



## Edition 2018-2019

### Participating institutions

*University of Groningen, Groningen, the Netherlands (coordinating institution)*

*University of Washington, Seattle, United States*

*University of Tokyo, Tokyo, Japan*

*Renmin University of China, Beijing, China*

*Newcastle University, Newcastle, United Kingdom*

*Damascus University, Damascus, Syria*

More information: [globalcourse.inplanning.eu](http://globalcourse.inplanning.eu)

### INTRODUCTION

The 'Global Course: Spatial Planning and Institutional Design' is a joint effort of Newcastle University, The University of Tokyo, Renmin University of China, the University of Washington and the University of Groningen. The first edition of the Global Course won AESOP's Excellence in Teaching Award 2018. We are pleased to present you with an improved version of the course for the academic year 2018-2019.

The Global Course is truly international, as the lectures are recorded and streamed at five top universities on three continents. The group work allows you to collaborate with fellow students from around the globe. We promise to provide an intellectually stimulating (virtual) classroom to discuss the following two questions:

1. What are institutions and which historic, economic and cultural factors explain their existence?
2. How and why does the institutional context differ between the participating countries?

A look across the border shows that countries solve their social and spatial issues in different ways. Although consultants often propose to copy spatial interventions from one city to another, the Global Course shows that the success and outcomes of these interventions are context-dependent. In order to make spatial planning interventions successful, it is important to build the right institutional conditions. In other words: spatial design cannot do without institutional design. The Global Course consists of a theoretical and a practice-oriented narrative that allows you to engage in discussions about institutional design. The first is a theoretical perspective on institutions, taking into account history, culture and economy on various scale levels. The second is an international-comparative perspective on planning systems, based on an overview of the institutional context of the participating countries.

The theoretical narrative is about the nature of institutions, which will be discussed in a multi-disciplinary fashion. In the Global Course, we define institutions in the broadest sense: they are sets of legal rules, policies, and normalized or legitimized sets of behavior. On the basis of the history, culture, ideology and the interests of different groups, the planning system might evolve in a different fashion. Institutions are therefore not neutral. They are the result of decision-making processes, democratic procedures, collective behavior and power struggles between public and private bodies, individuals and (representative) groups, in official or unofficial ways. They generate outcomes that are relevant and purposeful to those who have established or uphold these institutional frameworks. However, the range of possible changes is limited by historic choices and by dominant ideological notions. During the Global Course, institutional economics,



## Global Course: Spatial Planning and Institutional Design

political economy, and path dependency are presented as explanations behind the existence of institutions.

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. You are challenged to think about questions such as: What is ultimately the goal of spatial planning and spatial interventions? How is the public domain defined? 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 is our pleasure to help you along the course and wish you success!

### ADMISSION

The Global Course: Spatial Planning and Institutional Design has a virtual international classroom as educational starting point. Therefore, all partners allow a relatively small number of students to participate in this course. This will foster in-depth learning and international collaboration and learning. Different institutions use 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 online lectures can be followed by a broader audience (e.g. at the University of Groningen and Renmin University of China, a parallel, less-interactive course uses the same online lectures).

### 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 and 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: Spatial Planning and Institutional Design is very compact. In a period of only seven weeks (between 15 April and 7 June), students are provided with five lectures providing a theoretical perspective on institutional design, and six lectures describing the spatial planning system in each of the participating countries (and cities, as often a multi-scalar perspective is presented). The lectures taught by the home institution can of course be attended in real life, whereas the lectures provided by the other partners are shared through the InPlanning platform ([globalcourse.inplanning.eu](http://globalcourse.inplanning.eu)) (see *What is InPlanning platform?*). To foster discussion about the content of the lectures, students of each institution watch the lectures together. As all lectures are made public during the first week of the course, local partners can decide when and in which order the lectures are shown to the students.

At the University of Groningen, a weekly seminar is organized for the local students to have a guided discussion about the most important insights from the lectures provided by the international partners. We highly recommend the other partners to do the same. Students from different institutions are encouraged to share the outcomes of these discussion on the InPlanning platform, allowing the lecturers to respond to their questions.

During the course, students work on an internationally-comparative group assignment, analyzing a spatial planning issue from an institutional point of view: how are the planning institutions in the home country developed? How do they differ from other countries? And which institutional changes would make the system more effective? The assignment requires two forms of group work. First, students collaborate with a colleague from their own institution (hereafter: the local group). Second, the local groups collaborate with their counterparts from other institutions, working on the same topic (hereafter: global groups). In short, the local groups describe their own local planning context in the first phase, whereas they reflect on the work of other local groups in their global group in the second phase. This ensures shared learning while collaborating with international peers (see *Assignment*).

Please note that this course will be taught and graded in English. This means that all lectures are in English, and the assignments are written in English. Local partners might choose to offer seminars and exams in their own language.

### What is the *InPlanning* platform?

*InPlanning* ([www.inplanning.eu](http://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: Spatial Planning and Institutional Design, the workload differs between universities (varying between 100 and 140 hours of work). The shared part of the Global Course (the online lectures, reading the course literature, participating in the group assignment) equals 100 hours of work. This is considered as the core content of the course. Partners that offer the Global Course as a more substantial course in their curriculum offer additional seminars to discuss the lectures provided by the other partners, meetings on which the group assignments are presented, or offer an additional exam about the course literature.



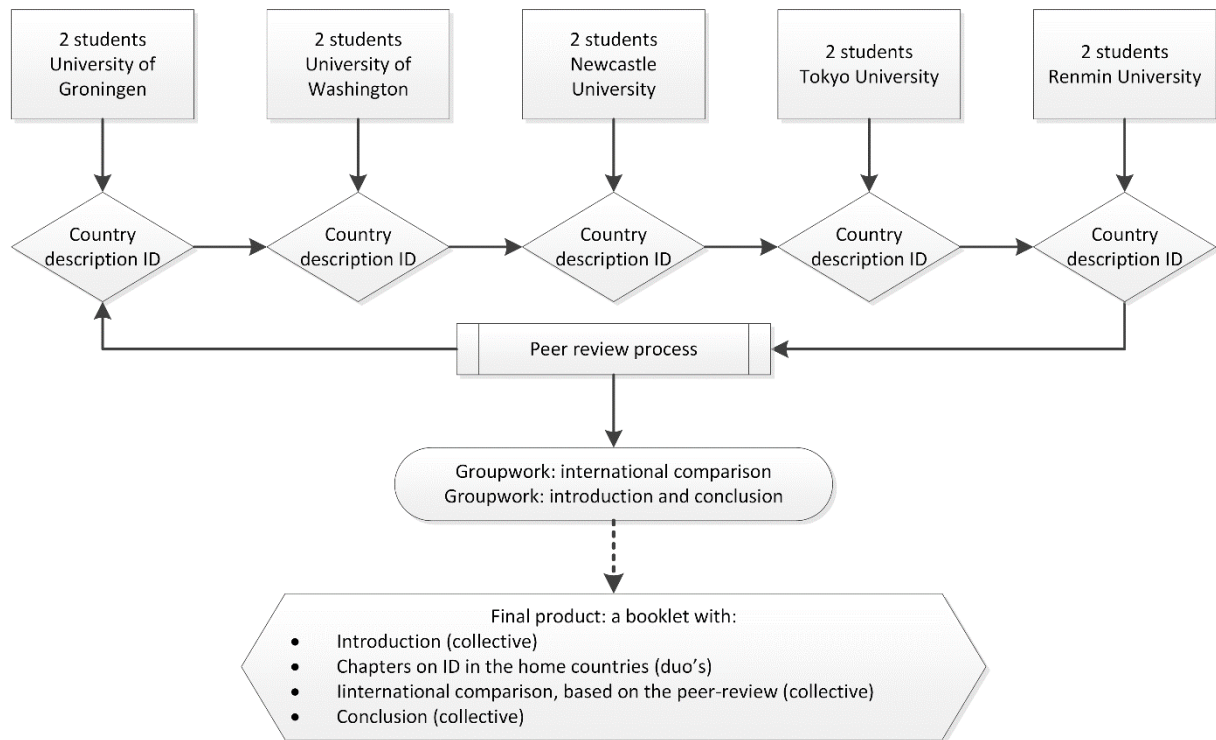
### GROUP ASSIGNMENT

The group assignment is the most exciting part of the Global Course: Spatial Planning and Institutional Design. 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 a maximum of ten students (preferably 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 local groups from each institution describe the impact of the local Institutional Design (in their home country / region / city) on the selected topic. You are expected to reflect on Institutional Design while making use of the theories and perspectives presented during the course (institutional economics, political economy, path dependency and informality). You are encouraged to think of the scale level, history, underlying power balance of institutions and their outcomes. The output is a 'country chapters' that will become part of the final product of the international topic group. The **deadline** for sending the '**country chapter**' to your group colleagues from all other Universities is **May 17, 23:59 (GMT)**.

In the second stage, local groups from different institutions work together – forming a global group – 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 the countries that are represented in the group. The introduction, conclusion and international comparison are a collective endeavor of the international group that requires contact between group members all across the globe on a regular basis. It is wise to designate one group leader that will coordinates the work and schedules the meetings between the group members. The cooperation-process consists of two steps, described as follows:

- First, the local groups peer-review a 'country chapter' written by one of the other local groups. For example, students from Groningen University will reflect on the work done by students from the University of Washington (see schematic overview below). The desired length of the review report is 500 words (see peer-review rubrics). 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 international comparison. The **deadline** for submitting the **peer-review** to your lecturers and colleagues is the **May 24, 23:59 (GMT)**.
- After reviewing each other's work, students discuss with each other via Skype or other digital platforms and agree upon the main aspects 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, CHN, 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** to your lecturers is the **June 07, 23:59 (GMT)**.



*Schematic overview of the work process for the group assignment.*

### Topics for Group Assignment:

- *Shortage or nuisance of car parking*
- *Energy transition of housing*
- *(Over)tourism / versus local culture*
- *Urban regeneration*
- *Vibrant university campuses*
- *Sports facilities*
- *Urban heritage conservation*

### EVALUATION

The group assignment determines 100% of the final grade in the case of the University of Newcastle, the University of Tokyo and Renmin University. For the University of Groningen and the University of Washington students, the assignment corresponds to 70% of the final grade due to a different workload at various institutions (100 hours in some, 140 hours in others). In total, 30% of the final grade at the University of Groningen is based on an additional assessment element (see below).

Local teachers assess the work of the local students. Therefore, the assignment is mainly assessed based on the performance of the local group. The local group is in the first place responsible for the country chapter. A sufficiently worked-out collaborative part with the global group (the international comparison) is graded as well (20% of the grade). However, a substantiated international comparison of institutions in planning to receive a pass for your entire assignment. In order to allow the exchange of ideas between is a requirement for passing the assignment (see evaluation scheme below). In order to allow the exchange of ideas between students, all parts of the assignment are undertaken in English.



Evaluation criteria group assignment	
Appropriate use and critical reflection on Institutional Design theories and perspectives (discussed in the lectures and from the literature)	20
Reflection on the institutional framework in home country	20
Positioning and description of a real-life planning issue in the institutional framework in home country	20
Quality of writing including citation style	10
Informative and conceptually-rich international comparison of institutional design	30

If students fail to make a sufficient contribution on the collaborative, international-comparative part of the group assignment they are expected to resubmit a 'second chance' paper. Revising the assignment to bring it to the level of acceptable quality is obligatory in order to pass the course. In the second chance paper each of the local partners includes their (updated) country chapter and a chapter in which they position their local context within the international context. International collaboration is not needed for the 'second chance' paper.

Based on the workload, the students from the Universities of Groningen 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. For students from the University of Groningen, this will be an exam with open questions, based on the course readings.

### LECTURES

The Global Course consists of ten lectures, provided by different international partners. The recorded lectures will be watched together with all Global Course students at your institution. Each week, the Global Course consists of two lectures and one seminar in which the concepts used by the lecturers from other institutions are discussed among the students. Attendance is mandatory. Being absent without a valid reason means that you are expected to hand in a 'replacement assignment' before the end of the next week.

If you want to know more about the lectures given during the Global Course, please check out the website ([globalcourse.inplanning.eu](http://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: Institutions and Planning**

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

#### Mandatory readings





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- Ostrom, E. (2011). Background on the Institutional Analysis and. Policy Studies Journal, 39(1), 7–27.
- Dear, M. (2005). Comparative urbanism. *Urban Geography*, 26(3), 247-251.

### Lecture 2

#### **Country overview: Dutch spatial planning - too good to be true?**

Prof. Dr. Gert de Roo (Groningen University)

#### Mandatory readings

- 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.
- Albrechts, L. (2004). Strategic (spatial) planning reexamined. *Environment and Planning B: Planning and Design*, 31(5), 743–758.

### Lecture 3

#### **Theoretical perspective: Understanding spatial planning from an institutional economics perspective**

Dr. Jan Whittington

#### Mandatory readings

- Williamson, Oliver E. "The New Institutional Economics: Taking Stock, Looking Ahead." *Journal of Economic Literature* 38, no. 3 (2000): 595-613.
- North, Douglass C. "Economic Theory in a Dynamic Economic World." *Business Economics* 30, no. 1 (1995): 7-12.

### Lecture 4

#### **Country overview: Evaluating the Role of Local Government in the US**

Dr. Jan Whittington

#### Mandatory readings

- Ostrom, E., & Basurto, X. (2011). Crafting analytical tools to study institutional change. *Journal of Institutional Economics*, 7(3), 317–343.
- Whittington, J. (2012) When to Partner for Public Infrastructure? Transaction Cost Evaluation of Design-Build Delivery. *Journal of the American Planning Association* 78(3), 269-285.

### Lecture 5

#### **Theoretical perspective: Understanding spatial planning from a political economy perspective**

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.
- Stone, C. N. (2015). Reflections on regime politics: from governing coalition to urban political order. *Urban Affairs Review*, 51(1), 101–137.

### Lecture 6

#### **Country Overview: Institutional Design and the Historic Environment - The British Conservation Planning System**

Prof. Dr. John Pendlebury (Newcastle University)

### Mandatory readings

- Cullingworth B., Nadin, V., Hart, T., Davoudi, S., Pendlebury, J., Vigar, G., Webb, T., & Townshend, T. (2014) *Town and Country Planning in the UK* (15<sup>th</sup> edition) London: Routledge. Only chapter 8.

### Lecture 7

#### **Theoretical perspective: Spatial Planning System in China: Structure, Agency and Path Dependence**

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.

### Lecture 8

#### **Country overview China: Understanding the role of planner in reshaping urban landscape in China**

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.

### Lecture 9

#### **Theoretical perspective: Understanding spatial planning as an informal institution**

Prof. Dr. Hideki Koizumi (University of Tokyo)





### Mandatory readings

- 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.
- Alexander, E.R. (2006) Institutional Design for Sustainable Development, *The Town Planning Review*, 77(1): 1-27.

### Lecture 10

#### **Country overview: Land use planning and participatory planning in Japan**

Prof. Dr. Hideki Koizumi (University of Tokyo)

### Mandatory readings

- To be announced

### Lecture X

#### **Country overview: Syria**

Dr. Naoras Watfeh (Damascus University)

### Suggested reading

- To be announced



## Global Course: Spatial Planning and Institutional Design

### SCHEDULE

All lectures are recorded during the first week of the Global Course. All participants will watch the introduction lecture by the University of Groningen as first lecture because it gives an introduction to the setup of the course. The local lecturers determine in which order the other lectures will be watched and discusses. The schedule below shows the schedule that is used at the University of Groningen. During the seminars the local lecturers discuss the theoretical perspectives and issues raised by the lecturers from the other institutions. Students will post the outcomes of these sessions on the discussion platform on [globalcourse.inplanning.eu](http://globalcourse.inplanning.eu) to allow the lecturers to respond to their questions and discussion points.

Date	Time	Type	Title	City	Lecturer present
2019-04-10	17:00 (GMT)	Deadline	Group formation assignment		
2019-04-17	15:00-17:00	Lecture	Introduction: Institutions and Planning	Groningen	Dr. Wind / Boavida Portugal
2019-04-18	13:00-15:00	Lecture	Country overview: Dutch spatial planning - too good to be true?	Groningen	Dr. De Roo
2019-04-18	15:00-16:00	Seminar	Discussing institutional design	x	Dr. De Roo
2019-04-23	11:00-13:00	Lecture	Theoretical perspective: Understanding spatial planning from an institutional economics perspective	Seattle	Dr. Boavida-Portugal
2019-04-25	13:00-15:00	Lecture	Country overview: Evaluating the Role of Local Government in the US	Seattle	Dr. Wind
2019-04-25	15:00-16:00	Seminar	Discussing institutional economics	x	Dr. Wind / Boavida Portugal
2019-04-30	11:00-13:00	Lecture	Theoretical perspective: Understanding spatial planning from a political economy perspective	Newcastle	Dr. Wind
2019-05-02	13:00-15:00	Lecture	Country Overview: Institutional Design and the Historic Environment - The British Conservation Planning System	Newcastle	Dr. Boavida-Portugal
2019-05-02	15:00-16:00	Seminar	Discussing political economy	x	Dr. Wind / Boavida Portugal
2019-05-07	11:00-13:00	Lecture	Theoretical perspective: Spatial Planning System in China: Structure, Agency and Path Dependence	Beijing	Dr. Boavida-Portugal
2019-05-09	13:00-15:00	Lecture	Country overview China: Understanding the role of planner in reshaping urban landscape in China	Beijing	Dr. Wind
2019-05-09	15:00-16:00	Seminar	Discussing path dependence	x	Dr. Wind / Boavida Portugal
2019-05-14	11:00-13:00	Lecture	Theoretical perspective: Understanding spatial planning as an informal institution	Tokyo	Dr. Wind
2019-05-16	13:00-15:00	Lecture	Country overview: Land use planning and participatory planning in Japan	Tokyo	Dr. Boavida-Portugal
2019-05-16	15:00-16:00	Seminar	Discussing informal institutions	x	Dr. Wind / Boavida Portugal
2019-05-17	23:59 (GMT)	Deadline	Submit country chapter for peer review		
2019-05-24	23:59 (GMT)	Deadline	Submit peer review		
2019-06-07	23:59 (GMT)	Deadline	Submit final version assignment		



### MODES OF INSTRUCTION

#### Web-lectures + on site local 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. The local partners decide when and in which order they broadcast the lectures. They are encouraged to organize seminars to discuss the content of the lectures with their students. The InPlanning platform also entails 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 as well. 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. 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.



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