

Part 2: Methods for sustainable urban development

Responsible teachers: Greger Henriksson, Ulrika Gunnarsson Östling

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.

Three steps for each of the three methods

This year the part involves three methods: interviews and diaries, life-cycle assessment and discourse analysis. Each method is introduced through a 'package' comprising:

- 1) an introductory lecture,
- 2) an exercise, including the formulation of a "lab report", and
- 3) a seminar, including peer-review and Q&A.

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 "lab 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. Enough time for writing a lab report should be included in the exercise time slot. After that a seminar provides possibilities for formative assessment of what you have learned about the method. Through a joint discussion, unresolved questions or uncertainties can be identified and handled. Finally your lab report should also be handed in via Canvas, no later than 18:00 the day the exercise was carried out.

2.3 Discourse analysis

The first method is discourse analysis, with focus on a specific method know as What is the Problem Represented to be (WPR). It will be introduced **Monday September 11th**. As indicated by its name, the WPR approach takes as starting point that 1) problem formulations are social constructs, and that they 2) are representations of specific discourses (e.g. "ways of comprehending the world"). As exercise you will be asked to carry out a WPR

analysis of a number of texts. The exercise will be carried out in smaller groups (2-3 students) the following day, **Tuesday September 12th**. You must hand in your lab-report **no later than 18:00 the same day**.

Teacher

Ulrika Gunnarsson Östling

Literature to read before the lecture

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)

Further reading

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

Dryzek, J. (2005) *The Politics of Earth: Environmental Discourses*. Oxford University Press. *Read pages 5-20*.

2.2 LCA

Thursday September 14th you will be introduced to life-cycle assessment. After the introductory lecture you will be asked to use an Excel-based LCA tool developed specifically for this course to answer a number of questions. You must hand in your lab-report **the same day no later than 18:00**.

Teachers

Nils Brown

Literature to read before the lecture

Finnveden & Potting (2014) Life Cycle Assessment. In: *Encyclopedia of Toxicology*, vol 3 / [ed] Wexler, P, Elsevier, 2014, 3, 74-77 p.

Further reading

Somevi (2012) Strategic Environmental Impact Assessment. In Booth et al. (eds.): *Solutions to Climate Change Challenges in the Built Environment*, Wiley-Blackwell. pp.75-86.

2.1 Interviews and diaries

The last method to be tried out is qualitative interviews and diaries. Since compiling a diary takes some time, the introductory lecture will be held **Tuesday September 12th**, and the exercise and seminar will take place **Wednesday September 13th**. You will have until **??? at 18:00** to hand in your report.

Teacher

Greger Henriksson

Literature to read before the lecture

Please note that the above readings all concern travel (and congestion charging), but that it is the methodological approach that is relevant to understand, and hopefully be inspired by when you carry out your assigned diary and interview exercise.

Henriksson et al. (2011) Environmentally Reformed Travel Habits During the 2006 Congestion Charge Trial in Stockholm—A Qualitative Study. *Int. J. Environ. Res. Public Health* 8(8). [ESPECIALLY LOOK AT THE SECTION '1.1. Methodology' (pages 3204-3206)]. <http://www.mdpi.com/1660-4601/8/8/3202/htm>

Shove (2002) Rushing around: coordination, mobility and inequality. Draft paper for the Mobile Network meeting, October 2002. [ONLY THE SECTION 'Speed and flexibility: space and time' (page 6) IS MANDATORY].

<http://www.lancaster.ac.uk/staff/shove/choreography/rushingaround.pdf>

Further reading

* Högrström et al. (2013) Performing Sustainability: Institutions, Inertia, and the Practices of Everyday Life. ESPECIALLY LOOK AT pages 160-162.

Essay

The course moment is finally examined and graded through an individual essay (home exam) in which you are asked to describe and critically reflect on the methods introduced in the course. Here you will have good use of the lab reports, and if you have started to read the literature in advance you will have a head start.

Deadline: Draft report Monday Sep 18th, 18:00, Final report Wednesday Sep 20th, 18:00 via Canvas.

Peer-review

Peer-reviewing the work of another student and receiving constructive feedback is a proven way of deepening the learning.

Deadline: Tuesday Sep 19th 14:00, via Canvas

Peer review seminar

The course moment is ended with a seminar, in the afternoon of **September 19th**. Teachers will be present during parts of 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.

There will be two seminar sessions, each with multiple groups running in parallel. Please note that starting times for the seminars are sharp. We will divide you into groups and inform you about what seminar session you belong to.

Final submission of revised essay

Deadline: Final report **Wednesday Sept. 20th, 18:00** via Canvas.

