



COURSE DESCRIPTION CARD - SYLLABUS

Course name

HEALTH URBAN TRANSFORMATION [S5AIU>TMSZ]

Course

Proposed by Discipline

–

Year/Semester

3/5

Level of study

Doctoral School

Course offered in

English

Form of study

full-time

Requirements

elective

Number of hours

Lecture

8

Laboratory classes

0

Other

0

Tutorials

0

Projects/seminars

0

Number of credit points

2,00

Coordinators

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Lecturers

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Prerequisites

- Participants should either have a solid academic foundation in a discipline relevant to the study of urban design and urban transformation, or be willing to acquire basic knowledge of key concepts, theories, and contemporary challenges related to cities, their development, and their social, spatial, and political dimensions. - Participants can independently obtain, critically assess, integrate, and interpret information from academic literature, databases, and other relevant sources, including sources in English; formulate research questions; and develop evidence-based arguments and conclusions. - Participants are expected to be able to work independently and collaboratively in an interdisciplinary academic environment, engage critically with perspectives from other disciplines, participate in academic discussion, and apply knowledge and methods from their own field to the analysis of complex urban transformation processes.

Course objective

This course explores how small-scale interventions in urban space can serve as laboratories for understanding the processes and forces driving urban transition. It starts with the establishment of a relationship between health, urban complexity, and planning for transition; subsequently presenting street experiments as an approach to testing alternative forms of urban development... Where some mythical assumptions of the field are quickly toppled. We will collectively investigate street experiments through two overlapping dimensions: space and politics. The spatial dimension - more quantifiable - examines how the physical characteristics of streets shape the outcomes of interventions, while the political dimension - rather qualitative - explores how experiments interact with governance, competing interests, public life and the right to the city. Through case studies and research tasks, students develop and test hypotheses about the relationships between spatial interventions and their broader social and political consequences.

Course-related learning outcomes

Knowledge

- global achievements, covering theoretical foundations as well as general and selected specific issues that are relevant to scientific disciplines studied at the Doctoral School, to the extent that enables revision of existing paradigms, P8S_WG/ SzD_W01

Skills

- critically analyze and assess scientific research results, work of experts and other creative activities together with their contribution to knowledge development, P8S_UW/ SzD_U02
- initiate debates, P8S_UK/ SzD_U06
- plan and implement individual and team research projects, also in the international community, P8S_UO/ SzD_U09

Social competencies

- critically assess achievements within a given scientific discipline, P8S_KK/ SzD_K01
- initiate actions in the public interest, P8S_KO/SzD_K05
- maintain and develop the ethos of research and creative communities, including: - conducting independent scientific activity, - respecting the principle of public ownership of the results of scientific activities, including the principles of intellectual property protection. P8S_KR/ SzD_K07

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

The course consists of four consecutive modules each supported by a practical exercise (Tasks). The tasks comprise:

Desk review (all tasks)
Data analysis (all Tasks)
Interpretation (all tasks)
Synthesis and communication of the results (all, specially L4-Discussion)

All tasks are weighted equally and graded against the scale (2.0; 3.0; 3.5; 4.0; 4.5; 5.0)

Active participation is graded additional to the tasks.

To pass the course the participant has to achieve the minimum grade (average of all tasks + participation), deliver all tasks, and achieve minimum attendance.

Programme content

Health and Planning
Urban Complexity
Planning for Transition
Spatial and Political dimensions of Planning

Course topics

L1 – Health, complexity, planning for transition

Street experiments, Introduced as laboratories/research instruments

Task 1: Investigating effects/benefits of interventions

L2 – Spatial dimension

Physical/spatial attributes and their influence on outcomes

Task 2: Spatial Attributes of Street Experiments

L3 – Political dimension

Governance, interests, public life, right to the city

Task 3: Governance Models and Engagement levels

L4 – Discussion

Testing hypotheses and reflecting on conditions for transformation

Teaching methods

Lectures

Consultations

Seminars

Bibliography

Basic:

Arnstein, Sherry R. 1969. "A Ladder Of Citizen Participation." *Journal of the American Planning Association* 35 (4). <https://doi.org/10.1080/01944366908977225>.

Bertolini, Luca. 2020. "From 'Streets for Traffic' to 'Streets for People': Can Street Experiments Transform Urban Mobility?" *Transport Reviews* 40 (6): 734–53. <https://doi.org/10.1080/01441647.2020.1761907>.

Flyvbjerg, Bent. 2003. "Bringing Power to Planning Research: One Researcher's Praxis Story." *Journal of Planning Education and Research* 21 (4): 353–66. <https://doi.org/10.1177/07356X021004002>.

Hensley, Melissa, Derlie Mateo-Babiano, John Minnery, and Dorina Pojani. 2020. "How Diverging Interests in Public Health and Urban Planning Can Lead to Less Healthy Cities." *Journal of Planning History* 19 (2): 71–89. <https://doi.org/10.1177/1538513219873591>.

Jacobs, Jane. 1961. "The Kind of Problem a City Is." In *The Death and Life of Great American Cities*. Vintage Books.

Von Busch, Otto, and Karl Palmås. 2023. "Design Is... Corrupting." *The Design Journal* 26 (3): 376–79. <https://doi.org/10.1080/14606925.2023.2200295>.

Vitruvius, *Ten Books on Architecture*, trans. Ingrid D. Rowland (Cambridge: Cambridge University Press, 1999), 1

Portugali, Juval. 2016. "What Makes Cities Complex?" In *Complexity, Cognition, Urban Planning and Design*, edited by Juval Portugali and Egbert Stolk, 3–20. Springer, Cham

Roorda, C., Wittmayer, J., Henneman, P., Steenbergen, F. van, Frantzeskaki, N., Loorbach, D., *Transition management in the urban context: guidance manual*. DRIFT, Erasmus University Rotterdam, Rotterdam, 2014.

Additional:

Higgs C, Badland H, Simons K, Knibbs LD, Giles-Corti B. The Urban Liveability Index: developing a policy-relevant urban liveability composite measure and evaluating associations with transport mode choice. *Int J Health Geogr*. 2019 Jun 11;18(1):14. doi: 10.1186/s12942-019-0178-8. PMID: 31185987; PMCID: PMC6558748.

Bertolini, Luca. 2020. "From 'Streets for Traffic' to 'Streets for People': Can Street Experiments Transform Urban Mobility?" *Transport Reviews* 40 (6): 734–53. <https://doi.org/10.1080/01441647.2020.1761907>.

Giles-Corti, Billie, Anne Vernez Moudon, Melanie Lowe, et al. 2022. "What next? Expanding Our View of City Planning and Global Health, and Implementing and Monitoring Evidence-Informed Policy." *The Lancet Global Health* 10 (6): e919–26. [https://doi.org/10.1016/S2214-109X\(22\)00066-3](https://doi.org/10.1016/S2214-109X(22)00066-3).

Van Wymeersch, Elisabet, Stijn Oosterlynck, and Thomas Vanoutrive. 2019. "The Political Ambivalences of Participatory Planning Initiatives." *Planning Theory* 18 (3): 359–81. <https://doi.org/>

10.1177/1473095218812514.

VanHoose, Katherine, and Luca Bertolini. 2023. "The Role of Municipalities and Their Impact on the Transitional Capacity of City Street Experiments: Lessons from Ghent." *Cities* 140 (September): 104402. <https://doi.org/10.1016/j.cities.2023.104402>.

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,00
Classes requiring direct contact with the teacher	8	0,00
Doctoral student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation)	42	2,00