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MEMORANDUM

ATTENTION Senate

DATE September 12, 2022

FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course

**For information:**

Acting under delegated authority at its meeting of September 6, 2022, SGSC approved the following new courses, effective **Summer 2023**:

Faculty of Arts and Social SciencesUrban Studies Program

- 1) New Course: Urban Innovation Lab URB 692

MEMO

Office of the Dean

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ATTENTION: Jeff Derksen, Dean
Graduate & Postdoctoral Studies

FROM : Sean Zwagerman, Chair
Faculty of Arts and Social Sciences
Graduate Studies Committee

RE: Items for SGSC

DATE: June 28, 2022

Dear Jeff,

The following were approved by the Faculty of Arts and Social Sciences Graduate Studies Committee on June 21, 2022, and are forwarded to the Senate Graduate Studies Committee for approval. Please include them on the next SGSC agenda.

- 1. Department of Economics**
a) Program Change
To be effective for Summer 2023
- 2. Department of French**
a) Program Change
To be effective for Summer 2023
- 3. Department of Psychology**
a) Program Changes & Course Changes
To be effective Summer 2023
- 4. Urban Studies Program**
a) New Course Proposal
To be effective Summer 2023



Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences



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MEMORANDUM

ATTENTION Sean Zwagerman, Graduate Associate Dean FASS
FROM Yushu Zhu, Grad chair, Urban Studies 
RE graduate course proposal URB 692 for FASS GSC agenda

DATE April 26, 2022

PAGES 1 + attachments

The Urban Studies Steering Committee approved the following item to put to the FASS Graduate Steering Committee, as shown and attached.

- Graduate course proposal URB 692: Urban Innovation Lab
- The course proposal was approved by USSC March 25, 2022

We appreciate the attention taken in reviewing the course proposal and invite any questions and comments.

New Graduate Course Proposal

Course Subject (eg. PSYC) Urban Studies	Number (eg. 810) 692	Units (eg. 4) 6
Course title (max. 100 characters) Urban Innovation Lab		
Short title (for enrollment/transcript - max. 30 characters) Urban Innovation Lab		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Immersive field course in organizational change processes with external urban laboratory organization. Students will learn and apply understandings of urban innovation, systemic and transformational change, and sustainability transitions. The course consists of lectures, discussions and exercises, intensive reading, extensive time in the field, and preparing a team-based project.		
Rationale for introduction of this course This course provides an experiential field course option for students enrolled in either the URB Graduate Diploma and Master's thesis streams. It meets a stated demand from URB students, according to surveys conducted within URB. This course will be cross-listed with URB 499, the capstone that will serve the new undergraduate URB curriculum in FASS. In the event of cross listing, only undergraduates would be enrolled in URB 499 and only graduate students would be enrolled in URB 692.		
Term of initial offering (eg. Fall 2019) Summer 2023	Course delivery (eg. 3 hrs/week for 13 weeks) 4hrs lecture, 2 hrs lab week for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment per offering 10	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) URB499		
Prerequisite and/or Corequisite Enrollment in either GDUS or MURB or permission of instructor.		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades	<input type="checkbox"/> Satisfactory/ Unsatisfactory	<input type="checkbox"/> In Progress / Complete
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: This course will be cross-listed with URB 499. The cross listed courses would cover the same material; however, the expectations for graduate students will be greater (eg, quantity of assigned reading and contribution toward and leadership of group project elements).		

* See important definitions on the curriculum website.

► RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Tiffany Muller Myrdahl; Meg Holden

Additional faculty members, space, and/or specialized equipment required in order to offer this course

Peter Hall (alternate instructor in exceptional circumstances)

► CONTACT PERSON

Academic Unit / Program

Urban Studies

Name (typically, Graduate Program Chair)

Yushu Zhu

Email

yushu_zhu@sfu.ca

► ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee Anthony Perl	Signature 	Date 19 April 2022
Department Chair same as above	Signature 	Date 19 April 2022

► FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Sean Zwagerman	Signature 	Date 27 June 2022
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee

Jeff Derksen

Signature



Date

September 12, 2022

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: _____

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____

URB 692-6: URBAN INNOVATION LAB

Course Instructor

Instructor: Dr. Tiffany Muller Myrdahl/Dr. Meg Holden

Email: tiffany_muller_myrdahl@sfu.ca/mholden@sfu.ca

Class:

Office Hours:

Calendar Description

An immersive field course experience in which students will understand and engage in organizational and policy change processes with an external urban laboratory organization. Students will learn and apply new understandings of urban innovation, systemic and transformational change, and sustainability transitions within ongoing change efforts in an organization in the Vancouver region. The lab course will consist of lectures, discussions and exercises led by faculty and by members of the lab organization, intensive reading, extensive time in the field with the lab organization and reflecting and reporting back on field experiences, and preparing a team-based project, including a written final product.

Prerequisite: Enrolment in the GDUS or MURB program or permission of the instructor. Student who have taken URB 499 may not take this course for credit. Students should seek permission from the instructor prior to the term in which they wish to enroll.

Short Course Description (50 words max)

Immersive field course in organizational change processes with external urban laboratory organization. Students will learn and apply understandings of urban innovation, systemic and transformational change, and sustainability transitions. The course consists of lectures, discussions and exercises, intensive reading, extensive time in the field, and preparing a team-based project.

Course Description

This course offers students an intensive and project-based laboratory course in which to develop, refine, and apply theories of and concepts of urban strategy, innovation, and sustainable transformation to the real-world context of an urban public or quasi-public organization. In its pilot phase in 2022-23, this course has been developed in partnership with the City of New Westminster, as a living urban laboratory of vanguard policy development and efforts to implement systemic change.

Working within a lab organization partner, we will aim to understand the organizational means by which big policy ideas get translated into organizational and operational change – and what gets lost in translation.

Students will have the opportunity to ‘attach’ themselves to a task force (TF) or major project in the City of New West, and will pursue a deep understanding of that TF or major project’s goals. These may include: its program of work, its structure and membership, its relationship to the City’s strategic priorities, its advisory committee, the research and project development work it is undertaking to present to council, and the budgetary implications. Working in an intensive innovation lab, we will seek to respond to the following questions:

- What kind of experimentation, risk-taking and innovation create the preconditions for durable social transformation in an urban organization?
- How do urban form and innovative policy and spatial design make urban lives healthier, fairer, and greener?
- How do we bring together different kinds of urban knowledge, expertise, and practice to deliver real change on the ground for the people who need it most?
- What new kinds of reasoning, arguments, justifications and structures create opportunities for durable social change in this urban organization? And what are the logics and structures that get in the way of creating durable social change?
- What are the political and economic barriers to durable organizational change and policy and plan implementation?

Learning Objectives

After completing URB 692, students will be able to:

- Articulate the organizational structure and describe the daily functioning of urban public management within the lab organization
- Understand, interpret and communicate the processes of innovation, policy generation and implementation of a change agenda underway within the lab organization
- Identify strategic points of strength, weakness, opportunity and threat for the lab organization, based upon observation, shared work, and theories of organizational innovation and transformative change
- Describe key strategic planning documents and objectives within the lab organization and articulate their policy and planning history and trajectory
- Engage effectively in a variety of different settings within the lab organization as an observer, contributor, and community member
- Relate to organizational, policy and planning challenges faced by the lab organization based upon experiential learning and identify opportunities to strengthen an innovation culture
- Produce a professional report synthesis that meets the expectations and specifications of the lab organization

- Work more effectively in a collegial team and with professionals working in an urban organization

About the urban innovation lab model

Students in this course are undertaking to learn in an urban innovation lab. Innovation requires both 'doing' and 'thinking'. The innovation approach to be used here involves proceeding into an investigation of the task force or major project within the lab partner organization, to which your team is attached. All these investigations require that teams bring a host of thinking and action steps in order to:

- Empathize with the investigation in its problem and solution context
- Develop a problem definition – paint picture of what the problem is, and what outcome(s) a successful solution would yield
- Ideate
- Build a prototype (or at least describe it)
- Test the prototype (or at least suggest metrics and methodology)

Each team's investigation will be comprised of 5 iterative parts:

1. Questioning – reading; interviews; research to better understand the issue and those impacted by or meant to benefit from it
2. Observing – research; listening in on council meetings, task force and advisory committee meetings; time in the field
3. Experimenting – or at least describing how an experiment or inquiry could be done; asking 'why', 'why not', 'what if'; raising and responding to constraints as they arise
4. Networking – or at least explaining who would be engaged and why, and the type of questions to explore through shopping the idea around
5. Association – wrapping up all of the above into a summary of the idea, or recommendation, or strategic direction to be taken, offering a synthesis of questions, problems and ideas that may have seen unrelated at the outset of the attachment.

We expect that this is students' first experience working in a lab environment, and indeed better understanding optimal functioning of the lab will occupy a fair share of our attention in class. To succeed in this course, we expect everyone to embrace the following:

- **Non-linearity.** We may not move in an orderly linear fashion through the course material. But you do need to meet your deadlines.
- **Being on the edge.** We are trying to hold our positions on the razor's edge of urban and organizational practice in our region. We will raise what seem like catastrophic critiques. But we will not condemn optimism. The process will be iterative.
- **Experience reigns.** Engaging with place and people is absolutely crucial for any attempt to "plan" a city. Because cities must have diversity, some proportion of those places and people and experiences have to be unfamiliar to you. To succeed in this course, you must seek out some number of unfamiliar experiences.

- **Feeling out-of-water.** This course itself will feel like one of those unfamiliar places and groups of people, at least some of the time. To the extent that it does, we are getting somewhere.
- **Team work.** We share a common goal in this course and the contributions of each of us, individually and jointly, is needed to achieve this goal. You are still going to get an individual grade and you will have opportunities to present yourself and your work as an individual, too. Your contribution to the group is part of that, and we recognize that there are many ways to contribute effectively to a group.
- **Mistakes are made.** This is kind of foundational to innovation,— trying things out, being ok with failure, resilience, pivoting, learning and moving on. It's impossible to make bold moves on ambitious policies without experimentation and risk taking, and failure. All of that said, every experiment must be safe, in terms of respecting the regulatory and ethical responsibilities that come with engineering and policy solutions in urban and public organizations.
- **Resources and materials.** As instructors, it is our job to make you want to read/watch/listen to more of the materials that we have listed. That means the onus is on us as instructors, but also you when you are presenting, to tell us enough about the substance of what you have read/watched/listened to in order to lead to your point.
- **Hindsight and Foresight.** Hindsight is not, in fact, 20/20, unless we work really hard at reflecting on it. There is great work to do and new knowledge to look back at mistakes that have been made. However, planning adequately and hopefully for the future takes even more courage than looking backward.
- **Reflection.** Whether you reflect by talking it out with others, by sitting silently with your thoughts, by pounding the dirt or the pavement, reflection is key to understanding. And it takes time and concentration, which can be hard to come by. We will aim to reflect throughout the course and to do so with an open mind to the reflections of our classmates and without defensive tactics or cynicism.
- **We get to have fun.**

In forming student teams and attaching themselves to a task force or major project, the scope of engagement for the pilot run of this course will include, for example: attending and observing two Task Force meetings, attending and observing two Advisory Committee meetings, attending a council meeting at which the task force is on the agenda, taking part in budgetary, research, development and review discussions with the task force.

Required Resources

All readings required for this course are listed in the weekly summary of topics and activities. All are available from SFU Library and/or free on the internet.

This is a lab-based course. As such, you need to be prepared to spend considerable time outside of class meetings attending meetings and doing field observations within the lab organization. In 2023, the lab organization is the City of New Westminster. Specific assignments regarding when you are expected to attend events, meetings and other activities within the City of New

Westminster will be assigned to you during the course but may change at the last minute – your flexibility with your schedule, and responsibility for relationships within the lab organization that are extended to you in this course, is required for success.

Student Assessment

Expectations for graduate students will be greater in terms of workload (quantity of assigned reading, contribution toward and leadership of group project elements) and in terms of assessment. The assessment rubric will be the same but the expectations of graduate student performance in all elements of the course (participation and oral and written communications) will be more exigent than expectations for undergraduate students registered for the cross-listed URB 499.

25% Innovation review and reflection – you will write a response (2000 word max) to one of the approaches to innovation offered in course readings, and positioning your own background experience and position as an innovation researcher within this. Your assignment should: describe the key argument of one of the course readings on innovation, with your own interpretation and how you think this applies to our lab organization of focus; describe how your background, or experience, or attitudes and perspective positions you to approach innovation in this course. Also include in your review questions that you have about innovation, organizational change, and transitions/transformations at the course outset.

20% Communication – effective, clear, timely, professional communication throughout this lab course is essential. Expectations for communication within your student group and with the instructors are different from expectations for communication with the lab organization, the City of New West. You will be evaluated separately on both. Expectations for graduate students will be more exigent than those for URB 499 classmates.

Communication with others in our class will be assessed based on your preparation for each class, including demonstrating that you have done the required reading and other preparation in advance, that you demonstrate active listening and that you show both commitment and consideration for the learning of yourself and others.

Communication with our lab partners needs to be of the highest professional quality. You are representing yourself, our class, and SFU to an outside organization that you might someday want to employ you, and who we want to continue to work with. Each time you hear from your partner, respond – even if it is to say you need to consult with your classmates in order to reply to the substance of the message. Be courteous, use complete sentences and use care in the language that you choose. Get a classmate to preview each email or telephone or presentation script before you let it rip.

25% Portfolio of Observation Notes and Ephemera – you will prepare an indexed portfolio that documents the highlights of all of your engagements with the lab organization over the course of the semester. We want to see a range of items including: full field notes, agendas with your

margin notes, photographs with participant releases where needed, programs from events attended, log of telephone or zoom conversations, etc. You will include your end of semester reflections on the evolution of your understanding and relationship with the lab organization over the course of the semester.

30% Final report – your team will prepare a professional written report for delivery to your attachment within the organization. This report will be focused on the problem your team identified with your attachment and the steps you took to address this. It may also include data and analysis as well as recommendation appendices. The specifics of your report will be tailored and specific to your attachment. Further information on key grading criteria for your report appears at the end of the syllabus. (You may also have the opportunity to present your report to them, but this would be a special opportunity and not for your course grade.)

Grading Scheme

A+ =100-95	B+ = 84-80	C+ and below = 69-
A = 94-90	B = 79-75	
A-=89-85	B- = 74-70	

A+ = Students receiving an A+ grade do work that is outstanding and superior, exceeding class expectations in all respects. The A+ grade is reserved for work that is novel, unique, and that demonstrates a high level of competence, quality and originality as well as strong communication and academic rigour.

A to A- = Students receiving a grade of A or A- can discuss orally and in writing the readings assigned to them, in a conceptual as well as factual way, making connections to additional readings and experiences. They demonstrate an ability to tie course work and conversations to broader themes and topics. Their performance in class activities is responsible, effectively communicative, participative and demonstrates strong leadership.

B+, B, B- = Students receiving B level grades occasionally do additional readings and tasks assigned to them, occasionally demonstrate an ability to tie course conversations to broader themes and topics, and are timely and respectful in their participation and class performance.

C+ and below = Grades at this level indicate unsatisfactory performance that will normally trigger a review of the student's progress in the graduate program. At this level, student work shows numerous deficiencies in the quality, quantity and timeliness of work completed and attempted.

Assignment Deadline

Assignments are to be submitted on the day that they are due electronically on CANVAS. Penalty of 10% per day for late submission. All assignments must be submitted in order to receive a passing grade in the course.

If you are having difficulties on any assignments, please see your instructor well before the work is due and/or book time at the [Writing Centre](#). Questions and check-ins on progress are encouraged and time will be scheduled for this regularly.

What is plagiarism?

Very simply, plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits. Whether intentional or unintentional, plagiarism is recognized as a serious academic offence. [Please check this link for more information.](#)

[SFU's Academic Integrity web site](#) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues.

Each student is responsible for their conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. [Scholarly integrity is required of all members of the University.](#)

Weekly Schedule

Graduate students should read all required texts plus at least two of the texts/items listed under "Further Readings/Resources"

Week 1. Urban management in transition: what is 'change' in an urban organizational context? What is urban transformation?

The course will be introduced via discussion of prominent ways to understanding urban organizations, including the organization we are attaching to for this lab. We will review: institutional and organizational models, structural models, culture-based models, management and planning as storytelling, and the shortcomings of each of these operational models, particularly with respect to the demand for large scale transition and transformation emergent from multiple directions at this time.

Required Readings:

Mattingly, M. 1999 [Setting up an urban management approach: what is it all about?](#) AND [Changing urban planning practice](#)

McCarthy, S., Grant, J. and Habib, M.A. 2019 [Evaluating strategies for plan coordination: a survey of Canadian planners.](#) *International Planning Studies* 25(2): 222-235

Talen, E. 1996 [Do plans get implemented? A review of evaluation in planning.](#) *Journal of Planning Literature* 10(3): 248-259.

Further Readings

Knieling, J., Othengrafen, F. 2015 Planning culture –a concept to explain the evolution of planning policies and processes in Europe? *European Planning Studies* 23(11): 2133-2147.

Sartorio, F., Thomas, H., Harris, N. 2018 [Interpreting planners' talk about change: an exploratory study](#). *Planning Theory* 17(4): 605-627.

Millard-Ball, A. 2012 [The limits to planning: causal impacts of city climate action plans](#). *Journal of Planning Education and Research* 33(1).

Week 2. Establishing an Urban Policy Agenda and Managing It Through

What does it take to establish an urban policy agenda for a city? What does it take to develop, refine, institutionalize and implement that agenda over the course of a year, or a term in political office? How do you prepare a municipal organization for a new agenda? How do you connect this agenda to the city that the municipal organization serves? Mayor Jonathan Cote will review the City's 2019-2022 strategic plan and reflect on progress made toward meeting the plan's objectives. What is CNW's policy and planning record? What is its development trajectory? What is unique about CNW?

Guest: Jonathan Cote, Mayor of New Westminster, 2014-2022

Required Reading

To be determined. Students will receive specific assignments of key documents from City of New Westminster in order to prepare for structured questions and answers with Mayor Cote.

Week 3. Nuts and Bolts of an Innovation Lab and the Ins and Outs of the City of New West

Presentation and review of the organizational structure and culture of the City of New Westminster, including the presentation of task forces and major projects available to student groups for attachment. Review of the City's policies, practices, regulatory requirements, budgeting process. Also: rehash of the fall 2022 election.

Guest: Lisa LeBlanc, Director of Engineering, City of New Westminster

Field Notes: In preparation for class, students will study one or more of the CNW neighbourhood plans and citywide bike network plan, spend a minimum of one day on the ground taking notes and photographs of the experience of these neighbourhoods and bike network, and recording reflections on the work done by these plans in policy and in application.

Further Reading about urban innovation labs:

Boyer, B., Cook, J.W. and Steinberg, M. 2015. [Legible Practices: Six stories about the craft of stewardship](#). Helsinki Design Lab.

Culwick, C., Washbourne, C-L, Anderson, P., Cartwright, A., Patel, Z., Smit, W. 2019 [CityLab reflections and evolutions: nurturing knowledge and learning for urban sustainability through co-production experimentation](#). *Current Opinion in Environmental Sustainability* 39: 9-16.

Mazzucato, M. and Gould, G. 2021 (Jul 22) [Mission driven localities](#). Project Syndicate.

Mazzucato, M. 2018. Mission-oriented innovation policies: challenges and opportunities. *Industrial and Corporate Change* 27 (5): 803–815.

Further Resources/Engagement

Bulkeley, H., Coenen, L., et al. 2016 Urban living labs: governing urban sustainability transitions. *Current Opinion in Environmental Sustainability* 22: 13-17.

Westley, F. and Laban, S. 2015 [Social Innovation Lab Guide](#).

Consider the following related lab examples from across Canada: [Cities for People](#), [Natural Capital Lab](#), [GTA Housing Action Lab](#).

UN Habitat, UCL Institute for Innovation and Public Purpose and LSE Cities. 2022. [Council on Urban Initiatives](#). The new [Institute for Innovation and Public Purpose](#) at UCL, directed by Marianna Mazzucato, aims to change “how public value is imagined, practices and evaluated to tackle social challenges.” The Council on Urban Initiatives tackles 3 ambitious challenges: the just city, the healthy city and the green city.

Week 4. Overview and Attachment to Team, Task Force or Major Projects

In this class, we will continue to workshop our understanding of urban innovation labs and our approach to attachment with the City of New Westminster. Task forces and major projects available for attachment will be presented along with their schedules of engagement opportunities. We will establish expectations for team formation and processes within the teams we form this week, for working with our attachments, and teams will finalize their attachment selection and draft their program of work with their attachment.

Required Reading

Liedtka, J. 2018 [Why design thinking works](#). Harvard Business Review Magazine.

Dyer, J..H, Gregersenn, H.B., Christensen, C.B. 2009 [The Innovator's DNA](#). HBR Magazine.

Further Reading

Municipal planning and population data compiled by Metro Vancouver
Housing Data Book, Metro Vancouver

Week 5. What is a professional, community-engaged research ethics protocol suitable for the 21st century?

When research takes place in communities, where people live and craft their identities, which is often the case with urban research, and always the case with social change research, the researchers have special obligations. We will introduce these obligations, and discuss the role of personal and collective values and ethical considerations in this kind of community engagement as researchers. Because the nature of the communities with which we are engaging also has a lot of elements of diversity, we will discuss the principles of building and maintaining reciprocal and respectful relationships across a variety of ways to slice diversity, as well, and what an authentic approach of community engagement might mean for leadership within and across organizations.

Guest: We will visit CERi and schedule a discussion with a recent CERi graduate student or faculty fellow on the topic of translating why community engaged research ethics was/is central to their urban research.

Field Notes: Teams will engage in a workshop on appreciative inquiry and we will trial the method as teams' attachments get underway. Understanding and articulating what is working well, at the same time as we are also identifying problems and seeking to 'fix' things.

Required Reading:

CER Ethical Principles: <https://www.sfu.ca/ceri/ethics/cer-ethical-principles.html>

CERi. 2021. Community Resource Handbook: A Guide to Community-Engaged Research. Vancouver.

Further Resources/Engagement:

City Tool Box: a learning platform encouraging young people to take action in the city

Canadian Urban Institute's Bring Back Main Street platform where Canadian downtowns have shared their lessons and ideas for recovery post-COVID.

Week 6. Talking Transition and Situated Judgment

What does it mean for an urban organization to have a vision, brand, mission? What is a regime of engagement, and what is situated judgment within such a context? How can you apply these ways of thinking to problem solving in urban organizations? What values are and are not helpful to bring to the task of resolving this problem? How can ways of working in organizations change

and how can these changes make a difference in practice? Also: return to good practice in giving and receiving feedback.

Field Notes: Teams will present reflections from their field notes on the unique vision, brand, and/or mission apparent within their attachment to date, with justifications, for workshopping with the class.

Required Reading:

Wilde, R.J., Guile, D. 2021 Client-facing interprofessional project teams: the role of engineers' 'situated judgment.' *Engineering Studies* 13(3): 185-204.

Grattarola, A. 2021 [Moral responses to uncertainty: The economies of worth towards a reconceptualization of decision making and management](#). Working Paper.

Renard, K., Cornu, F., Emery, Y., Giauque, D. 2021 [The impact of new ways of working on organizations and employees: A systematic review of literature](#). *Administrative Sciences* 11(2): 1-18.

Further Resources/Engagement

Monclús, F.-J. 2003 [The Barcelona model: an original formula? From 'reconstruction' to strategic urban projects \(1979-2004\)](#). *Planning Perspectives* 18(4): 399-421.

Welch, D., Mandich, G., Keller, M. 2020 [Futures in practice: regimes of engagement and teleoaff ectivity](#). *Cultural Sociology* 14(4): 438-457.

The [Barcelona Manifesto Against Gentrification](#) gave rise to the Cities Against Gentrification Campaign and the Make the Shift campaign, directed by Leilani Farha.

Bennett, T. 2020 [The justification of a music city: Handbooks, intermediaries and value disputes in a global policy assemblage](#). *City, Culture and Society* 22: 1-8.

Week 7. Transformative Alternatives: Organizing, Systems design, Action research

What are some transformative approaches to organizing one another, structuring, designing and operating within our urban organizations, and engaging across organizations and realms of responsibility and expertise? What kinds of differences do these alternatives represent and what would it take to implement some of them?

Field Notes: Teams will research and bring forward a project or approach from beyond our Canadian tradition and present an explanation for how this offers transformative potential in our Canadian urban context, and engage in dialogue about the potential of these alternatives. Possibilities provided in the Further Resources below.

Required Reading

Bradbury, H., Waddell, S., O'Brien, K., Apgar, M., Teehankee, B., Fazey, I. 2019. [A call to action research for transformations: the times demand it](#). *Action Research* 17(1): 3-10.

Frantzeskaki, N. 2022. [Bringing transition management to cities: building skills for transformative urban governance](#). Sustainability 14(2): 650.

Further Resources/Engagement

Bulter, E., Hessels, LK, Hordijk, M., Segrave, AJ. 2021 [Conflicting roles of researchers in sustainability transitions: balancing action and reflection](#). Sustainability Science 16: 1269-1283.

Gibbs, P and Shinott, S. (Adapted from M. Ganz) 2014. [Organizing: People, power, change](#). Vancouver and Victoria.

[Next System Project](#): an eclectic collection of resources related to disrupting the status quo and building a new system

[A Global Tapestry of Alternatives](#): projects from around the world, based on principles of mutual aid

Week 8. Leaning In: Transitions in civic participation and engagement

What are the uses of civic participation, public engagement, public deliberation and other practices of enlarging the circle of consideration in innovation? How have practices and understanding changed? Where are these practices heading, what are their roadblocks and limits?

Field Notes: Teams will present their notes from an observation of a public participation event for workshopping and full-group reflection.

Required Readings:

Aceros, J.C., Domènec, M. 2020 [Private issues in public spaces: regimes of engagement at a citizen conference](#). *Minerva*, pp. 1-21.

Ebrahim, Z. 2020. [It's time to rethink community consultations](#). *Policy Response Canada*.

Storring, N. 2021 (Mar 12) [Creating online and in-person events with a sense of place: a conversation with Juliet Kahne](#). Project for Public Spaces. New York.

Further Resources:

Hope, K. 2020 (June 4) [I've worked for years on anti-racism training. Here's what I've learned about how Canadians can take the next steps](#). Toronto Star.

[Participedia](#) - Global crowd-sourced platform for practices and research in public engagement.

IAP2, the International Association for Public Participation Canada. [Foundations](#).

NCDD National Coalition for Dialogue & Deliberation [Resource Center](#).

SFU Morris J. Wosk Centre for Dialogue. 2020. [Beyond Inclusion: Equity in Public Engagement](#). Vancouver.

HR&A Advisors. [Talking Transition public engagement projects in US cities](#).

Jorgensen, N.S., Krivy, M. 2020. [Podcast: Genealogies of liveability: neoliberal urbanism and the rise of Jan Gehl](#). Urban Political Podcast.

Week 9. Innovation, Diversity and Responsibility

What is innovativeness as an attribute of an urban organization? What do practices of diversity, equity and inclusion have to do with organizational innovation? What questions do we need to ask in order to ascertain if an innovation is worth the risk?

Field Notes: Students will present observations on how their attachment addresses dimensions of equity, diversity and inclusion, dimensions that appear to be overlooked, and ideas for how to deepen these practices in the context of their attachment.

Required Readings

Hewlett, S.A., Marshall, M., Sherbin, L. 2013 [How diversity can drive innovation](#). *Harvard Business Review*.

Miranda, C.A. 2020 [Nine ideas for making our city's public spaces more race equitable](#). *LA Times*.

Falkenberg, R.I. 2021 [Re-invent yourself! How demands for innovativeness reshape epistemic practices](#). *Minerva*. Online first, pp. 1-22.

Status of Women Canada and City of Ottawa. 2018. [Equity & Inclusion Lens Handbook](#). City for All Women Initiative. See also the evaluation of the earlier version by Fran Kłodawsky [here](#).

Further Readings/Engagement

Inside Outside Innovation. 2022 [Diversity, Equity and Inclusion in 2022](#).

Lapuente, V., Suzuki, K. 2021. [The prudent entrepreneurs: women and public sector innovation](#). *Journal of European Public Policy* 28(9): 1345-1371.

Muller-Myrdahl, T. [Under the Radar Podcast: Making our cities more inclusive](#).

Sadik-Kahn, J. 2016 *Street Fight: Handbook for an urban revolution*. Viking.

<http://www.jsadikkhan.com>

Stilgoe J, Owen R, Macnaghten P. 2013. [Developing a framework for responsible innovation](#). *Research Policy* 42(9):1568–1580.

Week 10. Sustainability Transitions and Transformations

What are the implications for municipal institutions of acknowledging entry into the Anthropocene, the climate emergency era, and the era of recognition of deep difference and demands for justice from populations systematically erased and disadvantaged? What are the strategies for coming to terms with the loss of transitional practices, processes and landscapes

in order to create new opportunities for transitions toward different arrangements, whether these differences are externally-imposed or driven by intention within the organization? How can credible chains of attribution and implications be drawn to make plans for durable, sustainable, justice-serving change in face of emergency?

Transitions in energy systems and the management of this necessary change in a sustainability transition has received particular attention in the scholarly literature; can this thinking and strategy be applied to other sectors and landscapes in need of support in transition?

Field Notes: Reporting back and workshopping encounters with demands for sustainability and decolonization transformations within the attachment.

Required Reading:

Barry, J., Thompson-Fawcett, M. 2020 [Decolonizing the boundaries between the 'planner' and the 'planned': implications of Indigenous property development.](#) *Planning Theory & Practice* 21(3): 410-425.

Bulkeley, H. 2019. [Managing environmental and energy transitions in cities: state of the art and emerging perspectives.](#) Background paper for an OECD/EC Workshop on 7 June 2019 within the Workshop Series 'Managing Environmental and Energy Transitions for Regions and Cities.'

Hoffman, A.J., Devereaux Jennings, P. 2021 Institutional-political scenarios for anthropocene society. [Business and Society](#) 60(1): 57-94.

Further Reading:

Champagne, D. 2019. Urban sustainability policies in neoliberal Canada: Room for social equity? *Current Sociology* (68)6: 761-779.

De Pascali, P. and Bagaini, A. 2019. Energy transition and urban planning for local development. A critical review of the evolution of integrated spatial and energy planning. *Energies* 12(35): 1-21.

Elliott, R. 2021. The problem of compensation and moral economies of climate change. *Economic Sociology – European Electronic Newsletter* 22(2): 30-33.

Kok, KPW, Gjefsen, MD, Regeer, BJ, Broerse, JEW. 2021 [Unraveling the politics of 'doing inclusion' in transdisciplinarity for sustainable transformation.](#) *Sustainability Science* 16: 1811-26.

Selman, P. 2010. [Learning to love the landscapes of carbon neutrality.](#) *Landscape Research* 35(2): 157-171.

Winfield, M. and Gelfant, A. 2020 Distributed energy resource development in Ontario: A socio-technical transition in progress? *Energy Regulation Quarterly* 7(4): 1-15.

Week 11. Professional Authority, Calculation, and Change

What are some different ways of understanding what it means to hold/build power in taking action on public projects? How do different professions – engineering, in particular – obtain and retain different kinds of authority to make decisions? What is the role of professional authority in change processes and how do these roles change the solution set to urban problems? Why do institutions rely so heavily on quantification, metrics, rankings? How the emphasis on measurement, calculation, and statistical measures are key means of demonstrating power in organizations and for change projects. What are the limits of using statistical measures to make decisions, particularly in times of crisis? How does deliberation work as an alternative, and how can we distinguish this process from political whimsy?

Field Notes: Presentation, workshopping and revision of field notes taken during attachment with respect to: quantification and/or deliberative process.

Required Readings

Avelino, F., Rotmans, J. 2009. Power in transition: an interdisciplinary framework to study power in relation to structural change. *European Journal of Social Theory* 12(4): 543-569.

Chun, H. and Sauder, M. 2021. The logic of quantification: institutionalizing numerical thinking. *Theory and Society*. Online first, pp. 1-36.

Further Readings/Engagement

www.officialstatistics.com discussion platform on the future of official statistics in a digital and globalised society

Guyan, K. 2022 *Queer Data: using gender, sex and sexuality data for action*. Bloomsbury.

Blok, A. 2021. Jurisdictional engagements: Rethinking change in professional authority via pragmatic sociology. *European Journal of Cultural and Political Sociology*. Online first, pp. 1-29.

Blokker, P, Vieten, U.M. and Eranti, V. 2021 Power as a cultural phenomenon. *European Journal of Cultural and Political Sociology* 8(1): 1-6.

Kaszynska, P. 2021 From calculation to deliberation: The contemporaneity of Dewey. *Culture, Theory and Critique* 62(1-2): 154-166.

Meilvang, M. L. 2021 Sewage systems, treatment plants, 'blue-green solutions': The role of professionals in the historical justifications and planning of urban wastewater infrastructures. *European Journal of Cultural and Political Sociology* 8(1): 59-80.

Week 12. Experimentation and Play in Innovation Processes

What is gamification within an institution; what are some of the directions that gamification can go; what are the limits and risks of game-playing; what to know about your audience/group members/participants in game-playing; presentation dos and don'ts

Field Notes: Teams will run a rehearsal presentation, incorporating elements of gamification as appropriate, for workshopping.

Required Reading:

Li, K, Dethier, P., Eika, A., Ary, D., Samsura, A., van der Krabben, E., Nordahl, B. et al. 2019 Measuring and comparing planning cultures: risk, trust and co-operative attitudes in experimental games. *European Planning Studies* 28(6): 1118-1138.

Mutch, A. 2021 The logic of play. Implications for institutional theory. In: Vesa, Mikko (ed.), *Organizational Gamification. Theories and Practices of Ludified Work in Late Modernity*. London: Routledge. Selection.

Further Reading/Engagement:

Crack Shack or Mansion Vancouver: <https://www.crackshackormansion.com/part2.html>

Planning Peeps Quizzes: <https://www.planningpeeps.com/quizes.html>

New Urbanist Memes for Transit-Oriented Teens Facebook group:
<https://www.facebook.com/groups/whatwouldjanejacobsdo>

Week 13. Glitches, Maintenance and Repair

Projects go awry, products break, and infrastructure needs repair and regular maintenance, but these regular glitches, breakages, and processes of maintenance and repair are seldom given much attention in civic and organizational design, policy implementation, and innovation processes.

Field Notes: Final questions and considerations for the submission of final team reports submission.

Required Reading:

Mattern, S. 2018. [Maintenance and care: a working guide to the repair of rust, dust, cracks, and corrupted code in our cities, our homes, and our social relations](#). Places

Further Reading/Engagement :

Graham, S. and Thrift, N. 2007 Out of Order: Understanding repair and maintenance. *Theory, Culture & Society* 24(3): 5, <http://doi.org/fvdqbn>.

Petroski, H. 2006. *Success Through Failure: The Paradox of Design*. Princeton: Princeton University Press.

Hall, T., Smith, R.J. 2015 Care and repair and the politics of urban kindness. *Sociology* 49(1): 3-18, <http://doi.org/cwrz>

Festival of Maintenance talks [here](#).

Task Forces and Major Projects Available for Attachment, City of New Westminster (subject to revision)

Task Force on Facilities, Public Realm, Infrastructure

Task Force on Sustainable Transportation

Task Force on Affordable Housing and Childcare

Task Force on Environment and Climate

Task Force on Reconciliation, Inclusion and Engagement

Task Force on Culture and Economic Development

Task Force on Organizational Effectiveness

Major Project: Climate Action Team within Environmental Services, 7 Bold Actions

Major Project: təməsewtxʷ Aquatic Centre (new \$100 Million aquatic facility on site of former Canada Games pool, including major new public art commission)

Major Project: Massey Theatre (newly acquired by CNW, active community partner in Massey Theatre Society, scope for climate-safe repairs and renovations is at issue)

Grading Rubric for Final Reports

Your report will be based upon your team's negotiated assignment specific to your attachment. You should provide a comprehensive synthesis of the attachment that your team undertook and should be factual, expository, and reference appendices that may include field notes, data, and formal policy and other documents from your organization as well as references to the scholarly literature treated in class. Present your report in a professional, informative, and helpful way to inspire others to move forward with the change agenda, through a well-crafted narrative about the insights that your work has surfaced.

We will come to agreement with the organization and key components of your report during the early stages of your attachment. In general, all reports will be graded based upon the following elements:

1. Empathy – demonstrating an understanding of the target market AND the impacted stakeholders; politics; regulatory implications; operations and maintenance; demonstrate that you have considered the differences held by different groups and how to speak to each of them as well as where the differences may be irreconcilable.
2. Problem definition or key question being explored – quality of the definition; depth of understanding

3. Understanding, and incorporation of, diverse perspectives – within the team, the attachment, and outside; depth and breadth of investigation
4. Ideation – breadth and depth of exploration; quality of the questions asked;
5. Prototype or idea - description, practicality, risks, stakeholder engagement and stakeholder management
6. References – relevance, breadth, depth, diversity
7. Testing – methodology, measures, contingency plan, what can change and what's fixed, next steps (i.e. outcomes of testing)
8. Team reflections and roles
9. Personal reflections of each team member