, town, or local area they are in or familiar with (addressing local issues or global interconnections). A formative presentation with peer feedback earlier in the module contributes to this and developing different communication skills.	100%	**1,2,3,4**

Reading and resources for the module:
These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format

Core

Anguelovski, I. and Connolly, J.J.T. (eds) (2022) *The green city and social injustice: 21 tales from North America and Europe*. Abingdon, Oxon ; New York, NY: Routledge.

Chen, X., Orum, A.M. and Paulsen, K.E. (2018) *Introduction to Cities: How Place and Space Shape Human Experience*. Hoboken, New Jersey: Wiley-Blackwell.

Rajkovich, N. and Holmes, S.H. (eds) (2022) *Climate adaptation and resilience across scales: from buildings to cities*. New York, NY: Routledge.

Roaf S., Crichton D., and Nicol F. (2009). *Adapting Buildings and Cities for Climate Change*. 2nd edition. Oxford: Architectural Press

Recommended

Bentley, T (2014) *Green Cities of Europe: Global Lessons on Green Urbanism.* Island Press/ Centre for Research Economics

McLaren, D. and J. Agyeman (2015). *Sharing Cities: A Case for Truly Smart and Sustainable Cities*. Cambridge, MA, USA, MIT Press

Barber, B R (2017) *Cool Cities: Urban Sovereignty and the Fix for Global Warming*. Yale University Press

Erdi Lelandais, G. (2014) *Understanding the City: Henri Lefebvre and Urban Studies.* Newcastle: Cambridge Scholars Publishing

Flint, J. and M. Raco, Eds. (2012). The future of sustainable cities: Critical reflections. Bristol, The Policy Press.

Harvey, D. (2012) *Rebel Cities: From the Right to the City to the Urban Revolution*. New York: Verso Books.

Knox, P and S. Pinch (2010) *Urban Social Geography: An Introduction, 6e*. London: Pearson

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project
Onsite and distance-learning students will be encouraged to critically explore a city close to them, or a rural area impacted by urban flows (of people, knowledge, energy, material, etc), to consider place-based contexts, lessons, and applications to inform the presentation and assessment.

Company/engagement visits
The module will benefit from at least one visit from city-based organisations working on or towards addressing (socio-)environmental concerns. These visits will provide examples and practices to aid the development of case studies which form the assessed work for the module, together with a formative presentation.

Company/industry sector endorsement/badging/sponsorship/award *N/A*

Indicative learning and teaching time (10 hrs per credit):	**Activity**
1. Student/tutor interaction: 30 hours	Lectures, seminars, tutorials workshops, formative presentation.
2. Student learning time: 120 hours	Seminar reading and preparation; assignment preparation; background reading; on-line activities; formative presentation preparation and delivery; peer discussion and feedback.
Total hours (1 and 2): 150 hours	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	**Weighting:**
Coursework *(written assignment, dissertation, portfolio, project output)*	
Practical Exam *(oral assessment, presentation, practical skills assessment)*	
Written Exam	

HECoS Code:	
UEL Department:	