



# AG2151 Urban Development and City Planning 7.5 credits

Stadsutveckling och -planering

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

## Establishment

On 9 September 2021, the Dean of the ABE school has decided establish this official course syllabus to apply from spring term 2023, registration number: A-2021-1895.

## Grading scale

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

## Education cycle

Second cycle

## Main field of study

The Built Environment

## Specific prerequisites

180 higher education credits including 45 higher education credits in architecture, urban and regional planning, national economy, environmental science or the built environment

English 6

## Language of instruction

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

## Intended learning outcomes

After passing the course, the student should be able to:

- Identify which changes are needed to create sustainable living environments based on a comprehensive analysis of local preconditions and needs
- Analyse and critically evaluate which urban development strategy can meet identified problems and defined goals, and retrieve a plan proposal that generates the intended qualities in the local living environment and promotes an adaptation to a sustainable society.
- Design a process for planning and plan implementation that takes prevailing social, economic, environmental and institutional factors into consideration and that involves concerned societal actors and competences at different stages of the process.
- Discuss how factors that relate to sex, age, cultural and socio-economic background influence the use and experience of the living environment and how the plan proposal takes into consideration the use and experience of the local living environment by different social groups

## Course contents

The course covers contemporary practices of municipal planning and city development. Visions and concepts that are used in today's planning will be examined in the course as well as the use of existing planning tools in contemporary practices for sustainable urban development. Three themes dominate the course:

- The preconditions of the site. Embedding the plan in the local context implies that the preconditions of the site should guide the plan proposal and that the design of local living environments is adapted to the needs of the local community. Analysis of site specific relations is therefore an important part in the planning process that determines the quality on the outcome.
- Core concepts. The use of coherent concepts and effective measures that shape the planning of the area and connect to municipal ambitions and visions among local societal actors, enhances the planning for sustainable urban development
- Design of the planning process. The municipality is depending on the participation of different societal actors and the involvement of various competences in the planning and the implementation of the plans. Hence, the planning process should be organised in such a way that promotes openness, innovation and participation.

The course consists of literature seminars, project work and an individual assignment.

## Examination

- PRO1 - Group assignment, project work , 3.5 credits, grading scale: A, B, C, D, E, FX, F

- INL1 - Individual assignment, 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.

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

The examiner determines, based on recommendation from the KTH office of support to students with disabilities, possible adapted examination for students with documented, permanent disabilities.

The examiner may permit other examination formats at the re-examination of individual students.

## 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.