

## **CUS519 Creating Urban Commons: Learning from International and Local Experiences**

Course Title	:	Creating Urban Commons: Learning from International and Local Experiences
Course Code	:	CUS519
Recommended Study Year	:	Any
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	MCS (Required course for the Digital and Cultural Innovation (DCI) Concentration)
Discipline	:	Cultural Studies
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

### **Brief Course Description**

Urban commons are resources in the city which are managed by the users in a non-profit oriented and prosocial way. They boost a new relationship between us and the urban space we inhabit. This course is the mixture of conceptual debates and grounded practices that introduces the concept and practice of urban commons in the context of cultural studies. It focuses on the ways in which institutional and cultural factors affect the planning, development, and management of urban commons in contemporary societies. Issues of alternative democracy, social economy, participatory community, spatial justice, and gendered and classed subjectivity will be discussed in the context of specific forms and processes of cultural governance.

### **Aims**

- To introduce students the basic concept of urban commons and theoretical debates relating to the shaping of different forms of commons;
- To familiarize students with the alternative and grounded practices of democracy, equality and community sharing in the process of formulating urban commons as a tool of advancing UN SDGs

### **Learning Outcomes (LOs)**

On completion of the course, students will be able to:

- 1) apply the themes and theories in studies of the production, reception and participation of urban commons
- 2) analyse urban commons concepts in relation to related to cultural institutions and practices
- 3) design the questions of democracy, equality and sharing to raise meaningful questions in the area of urban commons in relation to UN SDGs
- 4) write feasible proposal about the formulation of urban commons in a specific area or focus, and discuss their feasibility

### **Indicative Contents**

Theoretical foundations

- What is urban commons? Theories, debates, and models
- capitalism, space, and the city
- UN Sustainable Development Goals

Urban commons in different settings

- A feminist and cultural studies approach toward economies
- Feeding the people: food, rural-urban relation, and the environment
- The collective: Women, worker, and co-op
- Social innovation: creativity, design, and application
- Digital technologies and urban commons
- Urban commons: local experiences

Commoning as method

- Commoning as method: knowledge, participation, and intervention
- Student project presentations

### **Teaching Method**

Lecture, seminar discussion, and term project.

- The lectures facilitate students' learning of urban commons through theoretical discussion and sharing media examples.
- Student presentation in seminars will discuss various academic articles and real-world cases of urban commons
- The term project is a group project where the students draw on theoretical foundations and real-world cases to create their own Urban Commons project to address local issues in HK

### Measurement of Learning Outcomes

<b>Learning Outcome</b>	<b>Class participation and discussion</b>	<b>Progress Presentation</b>	<b>Term Project</b>
apply the themes and theories in studies of the production, reception and participation of urban commons	✓		
analyse urban commons concepts in relation to related to cultural institutions and practices	✓	✓	
design the questions of democracy, equality and sharing to raise meaningful questions in the area of urban commons in relation to UN SDGs		✓	✓
write feasible proposal about the formulation of urban commons in a specific area or focus, and discuss their feasibility			✓

### Course Assessment

100% continuous assessment, including class participation and discussion (20%), progress presentation (in groups of 4-5) (20%) and term project (in groups of 4-5) (60%).

### Required/Essential Readings

- Amin, Ash, and Philip Howell. 2016. *Releasing the Commons: Rethinking the Futures of the Commons*. Routledge.
- Dellenbaugh-Losse, M., Zimmermann, N., & Vries, D. N. 2020. *The Urban Commons Cookbook: Strategies and Insights for Creating and Maintaining Urban Commons*
- Dellenbaugh, Mary, Markus Kip, Majken Bieniok, Agnes Müller, Martin Schwegmann, and Agnes Müller (eds). 2015. *Urban Commons: Moving beyond State and Market*. Basel/Berlin/Boston: Walter de Gruyter GmbH.
- Gibson-Graham, J. K., Jenny Cameron, and Stephen Healy (eds). 2013. *Take Back the Economy: An Ethical Guide for Transforming Our Communities*. Minneapolis: University of Minnesota Press.
- Mulgan, Geoff. 2019. *Social Innovation: How Societies Find the Power to Change*. Bristol University Press.

- Roelvink, Gerda, Kevin St. Martin, and J K Gibson-Graham. 2015. *Making Other Worlds Possible: Performing Diverse Economies*. Minneapolis: University of Minnesota Press.
- Wright, Erik Olin. 2010. *Envisioning Real Utopias*, Verso.
- 許寶強, 2002, 《資本主義不是甚麼》, 香港: 牛津大學出版社。
- 陳怡樺, 2017, 《哇! 原來這也是合作社: 大不列顛 COOP 踏查報告》, 台灣: 開學文化。
- 潘毅、陳鳳儀、顧靜華、盧燕儀, 2013, 《不一樣的香港社會經濟》, 香港: 香港商務出版社。
- 鄒崇銘, 2017, 《開放合作! 釋放香港社羣力手冊》香港: 突破出版社。
- 鄒崇銘、王岸然編, 2003, 《不是烏托邦: 社區經濟理論與實踐》, 香港: 樂施會。
- 鄒崇銘、韓江雪、楊夢瑩, 2012, 《用消費改變世界: 公平貿易@新社會經濟運動》, 香港: 印象文字。
- 鄒崇銘、黃英琦、阮耀啟編, 2014, 《共享城市: 從社會企業、公平貿易、良心消費到共享經濟》(上/下冊), 香港: 印象文字。

### **Recommended/Supplementary Readings**

- Barthel, Stephan, John Parker, and Henrik Ernstson. 2015. "Food and Green Space in Cities: A Resilience Lens on Gardens and Urban Environmental Movements." *Urban Studies* 52 (7): 1321–38. <https://doi.org/10.1177/0042098012472744>.
- Bollier, David, and Silke Helfrich (eds). 2015. *Patterns of Commoning*. Amherst, MA: Commons Strategies Group.
- Borch, Christian, and Martin Kornberger (eds). 2015. *Urban Commons: Rethinking the City*. Routledge.
- Benfield, Kaid. 2017. "Strengthening the Urban Commons: Beginning Principles (Part 2)." *Smart Cities Dive*. <https://www.smartcitiesdive.com/ex/sustainablecitiescollective/nurturing-and-strengthening-urban-commons-some-beginning-principles-part-2-2/165096/>
- Berlant, Lauren. 2015. "The Commons: Infrastructures for Troubling Times." *Environment and Planning D: Society and Space*. <https://doi.org/10.1177/0263775816645989>.
- Chan, Kam Fai. 2018. "Mundi: Articulating a Post-Umbrella Common(S)." *Inter-Asia Cultural Studies* 19 (3): 449–54. <https://doi.org/10.1080/14649373.2018.1497905>.
- Colding, Johan, Stephan Barthel, Pim Bendt, Robbert Snep, Wim van der Knaap, and Henrik Ernstson. 2013. "Urban Green Commons: Insights on Urban Common Property Systems." *Global Environmental Change* 23 (5): 1039–51. <https://doi.org/10.1016/J.GLOENVCHA.2013.05.006>.
- Cooke, Benjamin, Ani Landau-Ward, and Lauren Rickards. 2019. "Urban Greening, Property and More-than-Human Commoning." <https://doi.org/10.1080/00049182.2019.1655828>.

- Fitzpatrick, Daniel. 2018. "Book Review: Common Space: The City as Commons and Patterns of Commoning." *Planning Theory*. London, England: SAGE Publications.  
<https://doi.org/10.1177/1473095217750671>.
- Gibson-Graham, J. K. 2006. *Postcapitalist Politics*. Minneapolis: University of Minnesota Press.
- Gibson-Graham, J. K. 2006. *The End of Capitalism (as We Knew It): A Feminist Critique of Political economy*. Minneapolis: University of Minnesota Press.
- Hardin, Garrett. "The Tragedy of the Commons." *Science* 162, no. 3859 (1968): 1243–48.
- Huron, Amanda. 2017. "Theorising the Urban Commons: New Thoughts, Tensions and Paths Forward." *Urban Studies* 54 (4): 1062–69. <https://doi.org/10.1177/0042098016685528>.
- Sunhwa Kim, Yena Lee, Hyojin Shin, Seungkwon Jang, Chap. 2020. "Korea's consumer cooperatives and civil society: the cases of iCOOP and Hansalim", edited by Morris Altman et al., *Waking the Asian Pacific Co-Operative Potential*. Academic Press.
- Krzywoszynska, Anna, and Greta Marchesi. 2020. "Toward a Relational Materiality of Soils." *Environmental Humanities* 12 (1): 190–204.
- Leung, Daren Shi-chi. 2021. "Convivial Agriculture: Evolving Food and Farming Activism in South China." *China Perspectives*, no. 2: 29–38.  
<https://doi.org/10.4000/chinaperspectives.11674>.
- Lewis, Tania. 2016. "Sustainability, lifestyle, and consumption in Asia." In *Green Asia: Ecocultures, Sustainable Lifestyles, and Ethical Consumption*, edited by Tania Lewis. London: Routledge.
- Murdoch, Jonathan, and Miele, Mara. 2004. "The New Aesthetic of Food? Relational Reflectivity in the 'alternative' Food Movement." In *Qualities of Food*, edited by Mark Harvey, Andrew McMeekin and Alan Warde. Manchester: Manchester University Press.
- Pan, Lu, and Hyunjoon Shin. 2018. "Uncommon Commons: Rethinking Affects, Practices, and Spaces of Urban Activism in Asia." *Inter-Asia Cultural Studies* 19 (3): 355–58.  
<https://doi.org/10.1080/14649373.2018.1497893>.
- Park, In Kwon, Jiyoung Shin, and Jin Eon Kim. 2020. "Urban Commons as a Haven for the Excluded: An Experience of Creating a Commons in Seoul, South Korea." *International Journal of the Commons* 14 (1): 508–24. <https://doi.org/10.5334/ijc.1038>.
- Probyn, Elspeth. 2016. *Eating the Ocean*. Durham: Duke University Press.
- Shareable. 2018. *Sharing Cities: Activating the Urban Commons*.  
<https://www.shareable.net/sharing-cities/>
- 鄒崇銘, 2020, 〈從社會到社區，從理論到實踐，從創業到創新〉，獨立媒體 (<https://www.inmediahk.net/node/1079269>)
- 社區伙伴, 2013, 《落地生根：社區支持農業之甦動》，香港：社區伙伴。
- 許寶強, 2012, 〈文化經濟學與情緒政治—香港的新自由資本主義〉 (<https://our-global-u.org/oguorg/zht/download/Conferences/ssfs2/xubaoqiang.pdf>)

- 潘毅、嚴海蓉、顧靜華、古學斌, 2014, 《社會經濟在中國——超過我的社會的理論和實踐》, 北京文獻: 社會科學。

### Important Notes

1. Students are expected to spend a total of 12 hours (i.e. 3 hours of class contact and 9 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

### Assessment Rubrics

#### **Class participation and discussion (20%)**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Failure</b>
<b>Level of participation</b>	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
<b>Engagement with course materials</b>	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it

<b>Quality of analysis and discussion</b>	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
<b>Engagement with others</b>	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

**Progress presentation (20%)**

**\*peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Failure</b>
<b>Level of participation</b>	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
<b>Engagement with course materials</b>	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it

<b>Quality of analysis and discussion</b>	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
<b>Engagement with others</b>	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

**Term Project (60%)**

**\*peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Failure</b>
<b>Level of effort</b>	Production process and end-product demonstrates great effort and care.	Production process and end-product demonstrates sustained effort and care.	Production process and end-product demonstrates inconsistent effort and care.	Production process and end-product demonstrates little effort and care.
<b>Critical intervention</b>	Production process and end-product demonstrates unique and thoughtful critique of social issues	Production process and end-product demonstrates creative and rather thoughtful critique of social issues.	Production process and end-product demonstrates in some respects creative and thoughtful critique of social issues	Production process and end-product demonstrates no critique of social issues

<b>Use of resources &amp; problem-solving skills</b>	Production process and end-product demonstrates creative use of resources, and strong problem-solving skills.	Production process and end-product demonstrates careful use of resources, and good problem-solving skills.	Production process and end-product demonstrates some use of resources, and some problem-solving skills	Production process and end-product demonstrates little use of resources, and little problem-solving skills
<b>Feasibility</b>	End-product is highly feasible, with strong justification provided	End-product is feasible, with good justification provided	End-product has certain feasibility. Evidence to support this feasibility is relatively weak.	End-product is unfeasible without justification.
<b>Teamwork</b>	Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.

## Peer Assessment Form

Team: \_\_\_\_\_

Instruction: Evaluate your peer team members, on their participation in the course project. Due on submission day with the Creative Digital Project.

<b>Name</b>	<b>Criterion</b>	<b>Ratings (1-10)</b>	<b>Further comments (optional)</b>
<b>1</b>	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
<b>2</b>	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
<b>3</b>	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
<b>4</b>	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
<b>5</b>	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		

Overall

\*\* peer assessment will be counted into the final mark.