AD2865 Introduction to Urban Economics 7.5 credits

Introduktionskurs i urbanekonomi

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for AD2865 valid from Spring 2014

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

Architecture

Specific prerequisites

• A completed Bachelor Degree in Planning, Architecture, Engineering or Social Science. The previous study should comprise at least 30 ECTS in the field of urban design, urban, transport or regional planning, national/regional economics, geoinformatics or environmental sciences.

• Documented proficiency in English B or equivalent.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The overall aim of the course is to give an overview of how economic principles and forces are interrelated with urban development and urban life, with a particular focus on social and cultural aspects. Students are provided with a broad knowledge on how economic factors influence, and are influenced by, the design, use and experience of the built environment. On completion of the course the student should understand the principles for neoclassical economy and be able to explain, by use of independent examples, what a cultural economical perspective entails; be able to apply central concepts (such as gentrification, place marketing, symbolic capital, creative destruction etc.) to concrete cases of urban transformation; be able to analyse conceptual distinctions (such as production/consumption, formal/informal, industrial/post-industrial, material/immaterial economic factors) and discuss their significance when applied to empirical cases; be able to partake in and make contributions to a critical discussion on how a market-driven urban development influences professional roles in urban design, architecture and planning. The aims of the course may be fulfilled either orally (at seminars or group exercises) or in writing (individual assignments and paper) but for attaining a higher grade (A-B) students are required to do both.

Course contents

The course adopts a cultural perspective, drawing on architecture and urban theory, sociology and cultural geography, to interrogate economics as socially embedded. Spanning from a material basis (involving land use and ownership, localization of production, clustering effects, distribution of products and resources, property investments etc.) to a 'dematerialized' and post-industrial economy of services, lifestyles and experiences, the course offers a comprehensive introduction to urban economics as an umbrella term for a heterogenous field of studies.

The course centres on the following themes:

• Basic theory of economics and economic history

• Global capitalism and world cities

• Industrial and post-industrial cities

• Gentrification, housing markets and neoliberal urbanization

• Definitions of formal and informal land use and economic exchange

• Commerce, tourism and the creative industries

Examination

- MOM3 - Home Examination or Paper, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- MOM1 - Literature Seminars, 3.0 credits, grading scale: P, F

• MOM2 - Research Project (Group Exercise), 1.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Other requirements for final grade

Students need to fulfil the following requirements in order to receive a pass (E):

• participation in seminars including hand-in of written reflection (3 cr.)

• participation in group exercise (1,5 cr)

• home examination or individual paper (3 cr.)

Assessment and grading (A–F) takes into account both written and oral achievements throughout the course on a holistic basis. The academic quality of the home examination or paper influences grading to 70%, but the student's efforts and ambitions to tackle a perhaps difficult subject matter is taken into full consideration. Grading is consistent with the criteria set by Biggs, J (2003) Teaching for Quality Learning at University. Second Edition (The Open Society for Research into Higher Education & Open University Press, p 193).

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.