



CIEE Global Institute – Berlin

Course name:	Berlin and the Politics of Building Sustainable Cities
Course number:	ENVI 3002 BRGE
Programs offering course:	Berlin Open Campus, Berlin Global Architecture and Design
Open Campus Track:	Sustainability and Environmental Sciences
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

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

This course is taught through a mixture of lectures, readings, discussion and group workshops, individual research, group and individual presentations, as well as site visits. 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

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.

Assessment and Final Grade

1. Participation:	20%
2. Weekly Discussion Essays:	15%
3. Response Papers:	15%
4. Presentation:	20%
5. Impulse Key Note:	10%
6. Final Paper:	20%
TOTAL:	100%

Course Requirements

Weekly Discussion Essays



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 week, students will write discussion essays (of approximately 500 words) based on readings to be shared with the group via Canvas 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 two class sessions after the respective visit.

Presentation

A 15-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. Key note presentations happen throughout the course and have individual due dates assigned to each student, based on the assigned topic.

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

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. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom 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 will result in a written warning.

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, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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 content classes, or up to 2 language classes	Participation graded as per class requirements



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

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

Week 1 Politics and Policies of Sustainability (Part I)

Class 1:1 Introduction and Course Objectives

- The Berlin Sustainability Strategy:
- Lecture on Berlin politics of sustainability, introduction to related actors and advocacy coalitions

Class 1:2 German Politics and Policies of Environmental Sustainability

- Reviewing German Politics and Policies of Environmental Sustainability
- Overview of the national strategy, as well as implementation and indicators
- What role for the Green Party?
- Reflection of the role of designated party activism vs. the introduction of environmental / sustainability goals in majority systems

Reading:

Dryzek et al. (2002) Environmental Transformation of the State: the USA, Norway, Germany and the UK. *Political Studies* 50: 659-82.
 Meguid (2005) Competition between Unequals: The Role of Mainstream Party Strategy in Niche Party Success. *The American Political Science Review*, 99(3): 347-359.

Week 2 Politics and Policies of Sustainability (Part II)

- Class 2:1 Supranational Institutions: Sustainability Politics of the UN
- From the very top to the very bottom? Cities take center stage in supranational sustainability strategies
 - Introduction to the UN Sustainability Strategy, LA 21
 - What is Sustainability? Introduction to the development of international norms through a comparison of sustainability and human rights (Guest lecturer from Ministry of Foreign Affairs)

Reading:

Bulkeley, H. & Betsill, M. (2005) Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change. *Environmental Politics* 14(1): 42-63.

Portney, K. & Berry, J. (2010) Participation and the Pursuit of Sustainability in U.S. Cities. *Urban Affairs Review* 46(1): 119-39.

Due date for submission of discussion essays based on last week's readings

- Class 2:2 Implementing Sustainability Strategies: Comparing the German and U.S. Approaches
- Politics of sustainability: comparing actors and institutions in Germany and the U.S.
 - Policies of sustainability: comparing instruments

Reading:

Newig, J. & Fritsch, O. (2010) Environmental Governance: Participatory, Multi-Level – And Effective? *Environmental Policy and Governance* 19, 197-214.

Bäckstrand, K. (2006) Multi-Stakeholder Partnerships for Sustainable Development: Rethinking Legitimacy, Accountability and Effectiveness. *European Environment* 16: 290-306

Week 3 The Case of Berlin

- Class 3:1 Water
- Berliner Wassertisch: How citizens can take their city by surprise: Local case study, guest lecturer: Wassertisch founding member

- To market, to market: The ideology of public vs. private management politics: The re-municipalization movement

Reading:

Lieberherr, E. et al. (2012) Towards legitimate water governance? The partially privatized Berlin waterworks. *Public Management Review* 14(7): 923-46.

Due date for submission of discussion essays based on last week's readings

Class 3:2

Energy

- The 'Energiewende' as a sustainability transition
- Energy system transformation and networked infrastructures: What repercussions for urban transition? Discussion of grassroots as a focal point of innovation and the concept of socio-technical configurations

Student Presentation, suggested topic: A critical assessment of "What is Sustainable Supply?"

Reading:

Haberl, H.; Fischer-Kowalski, M., Krausmann, F.; Martinez-Alier, J. & Winiwarter, V. (2011) A socio-metabolic transition towards sustainability? Challenges for Another Great Transformation. *Sustainable Development* 19: 1-14.

Moss, T.; Becker, S. & 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*.

Week 4

The Case of Berlin (Part II)

Class 4:1

Transportation and Infrastructure Design

- Alternative transportation: electric mobility and renewable energies in urban settings
- Site visit and impulse statement of Berlin-based start-up in the transportation sector.
- Designing urban infrastructure for sustainable lifestyles: 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

Reading:

Vergragt, P. & Brown, H.S. (2007) Sustainable mobility: from technological innovation to societal learning. *Journal of Cleaner Production* 15(11-12): 1104-15.

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.

Rall, E.L. & 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.

Due date for submission of discussion essays based on last week’s readings

Class 4:2

Sustainability and Me: The Role of Consumers

- Between Consumption and Citizenship: Is the Organic Food Movement a social movement or a healthy lifestyle?
- Ecologic Citizenship: Redefining citizenship to promote sustainability transitions?

Introduction to Dobson’s definition and discussion of implications

Reading:

Seyfang, G. (2006) Ecological citizenship and sustainable consumption: Examining local organic food networks. *Journal of Rural Studies* 22: 383-95.

Evans, D. (2011) Consuming conventions: Sustainable consumption, ecological citizenship and the worlds of worth. *Journal of Rural Studies* 27: 109-15.

Additional reading /optional:

Micheletti, M. & Stolle, D. (2012): *Sustainable Citizenship and the New Politics of Consumption. The ANNALS of the American Academy of Political and Social Science.*

Class 4:3

Site visit to “Prinzessinnengärten”

Neighborhood initiative and gardening project in Berlin-Kreuzberg.

Due date for submission of first response paper on site visit to transportation start-up

Week 5 International Comparative Perspectives

Class 5:1 Sustainability Transitions on the Urban Level

- “Bottom–up” Strategies for Sustainability? Critical assessment of the TT and 2.000 Watt Society movements. Discussion of “Public Understanding of Science” vs. “Public Engagement with Science” Models
- “Ecovillages” E2C2 (Karen Litfin): Building sustainability on the communal level assessed in a comparative perspective.

Reading:

Campbell, S., 1996. Green cities, growing cities, just cities. Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association* 62 (3), 296–312

Due date for submission of discussion essays based on last week’s readings

Due date for first round of student presentations:

Case Study I (suggested topic: Transition Towns in the U.S.)

Case Study II (suggested topic: The 2.000 Watt Society.)

Class 5:2 Urban Agriculture Movements

- Concepts and drivers of urban agriculture: between lifestyle changes and food security - Examples from Germany, UK, Colombia and Cuba
- Urban Agriculture and Gender: Can this movement counter the marginalization of women aggravated by environmental degradation and climate change in developing countries? Examples from Africa and Latin America.

Due date for submission of second response paper on site visit to *Prinzessinnengärten*

Due date for second round of student presentations:

- Case Study III (suggested topic: urban gardens in Medellin)

Week 6 International Comparative Perspectives (Part II)

Class 6:1 Financing Sustainability

- Case Study Presentation by students (suggested topic: Money in the bank is food off the table: How the banking sector affects global food supplies)
- What is sustainable banking? Introducing alternative institutions of the financing sector.

Reading:

Geels, F. (2013) 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.*

Due date for submission of discussion essays based on last week's readings

Class 6:2: Site Visit: GLS Bank Berlin

One of Germany's first financial service providers operating on sustainability standards.

Class 6:2 Normative Concepts of Sustainability

- Overview of normative approaches to sustainability
- Implementing nature's rights on constitutional or communal levels: Case studies from South and North America

Reading:

Hill, B., Wolfson, S. & Targ, N. (2004) Human Rights and the Environment: A Synopsis and some Predictions. *Geo International Environmental Law Review* 359-75.

Gudynas, E. (2011) Buen Vivir: Today's tomorrow. *Development* 54(4): 441-47.

Walsh, C. (2010) Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements. *Development* 53(1): 15-21.

Due date for submission of final paper.

Readings

- Bäckstrand, K. (2006) Multi-Stakeholder Partnerships for Sustainable Development: Rethinking Legitimacy, Accountability and Effectiveness. *European Environment* 16: 290-306
- Bulkeley, H. & Betsill, M. (2005) Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change. *Environmental Politics* 14(1): 42-63.
- Campbell, S., 1996. Green cities, growing cities, just cities. Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association* 62 (3), 296–312.
- Dryzek et al. (2002) Environmental Transformation of the State: the USA, Norway, Germany and the UK. *Political Studies* 50: 659-82.
- Evans, D. (2011) Consuming conventions: Sustainable consumption, ecological citizenship and the worlds of worth. *Journal of Rural Studies* 27: 109-15.
- Geels, F. (2013) 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*.
- Gudynas, E. (2011) Buen Vivir: Today's tomorrow. *Development* 54(4): 441-47.
- Haberl, H.; Fischer-Kowalski, M., Krausmann, F.; Martinez-Alier, J. & Winiwarter, V. (2011) A socio-metabolic transition towards sustainability? Challenges for Another Great Transformation. *Sustainable Development* 19: 1-14.
- Hill, B., Wolfson, S. & Targ, N. (2004) Human Rights and the Environment: A Synopsis and some Predictions. *Geo International Environmental Law Review* 359-75.
- 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.
- Lieberherr, E. et al. (2012) Towards legitimate water governance? The partially privatized Berlin waterworks. *Public Management Review* 14(7): 923-46.
- Meguid (2005) Competition between Unequals: The Role of Mainstream Party Strategy in Niche Party Success. *The American Political Science Review*, 99(3): 347-359.
- Micheletti, M. & Stolle, D. (2012): *Sustainable Citizenship and the New Politics of Consumption. The ANNALS of the American Academy of Political and Social Science*.
- Moss, T.; Becker, S. & 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*.
- Newig, J. & Fritsch, O. (2010) Environmental Governance: Participatory, Multi-Level – And Effective? *Environmental Policy and Governance* 19, 197-214.
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- Rall, E.L. & 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.
- Seyfang, G. (2006) Ecological citizenship and sustainable consumption: Examining local organic food networks. *Journal of Rural Studies* 22: 383-95.
- Vergragt, P. & Brown, H.S. (2007) Sustainable mobility: from technological innovation to societal learning. *Journal of Cleaner Production* 15 (11-12): 1104-15.
- Walsh, C. (2010) Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements. *Development* 53(1): 15-21