



## **CIEE Global Institute – Berlin**

**Course name:** Berlin and the Politics of Building Sustainable Cities  
**Course number:** ENVI 3002 BRGE  
**Programs offering course:** Berlin Global Architecture and Design, Open Campus (International Relations and Political Science)  
**Language of instruction:** English  
**U.S. semester credits:** 3  
**Contact hours:** 45  
**Term:** Spring 2018

### **Course Description**

The course focuses on Berlin as a case study of urban governance for sustainability. It will compare local policy challenges in national and international contexts, developing a more nuanced view on the top down and bottom up strategies of building sustainable cities. The course combines a comparative policy analysis approach with concepts of international relations studies. The objective is to unravel the concept of sustainability and study its translation into politics and policies in multi-level governance structures.

### **Learning Objectives**

In this course students will have the opportunity to

- Understand the German Sustainability Strategy and its implementation in policies and politics and relate / contrast the German approach to the EU context.
- Develop an understanding of strategic and operational competencies of German federal institutions (*Bund, Länder* and municipalities) in realizing sustainability concepts, focusing on the Berlin strategy for sustainability.
- Develop an understanding of supranational institutionalism in sustainability politics as well as the development of underlying normative



paradigms. Contrast environmental / sustainability norms to other supranational policy targets.

- Discuss and contrast top–down and bottom–up approaches to sustainability and develop analytical tools for their assessment based on the case of Berlin and supported by site visits and guest lectures from Berlin experts working in projects of sustainable urban development.
- Gain knowledge of key policy concepts of sustainability and transition, and engage in reflective analysis of related scientific concepts.
- Gain a basic understanding of qualitative and quantitative methods of analyzing sustainability policies and their implementation.
- Improve the skill of developing an academic argument in different methodological settings.

### **Course Prerequisites**

None

### **Methods of Instruction**

Lectures, readings, discussion and group workshops, individual research, group and individual presentations, site visits.

The course is divided into three sections. The first will introduce the multiple levels of sustainability governance, working outward from the Berlin example. Students will develop an understanding of the concepts and implementation of sustainability policies on the respective policy levels as well as related approaches of policy analysis. The second section will focus on the implementation of sustainability policies in Berlin, focusing on transportation, infrastructure planning, energy, water and consumption. Students will develop a deeper understanding of the city’s policy challenges, the respective actors involved and the developments in respective policy fields. The final section will contrast the case of Berlin in national and international comparisons of urban sustainability strategies. Students will gain analytical perspective by focusing on both



methods and content of this comparative analysis. Classes will place special emphasis on academic discussion based on readings, research projects and site visits. Sustainability politics present a complex interaction of technological and political innovation. Understanding the co-evolutionary processes and trade-offs involved and developing the tools to analyze and improve respective solutions are the overarching goals of this course.

### **Assessment and Final Grade**

Participation	20%
Weekly Assignments	15%
Response Papers	15%
Presentation	20%
Impulse Key Note	10%
Final Paper	20%

### **Course Requirements**

#### **Weekly Assignments**

All students are required to complete the assigned readings. Readings may be divided, with basic readings to be completed by all and additional readings to be prepared by students presenting to class.

For each session, students will write discussion papers (1–2 pages) based on readings to be shared with the group (google docs / Dropbox) prior to class. Students should choose the argument or open question most intriguing to them and present the authors' arguments as well as briefly discuss them. Response papers will provide the basis of introductory discussion to each class.

#### **Response Papers**

All students will complete response papers (750–1250 words) based on site visits, which may also include additional literature to be prepared for respective visits. Response papers are due within ten days after the respective visit.



### **Presentation**

A 20-minute presentation on a topic approved by the course instructor and moderation of the subsequent class discussion. Summary handout must also be presented and distributed to class. May be delivered in group work.

### **Impulse Key Note**

A 5-minute key note presenting a single argument or critical question on an assigned topic related to class readings. One-sided, provocative argument. Individual presentation. Abstract of the presentation must also be distributed to class.

### **Final Paper**

This research paper (3,000 words) should develop an argument answering a research question chosen by the student. Students will suggest a research question mid-term and develop a final question with the course instructor.

### **Participation**

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to



the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade



More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion
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### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Session	Class Topics
1	<p><b>Introduction and Course Aims</b></p> <p><b>The Berlin Sustainability Strategy</b> Lecture on Berlin politics of sustainability, introduction to related actors and advocacy coalitions</p>
<b>I. POLITICS AND POLICIES OF SUSTAINABILITY</b>	
2	<p><b>I.1 German Politics and Policies of Environmental Sustainability</b></p> <ul style="list-style-type: none"> <li>○ <b>Reviewing German Politics and Policies of Environmental Sustainability</b> Presentation of the national strategy, as well as implementation and indicators</li> <li>○ <b>What Role for the Green Party?</b> Reflection of the role of designated party activism vs. the introduction of environmental / sustainability goals in majority systems</li> </ul> <p><i>Readings</i> Dryzek et al. (2002) <i>Environmental Transformation of the State: the USA, Norway, Germany and the UK. Political Studies</i> 50: 659-82. Meguid (2005) <i>Competition between Unequals: The Role of Mainstream Party Strategy in Niche Party Success. The American Political Science Review</i>, 99(3): 347-359.</p>
3	<p><b>I.2 Supranational Institutions: Sustainability Politics of the UN</b></p> <ul style="list-style-type: none"> <li>○ <b>From the very top to the very bottom? Cities take center stage in supranational sustainability strategies</b> Introduction to the UN Sustainability Strategy, LA 21</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>What is Sustainability? Introduction to the development of international norms</b> through a comparison of sustainability and human rights (Guest lecturer from Ministry of Foreign Affairs)</li> </ul> <p><i>Readings:</i>  <i>Bulkeley, H. &amp; Betsill, M. (2005) Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change. Environmental Politics 14(1): 42-63.</i>  <i>Portney, K. &amp; Berry, J. (2010) Participation and the Pursuit of Sustainability in U.S. Cities. Urban Affairs Review 46(1): 119-39.</i></p>
	<p><b>I.3 Implementing sustainability strategies: Comparing the German and U.S. approach</b>          Politics of Sustainability: Comparing Actors and Institutions in Germany and the U.S.          Policies of sustainability: Comparing Instruments</p> <p><i>Readings</i>  <i>Newig, J. &amp; Fritsch, O. (2010) Environmental Governance: Participatory, Multi-Level – And Effective? Environmental Policy and Governance 19, 197-214.</i>  <i>Bäckstrand, K. (2006) Multi-Stakeholder Partnerships for Sustainable Development: Rethinking Legitimacy, Accountability and Effectiveness. European Environment 16: 290-306</i></p>
<p><b>II. THE CASE OF BERLIN</b></p>	
<p><b>4</b></p>	<p><b>II.1 WATER</b></p> <ul style="list-style-type: none"> <li>○ <b>Berliner Wassertisch: How citizens can take their city by surprise</b> Local case study, guest lecturer: Wassertisch founding member.</li> <li>○ <b>To market, to market: The ideology of public vs. private management politics</b> The remunicipalization movement</li> </ul> <p><i>Readings:</i>  <i>Lieberherr, E. et al. (2012) Towards legitimate water governance? The partially privatized Berlin waterworks. Public Management Review 14(7): 923-46.</i></p>
<p><b>5</b></p>	<p><b>II.2 ENERGY</b></p> <ul style="list-style-type: none"> <li>○ <b>The ‘Energiewende’ as a sustainability transition.</b> Student Presentation, suggested topic: A critical assessment of “What is Sustainable Supply?”.</li> <li>○ <b>Energy System Transformation and Networked Infrastructures: What Repercussions for Urban Transition?</b></li> </ul>

	<p>Discussion of grassroots as a focus point of innovation and the concept of socio-technical configurations</p> <p><i>Readings</i>  <i>Haberl, H.; Fischer-Kowalski, M., Krausmann, F.; Martinez-Alier, J. &amp; Winiwarter, V. (2011) A socio-metabolic transition towards sustainability? Challenges for Another Great Transformation. Sustainable Development 19: 1-14.</i>  <i>Moss, T.; Becker, S. &amp; Naumann, M. (2011) Whose energy transition is it, anyway? Organisation and ownership of the Energiewende in villages, cities and regions. Local Environment: The International Journal of Justice and Sustainability.</i></p>
6	<p><b>II.3 Transportation and Infrastructure Design</b></p> <ul style="list-style-type: none"> <li>○ <b>Alternative Transportation: Electric Mobility and Renewable Energies in urban settings</b>            Visit and impulse statement of Berlin-based start-up in the sector.</li> <li>○ <b>Designing Urban Infrastructure for Sustainable Lifestyles</b>            Urban planning in “old” environments, examples of neighborhood design and refurbishment from Berlin, guest lecturer: project leader “Young Cities – Creating Energy-Efficient Urban Fabric in the Tehran-Karaj Region, Iran”, 2010-13, TU Berlin</li> </ul> <p><i>Readings</i>  <i>Vergragt, P. &amp; Brown, H.S. (2007) Sustainable mobility: from technological innovation to societal learning. Journal of Cleaner Production 15 (11-12): 1104-15.</i>  <i>Köhler, J.; Whitmarsh, L.; Nykvist, B.; Schilperoord, M.; Bergman, N.; Haxeltine, A. (2009) A transitions model for sustainable mobility. Ecological Economics 68(12): 2985-95.</i>  <i>Rall, E.L. &amp; Haase, D. (2011) Creative intervention in a dynamic city: A sustainability assessment of an interim use strategy for brownfields in Leipzig, Germany. Landscape and Urban Planning 100: 189-201.</i></p>
7	<p><b>II.4 Sustainability and Me: The Role of Consumers</b></p> <ul style="list-style-type: none"> <li>○ <b>Between Consumption and Citizenship:</b> Is the Organic Food Movement a social movement or a healthy lifestyle?</li> <li>○ <b>Ecologic Citizenship:</b> Redefining citizenship to promote sustainability transitions?            Introduction to Dobson’s definition and discussion of implications</li> </ul>



	<p><i>Readings</i></p> <p>Seyfang, G. (2006) <i>Ecological citizenship and sustainable consumption: Examining local organic food networks. Journal of Rural Studies</i> 22: 383-95.</p> <p>Evans, D. (2011) <i>Consuming conventions: Sustainable consumption, ecological citizenship and the worlds of worth. Journal of Rural Studies</i> 27: 109-15.</p> <p><i>Additional reading /optional:</i></p> <p>Micheletti, M. &amp; Stolle, D. (2012): <i>Sustainable Citizenship and the New Politics of Consumption. The ANNALS of the American Academy of Political and Social Science.</i></p>
	<p><i>Excursion 1: Site visit to “Prinzessinnengarten”, neighborhood initiative and gardening project in Berlin-Kreuzberg.</i></p>
8	<p><b>II.5 Sustainability transitions on the urban level</b></p> <ul style="list-style-type: none"> <li>○ <b>Student Presentations</b> Case Study I (suggested topic: Transition Towns in the U.S.) Case Study II (suggested topic: The 2.000 Watt Society.)</li> <li>○ <b>“Bottom–up” Strategies for Sustainability?</b> Critical assessment of the TT and 2.000 Watt Society movements. Discussion of “Public Understanding of Science” vs. “Public Engagement with Science” Models</li> <li>○ <b>“ecovillages” E2C2 (Karen Litfin):</b> Building sustainability on the communal level assessed in a comparative perspective.</li> </ul> <p><i>Readings</i></p> <p>Campbell, S., 1996. <i>Green cities, growing cities, just cities. Urban planning and the contradictions of sustainable development. Journal of the American Planning Association</i> 62 (3), 296–312</p>
<b>III. INTERNATIONAL COMPARATIVE PERSPECTIVES</b>	
9	<p><b>III.1 Urban Agriculture movements</b></p> <ul style="list-style-type: none"> <li>○ <b>Concepts and Drivers of Urban Agriculture:</b> Between lifestyle changes and food security Examples from Germany, UK, Columbia and Cuba <b>Case Study Presentation by students</b> (suggested topic: urban gardens in Medellin)</li> <li>○ <b>Urban Agriculture and Gender</b> Can this movement counter the marginalization of women aggravated by environmental degradation and climate change in developing countries? Examples from Africa and Latin America.</li> </ul>



	<p><i>Readings</i> TBA</p> <p><i>Potential additional site visit: Klunkerkranich</i></p>
10	<p><b>III.2 Financing Sustainability</b></p> <ul style="list-style-type: none"> <li>○ <b>Case Study Presentation by students</b> (suggested topic: Money in the bank is food off the table: How the banking sector affects global food supplies)</li> <li>○ <b>What is Sustainable Banking?</b> Introducing alternative institutions of the financing sector.</li> </ul> <p><i>Readings</i> Geels, F. (2013) <i>The impact of the financial-economic crisis on sustainability transitions: Financial investment, governance and public discourse. Welfare Wealth Work for Europe, Working Paper no. 39.</i></p>
	<p><i>Excursion 2: GLS Bank Berlin, one of Germany’s first financial service providers operating on sustainability standards.</i></p>
11	<p><b>III. 3 Normative Concepts of Sustainability</b></p> <ul style="list-style-type: none"> <li>○ <b>Overview of Normative Approaches to Sustainability</b></li> <li>○ <b>Implementing Nature’s Rights on Constitutional or Communal Levels:</b> Case studies from South and North America</li> </ul> <p><i>Readings</i> Hill, B., Wolfson, S. &amp; Targ, N. (2004) <i>Human Rights and the Environment: A Synopsis and some Predictions. Geo International Environmental Law Review 359-75.</i> Gudynas, E. (2011) <i>Buen Vivir: Today’s tomorrow. Development 54(4): 441-47.</i> Walsh, C. (2010) <i>Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements. Development 53(1): 15-21.</i></p>