



**KTH Architecture and
the Built Environment**

Course Memo

AG2805

SUSTAINABLE PLANNING & DESIGN

2017

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1 ADMINISTRATIVE INFORMATION

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2 LEARNING OUTCOMES, CONTENT AND WORKLOAD

Aim of course

The aim of this course is to introduce you to ways of exploring and understanding urban sustainable development in the context of planning and design, and as well as to how planning and design practice can be improved. In the course you will meet students from different backgrounds (e.g. architects, engineers and planners) and try out collaborating across disciplines.

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 through the grading criteria (see p. 9). The ILOs are formalized through the course plan established by KTH and are non-negotiable for both teachers and students.

After completing the course, you should be able to:

- Summarise, compare and critically discuss definitions of sustainable development and urban sustainable development,
- Identify and apply planning and design methodologies that contribute to urban sustainable development, including tools for assessment
- Identify main characteristics of different city districts and analyse these in relation to urban sustainable development,
- Identify and characterise main actors of urban sustainable development,
- Creatively explore and critically analyse how planning and design can contribute to urban sustainable development of a city such as Stockholm– in short and long time perspectives,
- Present proposals and analyses as text, drawings and/or illustrations as well as orally.

Contents

The teaching and learning activities (TLA) are designed so support you in achieving the ILOs. The course includes lectures, seminars, exercises, essays and project works. The course includes both formative assessment (i.e. assessment for non-graded feedback) and summative assessment (i.e. assessment for grading). You find more information about what is included in the summative assessment in the description of each of the course parts (see Section 5), as well as in Section 7 “Examination and grading”.

The course is structured into four main parts, reflecting the four separately graded course moments:

- Part 1 is a small project work (SEM1, 3.0 credits, graded P/F)
- Part 2 comprise a number of exercises on methods for sustainable urban planning and design (SEM2, 3.0 credits, graded A-F)
- Part 3 is a larger project work (PRO1, 6.0 credits, graded A-F)
- Part 4 comprise one written examination (TEN1, 3.0 credits, graded A-F)

Workload

The course runs fulltime, implying around 40 hours of course work per week. Apart from lectures and other scheduled activities, the course demands substantial time for 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 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 (Teknikringen 74).

4 DISABILITIES (FUNKÅ)

If you have a disability you may receive support from Funka:

<https://www.kth.se/en/student/studentliv/funktionsnedsattning>

It is also important that you inform the teacher regarding any need you may have, and, if necessary provide the certificate you get from KTH Funka coordinators. This must be done in order for us to take into account your specific needs.

5 COURSE PARTS

Overview

The four course parts runs in a sequence as follows.

Part 1		Part 2		Part 3				Part 4
35	36	37	38	39	40	41	42	43

Part 1: Pre/present/post Stockholm

Responsible teachers: Daniel Koch, Patrick Verhoeven

Runs: Monday 28/8 to Friday 8/9

Activities: Lectures, study visit, tutoring, project work in groups and final seminar

Deliverables: PowerPoint-slides

Summative examination: PowerPoint-slides and oral presentation

Course moment examined: SEM1, 3.0 credits

Grading: P/F

Learning outcomes examined:

- *Identify main characteristics of different city districts and analyse these in relation to urban sustainable development;*
- *Identify and characterise main actors of urban sustainable development;*
- *Creatively explore and critically analyse how planning and design can contribute to urban sustainable development of a city such as Stockholm– in short and long time perspectives;*

Stockholm is a city marked heavily by a large expansion in the mid-to-late 1900s with subway suburbs being established ever further out from the centre, which has been followed by an era of densification in and close to the city centre. So is at least the general perception, although it is a story leaving out many variations. Still, the relation centre – suburb is ever-present in discourse and central to much thinking, and the areas developed during the suburb expansion in the 1900s dominate much of the landscape. Today's comprehensive plan, however, speaks of a new strategy since much focus is on connecting "isolated islands" of the suburbs while densifying the areas closest to the city core. This strategy appears sound on the strategic level, but how does it work in practice, and how do areas respond, resist, transform from such a strategy?

The task is to investigate how the new comprehensive plan relates to the existing urban landscape, and whether deploying its strategy can also lead to improve conditions of sustainability with its many different facets. It is thereby investigating two types of "here": the "here" of the built materiality and lived space, and the "here" of current planning policy and strategy of the municipality, by use of deploying a "then", or the "here" of a possible future. It also addresses the questions of scales of action for sustainability solutions in order to learn more of the Stockholm urban structure.

In a Stockholm context, we define urban sustainable development through the prism of planning and design. We analyse and compare the urban structures and the urban life of areas from different epochs, based on observation, historical documents etc. We relate findings to urban sustainable development. Each group uses a given Stockholm City district to get a first insight into the stated questions. Similar ones will then be further explored later on in the course and the programme.

Part 2: Planning and design methods for sustainable urban development

Responsible teachers: Ulrika Gunnarsson-Östling, Greger Henriksson

Runs: Monday 11/9 to Wednesday 20/9

Activities: Lectures, seminars, exercises, reading and essay writing

Deliverables: Individual reports, an essay and one peer-review of another student's essay

Summative examination: The individual essay

Course moment: SEM2, 3.0 credits

Grading: A-F

Learning outcome examined:

- *Identify and apply planning and design methodologies that contribute to urban sustainable development, including tools for assessment*

In this part of the course you will be introduced to a selection of methods relevant for sustainable urban planning and design. We will explore qualitative and quantitative methods, and discuss what it means for methods to be constructive. Depending on your background we believe you will probably know of at least one of the methods introduced, while we hope that at least one will be a complete novelty.

This year the part involves three methods: interviews, life-cycle assessment and discourse analysis. Each method is introduced through a 'package' comprising a lecture, an exercise, a report and a seminar. The lecture introduces the method and the exercise. During the exercise you are given a chance to try the method out in practice, either individually or as a group, depending on the exercise. Once you have done this you write a short report describing what you did, what the results are, etc. The reports are always written individually, even when the exercise was carried out in groups. There will be templates provided for the reports and we do not expect more than a

brief account. These reports are not graded, but works as a preparation for the individual essay. Finally, a seminar provides possibilities for formative assessment of what you have learned about the method. Through peer-review of another student's report and a joint discussion, any unresolved questions or uncertainties can be identified and handled.

The course moment is finally examined and graded through an individual essay in which you are asked to describe and critically reflect on the methods introduced. Here you will have good use of the reports. The course moment is ended with a seminar, before which you are to peer-review another student's essay and prepare feedback. Teachers will be available during the seminar, but each group will be charged with facilitating their own discussion. In each seminar group two facilitators will be selected, one in charge of the first 30 minutes and the other one in charge of the last 30 minutes. The role of the facilitator is to make sure that everyone gets to speak.

Part 3: Sustainable Huddinge

Responsible teachers: Ulrika Gunnarsson-Östling, Greger Henriksson, Pernilla Hagbert, Daniel Koch, Patrick Verhoeven

Runs: Thursday 21/9 to Friday 20/10 (4 weeks) + vernissage Friday 27/10

Activities: Project work in groups, supported by lectures, seminars and tutoring

Deliverables: Depends on which project work version you choose

Summative examination: The project report and/or the poster, the peer-review report

Course moment: PRO1, 6.0 credits

Grading: A-F

Learning outcomes examined:

- *Identify and apply planning and design methodologies that contribute to urban sustainable development, including tools for assessment*
- *Identify main characteristics of different city districts and analyse these in relation to urban sustainable development,*
- *Identify and characterise main actors of urban sustainable development,*
- *Creatively explore and critically analyse how planning and design can contribute to urban sustainable development of a city such as Stockholm– in short and long time perspectives,*
- *Present proposals and analyses as text, drawings and/or illustrations as well as orally.*

Introduction: Sustainable Huddinge

The project work asks you to develop a planning and design proposal for a more sustainable Huddinge. Huddinge is an urban area in the southern part of the greater Stockholm area with about 97 000 inhabitants. The urban area is also the seat (sv. centralort) for the Huddinge municipality. There is a lot more that can be said about the area, but doing so will be your first task: to acquaint yourselves with and characterise the area. One important part of this is the study visit to Huddinge **Friday September 22nd**.

Two types of project works: Planning and Design

The project work comes in two versions: one focusing on developing a planning proposal (where planning is understood in a wide sense), and one focusing on developing a design proposal. These are introduced more fully in separate PMs. Deadline for selecting what kind of project to work with is **Thursday 21 September 18:00**. There after we will form groups with the ambition of creating as diverse teams as possible in terms of background, ethnicity and gender.

Final critique and Vernissage

In the final critique **October 19th**, all projects are presented and discussed. To make the final critique a lively learning event, each student is assigned two (2) other groups to peer-review. Here we will mix groups across the two types of project work.

The project work is finalised with a vernissage the last day of the course, **October 27th**, in which the project works are presented as posters in an open exhibition.

To support the development of visual material to reports and posters there is a lecture and workshop on visual communication **October 10th**.

Part 4: Home exam

Responsible teachers: Ulrika Gunnarsson-Östling, Greger Henriksson, Pernilla Hagbert

Runs: Monday 23/10 to Thursday 26/10 (4 days)

Activities: Reading, reflecting and writing.

Deliverables: A home exam

Summative examination: The home exam

Course moment: TEN1, 3.0 credits

Grading: A-F

Learning outcomes examined:

- *Summarise, compare and critically discuss definitions of sustainable development and urban sustainable development.*
- *Creatively explore and critically analyse how planning and design can contribute to urban sustainable development of a city such as Stockholm– in short and long time perspectives.*

The home exam will allow you to synthesise and reflect on the learning from the course, with a focus on 1) describing and critically reflecting on the relationship between *sustainable urban development*, and *sustainable development* in general, and 2) describing and critically reflecting on how planning and design can contribute to sustainable urban development and to sustainable development in general. The home exam will be posted at Canvas **Monday 23/10 at 8:00** and must be handed in via Canvas no later than **Thursday 26/10 at 18:00**.

6 CO-OPERATION AND EQUAL CONTRIBUTION TO PROJECT WORK

Co-operating in projects is sometimes challenging. Group members may have different ambition level, different communication styles, or different expectations on each other, which can create stress or even conflicts. One reason to work in projects is to experience this and to learn how to resolve difficulties in a professional way. The project requirements and supervision are designed in part to help you to plan your project in a way so that problems are avoided.

Please contact your group 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 that we can find a way to help you.

7 EXAMINATION AND GRADING

The course gives a total of 15.0 credits, and comprises four different course moments¹. For each of these moments (see below) you get a partial grade. These are then aggregated and weighted into a grade for the entire course. The four examination types, their relation to the five parts of the course, their credits and their scope of partial grades are as follows:

- SEM1 (3.0 credits) P/F: This grade is based on the PowerPoint presentation (oral and the ppt per se) in Part 1.
- SEM2 (3.0 credits) A-F: This grade is based on the essay in Part 2.
- PRO1 (6.0 credits) A-F: This grade is based on the deliverables in Part 3.
- TEN1 (3.0 credits) A-F: This grade is based on the home exam in Part 4.

Final grade

The final grade for the course (A-F) is a weighted combination of the grades for SEM2, PRO1 and TEN1. First the two course moments SEM2 and TEN1 are combined through weighting (see below). TEN1 is given a slightly higher weight than SEM2 because it examines two of the learning outcomes. Since TEN1 is examined later in the course, this way of weighting also provides the possibility to reward learning that takes place after SEM2 has been examined. The result from the weighting is then combined with the grade for PRO1. For this final combination, the two results are assigned the same weight.

1 Weighting (W)						2 Combination (for final grade)							
SEM2/TEN1		A	B	C	D	E	PRO1/W		A	B	C	D	E
	A	A	B	B	C	D		A	A	B	B	C	D
	B	A	B	C	C	D		B	B	B	C	C	D
	C	B	B	C	D	D		C	B	C	C	D	D
	D	C	C	C	D	E		D	C	C	D	D	E
	E	D	D	D	E	E		E	D	D	D	E	E

¹ The Swedish university grading system normally has five levels of “pass” (A-E) plus “fail” (F), but one of the partial grades of this course is just “pass-fail” (P-F). Please note that the grades are not relative, nor do they indicate the academic level of the course (Bachelor, Master etc). Instead, they indicate the student's standard of attainment in relation to the learning outcomes of the course.

To pass the course

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.

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 fail (F) assignments in Part 1-3, the student will need to redo these parts the next time the course is given.
- In case a student fail (F) the exam (Part 4), there will be a re-examination which follows the schedule of the academic calendar.
- If a student has had valid reasons (e.g. illness, illness in the family, funeral, union or political duties) to miss one or more of the tasks, and thus risks failing (F) a part of the course, it might be possible to undertake it/them as an extra-task. Contact the course examiner to discuss this. Note that going on holiday is **not** seen as a valid reason.
- Rules for upping and appealing grades apply according to student rights and can be found at:
<http://www.kth.se/en/student/studentliv/studentratt/overklagan-overklagande-av-myndighetsbeslut-1.323892>

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, but in most cases it is possible in an early stage just to draw attention to the risk or suspicion of plagiarism.

The following is an informative quote from: Guiding students away from plagiarism, by Jude Carroll and Carl-Mikael Zetterling (available at <http://www.kth.se/vil/learninglab/plagiat>):

“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.”

	Part 1 Project work	Part 2 Essay	Part 3 Project work report	Part 4 Home exam
A	<p>Identifies main characteristics of the area. Identifies at least four sustainability problems in the area. Proposal addresses at least one of identified sustainability problem. Proposal identifies main actors and discusses a few barriers to change. At least one sustainability problem that cannot be addressed by the proposal is discussed.</p>	Explains the basic characteristics of all introduced methods without misunderstandings. Identifies key similarities and differences, also from the perspective of power, and discusses these in terms of strengths and weaknesses in relation to concrete examples. Provides at least one relevant examples of when a combination of two or more methods would be useful.	Identifies main characteristics and key sustainability problems of the area, also based on new data, generated either through own investigations or processing of data. Methods are described, argued for and clearly related to one another. Proposal identifies main actors, which are well related to the process of change. The proposal is well researched and clearly goes beyond the reference-projects. The relevance of the proposal in relation to the specific area is clearly argued for and nuanced in terms of the distribution of costs and benefits. Effects of the proposal on social and ecological sustainability are comprehensively analyzed, using at least two different methods. Synergies and conflicts are identified, and ways of dealing with conflicts are discussed.	Describes and critically discusses key issues for sustainable urban development. Provides relevant and concrete examples of how urban planning and design can work together to mitigate these, and reflects on strengths and weaknesses. Provides a comprehensive account on the relationship between sustainable urban development and sustainable development, and critically discusses this. Clearly demonstrates awareness of context and discourse. The discussion is to a large extent based on and makes reference to relevant literature, which exceeds the mandatory readings.
B		Fulfills all requirements for a C, and at least half of the requirements for an A.	Fulfills all requirements for a C, and at least half of the requirements for an A.	Fulfills all requirements for a C, and at least XX of the requirements for an A.
C		Explains the basic characteristics of all introduced methods without misunderstandings. Identifies key similarities and differences. For each method, provides relevant examples of situations when it would be useful. Provides at least one relevant examples of when a combination of two or more methods would be useful.	Identifies main characteristics and key sustainability problems of the area, also based on new data, generated either through own investigations or processing of data. Methods are described and argued for. Proposal identifies main actors. The proposal builds on reference-projects, and goes beyond these to some extent. The relevance of the proposal in relation to the specific area is clearly argued for. Effects of the proposal on social and ecological sustainability are comprehensively analyzed, using at least one method. Synergies and conflicts are identified.	Describes key issues for sustainable urban development. Provides relevant and concrete examples of how urban planning and design can mitigate these. Provides a comprehensive account on the relationship between sustainable urban development and sustainable development. Clearly demonstrates awareness of context and discourse. The discussion is to a large extent based on and makes reference to relevant literature.
D		Fulfills all requirements for an E, and at least half of additional requirements for a C.	Fulfills all requirements for an E, and at least half of the additional requirements for a C.	Fulfills all requirements for an E, and at least half of the additional requirements for a C.
E		Explains the basic characteristics of all introduced methods, with a few misunderstandings. For each method, provides relevant examples of situations when it would be useful.	Identifies main characteristics and key sustainability problems of the area, based on readily available data. Methods are described. Proposal identifies main actors. The proposal builds on reference-projects, but does not go beyond this to any extent. The relevance of the proposal in relation to the specific area is indicated. Effects of the proposal on social and ecological sustainability are indicated. Report and poster are easy to read, without major flaws, and gives a clear account of the project.	Describes key issues for sustainable urban development. Provides relevant and concrete examples of how urban planning and design can mitigate these. Sketches the relationship between sustainable urban development and sustainable development. Indicates awareness of context and/or discourse. The discussion is to some extent based on and makes reference to relevant literature.

8 KTH-ID AND CANVAS

KTH-ID

To have access to Canvas and KTH Social you need a kth.se account. If you do not already have one, instructions are available at: <https://www.kth.se/en/student/kth-it-support/kth-account/2.65555/information-om-ditt-kth-konto-1.471319>

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 that you get from your international administrator at the dean's office. We use Canvas:

- To distribute all course material,
- For information regarding schedule changes etc., and
- For the teachers to publish and the students to submit assignments.

Handing in assignments on Canvas

NB! For individual assignments name the file starting with your family name, an underscore, your initial, and then the name of the assignment, for example "BORGES_L_Assignment1".

For group assignments use the Group ID and the name of the assignment, for example "Group A _ Design Project" OR "Group A _ Policy and Planning Project". Pay attention to the deadline for submission. After that you will not be able to upload your assignment.

9 LITERATURE

Course books (from which a few chapters in each are mandatory)

These books are available as e-books when logged on to the KTH Library as a KTH student. However, there are restrictions to how many students can read them online at the same time so we recommend that you also look for printed versions

Metzger, J. & Rader Olsson, A. (eds.) 2013. *Sustainable Stockholm*. Routledge. [detailed info on chapters/pages will be published on Canvas shortly]

Rydin, Y. 2010. *Governing for Sustainable Urban Development*. Earthscan (Chapters 1, 2, 4 and 8).

Wheeler, S. M. & Beatley, T. (2014). *The Sustainable Urban Development Reader* (3d edition). Routledge [detailed info on chapters/pages will be published on Canvas shortly]

Compulsory further reading (available in Canvas)

Please note that this list might be due for minor updates.

Arnstein, S. R., 1969. A Ladder of Citizen Participation, JAIP, 35 (4), pp. 216-224.

Ashworth, G. 2011. Preservation, conservation and heritage: approaches from the past in the present through the built environment. *Asia Anthropology* (10) 1-18.

Bacchi, C. 2009. *Analysing Policy: What is the Problem Represented to Be?* French Forests: Pearson Australia. **Read the Introduction and Chapters 1 and 2 (i.e. pp. ix-53)**

Blücher, G., 2013. Planning Legislation in Sweden – a History of Power over Land-use. In: M.J. Lundström, C. Fredriksson and J. Witzell, eds., 2013. *Planning and Sustainable Development in Sweden*. Stockholm, Sweden: Föreningen för Samhällsplanering. Ch.2.

Bradley, K., Gunnarsson-Östling, U., Isaksson, K. 2008. Exploring environmental justice in Sweden: How to improve planning for environmental sustainability and social equity in an “eco-friendly” context. *Projections, MIT Journal of Planning* 8, 68-81.

Rosi Braidotti (2013) Chapter 1 (pp 21-39): Posthuman relational subjectivity and the politics of affirmation. In: *Relational Architectural Ecologies: Architecture, Nature and Subjectivity*.

Boverket (2015) *Barriers to sustainable development*.

Briassoulis, H. (1999) Who Plans Whose Sustainability? Alternative Roles for Planners, *Journal of Environmental Planning and Management*, 42:6, 889-902.

Campbell, H., 2006. Is the Issue of Climate Change too Big for Spatial Planning? *Planning Theory & Practice*, 7(2), pp. 201-230. **Read pages 201-214.**

Carmona, M., 2009. Sustainable urban design: principles to practice. *International Journal of Sustainable Development*, 12(1), pp 48-77.

Connelly, S., 2007. Mapping Sustainable Development as a Contested Concept. *Local Environment*, 12(3), pp. 259-278. **Read pages 259-268.**

- Dair, C., Williams, K. (2006) Sustainable land reuse: the influence of different stakeholders in achieving sustainable brownfield developments in England. *Environment and Planning A*, 38, pp. 1345-1366.
- Dryzek, J., 2005. Making Sense of Earth's Politics. In: *The Politics of Earth: Environmental Discourses*. Oxford University Press. **Read pages 5-20.**
- Finnveden, G. & Potting, J. 2014. Life Cycle Assessment. In: Encyclopedia of Toxicology, vol 3 / [ed] Wexler, P, Elsevier, 2014, 3, 74-77 p.
- Hanley, N., and Barbier, E. 2009. Chapter 1 Introduction. In: Pricing Nature: Cost-benefit Analysis and Environmental Policy. Cheltenham, London: Edward Elgar. 1-11. <http://www.e-elgar.com/shop/eep/preview/book/isbn/9781849802055/> [accessed Aug 19 2016]
- Hajer, M. & Versteeg, W. 2005: A decade of discourse analysis of environmental politics: achievements, challenges, perspectives; *Journal of Environmental Policy & Planning*; 7, 3. **Read pages 175 – 184.**
- Henriksson, G.; Hagman, O.; Andreasson, H. (2011). Environmentally Reformed Travel Habits During the 2006 Congestion Charge Trial in Stockholm—A Qualitative Study. *Int. J. Environ. Res. Public Health* 8(8). **Read pages 3204-3206.** <http://www.mdpi.com/1660-4601/8/8/3202/html>
- Henriksson, G.; Börjesson M. R. and Åkesson, L. (2012). Environmental Policy Instruments Seen as Negotiations. In *Negotiating Environmental Conflicts: local communities, global policies* [within the series “Kulturanthropologie Notizen”]. Frankfurt am Main. 81. **Read pages ??**
- Häggglund, E., 2013. Local Democracy and the Administrative System in Sweden. I In: M.J. Lundström, C. Fredriksson and J. Witzell, eds., 2013. *Planning and Sustainable Development in Sweden*. Stockholm, Sweden: Föreningen för Samhällsplanering. Ch.2.
- Jackson, S. J., 2014. Rethinking Repair. In: T. Gillespie, P. Boczkowski and K. A. Foot, eds. *Media Technologies: Essays on Communication, Materiality, and Society*. Cambridge (MA), MIT Press, pp. 221-239.
- Kwinter, S., 2010. Notes on the Third Ecology. In: M. Mostafavi and G. Doherty, eds. *Ecological Urbanism*. Zürich: Lars Müller Publishers, pp. 94-105.
- Law, J. 2006. *Making a Mess with Method*, version of 19th January 2006, available at <http://www.heterogeneities.net/publications/Law2006MakingaMesswithMethod.pdf>, (downloaded on 24th August 2016)
- Littke, H., Locke, R., Haas, T. 2015. Taking the High Line: elevated parks, transforming neighbourhoods, and the ever-changing relationship between the urban and nature, *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*
- Lees, L., Butler, T., Bridge, G. 2012. Introduction to gentrification, social mix/ing and mixed communities. In: Bridge, Butler and Lees (eds.) *Mixed communities: Gentrification by stealth?* Chicago: Policy Press.
- Manzi, T., Lucas, K., Lloyd-Jones, T. and Allen, J., 2010. Understanding Social Sustainability: Key Concepts and Development in Theory and Practice. In: T. Manzi, K. Lucas, T. Lloyd-Jones and J. Allen, J., eds. *Social Sustainability in Urban Areas: communities, connectivity and the urban fabric*. London: Earthscan. pp. 1-28.
- Mostafavi, M., 2010. Why Ecological Urbanism? Why now? In: M. Mostafavi and G. Doherty, eds. *Ecological Urbanism*. Zürich: Lars Müller Publishers, pp. 12-53.

- Nilsson, M., Griggs, D. and Visbeck, M. 2016. Map the interactions between Sustainable Development Goals. *Nature* 534. Macmillan Publishers Limited
- Raworth, K. 2012. "A safe and just space for humanity: can we live within the doughnut". *Oxfam Policy and Practice: Climate Change and Resilience* 8(1): 1-26.
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