



Safety in the making: Lessons from and for urban planners

AG2185 Higher Seminar in Public Places and Urban Spaces Studies, 3.0 credits

Sponsored by Center for the Future of Places (CFP) and [Safeplaces network](#)

Department: Urban planning and Built Environment, ABE, KTH

Level: Master course, course planned: February-March 2017

Number of students: Min. 10, Max. 50

Cost: Non-KTH students, professionals SEK 3 000 per student

1. Motivation

Safety is a human right – to feel free from risk and fear of danger is crucial for all human beings. A safe environment enables the fulfillment of the most basic individual needs – a safe dwelling and a secure urban environment that allow free movement. The risk of being a victim of crime is a threat to this very basic human right. Depending who you are, when and where you are – all this together – defines the risk of crime victimization. In this course we look at ways individual's age, gender, ethnic background and identity *intersect* to create barriers and obstacles to safety. As some individuals and certain groups in society are more vulnerable to crime than others, so are particular places more targeted by crime than the rest of the city. In this course, we look at particular physical and social environmental characteristics of these places in relation to crime occurrence. We take the view that the environment is not a determinant of crime but rather a condition, sometimes promoting crime opportunities, sometimes reducing them. If we can better understand these conditions, we may increase the chances to more successfully work with challenging public environments. We critically review more than three decades of theories on crime and environment as a way to build up knowledge for more conscious actions when planning for safe environments.

Although there is little doubt that the environment influences the geography of crime and fear, there has been a vivid debate as to the extent to which there exists 'a disconnect' between theory in this area and practice. Past theories have often been accused to lead to exclusionary practices and consequently segregated environments. Practices have been put into action taking for granted the benefits of participatory schemes and neglecting that these schemes may not free of problems. Is it possible to create public places that are inclusive and safe for all? Instead of looking for a single answer to this question, we deal with this disconnect in two ways by: (1) exposing students to safety in the making by exploring public environments, looking for clues, assessing problems and making suggestions for improvements informed by these real life examples; and (2) bringing together practitioners and some of the most prominent international scholars in this area to discuss theoretical principles, current challenges in practices and possible ways ahead.

Visits of these international scholars are an important way for us at KTH to enrich the curriculum and expose students to new ideas and to some of the world's best scholars. These visits are also an excellent opportunity for our faculty to form and strengthen academic ties with universities abroad. We would like to believe that our visitors also appreciate KTH's vibrant academic environment where they can learn from our students and from those who are working with safety issues in practice in Sweden.

2. Course aim and learning outcomes

In this course students are trained to work with crime and safety issues in public environments. Students gain a broad and critical knowledge of the diversity of current theoretical approaches, which methods are at hand and learn from the field with a number of examples.

After completing the course the students should be able to:

- recognize the meaning of safety as a multidimensional concept that stemming from overlapping social constructs far beyond the scale analyzed.
- apply and critically assess the main available theories that link crime and safety to public environments.
- obtain a nuanced view of crime and safety in public environments from a variety of perspectives: users, scholars and practitioners.
- have an understanding of intersectionality of safety and the challenges this may impose to planning practices.
- use relevant knowledge to inform planning practices when dealing with safety issues in public environments.

2. Main content

The course is divided in 4 parts.

PART I – City environments and safety: Why bother?

PART II – Crime Prevention Through Environment Design (CPTED): Building up and deconstructing it.

PART III – Safety is in the eye of the beholder: inequality of victimization and the idiosyncratic meaning of safety.

PART IV – Safety in the making: Putting learning into practice & practice into learning.

For more details, see section 4.

3. The structure of the course and learning activities

The course is composed of lectures followed by practical exercises (fieldwork), with visits to a set of public places in Stockholm area. Real-life examples (fieldwork) make learning more interesting for the students simply by giving life to theory. Fieldwork is therefore an essential mandatory part of the course, please earmark the necessary time as described in the schedule. Be prepared! We are walking to some of these places, in others we are taking the public transportation or been taken by a bus to the target place.

A ‘forum time’ is a 15 minutes time slot at the beginning of each class when students may raise issues (e.g. if they want to elaborate or discuss further issues covered in previous lectures) and give feedback to the head teacher.

Reading is an essential part of the course. Reading the mandatory literature before each lecture is demanded for all students taking the course. A literature assignment is due 3rd March covering the main literature of the course.

The final assessment is based on the development of a project. In groups of max two, students are trained to “make a case” and work with the theory and tools along the course. Students have to show that they are using what they learned during the course to develop the final project (according to intended learning outcomes), provide results and make a critical assessment. A written report should be handed in to the teacher. Students are encouraged to use your own pc to develop the final project.

Results of the final project will be shown by the students at as posters in a designated public space – text of the case studies should be condensed – students stand next to the posters and are prepared to present their case study and answer questions.

4. Lecturers

The head teacher of the course is Associate Professor Vania Ceccato, Department of Urban Planning and Built Environment, ABE, at Royal Institute of Technology (KTH) and coordinator of [Safeplaces network](#)

The course is composed of 10 set of lectures and practicals distributed as follows:

Activity	Dates and contents	Part
Lecture 1	1st February – Lecture 10-12, Vania Ceccato, KTH, introduction to the course and lecture: <i>What we know about crime and places, What can we do about it as planners?</i>	PART I – City environments and safety: Why bother?
Lecture 2	2nd February– Lecture 10-12, Bo Grönlund, Denmark + afternoon fieldwork . <i>CPTED practices in Scandinavian cities: Examples and challenges</i>	PART II – Crime Prevention Through Environment Design (CPTED): Building up and de-constructing it.
Lecture 3	15 th February – 10-15, Fieldwork in transit environments, Vania Ceccato	
Lecture 3	16th February– Lecture 10-12, Rachel Armitage, UK, <i>CPTED and housing: Does it work? How can we better plan cities in the future.</i> + exercise to be handed in 1st march	
Lecture 4	17th February– Lecture 10-12, Paul Ekblom, UK, <i>Sharpening up CPTED! A toolkit to better plan cities in the future.</i> exercise to be handed in 1st march	
21-27th February – Break		
Lecture 5	1st March –10-12, Jonas Anderson, KTH, Elderly people – space for safety and security + afternoon fieldwork (Roya Bamzar) . <i>The intersectionality of safety: The elderly and housing.</i>	PART III – Safety is in the eye of the beholder: inequality of victimization and the idiosyncratic meaning of safety.
Lecture 6	2nd March – 10-12, Susanna Stenbacka, Uppsala University, <i>The intersectionality of safety: Spatial perspectives on gender and safety.</i>	
Lecture 7	2 nd March – 13-14, Inês Guedes, Porto University, Portugal, <i>Learning about fear of crime.</i>	
Lecture 8	3rd March – 10-12 Reza Arymand, Lund university + afternoon fieldwork (Asifa Iqbal) , <i>The intersectionality of safety: Gender-specific Public Parks: Recipe for seclusion or prescription for social problems.</i>	
Lecture 9	9th March – 10-12, Practitioners: Transportation hubs and shopping center. <i>Public spaces and safety as a human right: Dealing with “the difficult issues” of crime and safety.</i> Discussion is guided by Maria Håkansson, KTH.	PART IV – Safety in the making: Putting learning into practice & practice into learning
Lecture 10	10th March – 10-12, Practitioners: Municipalities representatives. <i>Public spaces and safety as a human right: How we do it.</i>	
Bonus lecture	16 th March – 10-12 Discussion of course project with Vania Ceccato (by appointment), 13-15 Elsa da Silva, <i>SafeCity initiative, India, The Global South Perspective.</i>	
	31st March – 9-17 Final presentation and handing in a 3-5 pages written report	

Lecturers (selected):

Prof Paul Ekblom, Design Against Crime Research Centre, Central Saint Martins, University of the Arts London, UK

Prof Rachel Armitage, Director of Secure Societies Institute, Huddersfield University, UK

Associate Prof Susanna, Stenbacka, Uppsala University, Sweden

Associate Prof Bo Grönlund, former lecturer at Danish School of Architecture, Denmark

Dr. Ines Guedes, Porto University, Portugal

Associate Prof Jonas Anderson, Architecture, KTH, Sweden

Elsa da Silva, Safecities initiative, India

Dr Reza Arymand, visiting research fellow at Centre for Middle Eastern Studies Lund university, Sweden

Per Sandberg, Citycon, Sweden

Representatives of municipalities in Stockholm region.

Associate Professor Vania Ceccato, KTH.

Course assistants: Morgane Schwab, morgane.schwab@gmail.com; Asifa Iqbal asifa.iqbal@abe.kth.se and Roya Bamzar bamzar@kth.se.

5. Literature

For each lecture, you are going to have 1 article to read which is mandatory (see lectures). The main literature of the course are: Cozens, P. (2016) *Think Crime!* and Ceccato, V. (2013) *Moving safely*.

6. Language of instruction

The course will be taught in English.

7. Prerequisites and expectations

Prerequisites - Anyone who is a KTH Master student in any relevant subject area (e.g., Urban and Regional Planning, Geography, Criminology, Environmental Sciences) is eligible to take this course. Practitioners from municipalities and other public institutions as well as students coming from other universities shall pay SEK 3000 to cover costs (materials, fieldwork and admin costs).

Expectations - Lectures are mandatory for all students taking the course. If, for any reason, you cannot attend a lecture, please contact the head teacher in advance. Only students that have attended to 8 lectures may get the credits or certificate for this course. As we are inviting scholars from other universities we want make sure students attend lectures.

8. Assessment

In order to pass the course, students need to:

- attend lectures and participate in the fieldworks
- participate in discussion in class (specially “forum-time”)
- execute the literature assignment due 3rd March 2017.
- participate in and contribute to the work with the case study in group (maximum 2 individuals) that involves the development, the interpretation and critical reflection of results.
- Present the final project as a poster session at the department (written, graphically and orally). The written report is handed in to the head teacher 31st March 2017.

9. Grades/Evaluation

Pass/Fail.

10. References (a selection)

- Andersson, J., & Rönn, M. (2015). Interior design and its impact on older people: assessing changes in a residential care home. Paper presented at the International conference on research on health care architecture. <http://urn.fi/URN:ISBN:978-952-60-6201-3>.
- Arjmand, R. (2017). *Public Urban Space, Gender and Segregation: Women-only urban parks in Iran*: Routledge.
- Armitage, R. (2013). *Crime Prevention through Housing Design: Policy and Practice*: Palgrave.
- Ceccato, V. (2013). *Moving safely: crime and perceived safety in Stockholm's subway stations*. Plymouth: Lexington.
- Ceccato, V. (2016). Public Space and the Situational Conditions of Crime and Fear. *International Criminal Justice Review*, 26(2), 69-79.
- Ceccato, V. (2016). *Rural crime and community safety*: Routledge.
- Ceccato, V., & Bamzar, R. (2016). Elderly Victimization and Fear of Crime in Public Spaces. *International Criminal Justice Review*, 26(2), 115-133.
- Ceccato, V., & Hanson, M. (2013). Experiences from Assessing Safety in Vingis Park, Vilnius, Lithuania. *Review of European Studies*, 5(5), 1-16.
- Ceccato, V., & Tcacencu, S. (2016). Perceived safety in shopping centres: A Swedish case study. Paper presented at the Retail crime: International evidence and prevention, Stockholm.
- Ceccato, V. (2014). Ensuring safe mobility in Stockholm, Sweden. *Municipal engineer*, 168, 74-88.
- Cozens, P. (2016) *Think Crime! Using Evidence, Theory and Crime Prevention Through Environmental Design for Planning Safer Cities*, Praxis Education, Australia.
- Cozens, P. M., Saville, G., & Hillier, D. (2005). Crime prevention through environmental design (CPTED): a review and modern bibliography. *Property Management*, 23(5), 328-356.
- Dymen, C., & Ceccato, V. (2012). An international perspective of the gender dimension in planning for urban safety. In V. Ceccato (Ed.), *The urban fabric of crime and fear* (pp. 311-341). Dordrecht, Heidelberg, New York, London: Springer.
- Eklom, P. (2011). *Crime Prevention, Security and Community Safety Using the 5Is Framework*. Basingstoke: Palgrave Macmillan.
- Eklom, P. (2013). Redesigning the language and concepts of Crime Prevention Through Environmental Design (CPTED) Paper presented at the 6th Ajman International Urban Planning Conference 2013, United Arab Emirates.
- Forsberg, G., & Stenbacka, S. (2013). Mapping Gendered Ruralities. *European Countryside*, 5, pp. 1.
- Grönlund, B. (2012). Is Hammarby Sjöstad a Model Case? Crime Prevention Through Environmental Design in Stockholm, Sweden. In V. Ceccato (Ed.), *The Urban Fabric of Crime and Fear* (pp. 283-310): Springer Netherlands.
- Iqbal, A., & Ceccato, V. (2016). Is CPTED Useful to Guide the Inventory of Safety in Parks? A Study Case in Stockholm, Sweden. *International Criminal Justice Review*, 26(2), 150-168.
- Stenbacka, S. (2011). Othering the rural: About the construction of rural masculinities and the unspoken urban hegemonic ideal in Swedish media. *Journal of Rural Studies*, 27(3), 235-244.