



## **Course Memo**

**AG2150**

**SUSTAINABLE PLANNING & DESIGN**

**2024**

Version 1.1

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# 1 ADMINISTRATIVE INFORMATION

## Responsible teacher / Course leader

- Henrik Ernstson, Professor, Department of Environmental Science (aka SEED), [ernstson@kth.se](mailto:ernstson@kth.se)

## Teaching team

- Henrik Ernstson (HE)\*, Department of Environmental Science (aka SEED)
- Greger Henriksson (GH)\*, SEED
- Fredrik Johansson (FJ), SEED
  
- Pernilla Hagbert (PH)\*, Urban Planning and Environment
- Emilia Smeds (ES)\*, Urban Planning and Environment
- Eskil Engström (EE), Urban Planning and Environment
  
- Daniel Koch (DK)\*, Architecture
- Jaime Montes Bentura (JMB)\*, Architecture
- Sara Brolund de Carvalho (SBC), Architecture
- Matilde Kautsky (MK), Architecture

*\* Core team with overall responsibilities.*

To contact any teacher, please search their names at KTH website.

## Student counsellor

Questions about registration and the programme, please write to our SUPD Programme Coordinators at [masterprogram@abe.kth.se](mailto:masterprogram@abe.kth.se).

## Examiner

- Henrik Ernstson, Professor Department of Environmental Science (aka SEED), [ernstson@kth.se](mailto:ernstson@kth.se)

## Teaching unit

- Department of Sustainable Development, Environmental Science and Engineering (SEED), at the School of Architecture and the Built Environment, KTH.
- Visiting address: Teknikringen 10B
- Web address: [www.seed.abe.kth.se](http://www.seed.abe.kth.se)

## Course location

- Most activities will be on campus in the designated course studio called “The Lounge”, located at the ground floor at Teknikringen 10B at KTH main campus.

## Course schedule

- The course schedule is published on Canvas as a PDF-document under Syllabus. Please do *\*not\** use Time Edit. The only valid course schedule is the PDF-version on Canvas. For all submission dates, refer to this schedule and the course Canvas page.

## **2 LEARNING OUTCOMES, CONTENT AND WORKLOAD**

### **Aim of course**

The aim of the course is to elaborate on different perspectives on sustainable urban development and provide tools to problematise, critically examine and propose how sustainability challenges can be addressed through planning and design.

### **Intended learning outcomes**

The Intended Learning Outcomes (ILOs) describe and define what you will need to know in order to pass the course. Your grade(s) is based on our assessment of your performance in relation to the ILOs, specified at the end of this document under “Grading criteria” and summarized here:

After completing the course, you should be able to:

1. Describe and compare scientifically or practically grounded ways of approaching and working with sustainability in planning and urban development.
2. Describe, critically discuss and constructively relate theoretical and practical ways of knowing sustainable urban planning, development and design, and elaborate on their different prerequisites, methodological base and limitations, as well as their key concepts.
3. Describe and examine existing urban environments and contemporary urban development, based on knowledge on social, economic, environmental and institutional factors that influence urban development.
4. Develop a strategy for, as well as a plan or design proposal of a specific urban area, which takes its point of departure in an understanding of local conditions and needs, and an in-depth problem analysis that highlights different sustainability perspectives from both local and global perspectives.
5. Evaluate plans, measures or design proposals based on a critical analysis of how they contribute to sustainable development locally and globally.
6. Reflect on how the design and function of a place, city or peri-urban area changes, and how that affects the living conditions and use of the city among different social groups, depending on class, gender, age, ethnicity, ability, or other relevant factors.
7. Reflect on how different strategies and measures relate to, affect and are influenced by economic, ecological, ethical and political conditions and challenges, as well as more-than-human perspectives.

## Contents

The teaching and learning activities are designed to support you in achieving the ILOs. The course comprises literature studies, lectures, seminars, exercises and workshops, peer-feedback, individual reflections and group project work. The course includes both formative assessment (non-graded feedback) and summative assessment (assessment for grading). You find more information about what is included in the summative assessment in the description of each of the four course parts (see Section 7), as well as in Section 9.

## Workload

The course runs fulltime, implying 40 hours of course work per week. Apart from lectures and other scheduled activities, the course demands substantial time for individual literature studies, reflection and group work.

## 3 COURSE REGISTRATION

You must register for the course. If you are not registered, you are not allowed to attend the course, and your grades will not be reported. Registration is possible only after you have applied and been admitted to the course. Program students who have not applied when the course starts must contact their student counsellor or program coordinator. This is your own responsibility and cannot be arranged by the course coordinator.

Please register on-line for the course at [www.kth.se](http://www.kth.se) through **My Pages -> Courses -> Registrations**. You will immediately see in your personal menu when you have registered successfully. If you encounter any problems when registering, please contact the education office at Teknikringen 74, or write the student councillor at [masterprogram@abe.kth.se](mailto:masterprogram@abe.kth.se).

## 4 KTH-ID, CANVAS AND ZOOM

### KTH-ID

To have access, once the course has started, you need a KTH.se Account. If you do not already have one, instructions are available at: <https://www.kth.se/en/student/it/kth-account/kth-account-1.1162941>

### Canvas

All course information, instructions for assignments etc. is published on the internal web called Canvas, <https://kth.instructure.com/>. There, all registered students (and teachers) can login with the KTH.se Account. In this course Canvas is used to:

- distribute all course material, including required readings;
- share information regarding schedule changes and other updates;
- publish assignments; and for students to
- submit their assignments.

## Handing in assignments on Canvas

Pay attention to the deadline for submission. After the set date and time, you will not be able to upload your assignment.

## Disabilities (Funka)

Students with documented, permanent disabilities can receive compensatory support in their studies at KTH. The group that coordinates supports is called Funka. You can read more here:

<https://www.kth.se/en/student/stod/studier/funktionsnedsattning/funka-1.953214>.

When the registration period for the exam has closed, it is too late to receive recommended support for the upcoming exam period. To get your support registered before the registration for the exam has closed, you need to have submitted a complete application and had your first meeting with a Funka coordinator.

To prepare for your specific needs during this course, it is important that you also contact the course responsible teacher before the course starts and provide information about your needs according to your meeting with the Funka coordinator.

## 5 COURSE PARTS

The four course parts runs partly in parallel, partly in sequence.

Courseweek/Week								
1	2	3	4	5	6	7	8	9
35	36	37	38	39	40	41	42	43
ÖVN1	ÖVN1							ÖVN1
ÖVN2	ÖVN2	ÖVN2						ÖVN2
		INL1	INL1	INL1	INL1			INL1
			PRO1	PRO1	PRO1	PRO1	PRO1	
<b>Credits</b>								
Part 1	2	ÖVN1	Excercise "Introduction to urban planning and design"					
Part 2	5	ÖVN2	Excercise "Approaches to sustainable development"					
Part 3	3	INL1	Individual assignment "Reflection on planning and design for sustainability"					
Part 4	5	PRO1	Project assignment "Sustainable urban development project"					
	15,0							

For a detailed block schedule, see below. For the detailed schedule, go to Canvas under Syllabus (never use TimeEdit for this course).

### Part 1 - Transdisciplinary urban planning and design (Exercise, ÖVN1)

In the first part of the course, you will be introduced to Stockholm, to one another, and to urban planning and design from a cross-disciplinary and interdisciplinary perspective. This will revolve around a series of workshops and seminars engaging with and integrating the themes of the lecture and seminar series from ÖVN2. Using

theoretical perspectives paired with practical exercises, ÖVN1 aims to create understanding of the complexity that characterizes contemporary and future urban development through an emphasis on learning-by-doing in cross-disciplinary groups and peer-to-peer feedback in the workshops, while lectures and seminars open towards different contexts, knowledge fields and sustainability challenges. ÖVN1 seeks to challenge mainstream and common imaginaries of what a “sustainable city” looks like.

*Responsible teacher: Daniel Koch*

*Activities: Course introduction; lectures; field trip; and workshops.*

*Summative examination: Participation in workshops + seminars*

*Course moment examined: ÖVN1, 2.0 credits*

*Grading: Pass/Fail*

*Learning outcomes examined in Part 1 (ILOs 2, 3, and 6):*

- *Describe, critically discuss and constructively relate to different fields of knowledge in sustainable planning and urban development and design, both theoretical and practical ways of knowing, their different prerequisites, methodological base and limitations, as well as key concepts.*
- *Describe and examine existing urban environments and contemporary urban development, based on knowledge on social, economic, environmental and institutional factors that influence urban development.*
- *Reflect on how the design and function of a place, city or peri-urban area changes, and how that affects the living conditions and use of the city among different social groups, depending on gender, age, ethnicity, socio-economic or other factors.*

## **Part 2: Approaches to sustainable development (Exercise, ÖVN2)**

This part will focus on how critical theory can help you to understand sustainable development and urbanisation as a contested processes with conflicting interests. The aim is to better understand how urbanization is an historically and geographically uneven process that draws on environmental resources from afar in the making of “the city” and how this leads to questions of local to global justice and environmental sustainability in a time of global warming. By introducing the key concepts of METABOLISM, JUSTICE, ECOLOGIES and WORLDING, we will draw in how neo-Marxist, feminist, postcolonial, and more-than-human perspectives have problematized cities, urbanization, and life more broadly. The package of lectures and seminars – alongside the workshops from ÖVN1 – provides an overview of contemporary critical urban debates, as well as building the ground for how these critical perspectives relate to urban practice. The module combines lectures, time for reading, with literature seminars to gain a critical lens to approach sustainable urban development. The part ends with a final panel discussion prepared by the students. The literature and lecture material will feed into the development of the project (PRO1) and the individual writing of the course essay (INL1).

*Responsible teacher: Henrik Ernstson*

*Activities: Lectures; literature seminars that are peer-led and with a teacher as seminar leader present*

*Summative examination: Participation in seminars*

*Course moment: ÖVN2, 3.0 credits*

*Grading: Pass/Fail*

*Learning outcomes examined in Part 2 (ILOs 1, 2, and 7):*

- *Describe and compare different ways of approaching and working with sustainability in planning and urban development.*
- *Describe, critically discuss and constructively relate to different fields of knowledge in sustainable planning and urban development and design, both theoretical and practical ways of knowing, their different prerequisites, methodological base and limitations, as well as key concepts.*
- *Reflect on how different strategies and measures relate to, affect and are influenced by economic, ecological, ethical and political conditions and challenges, as well as more-than-human perspectives.*

### **Part 3: Reflection on planning and design for sustainability (Individual assignment, INL1)**

Building on the other parts, you are in this module tasked to write and elaborate your individual reflection on planning and design for sustainable development, based on a knowledge-seeking process that takes its departure in the course content (ÖVN1, ÖVN2, and PRO1) as well as your own background. The individual reflection must be handed in (as a PDF-file) via Canvas on the date specified in the schedule. The format will be further specified in class but will contain both text and illustrations to also include design elements that are taught and practiced in other parts of the course. The reflective essay is developed at home and in class with collective exercises, support material on Canvas, peer-review, and voluntary tutoring throughout the writing and reflection process.

*Responsible teacher: Greger Henriksson*

*Activities: Literature studies; individual reflection; peer-feedback seminars and teacher feedback (mid seminar and final assignment)*

*Summative examination: Participation in mid seminar & hand-in of draft parts of essay; final hand-in individual reflection (format specified in class) partly of student's own choice)*

*Course moment: INL1, 5.0 credits*

*Grading: A-F*

*Learning outcomes examined in Part 3 (ILOs 1, 2, 6, and 7):*

- *Describe and compare different ways of approaching and working with sustainability in planning and urban development (ILO 1, C-E).*



- *Discuss critically the knowledge behind these ways of working with sustainability in planning and urban development (ILO 2)*
- *Apply and engage with theoretical perspectives taught in the course (ILO 2)*
- *Include economic, ethical, political, ecological, or more-than-human aspects (ILO 7)*
- *Reflect on living conditions and how different social groups are affected or might be affected by (ILO 6) and, if suitable for your topic, theorize around how changes in the design and function of a place, city or peri-urban area affects the living conditions and use of the city among different social groups, depending on class (socio-economic position), gender, age, ethnicity, or other factors.*

#### **Part 4 - Sustainable urban development project (Project assignment, PRO1)**

Sustainability is a pressing but complex issue for urban professionals. A main aim in this assignment is for you to collaborate in a group and explore a cross-disciplinary approach to address sustainability challenges in a particular urban area in Stockholm. You will gain insight of what planning and designing for a sustainable future means through a group process that you will shape yourselves. The assignment builds upon the critical perspectives and concepts you have worked with in the previous course parts (ÖVN1, ÖVN2) and applying these in your project. We want you to be reflective regarding how to operationalize the ideas brought forward in the literature, and what that might mean for sustainable urban development in practice. This is an opportunity for you to put the theories to the test!

*Responsible Teachers: Pernilla Hagbert, Emilia Smeds, Jaime Montes, Sara Brolund Carvallho, Matilde Kautsky*

*Activities: Lectures, exercise on cross-disciplinary group work, site visit(s), group project work, individual work, supervision, peer-review, and final group presentations*

*Summative examination: Participation in supervision sessions, hand-in of all sub-deliverables, hand-in of report, final group presentation*

*Course moment: PRO1, 5.0 credits*

*Grading: A-F*

*Learning outcomes examined in Part 4 (ILOs 3, 4, and 5):*

- *Describe and examine existing urban environments and contemporary urban development, based on knowledge on social, economic, environmental and institutional factors that influence urban development.*
- *Develop a strategy for, as well as a planning or design proposal of an area, which takes its point of departure in an understanding of local conditions and needs, and an in-depth problem analysis that highlights different sustainability perspectives in both a local and global perspective.*

- Evaluate plans, measures or design proposals based on a critical analysis of how they contribute to a sustainable development both locally and globally.

## Detailed block schedule

	Week			
	1 35	2 36	3 37	4 38
Monday	Course intro Guest Lecture "Annual Rings of Stockholm"	Individual study (reading) Seminar 1: METABOLISM	Individual study (reading) Seminar 3: ECOLOGIES	Intro PRO1 with study visit to Bredäng <b>Deadline: Hand-in Vision (PRO1)</b>
Tuesday	Lecture Design & Sustainability Introducing the 4 Packages + Lecture 1.1 on METABOLISM	<b>Package 2:</b> Lectures 2.1 & 2.2 on JUSTICE Workshop 2: JUSTICE	<b>Package 4:</b> Lectures 4.1 & 4.2 on WORLDING Individual study (reading for Seminar 4)	Lectures Group work: mapping
Wednesday	Stockholm field excursion	Individual study (reading) Seminar 2: JUSTICE	Individual study (reading) Seminar 4: WORLDING	Essay work (individual study)
Thursday	<b>Package 1:</b> Lectures 1.2 on METABOLISM Workshop 1: METABOLISM	<b>Package 3:</b> Lectures 3.1 & 3.2 on ECOLOGIES Workshop 3: ECOLOGIES	Introduction to individual reflective essay (INL1)	Essay work (individual study) Voluntary tutoring: Write-in-place on essay
Friday	Individual study (reading for Seminar 1 and 2)	Individual study (reading for Seminar 3 & 4)	Essay work (individual study)	Essay work (individual study) <b>Deadline: Hand-in Draft Essay (INL1)</b>

	5 39	6 40	7 41	8 42	9 43
Mapping <b>Supervision 1</b>		Essay work (individual study) Voluntary essay tutoring	<b>Deadline: Hand-in individual Intervention (PRO1)</b>	Revision <b>Supervision 3</b>	Preparation of final debate <b>Debate: What is to be done?</b>
Mapping <b>Hand-in Mapping (PRO1)</b>		Essay work (individual study)	Agenda development	Revision	Peer discussion of reflective essays - sharing and learning
Read and develop 2 peer-reviews of essays (individual study)		Essay work (individual study)	Agenda development <b>Supervision 2</b>	<b>Deadline: Hand-in Digital Presentation (PRO1)</b>	Catch-up workshops
<b>Peer-review feedback &amp; sharing lessons</b> Essay work (individual study)		Essay work (individual study) <b>Deadline: Hand-in Final Essay (INL1)</b>	Agenda development	<b>Project presentations</b> (collective sharing and learning)	Course discussion: providing feedback on the course
Essay work (individual study)		Individual work on interventions	Agenda development	Project work <b>Deadline: Hand-in Report (PRO1)</b>	Individual study

## 6 CO-OPERATION AND EQUAL CONTRIBUTION TO PROJECT WORK

Co-operating in projects is sometimes challenging. Group members may have different communication styles, levels of ambitions for the course, or different expectations on each other, which can create stress or even conflicts. One reason to work in projects is to experience group dynamics and learn how to resolve difficulties in a professional way.

In the course, you are asked to particularly consider your own disciplinary background and skills, and the nature of cross-disciplinary and interdisciplinary perspectives and processes in urban development. In addition, the course brings together a diverse group of students, with different national, cultural, and disciplinary backgrounds, and you are expected to build upon this diversity and learn from each other.

In the project assignment in Part 4 (PRO1), you are asked to work cross-disciplinary while still reflecting critically on the various disciplinary roles in urban development, something that you are also expected to reflect upon in the individual assignment in Part 3 (INL1). The project requirements and supervision sessions in PRO1 are designed in part to help you to plan your project in a way so that problems are avoided. In the beginning of Part 4, there will also be a mandatory exercise on the dynamics of cross-disciplinary group work. However, it is up to you in the group to plan your work and it is the responsibility of the whole group to make sure all aspects have been addressed, and that all the deliverables are handed in on time.

Please contact your supervisor at an early stage if you experience problems of co-operating in your group that you don't know how to resolve yourselves, so we can find a way to help early on in the course.

### **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.

## 7 EXAMINATION AND GRADING

The course gives a total of 15.0 credits.

For each of the course moments you get a partial grade. This is based on information outlined under sub-heading "Grading criteria" below, corresponding to different ILOs examined in different course parts.

- Part 1 - ÖVN1 (2.0 credits) P/F: Based on participation in workshops.
- Part 2 - ÖVN2 (3.0 credits) P/F: Based on participation in seminars.
- Part 3 - INL1 (5.0 credits) A-F: Based on the individual reflective essay.
- Part 4 - PRO1 (5.0 credits) A-F: Based on fulfilling the deliverables in the group project assignment.

## Assessment

Each part of the course has one main form of assessment, complemented by additional forms. To pass a course part, all of these forms of assessments must be completed.

Pass/Fail aspects are assessed to ensure that the given criteria are present. In these cases, a Pass corresponds to the “E” level of the criteria as described below. Pass/Fail aspects of a graded course part can be examined by active participation in seminars, discussions, workshop presentations, and supervisions and do not need to be demonstrated in deliverables.

Graded criteria must be demonstrated in a deliverable, or in an explicit examination session (presentation, peer-review, hand-in). ILOs examined in Pass/Fail course parts must be demonstrated in at least one deliverable or explicit examination session in that part of the course, such as workshop presentation or participation in seminar.

Hence, every ILO is part of at least one course deliverable or explicit examination moment, and part of the assessment in several contexts. For group works, all group members should be able to satisfactorily present all aspects of the workshop or project deliverable.

Pass/Fail parts of the course are used deliberately to foster an environment of exploration, experimentation and cross-disciplinary learning without pressure of following graded review beyond Pass/Fail. Graded parts of the course are used where there is time and opportunity to develop in-depth work, so that graded parts reflect deeper learning and critical, analytical and creative thinking.

## Final grade

The final grade for the course (A-F) is a combination of passing grades for ÖVN1 and ÖVN2, and an aggregate of the specific grades for PRO1 and INL1. Since PRO1 is a group project and graded based on the group’s joint results, and INL1 is the only A-F graded individual assignment, this is especially considered in the weighting of the partial grades into a final individual grade.

To pass the course you need to have passed all of the course moments. To pass all the course moments, besides specific requirements described for each part, you need to:

- Be present and actively participate all mandatory activities,
- Hand in all assignments in time. Late hand-ins could result in a grade deduction.

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

## Improving grades or complementing failed tasks

- For reason of time and fairness, the student has no possibility to improve her/his grade(s) in any of the tasks assigned during the course;
- Fx represents a failing grade which lies on the boundary between pass/fail, and can be complemented to reach the grade E. For those students who get Fx, an extra task will be assigned which should be handed in no later than 6 weeks after the extra task has been assigned to her/him.

- In case a student fails (F) any assignments in any of the course parts, the student will need to redo these parts the next time the course is given.
- If a student has had valid reasons for missing one or more of the tasks, and thus risks failing (F) a part of the course, it can be possible to find a way to undertake the part(s) as an extra task(s). Valid reasons can for instance be illness (with medical certificate), illness in the family, or funeral. Contact the course responsible teachers and examiner to discuss this. Note that going on holiday is **not** a valid reason.
- Rules for increasing or “upping” grades, and for appealing received grades follows KTH’s guidelines of student rights, which can be found here: <https://www.kth.se/en/student/studier/kurs/omprovning-av-betyg-1.1170668>
- For other information about your rights and responsibilities, see here: <https://www.kth.se/en/student/studier/rattigheter-och-skyldigheter/rattigheter-och-skyldigheter-1.1148520>

## Plagiarism

KTH takes plagiarism and other forms of cheating very seriously. In the web platform Canvas, all assignments are automatically controlled for plagiarism. Deliberate plagiarism leads to disciplinary measures from KTH. However, its best to inform yourself on how to avoid plagiarism. The following is an informative quote from a booklet used at KTH called “Guiding students away from plagiarism” (page 5, our emphasis):

Plagiarism is defined as submitting someone else’s work as your own. A student’s work can be declared to be plagiarism if it shows unacknowledged use of other people’s ideas and materials. Plagiarised student work makes it seem as though the ideas or materials are the student’s own rather than making it clear where in the material the student has included work from others. The same is true if students include others’ words and do not show that they are quoted. There are well-developed methods for demonstrating that work is derived from others’ work or others’ words. Acknowledgments may include referencing and citation systems, explicit descriptions of how the work was developed, and academic writing styles which give explicit signals of where ideas, words, images, figures and other such materials are used in the student’s own work.

It is useful to go through this booklet. Read it here:

<https://www.mech.kth.se/~ardeshir/courses/literature/Palgiarism.pdf>. For more information, see here: <https://www.kth.se/en/student/stod/studier/fusk-1.997287>.

## Grading criteria

ILO	E	D	C	B	A	ÖVN1	PRO1	ÖVN2	INL1
						P1 Ö1	P4 P1	P2 Ö2	P3 I1
1) Describe and compare different ways of approaching and working with sustainability in planning and urban development.	The description includes analytic descriptions of approaches to sustainability work. The descriptions link approaches to their role in urban and regional planning and development, and compares them in a way that shows comparative strengths and weaknesses.	The description includes analytic descriptions of approaches to sustainability work. They link approaches to their role in urban and regional planning and development, and compares them in a way that shows comparative strengths and weaknesses. <b>The descriptions include input on for what type of challenge or situation they are respectively better suited.</b>	The description includes analytic descriptions of approaches to sustainability work. They link approaches to their role in urban and regional planning and development, and compares them in a way that shows comparative strengths and weaknesses. The descriptions include input on for what type of challenge or situation they are respectively better suited, <b>and reflect on embedded notions of design, planning and sustainability priorities.</b>	-	-			X	X
2) Describe, critically discuss and constructively relate to different fields of knowledge in sustainable planning and urban development and design, both theoretical and practical ways of knowing, their different prerequisites, methodological base and limitations, as well as key concepts.	The descriptions and discussions engage with at least two identifiable fields of sustainable urban design, planning and development. The discussion makes comparisons between fields and introduces reflections on strengths of weaknesses of each discussed field.	The descriptions and discussions are <b>analytic and critical</b> , engaging with at least two identifiable fields of sustainable urban design, planning and development. The discussion makes comparisons between fields and <b>introduces basic critical and constructive reflections through a comparison of</b> strengths and weaknesses of each discussed field.	The descriptions and discussions are analytic and critical, engaging with at least two identifiable fields of sustainable urban design, planning and development. The discussion makes comparisons between fields and <b>provides critical and constructive reflections through a comparison of</b> strengths and weaknesses of each discussed field.	The descriptions and discussions are analytic and critical, engaging with <b>more than two</b> identifiable fields of sustainable urban design, planning and development. The discussion makes comparisons between the fields and provides critical and constructive reflections through a comparison of strengths and weaknesses of each field.	The descriptions and discussions are analytic and critical, engaging with more than two identifiable fields of sustainable urban design, planning and development, <b>contextualizing these in a wider knowledge context.</b> The discussion makes comparisons between the fields and provides critical and constructive reflections through a comparison of strengths and weaknesses of each field, <b>generating further depth to the understanding of each field.</b>	X		X	X

<p>3) Describe and examine existing urban environments and contemporary urban development, based on knowledge on social, economic, environmental and institutional factors that influence urban development.</p>	<p>The descriptions provide overview as well as relevant selected details of the reviewed environments and developments. The environments are analytically and critically reviewed in relation to relevant factors, including basic observations on how these factors are likely to be influenced by, and how they influence, the environment in question.</p>	<p>The descriptions provide overview as well as relevant <b>well-selected</b> details of the reviewed environments and developments. The environments are analytically and critically reviewed in relation to relevant factors, including observations on how these factors are likely to be influenced by, and how they influence, the environment in question. <b>The choice of factors and/or environment is clearly explained and anchored in sustainability conditions.</b></p>	<p>The descriptions provide overview as well as <b>carefully selected</b> relevant details of the reviewed environments and developments. The environments are analytically and critically reviewed in relation to relevant factors, including observations on how these factors are likely to be influenced by, and how they influence, the environment in question. The choice of factors and/or environment are clearly explained and anchored in local and global sustainability conditions, <b>and the discussion generates synergy insights.</b></p>	<p>–</p>	<p>–</p>	<p>X</p>	<p>X</p>		
<p>4) Develop a strategy for, as well as a development proposal of an area, which takes its point of departure in an understanding of local conditions and needs, and an in-depth problem analysis that highlights different sustainability perspectives in both a local and global perspective.</p>	<p>The strategy and proposal are related to local preconditions. They address at least one local and one global problem. The project makes use of the analysis and strategy to link global and local sustainability challenges.</p>	<p>The strategy and proposal are <b>interlinked</b>, as well as related to local preconditions. They address <b>multiple</b> problems found in the analysis <b>of both local and global character</b>. The project makes use of the analysis and strategy to link global and local sustainability challenges.</p>	<p>The strategy and proposal are <b>coherently developed and clearly inform one another</b>. They build on <b>thorough analysis</b> of sustainability aspects of the global and local perspectives, and make <b>clear proposals</b> of how these can be addressed in the local context. <b>The local conditions as well as the proposal are treated in relation to both global and local sustainability aspects as identified in the analysis, and further develops how these are or can be interrelated.</b></p>	<p>The strategy and proposal are coherently developed and clearly inform one another, <b>indicating synergies</b>. They build on thorough analysis of sustainability aspects global and local perspectives as <b>interlinked</b> and make clear proposals of how these can be addressed in relation to <b>specific local conditions</b> and context. The local conditions as well as the proposal are treated in relation to both global and local sustainability aspects as identified in the analysis, and further develops how these are or can be interrelated.</p>	<p>The strategy and proposal are coherently developed <b>in synergy and follows from one another</b>. They build on thorough and <b>critically informed</b> analysis of sustainability aspects of the global and local perspectives as interlinked and make clear proposals of how these can be addressed in relation to specific local conditions and context. The local conditions are <b>addressed not only internally, but critically challenged from a variety of sustainability perspectives, informing a well-developed proposal.</b></p>		<p>X</p>		

<p>5) Evaluate plans, measures or design proposals based on a critical analysis of how they contribute to a sustainable development both locally and globally.</p>	<p>The evaluations provide overview as well as relevant selected details of the reviewed plans, measures or design proposals. The evaluation analytically and critically reviews their relation to local and global sustainable development, including basic observations on how these perspectives would be influenced by, and how they influence, the project in question.</p>	<p>The evaluations provide overview as well as relevant selected details of the reviewed plans, measures or design proposals. The evaluation analytically and critically reviews their relation to local and global sustainable development, including observations on how these perspectives would be influenced by, and how they influence, the project in question. <b>The evaluation introduces discussions of conflicts of interest, and conflicts between local and global sustainability challenges. The evaluation introduces a discussion on potential improvements.</b></p>	<p>The evaluations provide overview as well as relevant selected details of the reviewed plans, measures or design proposals. They analytically and critically review relations to local and global sustainable development, including observations on how these perspectives would be influenced by, and how they influence, the project in question. The evaluation <b>includes</b> considerations of conflicts of interest, and conflicts between local and global sustainability challenges. The evaluation <b>discusses where and how the plans, measures or design proposals has as most sustainability impact. The evaluation contains critical discussions of potential improvements.</b></p>	<p>-</p>	<p>-</p>		X		
<p>6) Reflect on how the design and function of a place, city or peri-urban area changes, and how that affects the living conditions and use of the city among different social groups, depending on gender, age, ethnicity, socio-economic or other factors.</p>	<p>The reflection includes an overall description of the design and function of the investigated place, and of details that influence the city and living conditions. The description includes how at least two groups in society are affected differently.</p>	<p>The reflection includes an overall description of the design and function of the investigated place, and of details that influence the city and living conditions. The description includes how at least two groups in society are affected differently. <b>The choice of details addressed is explained in relation to the groups discussed and introduces the different prerequisites of the groups.</b></p>	<p>The reflection includes an overall description of the design and function of the investigated place, and of <b>clearly selected</b> details that influence the city and living conditions. The description includes how at least two groups in society are affected differently. <b>It is explained how the discussed differences are seen as relevant</b> considering the different prerequisites of the groups.</p>	<p>The reflection includes an overall description of the design and function of the investigated place, and of clearly selected details that influence the city and living conditions. The description includes how at least two groups in society are affected differently, <b>and a critical reflection on the basis for why they are differently affected.</b> It is explained how the discussed differences are seen as relevant considering the</p>	<p>The reflection includes an overall description of the design and function of the investigated place, and of <b>carefully</b> and clearly selected details that influence the city and living conditions. <b>The description includes a norm-critical perspective on notions of groups in society, where why and how groups could be affected differently is discussed as well as what kind of group differentiation is relevant</b></p>	X			X



				different prerequisites of the groups, <b>and the way the groups are constructed is critically reflected upon.</b>	<b>for the place in question. There is a societal as well as individual perspective in the reflection.</b>				
7) <i>Reflect on how different strategies and measures relate to, affect and are influenced by economic, ecological, ethical and political conditions and challenges, as well as more-than-human perspectives.</i>	The reflection includes a discussion on strategies, where this discussion is based on how they relate in different ways to at least two of the given perspectives. The reflection acknowledges that the perspectives may both synergize with and contradict one-another.	The reflection includes a discussion on strategies, where this discussion is based on how they relate in different ways to at least two of the given perspectives. The reflection <b>introduces a discussion of how</b> the perspectives may both synergize with and contradict one-another	The reflection includes a <b>critical</b> discussion on strategies <b>with a clear motivation of choice.</b> The discussion is based on how they relate in different ways to a selection of the given perspectives. The reflection introduces a discussion of how the perspectives may both synergize with and contradict one-another. <b>The discussion reflects on a wider context.</b>	The reflection includes a critical discussion on strategies with a clear motivation of <b>and precision</b> in choice. The discussion is based on how they relate in different ways to given perspectives, <b>and critically reflects on how such perspectives influence strategies.</b> The reflection discusses how the perspectives may both synergize with and contradict one-another. The discussion reflects on a wider context.	The reflection includes a critical discussion on strategies with <b>high precision in what aspects are chosen for reflection. In addition to addressing how strategies or measures relate to, influence or are influenced by preconditions and challenges, the reflection addresses how such challenges are interlinked or oppose one another. Additional influences, preconditions, and challenges are discussed as they emerge from such interrelations.</b>			X	X

## 8 LITERATURE

All recommended and required reading will be available in Canvas.

Readings are divided in three categories:

**“Required reading”** is **mandatory literature to read** to prepare for and participate in literature seminars and leading group discussions.

**“Recommended reading”** implies that having read the literature prior to lectures will maximize the learning and prepare you for engaging in discussions and panel debates.

**“Extended reading”** is literature that some lecturers might add to Canvas and should be viewed as wider reference literature. It could be literature mentioned from students, or in discussions and seminars and that is related to the course and your future studies.

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