Global Course: Spatial Planning and Institutional Design

Edition 2021-2022

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Participating institutions

University of Groningen, Groningen, the Netherlands (coordinating institution)
University of Washington, Seattle, United States (Only lectures are provided by UW_no students from UW participate this year)
The University of Tokyo, Tokyo, Japan
Renmin University of China, Beijing, China
Newcastle University, Newcastle, United Kingdom
Damascus University, Damascus, Syria (observing member)

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 the fifth version of the course for the academic year 2021-2022.

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, 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*). However, this year the University of Washington will only provide lectures and their students are not participating in the student group projects (due to unexpected changes in the number of enrolled students). The online lectures can of course be followed by a broader audience (e.g. at 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 completion of the Global Course on Institutional Design and Spatial Planning, students will be able to:

- Juxtapose some of the most influential theoretical writings on Institutional Design with a focus on the discipline of planning.

- Discuss the mechanisms underlying different institutional settings and planning frameworks in countries around the globe.

- Explain the dialectic between institutional arrangements and planning practice.

- Apply different perspectives on Institutional Design (i.e. institutional economics, political economy, path dependency and (in)formality) on a real-life planning issue/case study.

- Reflect on institutional settings in your home country, by taking into account different perspectives on Institutional Design and international planning practices.

- Demonstrate a sense of respect for other frames of reference and cultural differences

- Cooperate with fellow students from different universities, who come from different cultural backgrounds and institutional systems, by using digital technology and the English language.

WORK FORMS

The Global Course: Spatial Planning and Institutional Design is very compact. In a period of only eight weeks (between 19 April and 10 June), students are provided with five lectures providing a theoretical perspective on institutional design, and five 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[1], whereas the lectures provided by the other partners are shared through the InPlanning platform

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[1] As far as the COVID-19 outbreak allows.

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(global course.in planning.eu)[2]. To foster discussion about the content of the lectures, students of each institution may watch the lectures together (or in groups). 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 (or watched by) the students.

At the University of Groningen, a group discussion (seminar) is organized after watching each lecture, to have a guided discussion about the most important insights from the lectures provided by the international partners. During each seminar one local student group (or two groups depending on number of groups) will give a 20-minute presentation of the most important insights gained from the lectures and assigned literature, which provides the basis for further discussion in class. The lecturer will then summarize the main learning outcomes of each lecture. 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 international lecturers to respond to their discussion points and any potential remaining 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 group discussions and exams in their own language.

WORKLOAD

Since the educational structures differ a lot between the institutions that participate in the 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 during which the group assignments are presented or discussed, and/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*).

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[2] *InPlanning* (www.inplanning.eu) is an open access platform for planning-related publications, managed by the University of Groningen. *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.

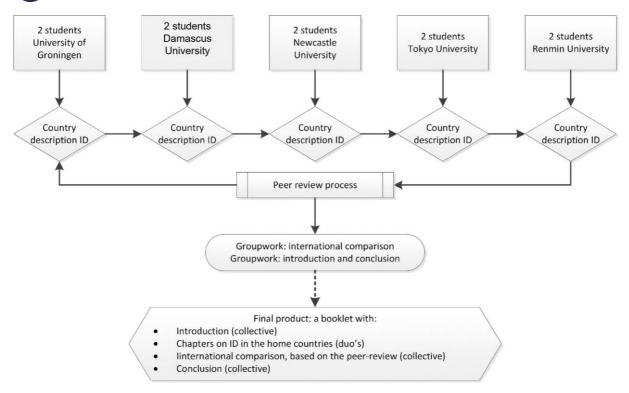# Global Course: Spatial Planning and Institutional Design

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. Students 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). They are encouraged to think of the scale level, history, underlying power balance of institutions and their outcomes. The output is a 'country chapter' 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 23, 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 <u>collective endeavor of the international group</u>; this requires contact between group members all across the globe on a regular basis. It is wise to designate one group leader that will coordinate the work and schedule the (online) 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 Damascus university (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 30, 23:59 (GMT)**.

- After reviewing each other's work, students of the global groups discuss with each other via Skype or other digital platforms and agree upon the main aspects used to carry out the international comparison. In this way, you get to know fellow planning students from all over the world and you will get a feeling for cultural differences. Together, you work on a comprehensive document in which you position the Institutional Design of the UK, CHN, NL, JP, and Syria 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 15, 23:59 (GMT)**.

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Schematic overview of the work process for the group assignment

Topics for Group Assignment:

- ***Transit Oriented Development:*** In urban planning, transit-oriented development (TOD) is a type of urban development that maximizes the amount of residential, business and leisure space within walking distance of public transport. In doing so, TOD aims to increase public transport ridership and the use of more active modes of transport (rather than private car use) by promoting sustainable urban growth. It is indeed an example of integrated land use and transportation planning. Many cities around the world are developing TOD policies. However, the institutional context influences the success of TOD implementation. In this topic area students will look at the implementation of TOD in different participating countries and the way institutional context has influenced (or might influence) the (future) success of TOD implementation. (Dr. Samira Ramezani, s.ramezani@rug.nl, University of Groningen)

- *Housing Frameworks:* Ownership and property rights are key considerations for the planning, development, and use of land. This is especially relevant in the case of housing ownership and occupancy—known as housing tenure—with various standard arrangements such as homeownership, private rental housing, and government-supported housing. Owner-occupiers, landlords, tenants, and government agencies all have different responsibilities and incentives that influence how housing is built and occupied. Housing tenure is closely related to the built form and spatial structure of cities, as rental units are often (but not always) found in multifamily buildings in urban neighborhoods, whereas homes for sale are more commonly detached or attached single family houses located in suburban areas. Housing tenure arrangements can vary widely across national contexts, depending on institutions and regulatory frameworks. In this topic area students will investigate the policies and institutions that define housing tenures, and explore the implications for residents, cities, and urban planning. (Dr. Sarah Mawhorter, s.l.mawhorter@rug.nl, University of Groningen)

- ***Energy transition in cities***: Energy transition is imperative for combating with the global climate change, which refers to the shift from fossil-based systems of energy production and consumption to renewable energy sources. While cities contribute about 75% of carbon emissions in the world, how to promote and facilitate urban energy transition becomes a major challenge for urban and regional planners worldwide. Students who choose this topic could identify demonstration cases from the cities in different participating countries, summarize the varied technical and policy toolkits that have been provided and implemented for energy transition, and assess the outcomes and results of the demonstration cases and the relevant tools, with an emphasis on the impact of different institutional contexts. (Dr. Bo Qin, qinbo@ruc.edu.cn, Renmin University of China)

- ***Urban regeneration:*** Regeneration of existing urban areas is important when cities limit urban expansion or experience the shrinkage of population and economy. There are three types of urban regeneration (renewal): redevelopment, rehabilitation and conservation. Students can explore how cities in different countries are applying the three types in the comprehensive planning of urban regeneration. It is interesting to examine the process and the supporting institutions of urban regeneration in different contexts. Evaluation of the institutions from the perspective of environmental, social and economic sustainability or SDGs is also important. (Dr. Akito Murayama, murayama@up.t.u-tokyo.ac.jp, The University of Tokyo)

- ***Urban heritage conservation***: Urban conservation management in the UK is highly integrated into issues of spatial planning relative to many countries. The principal legislative base is shared and most day-to-day management of the historic environment and of spatial planning is undertaken by the same local (planning) authorities. Nevertheless, there is a distinct institutional infrastructure e.g. of heritage protection categories, specific legislation, heritage organizations, a professional body and a distinct values-framework that needs to be understood. Furthermore, policy integration with other related fields over recent decades, such as urban regeneration, have influenced heritage practice, subtly shifting the goals of the activity. (Ms. Qianqian Qin, Qianqian.Qin1@newcastle.ac.uk, Newcastle University)

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 some universities the assignment corresponds to 60%-70% of the final grade due to a different workload at various institutions (between 100 -140 hours). The additional element accounting for the remaining 30%-40% of the final grade might consist of additional readings, a test and/or assignments. The nature of this additional element is determined by the local teaching staff, as is the possibility for a retake.

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 part of the evaluation criteria too. A substantiated international comparison of institutions in planning is required to receive a pass for your entire assignment (see evaluation scheme below). In order to allow the exchange of ideas between students, all parts of the assignment are undertaken in English.

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Evaluation criteria group assignment	Score %
Accurate description of Institutional Design in home country (scale, scope, history)	20
Positioning of a real-life planning issue in the broader institutional framework	20
Reflection on the institutional framework in home country	20
Critical usage of theories and concepts from the course	20
Quality of writing including citation style	10
Informative and conceptually-rich international comparison of institutional design	Fail/pass
Peer-review (to be included as appendix in the group assignment)	Fail/pass + 10
TOTAL	**100 %**

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.

University of Groningen:
Based on the workload, in total 40% of the final grade at the University of Groningen is based on additional assessment elements. This will include an exam with open questions based on the course readings (30%) and an in-class activity by local groups (a 20-min presentation of main insights from lectures and literature of one week) which constitutes 10% of the final grade. In order to successfully complete the course, students need to pass the in-class presentation, the exam, and the group assignment.

Evaluation criteria for in-class activity (presentation)_University of Groningen	Score %
Accurate description of the main insights from the practice-oriented narrative	20
Accurate description of the main insights from the theoretical narrative	20
Reflections on the link between the spatial planning in the related country and the theories discussed in the theoretical narrative and the assigned literature	20
Comparison with the case of the Netherlands	20
Quality of presentation and interaction with the audience (i.e. students)	20
TOTAL	**100 %**

LECTURES

The Global Course consists of ten lectures, provided by different international partners. The recorded lectures may be watched together with all Global Course students (or your local group members) at your home institution. Each week, the Global Course consists of one or two lectures in which the concepts used by the lecturers from other institutions are discussed among the students. <u>Attendance is mandatory</u>.

If you want to know more about the lectures given during the Global Course, please check out the website (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.

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 the first lecture because it introduces the setup of the course. The local lecturers determine in which order the other lectures will be watched. The table below provides an overview of all the lectures including the assigned readings. In Groningen, a discussion seminar is organized after each two lectures from a partner university, to have an in-class discussion about the content of the lectures and the assigned readings. Students are encouraged to post the outcomes of these sessions and any potential remaining questions they might have on the discussion platform on globalcourse.inplanning.eu to allow the other lecturers to respond as well.

Lecture	Assigned readings
University of Groningen, The Netherlands	
Introduction to Institutional Design and Spatial Planning Dr. Samira Ramezani & Dr. Barend Wind (University of Groningen)	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.
Country overview: Dutch spatial planning - too good to be true? Prof. Dr. Gert de Roo (University of Groningen)	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.
Newcastle University, Newcastle, United Kingdom	
Theoretical perspective: 25 years of reform – what is British planning trying to achieve? Dr. David Webb (Newcastle University)	Rydin, Y. (2011). *The purpose of planning: Creating sustainable towns and cities*. Policy Press. (chapters 2 & 8) Suggested reading: John Harrison, Daniel Galland & Mark Tewdwr Jones (2021) Regional planning is dead: long live planning regional futures, Regional Studies, 55:1, 6-18
Country Overview: Institutional Design and the Historic Environment - The British Conservation Planning System. Prof. Dr. John Pendlebury (Newcastle University)	Cullingworth B., Nadin, V., Hart, T., Davoudi, S., Pendlebury, J., Vigar, G., Webb, T., & Townshend, T. (2014) *Town and Country Planning in the UK* (15th edition) London: Routledge. (chapter 8) Pendlebury, J. (2014). Heritage and Policy. The Palgrave Handbook of Contemporary Heritage Research. S. Watson and E. Waterton. Basingstoke, Palgrave Macmillan.s
The University of Tokyo, Tokyo, Japan	
Theoretical perspective: Introduction to Land Use Planning in Japan: Understanding How the Japanese Urban Environment is Shaped.	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.

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Dr. Akito Murayama (The University of Tokyo)	Alexander, E.R. (2006) Institutional Design for Sustainable Development, *The Town Planning Review,* 77(1): 1-27.
Country overview: <u>Japan: Making of Urban Tokyo and Urban Planning system in Japan</u> Prof. Dr. Hideki Koizumi (The University of Tokyo)	Similar as above
Renmin University of China, Beijing, China	
Theoretical perspective: <u>Spatial Planning System in China: Structure, Agency and Path Dependence</u> Dr. Lei Zhang (Renmin University)	Abramson, D.B. (2006). Urban Planning in China: Continuity and Change, *Journal of the American Planning Association*, 72(2), 197–215. Healey, P. (1999). Institutionalist Analysis, Communicative Planning, and Shaping Places. *Journal of Planning Education and Research*, 19(2), 111-121.
Country overview China: <u>Understanding the role of planner in reshaping urban landscape in China</u> Prof. Dr. QIN Bo (Renmin University)	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. Suggested reading: Seto, et al. (2021). From low- to net-zero carbon cities: The next global agenda. *Annual Review of Environment and Resources*, 46: 377-415.
University of Washington, Seattle, United States	
Theoretical perspective: <u>Understanding spatial planning from an institutional economics perspective</u> Dr. Jan Whittington	Williamson, O.E. (2000). The New Institutional Economics: Taking Stock, Looking Ahead, *Journal of Economic Literature*, 38(3), 595-613. North, D.C. (1995). Economic Theory in a Dynamic Economic World, *Business Economics*, 30(1), 7-12.
Country overview: <u>Evaluating the Role of Local Government in the US</u> Dr. Jan Whittington	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.

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LITERATURE LIST

- 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.
- 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.
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- Pendlebury, J. (2014). Heritage and Policy. The Palgrave Handbook of Contemporary Heritage Research. S. Watson and E. Waterton. Basingstoke, Palgrave Macmillan.
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- 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.
- Seto, et al. (2021). From low- to net-zero carbon cities: The next global agenda. *Annual Review of Environment and Resources*, 46: 377-415.

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 are not 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.

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 global groups, they will be graded per local group. In case a local group underperforms that will not negatively impact the grade of the other local groups of that specific global group. However, local groups should take on the responsibility to maintain functional global groups and comply with what is asked of them in order to succeed. The ability to work successfully in teams to produce a compelling document is an expectation for all participating students.

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