AG2116 City Networks in Regional Contexts 7.5 credits

City Networks in Regional Contexts

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

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

Establishment

Course syllabus for AG2116 valid from Autumn 2010

Grading scale

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

Education cycle

Second cycle

Main field of study

Built Environment

Specific prerequisites

- A completed Bachelor of Science in Engineering or 180 credits academic studies in the field of Technical Science, Economics or Planning and documented proficiency in English corresponding to English B.
- AI2105 Urban and Regional economics or equivalent

Language of instruction

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

Intended learning outcomes

After completing the course students shall:

- be aware of different theories concerning urban development, change and territorial cohesion and its impact on the development at macro, meso- and micro- level

- be able to analyse the interaction between individual cities in networks and their role for regional development

- be capable to analyse and evaluate the preconditions for different cities to rise their competitiveness on national and international level and cities as drivers for development

- be acquainted with different urban structure concepts and be able to apply them i planning and

- be acquired of knowledge on city marketing and be able to develop strategies for strengthening the competitive position of individual cities

Course contents

The course is focused on cities and city networks and their role for sustainable development, competitiveness and territorial cohesion. Different guiding principles for urban and regional development are discussed in relation to prevailing national and EU policies. Among these the concept of polycentric functional urban regions is discussed which is of great importance for rising the competitive power of the European Union according to the Lisbon agenda. The preconditons for a polycentric development differ, however, with regard to location, size, density, accesssibility and structure and this is highlighted in the course from an analytical point of view. There will be course elements aiming at providing insights into how various urban structures will reshape the economic and social conditions in metropolitan regions as well as in smaller settlements and rural areas in differing regional and national contexts where the preconditions are of quite different character.

The increasing integration on regional, European and global level are of great importance both for cities in networks and individual cities with respect to strenghten the competetiveness and the image of cities of various kinds and locations. Urban planning, including city marketing and urban reconstruction strategies, will also be discussed in the course. This is also valid regarding peripheral cities where the precondions for city networking differ compared to cities in more densely populated regions where the accessiblity is better. This means that various cities, city systems and city networks will be analysed and evaluated both in lectures, literature and paper writings.

The project will contain both lectures and paper writings. Project assistants will be available to supervise the student groups.

Course literature

Forthcoming

Examination

- INL2 - Individual Assessment, 3.5 credits, grading scale: A, B, C, D, E, FX, F
- PRO1 - Groupe Assessment, 4.0 credits, grading scale: A, B, C, D, E, FX, 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.

Paper including one opposition. One laboratory excercise. Literature seminars.

Other requirements for final grade

Individual assessment (INL2; 3.5 cr) and Group assessment (PRO1; 4.0 cr)

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.