



ES/US 313 – SUSTAINABLE URBAN DESIGN

IES Abroad Freiburg

DESCRIPTION:

Freiburg is top when it comes to urban planning: it is the most sustainable city in Germany - a child and bicycle-friendly town, the No.1 feel good location. It is internationally renowned for the Rieselfeld and Vauban model districts as well. What you will learn in Freiburg: city planning is challenging and exciting, but also very complex. By dealing with historical, geographical, sociological, psychological, ecological, economical, political and aesthetic aspects, you will learn how interdisciplinary urban planning proceeds. But what is theory without practice? In numerous excursions on foot, by bicycle or via streetcar, you will learn on the spot what impact the concept of market places and city centers has on the whole city, what significance short distances have for district residents, or how, for example, traffic can be calmed in specific areas. Additionally, you will become acquainted with a small town in the region, Waldkirch, which have created impressive profiles as a Slow City community and other city's in the surrounding area. In the final week the students have to create their own urban planning models to demonstrate their ideas for certain areas we have visited together. The seminar aims to enable you to identify sustainable development opportunities in large and small cities and develop and test your own ideas.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Introductory courses in environmental sciences, interest in the theme of urban planning and moderate physical fitness for hikes (1-3 miles/5 km)

ADDITIONAL COST: none

METHOD OF PRESENTATION:

- Student presentations
- Discussions
- Lectures
- Group work
- Field studies
- Video clips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation – 10 %
- Student presentations – 30 %
- Midterm Exam – 20 %
- Planning Task – 30 %
- Field Study Reflection Paper – 10 %

Course Participation – 10 %

Students are expected to participate in debates with questions related to the readings and Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes, and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available in the appendix and on Moodle.



Student presentations – 30 %

Students will choose a scientific paper of their choice (to be approved by the instructor) on which to make a 30-minute presentation to the class with 20-30 ppt. slides. A question-and-answer period follows the presentation and will be directed by the lecturers with the background to animate the other participants for a discussion.

Midterm Exam – 20 %

Short essay-type questions based on the reading/ lecture/ excursion/rally material covered to date.

Planning Task – 30 %

Students in teams of 2-3 choose one planning task at Freiburg-Rieselfeld or at the city of Mulhouse. In your team you will develop an idea for the project, and you will present it in sketches and outlines in the required scale. Furthermore, you will work out a model for the project situation and an explanatory report with a length between 600 and 800 words.

Field Study Reflection Paper – 10%

After two of the field trips, students are required to write two short (250-500 words) reflection papers that review what they have learned and critically relate it to the course content.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Describe the historical stages of the city's development from antiquity to the present.
- Anticipate future concentrations of the world's population in urban areas.
- Explain trends in European town planning.
- Identify problems in suburbia.
- Understand the historical background leading to automobile-oriented cities, their development and spread.
- Summarize urban social problems.
- Formulate appropriate measures to transform a typical city district built in the 1960s and 1970s with increased crime rates into a more tranquil, socially mixed neighborhood.
- Assess the role that public participation plays in planning a district.
- Analyze concepts to develop local supplies and self-regulation.
- Explain concepts to maintain the attractiveness of rural areas with declining populations.
- Recommend measures to reduce individual car traffic.
- Recognize designs which make cities attractive.
- Entitle the criteria for rating public spaces.

Attendance Policy (see also the detailed version on Moodle ESS Academics page)

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on contact hours (= 45 minutes). Any unexcused absence will result in a penalty on your final course grade (1 unexcused contact hour absence - 1%, 2nd unexcused contact hour absence -2%, 3rd unexcused contact hour absence – 3% and so on). Any student who misses more than 25% of a course (= more than 11 contact hours), whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course.

ESS courses may have entire course blocks that take place on one day in addition to longer field trips that count for several contact hours. In this case, the actual missed contact hours are added together, and the absences are sanctioned according to the rule above. If you are late for a planned field trip, you will generally not be able to join the trip, since the group needs to leave on time and cannot wait for one person. Punctuality is therefore essential here. If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

Arriving late for class: Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours (as outlined above; i.e., if you were late by 15 minutes on 3 days, your grade would be reduced by 1% for 1 missing contact hour).



LATE OR FAILURE SUBMISSION OF ASSIGNMENTS: Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

Excused absence: Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice.

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as "copying of materials from sources, without acknowledging having done so, claiming other's ideas as one's own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure."

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

CONTENT:

Week	Content	Assignments and Readings
Week 1	Session 1: Welcome and Introduction Excursion to districts Rieselfeld	Required readings: The Academy of Urbanism, The Freiburg Charta of Sustainable Urbanism
	Session 2: Rivers in Urban Areas Excursion to River Dreisam	Required readings: Umweltbundesamt, River Restoration. Online source
	Session 3: Lecture: Transforming Industrial Areas Excursion to Güterbahnhofareal Freiburg	
	Session 4: Historical Stages of Urban Development	Required Readings Polis:

	Student presentations: • Polis (Kritto) • Medieval town (Morris) • Life, Space, Buildings (Gehl)	• Kitto, <u>The Polis</u>, pp. 40-45. • Wycherley, <u>How the Greeks Built Their Cities</u>, pp. 1-36 Medieval Towns • Morris, <u>medieval towns</u>, pp. 532-533, 535-536. • Beckmann and Ackerknecht, <u>Growth as Tradition. Bern, a Traditional Settlement in Change</u>, pp. 47-57. • Hager and Hofer, <u>The Zähringer New Towns</u> • Life, Space, Buildings • Gehl, <u>Cities for People</u>, pp. 193-245
	Session 5: Different Concepts of Urban Design Student Presentations: • A Contemporary City • Drive-In Culture • Garden City Excursion to Gartenstadt Haslach, Weingarten	Required readings: A Contemporary City • Le Corbusier, 'A Contemporary City' from <u>The City of Tomorrow and its Planning (1929)</u>. pp. 392-400 • Guiton, <u>The Ideas of Le Corbusier on Architecture and Urban Planning</u>. Chapter VII, pp. 112 Drive_In Culture • Gehl, <u>Cities for the People</u>, pp. 119-133, 182-191. • Jackson, "The Drive-In Culture of Contemporary America" from <u>Crabgrass Frontier: The Suburbanization of the United States</u> (1985), pp. 65-74 • Leonard, <u>Policy Recommendations For EU Sustainable Mobility Concepts based on CIVITAS Experience</u> pp. 37-41 Garden City: • Howard, 'Author's Introduction' and 'The Town-Country-Magnet' from <u>Garden Cities of Tomorrow (1898/1902)</u>, pp 691-703 • Beatley, Newman, <u>Biophilic Cities Are Sustainable, Resilient Cities</u>, pp. 3328-3345 • Beatley, <u>Biophilic Cities and Healthy Societies</u>, pp. 1-4 • Panlasigui et al., <u>Biophilia beyond the Building: Applying the Tools of Urban Biodiversity Planning to Create Biophilic Cities</u>

		Recommended Readings - Domhardt, <u>The Garden City Idea in the CIAM discourse on urbanism: a path to comprehensive planning</u>, pp. 173–197 - Kunstler, Home from Nowhere
Week 2	Session 6: Functions of a City Student presentations - Small Town Sustainability - Urban Outdoor Spaces	Required readings Urban Outdoor Spaces - Gehl, <u>“Three Types of Outdoor Activities,” “Life Between Buildings,” and “Outdoor Activities and the Quality of Outdoor Space” Selection from Life Between Buildings: Using Public Space</u>, pp. 1045-1063 - Gehl, <u>Cities for the People</u>, pp.3-29, 32-59 Small Town Sustainability - Knox and Mayer, <u>Small Town Sustainability. Economic, Social and Environmental Innovation</u>, pp. 10-27, 50-66, 109-127, 170-173, 189-191 Recommended Readings: - Knox and Mayer, <u>Small Town Sustainability</u>, 109-127 - Knox and Mayer, <u>Small Town Sustainability</u>, 170-173 - Knox and Mayer, <u>Small Town Sustainability</u>, 189-191
	Session 7: Sustainability in Private Companies Exkursion to Sick AG, Waldkirch (or similar company)	
	Session 8: Midterm	
	Session 9: Civic Participation and Movements	Watching and Discussion of "Citizen Jane - Battle for the City"
Week 3	Session 10: Working on planning projects	
	Session 11: Working on planning projects	

	Session 12: Presentation of planning projects	
	Session 13: Presentation of planning projects	

COURSE-RELATED TRIPS:

- Diverse neighborhoods in Freiburg
- Waldkirch

REQUIRED READINGS:

- Beatley, Timothy and Newman, Peter. "Biophilic Cities Are Sustainable, Resilient Cities", in Sustainability, 5 (2013), pp. 3328-3345. URL: <https://doi.org/10.3390/su5083328>
- Beatley, Timothy. "Biophilic Cities and Healthy Societies", in Urban Planning, 2/4 (2017), pp. 1-4. URL: <https://doi.org/10.17645/up.v2i4.1054>
- Beckmann, Richard M. and Ackerknecht, Dieter. "Growth as Tradition. Bern, a Traditional Settlement in Change", in The Tradition of Change, 5/1 (1993), pp. 47-57.
- Panlasigui, Stephanie et al. „Biophilia beyond the Building: Applying the Tools of Urban Biodiversity Planning to Create Biophilic Cities", in Sustainability, 13/5 (2021). URL: <https://doi.org/10.3390/su13052450>
- Gehl, Jan. Cities for the People. Washington: Island Press, 2010.
- Gehl, Jan. "Three Types of Outdoor Activities,' 'Life Between Buildings,' and 'Outdoor Activities and the Quality of Outdoor Space'. Selection from Life Between Buildings: Using Public Space", in The city reader. Eds. Richard T. LeGates and Frederic Stout. London: Routledge, 2020, pp 1045-1063.
- Guiton, Jaques. The Ideas of Le Corbusier on Architecture and Urban Planning. New York: George Braziller, pp. 93-112
- Hager, Rolf and Hofer, Paul. The Zähringer New Towns. Modern planning concepts in the towns built during the 12th century in Southern Germany and Switzerland by the Dukes of Zähringen, Zürich: exhibition catalogue, 1966.
- Howard, Ebenezer. "'Author's Introduction' and 'The Town-Country-Magnet' from Garden Cities of Tomorrow (1898/1902)", in The city reader. Eds. Richard T. LeGates and Frederic Stout. London: Routledge, 2020, pp. 691-703.
- Jackson, Kenneth, "'The Drive-In Culture of Contemporary America' from Crabgrass Frontier: The Suburbanization of the United States (1985)", in The city reader. Eds. Richard T. LeGates and Frederic Stout. London: Routledge, 2020, pp.. 65-74
- Kitto, Humphrey Davy Findley. "The Polis", in The city reader. Eds. Richard T. LeGates and Frederic Stout. London: Routledge, 2020, pp. 40-45.
- Le Corbusier. "'A Contemporary City' from The City of Tomorrow and its Planning (1929)", in in The city reader. Eds. Richard T. LeGates and Frederic Stout. London: Routledge, 2020, pp. 392-400
- Leonard, Clara. "Policy Recommendations For EU Sustainable Mobility Concepts based on CIVITAS Experience". 2014. URL: http://www.trt.it/wp/wp-content/uploads/2014/07/CIVITAS_Policy-Recommendations-for-EU-sustainable-mobility-concepts-based-on-the-CIVITAS-experience.pdf
- Morris, A.E.J.. "Elements of Planning: Histroy-15: Medieval Towns", in Official Architecture and Planning, 33/6 (1970), pp. 532-533, 535-536.
- The Academy of Urbanism. "The Freiburg Charta of Sustainable Urbanism". URL: <https://www.academyofurbanism.org.uk/freiburg-charter/>
- Umweltbundesamt, River Restoration. URL: <https://www.umweltbundesamt.de/en/topics/water/rivers/river-restoration-start#undefined>
- Wycherley, Richard Ernest. How the Greeks Built Their Cities, London: Red Globe Press, 1962.



Appendix:

Rubric for course participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and with their own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. They respectfully state their reactions about other classmates' opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time, the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography but in a superficial way. They try to construct over others' ideas, but commonly provide comments that indicate a lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.