



AG2143 Sustainable Rural and Urban Development 7.5 credits

Sustainable Rural and Urban Development

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

Establishment

Grading scale

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

Education cycle

Second cycle

Main field of study

The Built Environment

Specific prerequisites

A Bachelor's degree in architecture or landscape architecture, civil engineering in the built environment or equivalent, urban and regional planning or social sciences including courses corresponding to a minimum of 30 ECTS credits in the field of urban, transport or regional planning and economics, geoinformatics or environmental sciences. In addition ** documented proficiency in English B or equivalent (TOEFL, IELTS e g).

Language of instruction

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

Intended learning outcomes

Deepening the students' knowledge and exploring opportunities in contributing to the field of sustainable rural and urban development.

By the end of the course, students shall be able to: identify main concepts and approaches regarding sustainable development like justice and natural resource management; recognise various perspectives, powers and interests of different stakeholders engaged in rural and urban development, like government, private sector and civil society;; recognise the importance of crosscutting issues in the development process; and, explore, describe and explain possibilities and hindrances towards sustainable urban and rural development like urban interface, migration and environmental burdens.

Course contents

The course discusses an integrated approach of theoretical and practical knowledge on sustainable development on various levels of influence with a special focus on rural and urban areas. It **starts** with a review of basic concepts, ideologies, approaches and conventions as well as agencies in relation to sustainability issues from a global perspective. Sustainable development on the international level is discussed considering the Millennium Development Goals (MDGs) as guidance for monitoring the 'joint' international efforts. The importance of a widened and deeper understanding of the sustainable development problematic is highlighted through familiarisation with crosscutting issues like those of poverty, gender, culture and ecological sanitation. Along with a critical analysis of the development strategies and policies applied in developed and developing countries, highlighting their potentials as well as shortcomings. Significantly, the policies and inter-relations of donor agencies, including bilateral and multilateral ones are also studied and discussed.

The course follows with discussion on various concepts, policies and strategies related to sustainable rural and urban development on both national and local levels. The discussion shall include the rural-urban interrelations and synergies. Nature and characteristics of rural-urban linkages in addition to possibilities and hindrances towards sustainable urban and rural development, i.e. urban interface, urbanisation, urban agriculture, migration and environmental burdens, and cash income, are also examined and explored.

To deepen the understanding of the course contents: (a) two seminars are organised for focused discussion on international development policies and strategies and sustainable rural and urban development; and, (b) Team work on project paper (Change Project) to critically analyse the MDGs. It is a project **for change** which is introduced in this course as a central pedagogic tool to discuss both vertical and horizontal links engaged in global development strategies and how such strategies are interpreted into actions in local contexts, where the situational settings vary in line with socio-economic, political and environmental conditions as well as availability of natural resources and financial requirements. Students are organised in teams to work on one millennium development goal, identified by the course staff. In connection with this MDG, each team identifies one development problematic in one of the team member's home country and analyse it in relation to rural and urban development.

Disposition

28h lectures, 17 exercises, 6h seminars, 8h excursions

Course literature

Students are to read the course compendium, which may include some of the following literatures. Additional literature may also be provided for further reading.

- Dalal-Clayto, B., Dent, D. and Dubois, O. 2003: **Rural Planning in Developing Countries: Supporting Natural Resource Management and Sustainable Livelihoods. iied. Earthscan Publications Ltd.**
- Satterthwaite, D (2005): **The Scale of Urban Change Worldwide 1950-2000 and its underpinnings.** International Institute for Environment and Development,
- Tacoli, C. (2006). **Rural-urban Linkages. Earthscan Pubns Ltd.**
- Hassan, A-M and Zetter, R. 2002: pages (13-30). **“Sustainable development: between development and environmental agendas in the developing world”.** In **Planning in Cities: Sustainability and Growth in the Developing World.** R, Zetter and R, White (eds). ITDG Bell & Bain Limited.
- Lehtola. M, Salmi, P, (2009) **Beyond the Rural Urban Divide.** Emerlad Group Publishing Limited
- Carley M. and Spapens, P. (1998) **Sharing the World – Sustainable Living and Global Equity in the 21st Century.** Earthscan. London and Stirling
- Agyeman, J, Bullard, RD and Evans, B. (2003). **Joined-up Thinking: Bringing Together Sustainability, Environmental Justice and Equity.** In **Just sustainabilities: Development in an Unequal World.** J, Agyeman, RD, Bullard and B, Evans (eds). Earthscan. MIT Press. Cambridge, Massachussets.
- Reed, D. (1996) **Structural Adjustment, the Environment, and Sustainable Development.** WWF and Earthscan Publications. London.

Examination

- PRO1 - Project Paper, 4.5 credits, grading scale: A, B, C, D, E, FX, F
- LIT1 - Literature Seminar, 3.0 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.

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

Other requirements for final grade

Project Paper (PRO1; 4,5 cr) - Change Project paper (group work).

Literature Seminar (LIT1; 3 cr) - Literature Seminar papers (individual work) (30%). Performance and Interaction during the course (individual work) (10%).

Attendance, minimum 75% of the course sessions.

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.