

Part 1: Pre-/Past-/Present Stockholm

Responsible Teachers: Daniel Koch, Patrick Verhoeven, Francesca Savio

Runs: Monday 28/8 to Friday 8/9

Activities: Lectures, Study trip, Supervisions, Presentation

Deliverables: Group work project

Summative examination: Supervisions and final presentation of project

Course moment: SEM1, 3.0 Credits

Grading: P/F

Learning outcome 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;*

In this part of the course, you will be introduced to Stockholm, to one another, and to discussing and developing concepts of sustainability, planning, and urban design via intense and focused project work where you learn from one another, in supervision, at presentation, and through the project you work on in groups.

Overview

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 center, which has been followed by an era of densification in and close to the city center. So is at least the general perception, although it is a story leaving out many variations. Still, the relation central city-suburb is ever-present in discourse and central to much thinking, and the models developed for the "million program" areas in different forms dominate much of the landscape. This perception has been so strong that the second-latest comprehensive plan identified a set number of typologies, distributed into areas that then were meant to be retained. The new comprehensive plan, however, speaks of a - for Stockholm - in many ways new strategy: instead of working with areas, the focus is on connections - and on connecting these "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 "heres": 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.

To investigate this, we ask you to investigate one of the areas visited in the study trip in its context, and then make a proposal based on such a connection strategy. This means that you have to also make a choice of what to connect to – and in this sense the task concerns (a minimum of) two areas. The one assigned, and the one you choose to investigate a connection to.

It is important to stress that this is an investigation. While steering clear of the directly unrealistic, you have quite free hands to propose changes in and between the areas as you deem fit, but not without taking the area's character into consideration. Where the boundary for "reasonably realistic" lies is something that will be discussed in the presentation seminar based on the range of proposals made in the task.

Task specifics

The task includes analysis and proposal. You are expected to

- identify main characteristics of the urban structure of the areas you work with/between - This includes morphological analysis as well as traffic conditions and system, density, green structure, accessibility, etc.
- identify main characteristics of the social structure of the areas you work with/between - This includes an understanding of inhabitant composition, land use and land use distribution - both formal (planned) and informal land use (how it is appropriated in day-to-day life) – income levels, ages, household sizes, crime rates, social hetero- or homogeneity, etc.
- identify what the new comprehension plan states on your area, on themes like infrastructure, development strategy, connections, etc.
- identify what specific sustainability problems are there in these areas - This includes an overview of what sustainability problems you can find in the area, regardless of whether these problems are within your possibilities to address either in this project or within your area of expertise.
- identify which sustainability problems can be remedied through a connection strategy - By looking at the four analyses above, what sustainability problems can be remedied by a connection strategy? Note that the connection itself does not have to be the solution, as long as the possibility to solve the issue can be provided by the connection strategy.
- propose how to make this connection to maximize sustainability gain
- identify who are the main agents of change
- identify which are the main problems, challenges and resistances to such a change
- identify what cannot be addressed through such a connection strategy

Lectures, supervisions, presentations

- Ulrika Gunnarson-Östling, Environmental Justice and Sustainability, Monday 28/8 10-12.
- Magnus Andersson, Stockholm's Annual Rings, Monday 13-15
- Study trip, Stockholm, Tuesday 29/8 9-17
 - Meet by subway entry "Gamla Stan", on the Old Town side of the subway, at 9.00 *sharp*.

- Daniel Koch, Design as a process, Wednesday 30/9, 9-12
- Josefin Wangel, Örjan Svahne, Who can change? Planning, governance, and stakeholders, Monday 4/9, 9-12
- Tutoring Friday 1/9, Wednesday 6/9, groupwise after separate schedule
- Hand-in Thursday 7/9 18.00
- Final presentation, Friday 8/9 9-17.

Literature

The task is an intense group work project, and you are not expected to read all literature while doing the project. However, the project links to the study trip reader and the recommended reading for the lectures during the project (Mostafavi 2010, Campbell 2006, Carmona 2009, Robinson & Cole 2015, Sassen 2009, Rockström et al 2009, Raworth 2012, Manzi et al 2010, Bradley et al 2008, Braidotti 2013, Jackson 2014, Bucher 2013, Weiner 2004, Kwinter 2010).

Forms and formalities

The task is performed in groups, where each group is assigned one area from the study trip to work with. You are expected to work in groups, and to participate actively in the study trip as well as all supervision occasions and the final presentation. The presentations should be uploaded to Canvas the workday before the presentation seminar.

You are expected to gather data, information, and material best possible using the means available for you. You will **not** get drawings, maps, data, or other material from the staff aside what is already shared. Quickly gathering what is possible and acting from limited material and knowledge is part of the assignment.

All students are expected to actively participate in the seminar, be prepared to make comments or provide questions to other groups' work.

The presentation

The presentation will be using PowerPoint (or a similar format). This presentation should clearly show that the tasks above have been addressed. It is also important that you keep the presentation tight and focused; the time to present the work will be between 10 and 15 minutes, followed by questions and comments.

The presentation should be 8-15 slides. It will be evaluated based on focus and content, not length.

There will be a large focus on the relation between your analyses and your proposals. This includes what conclusions you can make relating the current situation of your working area to sustainability and to the strategy of the comprehensive plan. The presentation should focus on the most important issues, problems, and proposals, while the slides can contain additional information. The slides should prioritize content so information hierarchy is clear.

Grading

This task is graded P/F. To pass, the group must show that they have engaged with all of the tasks listed above, and have made a proposal that binds it together. Remember that this includes a comment on how the connection strategy of the comprehensive plan works out in the area you are looking at. In general, it is expected that the groups identify at least four sustainability problems in their area, of which at least one or two can be addressed through urban planning and/or design. **At least one** should be addressed in the proposal, even if it is not directly a result of the connection strategy itself. **At least one** problem that cannot be addressed in the proposal (at least not directly) should also be identified. For this, it is of importance to say **why**. These numbers should be considered a minimum. The supervision sessions and presentation are part of the task, and will be considered in the grading. The presentation should involve all participating students, although time doesn't have to be evenly distributed.