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 the heart city of the French automobile industry Mulhouse which struggles with conversion areas and the parking situation.

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) and possibly a bike tour (5-8 miles/13km).

METHOD OF PRESENTATION:
- Student presentations
- Discussions
- Lectures
- Eco hunt
- Group work
- Field studies
- Video clips

Additional material will be available on Moodle. This platform is also the place to share assignments and to follow recent developments in the field. Participation is part of the student’s grade, therefore it is expected that all students contribute during classes.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class Participation - 10%
- Student Presentations - 30%
- Midterm - 20%
- Planning Task – 30%
- Learning journal – 10%
Class Participation
During discussions based on the required readings, lectures, personal experiences and excursions. **District hunt:** Students in teams of 2-4 will receive different tasks to be completed along different routes but in the same district. After terminating they will present their results to all participants.

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

Planning Task
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.

Learning Journal
Choose two experiences you had during the course to write about – 600 words will be expected for each experience. Describe the experiences and analyze and explain how and what impression they made on you and in what ways they may have changed you and/or your world view.

Because writing is a reflective process I expect the Learning Journal to be more than simply a report based on observations. It should instead represent a personal record of each student’s learning development. The course-related trips, designed to support and enhance learning, will cause the students to reflect on their past learning and to assess and integrate it (or parts) with what they are learning presently. I anticipate that this process will raise some questions and cause some adjustments to be made in the student’s ideas and beliefs. So the Learning Journal is a report that covers a student on their personal learning journey and will demonstrate to the instructor (and the student) how their learning is developing. It is also a long-lasting record that students can re-read and reflect on at any time.

**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
- Recognize challenges which urban policy will provide
- 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:**
IES Abroad courses are designed to take advantage of the unique contribution of the instructor. The lecture/discussion format is regarded as the primary mode of instruction and regular class attendance is mandatory. Every unexcused absence will lower your grade by 5%. Tests/presentations missed during unexcused absences cannot be made up. If you miss a class it is your responsibility to follow up on everything that was covered in class. If you can’t attend class because you are sick, please go to a doctor. S/he will issue a doctor’s note. Without that note, your absence will count as an unexcused absence.

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<td>Submission of learning journals</td>
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**REQUIRED READINGS:**
Introduction, District Hunt and Excursion
• Gehl, Life, space, buildings - in that order p.198-243

**The Polis, the Medieval Town**
- C.R. Kitto. The Polis. pp. 40-45
- Burckhardt, p. 37-62
- Wycherley, p. 1-36
- The Zähringer New Towns - Hager Hofer
- Beckmann, Ackernknecht - Growth as Tradition - The example of Bern
- Morris- Medieval towns
- Renaturation Soil Bioengineering

**A Contemporary City, The Garden city, Drive-in Culture**
- CIAM Charter of Athens
- Gehl, p. 194-197
- 1-C.R. Howard. Authors Introduction and the Town-Country Magnet. pp. 328-335
- Green Roofs Australia
- Urban Gardening Germany Case Study
- 4 1 Biophilic Cities Chapter 4
- 4 2 Biophilic Cities Chapter
- 5 Biophilic Cities Are Resilient File
- C.R. Jackson. The Drive-in Culture of Contemporary America. pp. 65-74
- 2 Kunstler Home from Nowhere Card Crazy
- Policy Recommendations CIVITAS EU
- Gehl, Cities for People, p. 119-133
- Gehl, Cities for People, p. 182-191

**Three types of Outdoor-Activities, Small Town**
- C.R. Gehl pp. 530-539 Three Types of Outdoor Activities, Life Between Buildings
- Cities for people pp.3-29 The Human Dimension
- Senses and scale pp.32-59 Cities f p
- 170-173 Knox+Mayer. S.T.Sust. Waldkirch
- 189-191 Knox+Mayer. ST Sust. Conclusion

**RECOMMENDED READINGS:**
- Humpert, p. 94-119
- Gehl - New City Spaces, p. 1-21
- Gehl - New City Spaces, p. 46-51
- Podrecca, p. 56-61