



FAG3162 Planning for Sustainable Urban Development 7.5 credits

Planning for Sustainable Urban Development

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

Establishment

Course syllabus for FAG3162 valid from Spring 2009

Grading scale

G

Education cycle

Third cycle

Specific prerequisites

Four years of university studies in planning, architecture, civil engineering or social science and at least 60 ECTS of coursework on the advanced level relevant for the scope of the course

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, the student shall:

- be familiar with and adopt a personal approach to the Sustainable Development concept and its different dimensions and interpretations and with all its inherent contradictions;
- have got an experience of applying the idea of Sustainable Development in an urban planning practice; • be able to identify and critically reflect upon the conflicts and power-mechanisms that might arise when sustainable development is implemented in urban planning practice;
- have developed a capacity to reflect upon the planning process as an arena for implementing sustainable development – what tools and methods are there to support a sustainable urban development? What is the role and responsibility of the planner in this context?

Course contents

In the course, focus is directed towards the idea of sustainable development and what it might mean in the context of urban planning and development. Literature on the concept and idea of sustainable development constitute an important point of departure for discussing, analyzing and critically reflecting upon current trends and challenges in urban planning practice – illustrated mainly by current examples from Shanghai and Stockholm. With the comparative study of the urban redevelopment in these two cities, the students are expected to explore a range of concepts and approaches upon sustainable urban development, and to interpret how cultural, economic and institutional forces influence the process of sustainable urban development. Being a course on both Chinese and European planning we will also take opportunity to discuss the cultural context in which sustainable urban development is carried through and also why and how European experiences can be applied far away.

When sustainable development is to be implemented in planning practice, it often leads to conflicts and struggles between different interests and different interpretations of sustainable development. Therefore, this course also includes a discussion of the planning process; key actors, methods and tools that might support the implementation of a sustainable urban development. The course relates explicitly to the concept 'strategic thinking', which recently has emerged as a theme in theories of planning and spatial development. The course is organized through a number of seminars, based both on lectures and readings from literature. Therefore, it is important to note that participation at the course requires careful preparation by reading course literature in advance. Throughout the course, there is a strong emphasis on applying the theoretical concepts and frameworks on concrete examples from planning practice.

Disposition

The course is jointly organized by KTH, Nordic Centre and Center for Urban Studies at Fudan University and includes one week of studies in Shanghai.

In addition, students have to submit two individual assignments that have to be presented at a seminar at KTH in April.

The maximum number of students is 36, half each from China and the Nordic countries.

Course literature

Dovey, Kim. (2008). **Framing places: mediating power in built form**. 2nd ed. London: Routledge

Krueger, Rob & Gibbs, David (red.) (2007). **The sustainable development paradox: urban political economy in the United States and Europe**. New York: Guilford Press

Examination

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.

Literature exercise (2,5 hp), project work (2,5 hp) and individual paper (2,5 hp)

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.