



Winter University Programme – Course Outline

Social Sciences Module: Design of Healthy Cities – Mobility of the Future

CLASS HOURS

Consult programme schedule

PROFESSORS

Academic Directors

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1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

In the 1890ies the "Rover Safety Bicycle" entered the market. It had lead in German cities to a first discussion about safety and speed in the street (R. Bauer): Slow pedestrians and racing bicycles fighting for their share of the street. This discussion came up again in the 1920ies and 1930ies and especially after WWII for cars and slow pedestrians especially in the US. The street became the space for cars. Not for pedestrians. The so called "jaywalker" – comparable to today's texting and walking inhabitants of the city – was removed from the street to the side (P. Norton). In the case study "Middletown" (Lynd/Lynd 1929) we find the observation that the car changed the town center from a meeting point of people to a traffic junction of cars.

What are city streets for? This is a crucial question. Small measures like greening the facades of houses, to plant a few trees, to establish playgrounds, or one way roads, to implement electric mobiles, inner city toll, or pedestrian zones in cities is not enough to design a healthy city. A more radical and fundamental approach is needed: At the center of a healthy city project is the necessity to bring the pedestrian back into the street and to turn the power hierarchy in the city defined by speed and horsepower upside down. "Slow is beautiful!"

LEARNING OBJECTIVES

Understanding the process of "social shaping of technology" (Williams/Edge) that led to the established car-dominated transport system throughout the world. Identification of its strengths, weaknesses, opportunities and threats (detailed SWOT-analysis). Experiences with group processes as part of change management activities in a community setting.

COURSE MATERIALS

Bauer, Reinhold (2018): Fahrrad, Auto, Stadt. Individualverkehr und städtischer Raum (nicht nur) in Stuttgart. In: *Technikgeschichte* 85, 2018 (4), 243–265.

Dutzik, Tony; Inglis, Jeff; Baxandall, Phineas (2014): Millennials in Motion: Changing Travel Habits of Young Americans and the Implications for Public Policy. Hg. v. Frontier Group und U.S. PIRG Education Fund. Santa Barbara, Cal., download: <https://uspirg.org/sites/pirg/files/reports/Millennials%20in%20Motion%20USPIRG.pdf>

Lynd, Robert S.; Lynd, Helen M. (1956 first 1929): Middletown. A Study in Modern American Culture. San Diego, New York, London: A. Harverst/HBJ Book.

Lyons, Glenn (2012): Visions for the Future and the Need for a Social Science Perspective in Transport Studies. In: Frank W. Geels, René Kemp, Geoff Dudley und Glenn Lyons (Hg.): *Automobility in Transition? A socio-technical analysis of sustainable transport*. New York: Routledge (Routledge studies in sustainability transitions, 2), 29–48.

Millard-Ball, Adam; Schipper, Lee (2011): Are We Reaching Peak Travel? Trends in Passenger Transport in Eight Industrialized Countries. In: *Transport Reviews* 31 (3), S. 357–378.

Norton, Peter D. (2007): Street Rivals. Jaywalking and the Invention of the Motor Age Street. In: *Technology and Culture* 48 (2), 331–359.

Williams, R., & Edge, D. (1996). The social shaping of technology. *Research policy*, 25(6), 865–899.

TENTATIVE CLASS SCHEDULE

To be announced later.

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

ASSIGNMENTS

Active participation in group work and discussions; facilitating one discussion round (preparing introductory questions and an oral discussion summary)

EXAMS

Written exam on course material (approx. 60 minutes); short oral presentation of a topic in class with a one-page summary with the main position statements.

PRACTICE MATERIALS

Laptop with powerpoint or equivalent. Written material will be handed out in class.

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to attend the classes and dedicate 1-2 hours a day for preparation through reading and self-study. The participation and self-study will enable the students to answer questions, lead discussions and to contribute with own ideas and opinions.

MISSED CLASSES

No more than 10% of the contact hours can be missed for successful completion of the course module. If students miss a lecture or workshop it is their own responsibility to obtain information on the topics.

In the event of sickness a medical certificate must be presented to the Winter University Programme coordinator.

3) INFORMATION ON GRADING AND ECTS

ACADEMIC STANDARDS

Upon successful completion, 4 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload.

GRADING SCALE

Percentage	Grade		Description
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on May 23, 2019. The program is subject to change.