

COURSE MANUAL

GLOBAL COURSE ON INSTITUTIONAL DESIGN AND SPATIAL PLANNING 2017-2018

Participating institutions

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WELCOME

We are delighted to welcome you to the 'Global Course on Institutional Design and Spatial Planning'. Whether you are a student from Newcastle, Tokyo, Washington, Beijing or Groningen, you are in for a treat! This will be the first edition of the Global Course held simultaneously at various universities around the globe. It results from a joint effort from all the partners to support students from different participating institutions working together in groups. Providing a diverse and intellectually stimulating (virtual) classroom is one of the main goals we hope to accomplish from the Global Course.

The course will provide an international-comparative perspective on Institutional Design for Spatial Planning, from both a theoretical and practice-oriented perspective. The course introduces Institutional Design, the underlying theories, concepts, and frameworks, spanning from: (1) micro- to macro-scale, (2) past to the future, (3) generic to specific, and (4) material, organizational, and institutional level. Each University represents a specific institutional background, and therefore will provide an overview of its country practice specificities. Against the background of spatial planning and spatial interventions, two narratives will be presented in the course namely, one focusing on the theoretical discourses on the Institutional Design framework and another about the international comparison of Institutional Design practices.

The theoretical narrative is about the nature of institutions, which will be discussed from a political science, sociology, geography and spatial planning point of view. In this course, we define institutions in the broadest sense: they are sets of legal rules, policies, and normalized sets of behavior. These institutions are not neutral. They are the result of decision-making processes, democratic procedures, collective behavior and power struggles between public and private bodies, official and unofficial, and institutional and individual actors. Therefore they

generate outcomes that are relevant and purposeful to those who have established or uphold these institutional frameworks. Furthermore, institutions are influenced by history, and loaded with ideological notions and concepts. During the course, concepts like path dependency, political economy, governmentality, equity and social justice, and ideology will be discussed.

In the practice-oriented narrative the lecturers provide examples from their local context, and explain how their spatial planning system is established. The main aim is to establish a basis for international comparison on Institutional Design while positioning practices in the so called 'nine cells model' (see course literature). Students will be challenged to think about questions such as: What is ultimately the goal of spatial planning and spatial interventions? How is the public domain defined in their national context? Under influence of which ideologies has the planning system shifted over time? Of course, we will take a look at the outcomes of various planning regimes in terms of the geographical location of various functions and social groups, public and private profits and losses, citizen participation and well-being.

Altogether, this course aims to create awareness among planning students that spatial interventions are rooted in institutional settings, and institutional changes might have spatial outcomes as well.

It will be our pleasure to help you along the course and wish you success!

ADMISSION

The Global Course on Institutional Design for Spatial Planning is strongly interactive. In the first edition of this course, the group size is rather small. Each of the partnering institutions allow up to 10 students to participate in the course. Different institutions have their own admission criteria. We will make all effort to ensure that all participating institutions are equally represented in terms of the number of enrolled students to enable international-comparative student group projects (see *Assessment*). Of course, the (broadcasted) lectures can be followed by a broader audience.

LEARNING GOALS

The Global Course introduces students to theories, concepts and practice-oriented examples to understand the Institutional Design framework in different contexts. On the completion of the Global Course on Institutional Design for Spatial Planning, participants will be able to:

- Recall and juxtapose some of the most influential theoretical writings in Institutional Design with focus on the discipline of planning
- Understand the mechanisms underlying different institutional settings and planning frameworks in countries around the globe.
- Apply different perspectives on Institutional Design on a real-life case study or topic.
- Explain the dialectic between institutional arrangements and planning practice.
- Reflect on institutional settings in your home country, by taking into account foreign perspectives on Institutional Design and international planning practices.
- Cooperate with people from different cultural backgrounds and institutional systems.
- Learning to respect other frames of reference and cultural differences.
- Use digital technology/ virtual classroom to discuss and operate in an international setting.
- For non-native English speakers: use English as academic *lingua franca* to discuss planning-related topics with colleagues from around the globe.

WORK FORMS

The Global Course on Institutional Design for Spatial Planning is very compact. During the first five weeks of the course, students will follow two lectures per week. Sometimes, these lectures can be attended at the home institution, in other cases students watch a recording of a lecture of the other participating institutions (see *Lecture schedule*). These recordings are shared through the *InPlanning* platform (globalcourse.inplanning.eu) (see *What is InPlanning platform?*). Although the lectures can be accessed from home, students will watch them together in order to be able to discuss the contents presented with their lecturers locally.

Due to the large time difference between the participating universities (up to 16 hours), it is inconvenient to have a 'live' discussion with all students from all partnering universities simultaneously. Instead, students are encouraged to use the discussion feed on the *InPlanning* platform to discuss the content of the lectures.

During the course, you will work together with a colleague from your own institution on a spatial planning issue in your home country, taking into account the perspectives on Institutional Design that are discussed throughout the lectures. At a later stage, duos from other institutions will reflect on your work while you will reflect on the work of a duo from another institution as well, working on the same topic. This will ensure shared learning while you collaborate with international colleagues on an international-comparison of institutional approaches to planning issues (see *Assignment*).

Please note that this course will be taught and graded in English. This means that all lectures, exams and assignments will be in English.

What is the *InPlanning* platform?

InPlanning (www.inplanning.eu) is an open access platform for planning-related publications, managed by the University of Groningen. Furthermore, *InPlanning* aims to play a vital role in the Dutch spatial planning community. The platform is very flexible and can be used for live streams of lectures and online discussions as well. We aim to publish the group assignments on this platform, which will eventually generate an international-comparative paper series that will grow over the years.

WORKLOAD

Since the educational structures differ a lot between the institutions that participate in this Global Course on Institutional Design for Spatial Planning, the workload differs between universities. At two universities (the University of Groningen and the University of Newcastle), the Global Course equals 140 hours of work. At three universities (University of Tokyo, Renmin University and Newcastle University), the Global Course equals 100 hours of work. The content of the 100 'core hours' of the global course are discussed in this document. The University of Washington and the University of Groningen have the responsibility for the organization of additional readings and activities that equal 40 hours. These activities will be discussed in their student manuals only.

ASSIGNMENT

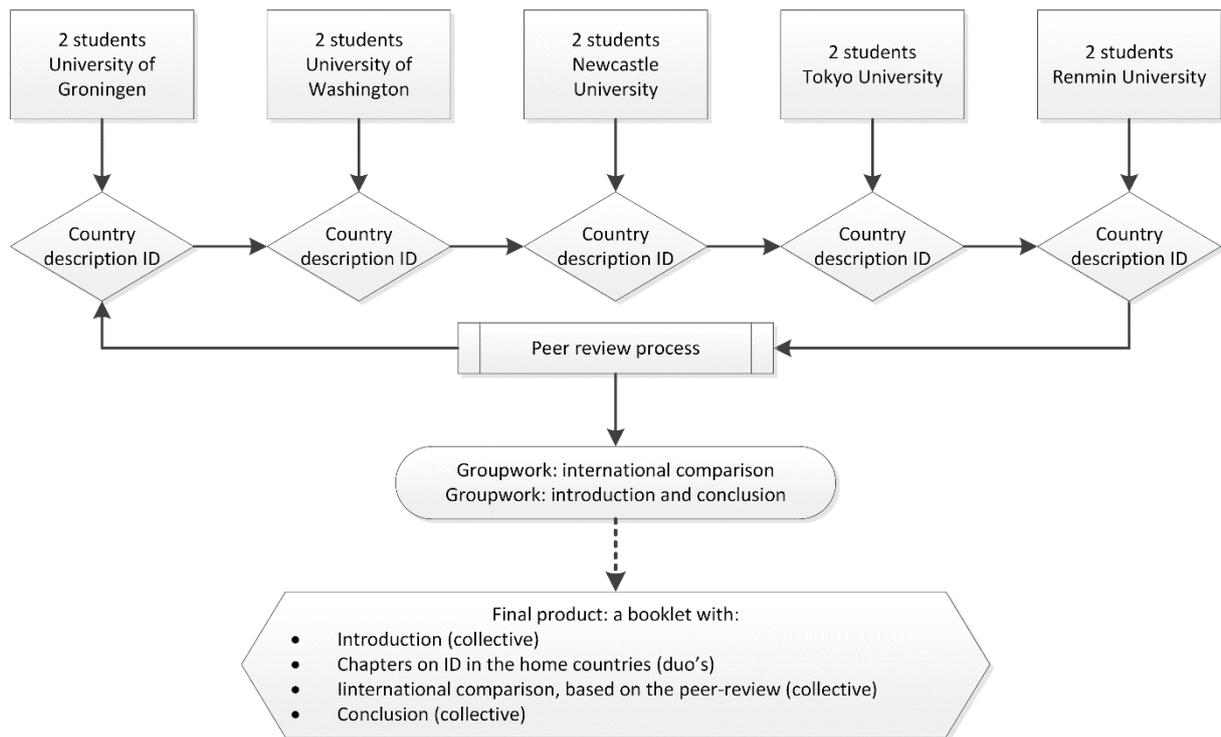
The group assignment is the most exciting part of the Global Course on Institutional Design for Spatial Planning. It allows you to cooperate with colleagues from all over the globe, and to challenge the dominant ideas about spatial planning in your home country. Groups of ten students (two from each participating institution) work on the same topic (see proposed *Topics*

for group assignment). When 10 students from all partnering institutions follow the Global Course (50 in total), there are five international topic groups. The international topic groups generate knowledge shared as a booklet with an introduction, 'country chapters', an international comparison and a conclusion (see the *assignment template*).

In the first stage of this process, the duos from each institution describe the impact of the local Institutional Design (in their home country / region / city) on their chosen topic. You are expected to reflect on Institutional Design while making use of the perspectives presented during the course. You are encouraged to think of the scale level, history, underlying power balance of institutions and their outcomes (2000/3000 words). This contribution constitutes one of the 'country chapters' of the final product of the international topic group.

In the second stage, duos from different institutions work together on an international comparison of the Institutional Design of the countries that the students 'represent'. Whereas the first stage of the assignment is focused on the Institutional Design of the home country, the second stage focuses on formulating an international comparison. In this international comparison, your group highlights how and why the Institutional Design differs between their countries. You are encouraged to use the so-called 'nine cells model' to reflect on the nature of international differences and their underlying causes. Furthermore, you are expected to work together on the introduction and conclusion of the booklet. It is wise to designate one group coordinator who coordinates the work and schedules the meetings between the group members. The cooperation-process consists of two steps:

- First, the duo's peer review the chapter written by one of the other duo's, and receive feedback from another duo. For example, a duo from Groningen University will reflect on the work done by a duo from Newcastle University, while receiving feedback from a duo located at University of Washington (see schematic overview below). The desired length of the review report is 500 words. The review helps the students to extract relevant variables on the basis of which the institutional systems can be compared, and forms the basis for the real international comparison. The deadline for submitting the review is the 24th of May, 23:59 (GMT).
- After reviewing each other's work, the duo's discuss with each other through Skype or other digital platforms and agree upon the criteria that are used to carry out the international comparison. In such a way, you get to know fellow planning students from all over the world and you will get a feeling for cultural differences. This will surely benefit the quality of the comparison. Together you work on a comprehensive document in which you position the Institutional Design of the UK, CN, USA, NL, and JP, on the basis of the country chapters and the peer reviews. Furthermore, you work together on an introduction and a conclusion. The deadline for submitting the final version is the 8th of June, 23:59 (GMT).
- The final output (the booklet with an introduction, country chapters, international comparison and conclusion) will be uploaded as a digital product on the *InPlanning* platform. The best contributions will be made publicly accessible as well.



Schematic overview of the work process for the group assignment.

Topics for Group Assignment

- *Heritage*
- *Cycling*
- *Congestion*
- *Housing affordability*
- *Smart public transport*
- *Segregation*
- *Suitability*

EVALUATION

The group assignment determines 100% of the final grade in the case of the University of Newcastle, the University of Tokyo, the University of Washington and Renmin University. For the University of Groningen students the assignment corresponds to 70% of the final grade due to a different workload at these institutions. Students are mainly assessed based on their performance as local duo. The local duo is in the first place responsible for the country chapter. However, a sufficiently worked-out collaborative part (the international comparison) is a prerequisite for receiving a grade for the work done by the local duo. Whether the international topic group received a pass / fail for their collaborative work, is a joint decision made by the international teaching staff. In order to allow the exchange of ideas between students, all parts of the assignment are undertaken in English. The above-mentioned logic is summarized in the assessment criteria of the work done by the local duos that are part of the broader international topic groups.

Evaluation criteria group assignment	
Critical evaluation of theories on Institutional Design	20
Accurate description of Institutional Design in home country (scale, scope, history)	20
Reflection on the institutional framework in home country	20
Positioning of a real-life planning issue in the broader institutional framework engaging multiple theories, perspectives, metaphors, etc.	20
Working in group (based on peer-review from colleagues)	10
Quality of writing including citation style	10
Informative and conceptually-rich international comparison of institutional design	Fail / pass

If students fail to make a sufficient contribution on the collaborative, international-comparative part of the group assignment they would be expected to resubmit their individual component in order to be published in the booklet and made available through *InPlanning*. Revising the assignment to bring it to the level of acceptable quality is obligatory in order to pass the course.

Based on the workload, the students from the Universities of Groningen and Washington will have an extra evaluation element. This element will weight 30% of the final grade and might consist of additional readings, and/or assignments. The nature of this assignment is determined by the local teaching staff, as is the possibility for a retake.

LECTURES

If you want to know more about the lectures given during the Global Course, please check out the website (www.globalcourse.inplanning.eu). Here you find a short teaser (250 words) of each lecture. Furthermore, you can find more information about the background of your teachers and the participating institutions. Below, you find the title of the lecture, the teacher and responsible institution, and the mandatory readings that will be discussed during the lecture.

Lecture 1

Introduction to Institutional Design and Spatial Planning

Dr. Ines Boavida-Portugal & Dr. Barend Wind (Groningen University)

Mandatory readings

- Ostrom, E. (2011). Background on the Institutional Analysis and. *Policy Studies Journal*, 39(1), 7-27. doi.org/10.1111/j.1541-0072.2010.00394.x
- Albrechts, L. (2004). Strategic (spatial) planning reexamined. *Environment and Planning B: Planning and Design*, 31(5), 743-758. doi.org/10.1068/b3065

Lecture 2

The 'nine cells model': Dutch spatial planning

Prof. Dr. Gert de Roo (Groningen University)

Mandatory readings

- De Roo (2018) Nine cells approach. Online: InPlanning.

Recommended reading

- Buitelaar, E., Lagendijk, A., & Jacobs, W. (2007). A theory of institutional change: Illustrated by Dutch city-provinces and Dutch land policy. *Environment and Planning A*, 39(4), 891–908. doi.org/10.1068/a38191

Lecture 3

Spatial Planning in the USA and Washington State Context (might be changed)

Dr. Jan Whittington (Washington University, Seattle)

Mandatory readings

- Williamson, Oliver E. "The New Institutional Economics: Taking Stock, Looking Ahead." *Journal of Economic Literature* 38, no. 3 (2000): 595-613.
www.jstor.org.offcampus.lib.washington.edu/stable/2565421
- North, Douglass C. "Economic Theory in a Dynamic Economic World." *Business Economics* 30, no. 1 (1995): 7-12.
www.jstor.org.offcampus.lib.washington.edu/stable/23486107

Recommended reading

- Arthur, W. Brian. "Positive Feedbacks in the Economy." *Scientific American* 262, no. 2 (1990): 92-99. www.jstor.org.offcampus.lib.washington.edu/stable/24996687

Lecture 4

Heritage in the United States (might be changed)

Dr. Jan Whittington (Washington University, Seattle)

Mandatory readings

- Ostrom, E., & Basurto, X. (2011). Crafting analytical tools to study institutional change. *Journal of Institutional Economics*, 7(3), 317–343.
doi.org/10.1017/S1744137410000305
- Whittington, Jan. "When to Partner for Public Infrastructure? Transaction Cost Evaluation of Design-Build Delivery." *Journal of the American Planning Association*, vol. 78, no. 3, 2012, pp. 269-285. Taylor & Francis Online, doi.org/10.1080/01944363.2012.715510

Recommended reading

- Pierson, P. (2000). Increasing Returns, Path Dependence, and the Study of Politics. *American Political Science Review*, 94(2), 251–267.
doi.org/10.2307/2586011

Lecture 5

Spatial Planning System in China: Continuity and Change

Dr. Lei Zhang (Renmin University)

Mandatory readings

- Abramson, Daniel Benjamin. 2006. "Urban Planning in China: Continuity and Change." *Journal of the American Planning Association* 72 (2): 197–215.
- Healey, Patsy. 1999. "Institutionalist Analysis, Communicative Planning, and Shaping Places". *Journal of Planning Education and Research*, 19(2): 111-121.

Recommended reading

- Zhang, Lei, Rachel M. Tochen, Michael Hibbard, and Zhenghong Tang. 2017. "The Role of Local Leaders in Environmental Concerns in Master Plans: An Empirical Study of China's Eighty Large Municipalities". *Journal of Planning Education and Research*. DOI: 10.1177/0739456X17699063

Lecture 6

Urban Spatial Transformation in Transitional China: The Role of Planning

Prof. Dr. QIN Bo (Renmin University)

Mandatory readings

- Gaubatz, P. (1999) China's urban transformation: patterns and processes of morphological change in Beijing, Shanghai and Guangzhou. *Urban Studies*, 36(9): 1495-1521.
- Han, S. S. (2000) Shanghai: between state and market in urban transformation. *Urban Studies*, 37(11): 2091-2112.

Recommended reading

- Qin B and Han S S (2013) Emerging polycentricity in Beijing: evidence from housing price variations, 2001-05. *Urban Studies* 50(10): 2006-2023.

Lecture 7

'Disorganised Devolution': reshaping metropolitan governance and planning in England in a period of austerity

Prof. Dr. Mark Tewdwr-Jones (Newcastle University)

Mandatory readings

- Kantor, P., Savitch, H. V., & Haddock, S. V. (1997). The Political Economy of Urban Regimes. *Urban Affairs Review*, 32(3), 348–377.
doi.org/10.1177/107808749703200303
- Stone, C. N. (2015). Reflections on regime politics: from governing coalition to urban political order. *Urban Affairs Review*, 51(1), 101–137.
doi.org/10.1177/1078087414558948

Lecture 8

Budget Cuts and the Reality of Digital Platforms, Volunteers and Local Services for Medium and Small Sized English Local Authorities

Dr. Moozhan Shakeri (Newcastle University)

Mandatory readings

- Davies, J. S. (2003). Partnership versus regimes: Why regime theory cannot explain urban coalitions in the UK. *Journal of Urban Affairs*, 25(3), 253–269. doi.org/10.1111/1467-9906.00164

Lecture 9

Institutional design in Japan: focus on land use

Hideki Koizumi (University of Tokyo)

Mandatory readings

- Alexander, E.R. (2006) *Institutional Design for Sustainable Development*, *The Town Planning Review*, 77(1): 1-27; www.jstor.org/stable/pdf/40112663.pdf
- Van Assche, K., Beunen, R., & Duineveld, M. (2014). Formal/informal dialectics and the self-transformation of spatial planning systems: an exploration. *Administration & Society*, 46(6), 654-683.

Recommended readings

- Raiser, M. (1997). Informal institutions, social capital and economic transition: reflections on a neglected dimension. *EBRD*.
- Cousins, B. (1997). How do rights become real? Formal and informal institutions in South Africa's land reform. *IDS Bulletin*, 28(4), 59-68.

Lecture 10

Land use planning and participatory planning

Hideki Koizumi (University of Tokyo)

Recommended readings

- Sorensen, Andre, Hideki Koizumi and Ai Miyamoto, *Machizukuri, Civil Society, and Community Space in Japan. The Politics of Civic Space in Asia: Building Urban Communities (Routledge Contemporary Asia Series)*, Amrita Daniere and Mike Douglass (eds.), Routledge, 2008.
- Hideki Koizumi, *Empowerment in Japanese Planning Context*, 217-227, *Towards Sustainable Cities: East Asian, North American, and European Perspectives on Managing Urban Regions (Urban Planning and Environment)*, Andre Sorensen Peter J. Marcotullio Jill Grant, Ashgate Publishing, Ltd, 2004
- Akito Murayama, *Civic movement for sustainable urban regeneration: Down town Fukaya City, Saitama prefecture*, *Living Cities in Japan: Citizens' Movements, Machizukuri and Local Environments*, André Sorensen Carolin Funck, Routledge, 2007

SCHEDULE

Lectures are recorded on Monday and Wednesday (note that there are exceptions), to give students in different time zones the opportunity to watch and discuss them, to record their

questions, and to give the lecturer the opportunity to address these issues during the next lecture.

Record date	Available online	Lecture	University / lecturers
Monday 16 April	Tuesday 17 April	1: Introduction to Institutional Design and Spatial Planning	University of Groningen I. Boavida-Portugal, B. Wind
Wednesday 18 April	Thursday 19 April	2: The 'nine cells model': Dutch spatial planning	University of Groningen G. de Roo
Tuesday 17 April		Group enrollment for assignment	
Monday 23 April	Tuesday 24 April	3: Spatial Planning in the USA and Washington State Context	University of Washington J. Whittington
Wednesday 25 April	Thursday 26 April	4: Heritage in the United States	University of Washington J. Whittington
Monday 23 April	Tuesday 01 May	5: Spatial Planning System in China: Continuity and Change	Renmin University Dr. Lei Zhang
Friday 27 April	Thursday 03 May	6: Urban Spatial Transformation in Transitional China: The Role of Planning	Renmin University Prof. Dr. QIN Bo
Tuesday 08 May	Tuesday 08 May	7: 'Disorganised Devolution': reshaping metropolitan governance and planning in England in a period of austerity	Newcastle University Mark Tewdwr-Jones
Tuesday 08 May	Thursday 10 May	8: Budget Cuts and the Reality of Digital Platforms, Volunteers and Local Services for Medium and Small Sized English Local Authorities	Newcastle University Moozhan Shakeri
Monday 14 May	Tuesday 15 May	9: Institutional design in Japan: focus on land use	University of Tokyo Hideki Koizumi
Wednesday 16 May	Thursday 17 May	10: Land use planning and participatory planning	University of Tokyo Hideki Koizumi
Friday 18 May		Deadline first part assignment (a reflection on the institutional design in the home country)	
Thursday 24 May		Deadline reflection on other duo's	
Friday 08 June		Deadline assignment (including an international comparison)	

MODES OF INSTRUCTION

Web-lectures + on site local students audience

The Global Course will be comprised by web-lectures and on-site local student audience. Students from the university where the lecture is being held will be able to attend it on-site and meet their fellow colleagues. The students that are not in the same geographical context where the lecture is being held will have access to a dedicated digital environment on the *In Planning*

platform that has a repository of the web-lectures and a number of services related to the course, such as a discussion feed.

The broadcasting of the lectures will be on-demand after the recordings are uploaded on the platform to suit the needs of all participants. The students from other Universities will watch the recorded lectures together in their own university. For practical reasons (time difference and administration), the lectures are watched one day after the lectures are recorded. Therefore, the lecture schedule differs between institutions. Eventually the web-lectures will be made available through the *In Planning* platform in a private environment created specifically for the course. This platform will also entail a discussion feed. This way, students can interact with lecturers and other fellow colleagues in another university.

Students can also view the web-lectures at other times. The big advantage of streaming lectures is that students can review classes online at a later date, on-campus or from home. The aim of creating a digital platform is to enhance communication and exchange ideas, while providing a virtual environment to collaboration and group work.

ETHICS

The Global course on Institutional Design for Spatial Planning is exciting because it allows for interactions with colleagues from around the globe, which involves unexpected encounters with new ideas that might challenge your own worldview, or the dominant way of thinking about spatial planning in your country. It is explicitly not the intention of this course to propagate one form of Institutional Design over another, but to place different forms of Institutional Design in their local context and understand their successes and gaps. We believe that an understanding of different institutional settings contributes to a better understanding of the structural powers that shape the institutional environment of students' home base. In order to make the Global Course on Institutional Design for Spatial Planning a success we call on all participating in this course to treat each other with respect, as equals and to take into consideration each other's traditions, manners and heritage. Hopefully attending the course will provide the opportunity for us all to be more inclusive, open-minded, and embrace (and learn from) diversity.

The course will be fully taught and evaluated in English, and while some students might be native speakers others aren't and may feel insecure about their speaking and writing abilities. One of the learning goals of the course is to use English as the academic *lingua franca*. This poses an opportunity for non-native English speaking students to improve their capabilities in an international classroom. Students will be assessed on having understood the literature, content of the lectures, and discussion with peers.

The Global Course is an elective, which means that we expect a high motivation from enrolled students. Thus, we expect high quality performance, in regards to participation and group work, which will contribute to the overall quality of the course. The outputs produced by the students will be published online on the *InPlanning* platform. Hopefully this will work as an incentive to produce good work and as positive reinforcement for good performance and exchange between the students during the course.

Even as students will work in teams they will be graded individually based on their contributions and participation within the group. In case a participant underperforms that would not negatively impact the grade of performing participants. However student teams should take on the responsibility to maintain functional teams and comply with what is asked of them in order to succeed. This means that the ability to work successfully in teams to produce a compelling document is an expectation and criteria for evaluation.