

THE EUROPEAN URBAN EXPERIENCE: WHY CITIES MATTER

Spring 2017 – Core Course

Copenhagen

3 credits

Disciplines: Sociology, Urban Design, Urban Studies

Lecturer: Regitze Marianne Hess

Program Director: Neringa B. Vendelbo

Program Assistant: Alex Berlin

Mondays and Thursdays: 8:30 – 9:50 am

Classroom: F24-206

*“The Goal of the City is to make Man happy and safe.”
(Aristotle)*

Course Description

Cities are both creative and destructive friction machines, full of contradictory tensions, goals, and visions about what constitutes the good life. This course is an introduction to the driving forces of this friction within a European context, including social, economic, environmental, technical, cultural, historical, and spatial influences. The main goal of the course is to provide a connection between theory and practice, between thinking and making. The texts we will read provide our theoretical framework. The sites we will visit, mainly from Copenhagen, Hamburg, Vienna and Budapest, will be our case studies which will help understanding how these concepts apply in practice.

Instructor Biography

Regitze Marianne Hess: Architect MAA, Royal Danish Academy of Fine Arts, School of Architecture, Copenhagen (1993). B.Eng. – Civil, McGill University, Montreal (1985). Currently Special Advisor with International Federation for Housing and Planning [IFHP], working with IFHP in various capacities since 2005. A long range of experience advocating for better cities and built environments through the world of philanthropy, non-profits, academia & private practice; as conference organizer; curator; publisher, editor & writer; teacher and critic. Positions of trust include Gehl Institute Board Member. With DIS since 2002.

Learning Objectives

This course aims to offer an understanding of:

- field and paradigms of European urban planning
- main drivers of historical and contemporary European urban development
- the role of culture, infrastructure, urban governance and the built environment in shaping a city
- the complex relationship between the various scales of the urban experience
- the relationship between theory and practice in urban development through the application of critical thinking

Approach to teaching

The class meets 18 times during the semester. Lectures, assigned readings and student presentations will act as background for class discussion. This course relies heavily on readings in order to gain a deeper understanding of varying case studies addressed during the semester. Assigned texts are to be read in advance of the class. Reading will go beyond finding information, or identifying main ideas. The purpose with the readings is to dig deep to identify meaning, relationships between ideas, their impact on the urban world. This involves analysis, synthesis and creativity. You are encouraged to draw on and share own experiences of cities and urban issues. In short, critical reading requires intense questioning. Copenhagen will serve as a living classroom and will be discussed in juxtaposition with various European cities. Cities are a collective effort. And the class will also include group work in the analysis and understanding of the European urban experience.

Readings & References

Below is a listing of some the most significant readings the class will be referencing. The assigned readings and references will also be posted on Canvas.

Primary reference:

- Mumford, L. (1989). *The City in History: Its Origins, Its Transformations, and Its Prospects*. New York: Houghton Mifflin Harcourt.

Key references:

- Alexander, C. (2013) *A city is Not a Tree*, The Urban Design Reader (pp.152-166). Routledge
- Danish Ministry of the Environment (2007). *Spatial planning in Denmark*
http://naturstyrelsen.dk/media/nst/Attachments/Planning_260907_NY6.pdf
- <https://www.youtube.com/watch?v=VJbfQj0sNlg>
- Flyvbjerg, B. (2012). *Bringing Power to Planning Research: One Researcher's Praxis Story*. In Fainstein, S. and Campbell, S. (eds.). *Readings in Planning Theory* (pp. 241-267). Oxford: Wiley & Sons
- Eisenhardt, K. *Building Theories from Case Study Research*
- Blau, Eva, *The Architecture of Red Vienna 1919-1934*, MIT Press
- City of Vienna (2014) *Step 2025-Urban Development Plan Vienna*. Vienna: City of Vienna.
- City of Budapest (2014) *Transport Development Strategy 2014-2030*. Budapest: City of Budapest
- Morelli, John (2011) *Environmental Sustainability: A Definition for Environmental Professionals*, *Journal of Environmental Sustainability*: Vol. 1: Iss. 1, Article 2.
- Sutton, Philip (2004) *A Perspective on environmental sustainability?*, A paper for the Victorian Commissioner for Environmental Sustainability
- Naess, P. (2003). *Urban Structures and Travel Behaviour. Experiences from Empirical Research in Norway and Denmark*. *EJTIR*, 3, 2(2003), 155-178.
- Harvey, D. (2008). *The Right to the City*. *New Left Review*. II (53): 23–40.
- Campbell, S. (1996). *Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development*. *Journal of the American Planning Association*, 62(3), 296-312.
- UN 2030 Sustainable Development Goals
- Hunt, A., & Watkiss, P. (2011). *Climate change impacts and adaptation in cities: a review of the literature*. *Climatic Change*, 104(1), 13-49.
- Habitat III New Urban Agenda, & Quito Papers
- Global Utmaning, *Nordic Urban Ways: Local Leadership, Governance and Management for Sustainable Development*, October 2016.

Expectations of the students

The course is not a traditional lecture class. It relies heavily on class discussion, informed by an in-depth, critical reading of the assigned texts. You are expected to engage and participate actively in class discussions. Students are expected to come to class prepared with questions with points of departure in the readings or references. **You are expected to prepare critical reading notes - one A4 format (300 words).** Readings are to be analyzed and critiqued. Overall grades will be depending on an engaged, informed, and highly active participation in class discussion.

Field Studies

Field studies form an integral part of the course to support our understanding of how development is conducted in a practical urban setting. While in Copenhagen, we will be going on a half-day field study around the city:

Wednesday, 15th March, 8.30-12.30 Exploring Malmö Western Harbour

Wednesday 3rd May, 1:00 – 5:00 pm Exploring Copenhagen's Harbour

Study Tours

The study tours provide a fantastic opportunity to explore how cities become focal points for the competing visions of what makes a good life and what kind of friction points arise from these competing visions and goals. Hamburg, Vienna, and Budapest serve as case studies and living laboratories, enabling us to reflect the complex interaction between past, present, and future as well as contradictory goals of social integration, economic development, cultural preservation, and environmental sustainability.

Core course week and study tours

Core course week and long study tours are an integral part of the core course as we take the classroom on the road and see how theory presented in the classroom is translated to practice in the field. You will travel with your classmates and DIS faculty/staff on two study tours; a short study tour to Hamburg during Core Course Week and a long study tour to Vienna and Budapest.

Expectations for study tours:

- Participate in all activities
- Engage in discussions, ask questions, and contribute to achieving the learning objectives
- Respect the destination, the speakers, DIS staff, and your fellow classmates
- Represent yourself, your home university and DIS in a positive light

While on a program study tour DIS will provide hostel/hotel accommodation, transportation to/from the destination(s), approx. 2 meals per day and entrances, guides, and visits relevant to your area of study or the destination. You will receive a more detailed itinerary prior to departure.

The dates for core course week, including short study tour, and your long study tour are below for your reference.

Core Course Week in Hamburg and Copenhagen: 6th – 10th Feb. 2017

Long Study tour to Vienna and Budapest: 18th – 23rd March 2017

Travel policies: You are required to travel with your group to the destination. If you have to deviate from the group travel plans, you need approval from the program director and the study tours office.

6th – 10th Feb. 2017 Short study tour during CCW

The short study tour is to the city state of Hamburg, the metropolitan hub of Northern Germany. Hamburg has a rich history as a center of trade and commerce. Hamburg is a vibrant city with dynamic urban life radiating throughout Northern Europe, including Denmark. Today, Hamburg is Germany's second-largest city and one of Europe's most important ports. Its industrial potential notwithstanding, it was voted the European Green Capital in 2011.

18th – 23rd March 2017 Long Study Tour

The long study tour is to Vienna and Budapest. Exploring these cities opens up the exciting and complex past and present of Central European urbanity. Metropolises in their own right, they both became crystallization points for the clash of imperial and ethnic-national identities, and served as the platform for defining the urban modernity of the 20th century, be it in architecture, art, literature, music, psychology, or politics. Furthermore, these cities also allow us to reflect on the differences between the Western and Eastern urban experience in European history and in present time.

Assignments**Documentation of field study learning points**

This consists of **one A4 format document (300 words) for each course field study**. The one pagers are to incorporate urban development learning points from the site visits, specifying urban challenges and solutions experienced in the field, referencing pertinent course readings. Documentation is to include illustrations in the form of photos, images or sketches. Images and literature to be referenced in the APA system.

Documentation of study tours learning points

Consists of **two A4 format (600 words) for each of the two study tours**. Papers are to incorporate relevant to incorporate urban development learning points from the site visits, specifying urban challenges and solutions experienced in the field, referencing pertinent course readings. Documentation is to include illustrations in the form of photos, images or sketches. Images and literature to be referenced in the APA system.

Final Project

The final paper commences as group work. Each group of students will produce an original urban strategy that reflects the theme of the course from one of a range of disciplines: spatial planning, history, urban studies, sociology, or cultural studies. There will be three phases for fulfilling this assignment:

1. Case study - 10%

In teams of 3-5 students, groups are to find an area in Copenhagen of interest and in need of further development. The group is to map the area through photos, maps, sketches, etc. Each group will be asked to write their motivation - 300 to 600 words. You will then give a 5-minute oral presentation to the class presenting your case. The presentation should be based on a very concise PowerPoint slide show, with max. 5 slides in order to give time for peer review.

2. Problem formulation - 10%

The teams will continue previous work and develop a problem formulation for their final project, that will build upon the case study, incorporate relevant scientific literature, propose a guiding research question,

and briefly outline what the strategy proposal will address. Each group will be asked to write a description of their planning issue - 300 to 600 words. A seminar will be held where the students will present their problem formulation and get feedback from the other groups and instructor.

3. Final project - 20%

Previous work forms the foundation of your final project - creating an urban strategy for the previously selected and analyzed area in Copenhagen. The urban strategy proposed is expected to be 2000-3000 words in length, and have a well-defined focus on one key problem. The project needs to include images, either photos, maps or sketches, that highlight both critical analysis and proposal.

Submission deadline for the final project is 11th May 2017.

Evaluation & Grading:

- Participation - individual participation, preparation of questions, in-class presentations 20%
- Documentation of field study learning points 20%
- Documentation of study tours learning points 20%
- Final Project 40%

All assignments must be handed in on the due date electronically (i.e. CANVAS). Referencing of readings is required. All images and literature must be correctly referenced in the APA style. For a passing grade all of the assigned work must be completed. Deadlines are to be respected. Late hand-in will have consequences.

Attendance Policies

You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Teaching and Learning, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note. Arriving late to class is unacceptable and will affect your participation grade.

Academic Honesty

Plagiarism and Violating the Rules of an Assignment DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Disability and resource statement

Any student who has a need for accommodation based on the impact of a disability should contact the **Office of Academic Support (acadsupp@dis.dk)** to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Electronic Devices in the Classroom

Use of laptops and mobile devices is allowed for the purpose of note-taking ONLY and requires prior consultation with us. Students should refrain from all other computer activities, as they prove distracting to themselves and fellow students. Mobile phones and other electronic devices should of course be turned off

and stored away. Using the laptop for other purposes than note-taking will have a negative impact on your grade.

Date	Day	Session	Class topic + Reading
18 th Jan 12:00 noon	W	V10-D14	<p>PROGRAM ORIENTATION + Core Course INTRO to the European Urban Experience Content: Why cities matter. What is meant the Anthropocene, homo urbanus and the urban age.</p> <p>Learning Approach: Approach to studying the city; learning experience; assignments & deliveries; goals and expectations.</p>
19 th Jan.	TH	In class	<p>What is a city? How and when did cities begin? What is a city and how does it take shape? We begin our journey by exploring different concepts of the city.</p> <p>Reading: Alexander, C. <i>A City is Not a Tree</i>, The Urban Design Reader</p>
23 rd Jan.	M	In class	<p>The City Evolves Part 1. From Ancient Greek to Roman City The development of cities starts with ancient Greek cities, from crude organic proto-villages to the structured symmetry of the Acropolis and continues with the urban development within the Roman Empire, including the regimentation and standardization of urban structure, the role of infrastructure in conditioning the city, and the social, political, and environmental consequences of rampant over-development.</p> <p>Reading: Mumford, L. <i>The City in History: Its Origins, Its Transformations, and Its Prospects</i>.</p> <ul style="list-style-type: none"> - Chapter Six: <i>Citizen Versus Ideal City</i> - Chapter Eight: <i>Megalopolis into Necropolis</i>
26 th Jan.	TH	In class	<p>The City Evolves Part 2. From Medieval to Baroque City This session will trace the transformation in the purpose and structure of European city after the fall of the Western Roman Empire and the rise of Christianity. From the warring city-states in the South to the Hanseatic League in the North, medieval cities continued to serve as bastions of free thinking, free commerce, and free movement.</p> <p>Reading: Mumford, L. <i>The City in History: Its Origins, Its Transformations, and Its Prospects</i>.</p> <ul style="list-style-type: none"> - Chapter Nine: <i>Cloister and Community</i> - Chapter Thirteen: <i>Court, Parade, and Capital</i>

Date	Day	Session	Class topic + Reading
30 th Jan.	M	In class	<p>The City Evolves Part 3. From Industrial City to Suburbia The Industrial Revolution radically transformed the shape, smell, texture, and feeling of urban life. As industrial age cities expanded to accommodate the massive migration from rural to urban settings, there were also clear counter-movements away from the noise, pollution, and overcrowded conditions of the inner city to the suburban fringes. New forms of public transport, including the inter-city railroad and underground metros, allowed people with means to move back and forth with ease.</p> <p>Reading: Mumford, L. <i>The City in History: Its Origins, Its Transformations, and Its Prospects</i>.</p> <ul style="list-style-type: none"> - Chapter Fifteen: <i>Paleotechnic Paradise-Coketown</i> - Chapter Sixteen: <i>Suburbia- and Beyond</i> -
2 nd Feb.	TH	In class	<p>Introduction to CCW: Core Course Week The core course week will take the class out into the cities of Hamburg and Copenhagen to learn, observe and collection input for subsequent cases studies.</p> <p>Assignment: Documentation of Study Tours I Students to work in groups, researching and preparing three different themes to be studied during CCW Study Tour and elaborated during the course of the semester.</p> <p>Reading/viewing: Danish Ministry of the Environment (2007). <i>Spatial planning in Denmark</i> http://naturstyrelsen.dk/media/nst/Attachments/Planning_2609_07_NY6.pdf https://www.youtube.com/watch?v=VJbfQj0sNlg</p>
6 th – 11 Feb.			CORE COURSE WEEK / SHORT STUDY TOURS
	6 th – 8th Feb.		Hamburg <i>(see study tour booklet for complete schedule)</i> -
	9 th – 10 th Feb.		Copenhagen <i>(see study tour booklet for complete schedule)</i> -

Date	Day	Session	Class topic + Reading
13 th Feb.	M	out & about	Experiencing the European City – ON YOUR OWN Recommendation: The Round Tower
16 th Feb.	TH	In class	Experiencing Cities & Urban Perspectives In class exchange of insight and experiences from study tour to Hamburg and visits in Copenhagen. Reflections on the experience and observations of cities: from an aerial perspective and/or from the ground at street level, racing through at high speeds and/or at natural walking pace, in theory or in practice, from an ivory tower and or street knowledge. Assignment: Document study tour learning points
20 th Feb.	M	In class	Intro Final Project Research Seminar #1: The Case Study <i>What is a case study? How to write an urban strategy?</i> Introduction to the essential aspects of and tools for researching, preparing & writing the final project. Reading: Eisenhardt, K. <i>Building Theories from Case Study Research</i>
23 rd Feb.	TH	In class	Final Project Part I - Presentations of Case Study Selection Students to give 5-minute oral presentations to class presenting motivation for case study. To be presented as concise PowerPoint, with max. 5 slides allowing time for peer review.
25 th Feb. – 5 th March	-	-	LONG TRAVEL BREAK
6 th March	M	out & about	Experiencing the European City – ON YOUR OWN
9 th March	TH	In class	Final Project Part II Research Seminar #2: Formulation, Comparison & Analysis Building upon the earlier presentations of selected case study city, this seminar is a session for discussion of problem formulation and proposed research design underpinning and guiding the final project.
13 th March.	M	In class	Comparing Cities: Danish x Dutch There is a long history of knowledge and exchange between the Danish and Dutch also influencing the built environment and urban development. A case in point in comparative analysis References: To Be Identified

Date	Day	Session	Class topic + Reading
15 th March 8:30 am – 12:30 pm	W	field study PASSPORT	<p>Comparing Cities: Copenhagen x Malmö Western Harbour, Malmø, Sweden Case in point in the urban transformation from industrial harbor to showcase for sustainable urban development</p> <p>Assignment: Documentation of Field Study</p> <p>References: <i>To Be Identified</i></p>
16 th March.	TH	In class	<p>Comparing Cities: Copenhagen x Vienna & Budapest Study Tour Prep: Introduction to urban issues in both Vienna & Budapest seen through the lens of housing, planning, infrastructure and urban development programmes and policies.</p> <p>Assignment: Documentation of Study Tours II Students to work in groups, researching and preparing three different themes to be studied during the Study Tour and elaborated during the course of the semester.</p> <p>References: -Blau, Eva, <i>The Architecture of Red Vienna 1919-1934</i>, MIT Press - City of Vienna (2014) <i>Step 2025-Urban Development Plan Vienna</i>. Vienna: City of Vienna. - City of Budapest (2014) <i>Transport Development Strategy 2014-2030</i>. Budapest: City of Budapest</p>
			LONG STUDY TOUR 2
18 th – 23 rd March	18 th – 20 th March		<p>Vienna <i>(see study tour booklet for complete schedule)</i></p>
	21 st – 23 rd March		<p>Budapest <i>(see study tour booklet for complete schedule)</i></p>
27 th March	M	In class	<p>Urban Age: Space, Place, Density & Demographics Part 1: Megacities, Mega Problems: Land Issues In post-1989 European urban development, there has been an increasing trend away from state intervention in planning toward more market-driven urban development patterns leading to larger and larger urban agglomerations such the Randstad, Paris, London, and Madrid. This trend has been accompanied by a corresponding shrinkage in rural and peri-urban areas all over Europe.</p>

Date	Day	Session	Class topic + Reading
			<p>Reading: Mumford, L. <i>The City in History: Its Origins, Its Transformations, and Its Prospects</i>. - Chapter Seventeen: <i>The Myth of the Megalopolis</i></p>
30 th March	TH	out & about	<p>Experiencing the European City - ON YOUR OWN Recommendation: DAC "Wasteland" Exhibition</p>
3 rd April	M	In class	<p>Urban Age: Environmental Impacts Part 2: Megacities, Megaproblems: Sustainability</p> <p>Ecological sustainability has been a priority goal of all urban development strategy within the past years. Even though the necessary steps to gradually reduce cities' impact over the environment are well formulated, when implementing them there is still much rhetoric.</p> <p>References: - Morelli, John (2011) <i>Environmental Sustainability: A Definition for Environmental Professionals</i>, Journal of Environmental Sustainability: Vol. 1: Iss. 1, Article 2. - Sutton, Philip (2004) <i>A Perspective on environmental sustainability?</i>, A paper for the Victorian Commissioner for Environmental Sustainability</p>
6 th April	TH	In class	<p>Urban Age: Connectivity is Key Part 3: Megacities, Mega Problems: Infrastructure</p> <p>The increasing trend in planning toward more market-driven urban development patterns leading to larger and larger urban agglomerations has been accompanied by a corresponding shrinkage in rural and peri-urban areas all over Europe. This has directly reflected into an increased traffic behavior that brought along issues such as overuse of cars, congestion, pollution, or expensive and inefficient public transportation.</p> <p>Reference: Naess, P. (2003). <i>Urban Structures and Travel Behaviour. Experiences from Empirical Research in Norway and Denmark</i>. EJTIR</p>

Date	Day	Session	Class topic + Reading
10 th April	M	In class	<p>Urban Age: Economics & Social Equity Part 4: Megacities, Mega Problems: Equity In the wake of so many grand planning failures in the post-war period, there was a renewed push for citizen-driven planning emphasizing social and environmental concerns over pure economic ones.</p> <p>Reading: -Harvey, D. (2008). <i>The Right to the City. New Left Review. II (53): 23–40.</i> - Campbell, S. (1996). <i>Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development. Journal of the American Planning Association, 62(3), 296-312.</i></p>
12 th – 17 th April	-		TRAVEL BREAK
20 th April	TH	In class	<p>Sustainable Development & Role of Cities: UN 2030 SDG’s, Climate Agenda & New Urban Agenda The UN has set our 17 sustainable development goals for 2030. Cities are at the crux of tackling climate change. COP, Habitat III & New Urban Agenda are setting the bar for urban solutions. It all comes down to implement.</p> <p>References:</p> <ul style="list-style-type: none"> - UN 2030 Sustainable Development Goals - Hunt, A., & Watkiss, P. (2011). <i>Climate change impacts and adaptation in cities: a review of the literature.</i> Climatic Change, 104(1), 13-49. - Habitat III New Urban Agenda, & Quito Papers
24 th April	M	In class	<p>Catalytic Cities: Urban Governance & New Nordic Ways Crucial to the survival and success of cities is their urban leadership and governance.</p> <p>Reference: Global Utmaning, <i>Nordic Urban Ways: Local Leadership, Governance and Management for Sustainable Development</i>, October 2016.</p>
27 th April	TH	In class	<p>Nordic Built Cities: Ramping Up Resiliency A look at how Nordic cities are upping their game and making urban resilience and climate adaption top priority in current urban development projects.</p> <p>Reference: To Be Identified</p>

Date	Day	Session	Class topic + Reading
1 st May	M	out & about	Experiencing the European City – ON YOUR OWN Recommendation: Amagar Strand Park
3 rd May 1:00 – 5:00 pm	W	field study	Exploring Copenhagen’s Harbour - WALK’n’TALK Wrap-Up & Evaluate the European Urban Experience & Final Questions with a long walk stretching our legs and clearing our minds before the last rush with the final projects.
4 th May	TH	out & about	Experiencing the European City – ON YOUR OWN
11 th May	M		Final Project DEADLINE Due Midnight: upload PDF to Canvas