



**Postgraduate Programme in
European Spatial Development Planning**
(in short: EMSDP - European Module in Spatial Development
Planning)

Programme Handbook
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Katholieke Universiteit Leuven
A.S.R.O.



Organisation



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INTRODUCTION

The **Post-graduate Programme in European Spatial Development Planning** – in short ***European Module in Spatial Development Planning or EMSDP***– is an intensive teaching and research training programme for post-graduate students and researchers in urban studies and planning offered by the ASRO- MAHS/MAUSP programme in collaboration with the research units P&D and OSA at the Faculty of Engineering of the Katholieke Universiteit in Leuven (KU Leuven), Belgium, over a three months period (March through May).

The EMSDP programme is open to Doctoral students, Master students (II level Master), Post-graduate students and Researchers, and includes three forms of training: *structured lectures*, a series of self-standing *presentations* on relevant case studies or topics, and *post-graduate research seminar*, in which EMSDP students present their work in progress to peers and staff.

Applicants from Europe and from countries around the world are invited to join with doctoral students and research fellows from the KU Leuven in a unique programme of intensive study of European Spatial Development Planning, specifically designed for postgraduate training.

The programme begins the first week of March and runs over a three – extendable to four – months period. The first three months cover lectures, presentations and research seminars, while the fourth month can be devoted to individual research under local tutorship.

The successful completion of the course – including the positive evaluation by the teachers involved – has two possible outcomes: a) it can be fully validated within the home Ph.D. study programme of the students for up to 30 ECTS; b) as of 2012, it can award a *Post-graduate Certificate* in European Spatial Development Planning, representing 30 ECTS credits.

HISTORY, APPROACH AND AIMS

How it started

Spatial development planning – including urban and regional plan making, programmes and policies – lies at the crossroads of several disciplines: economics, sociology, town planning, geography, political science, urbanism, etc. However, teaching and practices remain strongly biased by the disciplines of the school or department that offers the teaching programme and professional training. In other words, whatever is argued, a true interdisciplinary approach to spatial development planning is still rare.

For this reason, some twenty years ago, teachers from different disciplines and different European universities have taken the initiative – under the auspices of the then starting Erasmus programme – to establish a scientific network and create an integrated

advanced teaching programme for post-graduate students, researchers and practitioners in planning. The EMSDP is now to start its 20th edition. It was launched at the University of Lille I, then moved to the University of Newcastle and now to the University of Leuven. The network of partner universities has enlarged (see list below), teachers have partly changed, and contents have evolved, as in any 'living' network. But the core ideas and some of the founding partners and teachers are still there, ensuring continuity and consistency.

Philosophy and Aims

The approach to urban studies and planning deployed in this programme is *integrated*, *historical* and *critical*. The focus is mainly on *European* planning theory and practice, but considerable attention is given to comparisons with regions outside Europe. The programme also has a clear *ethical* outlook: the planning philosophy shared by the staff is oriented to serve progress in society, based on principles of equity and sustainability. Of course, the adoption of the above approach and principles still allows for a wide pluralism in analytical focus and planning methodology.

Integration refers to several aspects. In the first place, planning itself is viewed as an *integrated* process, whereby spatial analysis is integrated with the planning practice. Analysis is obviously part of the planning process, since without understanding the economic and social features of places, planning is anaemic: issues cannot be properly assessed and successful strategies and actions cannot be formulated. But analysis is not a purely scientific endeavour, nor just a one-way pre-requisite: it is an ongoing dialectic process, throughout the planning cycle and with continuous feedbacks, which also mobilises other – non-scientific – modes of knowledge acquisition.

Secondly, integration refers to *multidisciplinarity*: planning combines the perspectives, theories and methods of different disciplines in social sciences and humanities. It is not sufficient to look at planning theories and/or experiences by themselves. Our integrated approach stresses the need to investigate the relationships between the different domains involved in planning. Economic, social and political theories are mobilised to understand both the socioeconomic context and the planning process and outcome: Which are the main actors and agency processes? What are the power relations? Which normative discourses are put forward? Which aims are pursued- and which mechanisms triggered? ...

In the third place, our notion of integration concerns the *time* and *space* dimensions: the approach put forward in the EMSDP programme is time- and place-sensitive, within a *comparative* perspective. Socioeconomic change and planning practices do not occur in a vacuum, but are *embedded* in specific historical and institutional trajectories of socio-economic development. In other words, concrete socioeconomic structures and planning experiences are generally path-dependent and must be assessed within their specific historical and geographical context. Thus, planning experiences cannot be de-contextualised from the time and place in which they occurred. At the same time, comparative analysis is a major methodological tool in the EMSDP programme, enabling the identification of common processes at work.

In the fourth place, our notion of integration concerns *spatial scales*. We adopt a *multi-scalar* approach, because socioeconomic and planning processes are seldom isolated

within a single spatial scale. Urban or local development trajectories and planning practices are not only embedded in their specific historical and geographical context, but they are also strongly influenced by the interplay with other scales, whether in terms of planning institutions, economic interests or civil society movements. Although our privileged analytical scale is the local, the interactions between different scales are considered when assessing local processes. What occurs at the level of a neighbourhood is affected by trends and institutions operating at higher spatial scales – urban, national or EU. And vice versa, global processes are themselves affected by national or regional trends. A rural development plan in Calabria can be affected by EU cohesion policy, in the same way as an urban redevelopment plan in Newcastle can be influenced by neighbourhood associations on the one hand and national funding schemes on the other.

Finally, the approach deployed in the EMSDP programme is *historical, critical* and – why not – at times *utopian*. It is historical because it tries to learn – draw lessons – from the past in a creative way. It is critical because it does not passively accept mainstream and hegemonic discourses about development and policy. It is utopian because it believes in the power of new ideas in shaping the future. Indeed, our commitment to equity and sustainability leads us to alertness *vis-à-vis* e.g. the purported greater efficiency of the market and the primacy of competition over redistribution and sustainability; or land revalorisation as an engine for urban redevelopment; or privatisation as a way to recover quality. These strategies alone cannot lead society onto a sustainable and equitable development path. Although we live and work in a context that is radically different from that of the second half of the 20th century, some of the theories and notions developed in that time are still useful and can be recovered in a creative way to face the challenges of the current crisis, towards a socially innovative Europe.

The Staff

The EMSDP teaching staff is made of a core of teachers coming from the partner universities (see section below), some of whom have taught in the Module since its foundation, whereas other younger staff have joined more recently. Invited lecturers and speaker also contribute to the programme, especially in the series of self-standing presentations, depending on availability and conjunctural opportunities.

Partner Institutions

Institution	Academic Contact	Email Address
Bartlett School of Planning, University College London, UK	Dr. Michael Edwards Dr. Sonia Arbaci	m.edwards@ucl.ac.uk s.arbaci@ucl.ac.uk
CURDS, Newcastle University, UK	Dr. Andy Pike	andy.pike@ncl.ac.uk
GURU, Newcastle University, UK	Prof. Stuart Cameron	s.j.cameron@newcastle.ac.uk
Harokopio University, Athens, Greece	Prof. Pavlos Delladetsima	p.delladetsimas@hua.gr
Katholieke Universiteit Leuven, Belgium	Prof. Frank Moolaert	frank.moolaert@asro.kuleuven.be
Middle East Technical University	Prof. Dr. Tuna Tasan- Kok	tasankok@metu.edu.tr
MIT school of Architecture and Planning, USA	Prof. Amy Glasmeier	amyglas@mit.edu
Politecnico di Milano, Italy	Prof. Sandro Balducci	sandro.balducci@polimi.it
Politecnico di Torino, Italy	Prof. Silvia Saccomani	silvia.saccomani@polito.it
Royal Institute of Technology (KTH), Stockholm, Sweden	Prof. Peter Brokking	peter@infra.kth.se
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WU Vienna, Austria	Prof. Andreas Novy	andreas.novy@wu-wien.ac.at

Scholarly Environment

ASRO at the School of Engineering of the KU Leuven , is one of the largest and most dynamic departments of its kind in the UK and in Europe, providing a wide range of

undergraduate and taught postgraduate programmes in the areas of planning, architecture, urban design and landscape architecture.

The School has a very large and growing Graduate School with over a hundred full-time and part-time research postgraduate students studying for PhD and MPhil degrees. Research students are provided with workstations in a modern and attractive environment with good quality computing facilities. There are also facilities for visiting staff and research students.

All participants in the European Module in Spatial Development Planning will have full access to the KU Leuven facilities (library privileges, access to the university, etc.). Throughout the programme, staff in the planning and related fields will be available for individual exchanges and focused tutoring.

Pedagogical Approach

The pedagogical approach of the module is based on 5 principles:

- Courses and seminars are all focused on *contemporary* challenges of spatial analysis and planning, although with an eye to the past to understand present issues and the evolution of tools.
- *Students' knowledge and experiences* (accumulated in the course of their studies, research or professional work) are at the heart of the pedagogical project: they provide the milestones for the graduate research seminar, but also inputs for the case-studies that can be presented in the modules and even for some of the lectures (to a certain extent, there is teaching 'à la carte' adjusted to the students' interest to a certain extent).
- *Interactive and integrated* learning is a strategic pillar of the module: among students themselves and between students and staff, among academic disciplines, across local and national contexts, between analysis and practice, between shared theoretical frameworks and case-study work.
- *International* exchange of knowledge and experiences is a major dynamic: both students and staff come from different universities in Europe, and the World, providing a variety of inputs and a stimulating comparative environment.
- The learning process is organised at a '*community*' scale: the teaching, presentations, discussions and tutoring normally involve a maximum of 15 students and tutoring is offered on an individual basis.

Benefits for the Students

Based on past experience, students attending the EMSDP benefit from the programme in several respects.

They participate in a training programme that teaches spatial analysis and planning from a socioeconomic, socio-cultural and socio-political point of view. Especially for students whose main discipline is not planning, the programme provides a useful overview of the

knowledge base and research methodology related with this discipline. This multidisciplinary approach, which makes the programme unique in its kind, contributes to broaden and integrate the students' knowledge base.

The interactive pedagogical approach of the European Module – especially in the research seminar – contributes to enrich and further stimulate the often lonely work of the post-graduate researcher: the programme provides a dialectic social environment and scholarly support that help students better define their research in more integrated and, simultaneously, more focussed ways, optimising their work and time.

The international environment of the EMSDP creates a common European 'home', fostering the formation of a truly cosmopolitan social capital, based on the respect of diversity within a common approach. It also contributes to the formation of lasting co-operation and exchange relations among participants, as witnessed by the EMSDP Alumni network.

Last, but not least, the integrated 'European' type of knowledge and expertise nurtured within the programme represents an asset for academic, research and professional careers, especially in an enlarged 'Europe of regions' that is opening itself at great speed to other regions in the world.

APPLICATIONS, REGISTRATION AND EVALUATION

Applications

The EMSDP is open to doctoral students, master students (II level Master), post-graduate students and research fellows in the fields of planning, geography, economics, sociology and political sciences from European and extra-European universities and research institutions.

Master and Ph.D. students registered at **partner universities of the ESDP network** (see below) can participate under the Erasmus bilateral agreement stipulated between their university and Leuven with **no registration fee** charged and can apply directly through their university contact person. Depending on the structure and requirements of their home post-graduate programme, the work of these students in the EMSDP programme – including the evaluation tests – can, on demand, be certified by K.U. Leuven and can count as an integral part of their home curriculum, for up to 30 ECTS. However, a separate Post-Graduate Certificate can only be delivered if tuition is paid.

First or second year Ph.D. students in planning at **K.U. Leuven** must follow the programme as part of their post-graduate training programme. These students will complete all or part of the requirements for the Certificate of Attendance and it will count as an integral component of their doctoral programme. For more information please contact the programme coordinator: frank.moulaert@asro.kuleuven.be

Post-graduate students and researchers from **other, non-partner institutions** must apply to K.U. Leuven and pay a tuition fee. The completion of the required evaluation

tests will entitle these students to the ***Post-graduate Certificate in European Spatial Development Planning***, for up to 30 ECTS.

A max of 15 students will be admitted.

Good English language skills are a pre-requisite for applicants.

Tuition

Tuition fees for the year 2011 are set as follow:

- | | |
|---|------|
| ▪ KU Leuven and ESDP network students | Free |
| ▪ European Union and affiliated countries | Free |
| ▪ Other countries | Free |

(Fees will be required for the post-graduate certificate as of 2011-2012 programme, exchange students excluded)

Registration

All the candidates have to fill the on-line application form:

<http://www.kuleuven.be/admissions/exchange/application.html>

Make sure that “European Module on Spatial Development Planning” is mentioned in the application form.

Deadline for EU applicants: 1st January 2011

Deadline for non-EU applicants: 1st December 2010

Information available at:

<http://www.kuleuven.be/admissions/exchange/index.html>

Attendance Requirements

A student who is absent from attendance at classes for more than three lectures or seminars must at once notify the tutor or programme coordinator, stating the reasons for the absence and whether it is likely to be prolonged. In the case of an illness that lasts more than seven days the student must forward a medical certificate to the respective tutor or programme coordinator. In any event, when a student misses module classes, he/she must consult the module leader to catch up on the work that was missed.

If a student misses more than half the lectures and/or seminars of a module, then he/she does not qualify for evaluation of that module.

Evaluation of Students' Work

Tests for assessing students' proficiency are usually in the form of essay(s) (of about 3000 words) for each module, on (a) topic(s) selected by participants from a range proposed by the academic staff.

The marking is based on the ECTS system (A,B,C,D,F) or on a 100/100 scale.

A candidate qualifies for assessment and passes the evaluation provided each of the following conditions is satisfied:

- no mark below D or 50/100 is accepted for individual modules and may be condoned by compensation;
- the average mark for the three modules is at least C or 60/100.

Candidates who satisfy the examiners in the assessment specified for a module may not enter again for that assessment.

SUPPORT FOR STUDENTS

The KU Leuven offers a wide range of services to international exchange students in Leuven. Most of this information can be accessed through the following link:

<http://www.kuleuven.be/english/living.html>

Information concern: Health Care, KU Leuven Digital, Living in Leuven, Welcome and integration, Student services (employment, social services, study advice, medical centre, psychotherapeutic centre, ombudsperson, residential culture, mobility and environment advisors).

You can subscribe to the Campus e-Newsletter, or access Campus Insights (to remain informed) or listen to the Voice.

PROGRAMME CONTENTS: COURSES AND SEMINARS

The EMSDP Programme includes three forms of training:

- a) a set of *structured lectures*, in the form of three sequential **courses** or **modules** by the teaching staff of the EMSDP;
- b) a series of self-standing **presentations** (by internal or external speakers) on relevant case studies or topics);
- c) a **post-graduate research seminar** (presentations by EMSDP students of their work in progress).

Throughout the programme – and in accordance with the integrated approach described earlier – three types of dialectics are stressed and possibly reconciled:

- i. Between *development* and *planning*, where development stands for socioeconomic, socio-political and spatial changes and planning refers to how these changes are viewed, engineered and directed. Planning systems, practices and outcomes are, thus, part and parcel of the development process, but there are also conflicts among planning aims and rationales.
- ii. Between *theory* and *practice*. Theories are used to analyse spatial development processes, as well as to anchor planning approaches and methods. Case studies of concrete spatial trajectories and planning experiences are presented to illustrate the relationships between theory and practice.
- iii. Between *planning* and *policy* approaches, where planning is traditionally conceived in terms of 'spatial' planning, whereas policy is generally conceived as 'sectoral'. Depending on national and regional traditions, urban and regional issues are dealt with through different tools and agents – spatial plans, social policies, and/or investment programmes – that are not always integrated. An effort is made in the EMSDP programme to compare and integrate these different approaches.

The contents of each form of training is detailed in the following pages.

a. The Courses or Modules

The structured lectures component of the programme is organised in a general introduction and three sequential modules.

Introduction to the EMSDP

In this lecture, first the general context for the programme is introduced: the pedagogical philosophy, the methodological approach, the historical framework of socio-economic and urban development in Europe, the relationships between space and development, theory and practice, planning and policies, as well as the main domains of the contemporary European Union spatial policy.

Secondly, the methodology for the research seminar is put forward and a template for the students' seminar presentations is illustrated.

Module 1. Socio-economic Development in Space

Academic Staff:	Coordinator: F. Martinelli Lecturers: F. Martinelli, F. Moulaert, C. Parra
Credits:	Approximately 25 hours of lectures/tutoring/seminars (10 ECTS)

The first module provides an overview of the evolution of the debate concerning socio-economic development in space, with particular attention to the issue of territorial disparities, from the origins of regional sciences to more recent theoretical developments.

Objectives

The aim of this first module in the programme is to lay the common conceptual basis (a common language) and set a broad analytical framework for the subsequent more specialised and focussed courses, as well as for the research seminars. Tracing the evolution of the debate about socio-economic development in space – at various spatial scales (international, national, regional and local) – contributes to identifying the main contemporary issues in a historic perspective and to better make the link with current policy measures, in the context of a greatly diversified reality such as that of contemporary Europe.

The courses start with traditional regional development and location theories, centred on the growth of manufacturing activities, and then moves on to more recent theoretical developments, including the rise of service activities, the growth of tourism, the role of innovation – both in its technological and socio-institutional dimensions – and finally the notion of sustainable development. Ultimately, the course aims at providing students with a coherent analytical framework to understand socio-economic change in space and to address specific territorial and urban issues within the broader European and World context.

Some of the students, depending on their educational background, may already be acquainted with parts of the theoretical review, but the effort here is to set a common language for the group to proceed through the subsequent courses and to bridge the socio-economic dimension of the development process with planning and policy.

Contents

- 1.1. Main theories of regional development and underdevelopment (3 hours – F. Martinelli)**
- Neoclassical convergence and international trade theories
 - Export base theory
 - First seeds of heterodoxy: polarization and cumulative causation theories
 - The radical critique: theories of underdevelopment and dependency
 - The ‘Regulation’ approach: development regimes and territorial models
 - Globalisation, New Economic Geography and the return of ‘free trade’ and ‘competitiveness’ discourses
- 1.2. The firm: location theories, spatial divisions of labour and regional industrial models (3 hours – F. Martinelli)**
- Classical and neoclassical location and market area theories
 - The discovery of large firms:
 - Growth pole theory and policy
 - Product life cycle theories
 - Multilocal corporations, de-industrialisation, Foreign Direct Investment and ‘late-Fordist’ regional development models
 - Small firms re-discovered: industrial districts and ‘endogenous’ development
 - Global shifts: outsourcing, off-shoring and new divisions of labour
- 1.3. Shifting the emphasis: from manufacturing to services (3 hours – F. Martinelli)**
- The growth of service activities: definitions, explanations, classifications
 - Reproduction services: collective and consumer services
 - Production services: the ‘tertiarization’ of production, business services and territorial competitiveness
 - Services in space: urban hierarchies and spatial divisions of labour
 - Service-based urban redevelopment policies
- 1.4. New insights: the role of innovation in regional and local development (3 hours – F. Martinelli and F. Moulaert)**
- Economic theories of innovation:
 - The contribution of Schumpeter: innovation and the development process
 - Innovation in time and space: long cycles of innovation and the spatial diffusion of innovation
 - Economics and sociology of development and innovation

- Territorial innovation systems: relational geography, social capital and the learning region
- From technological to social innovation

1.5 Tourism and local development (3 hours – F. Martinelli and C. Parra)

(Shared with Strategic Spatial Planning (SSP) course of the KU Leuven Masters)

- The growth of tourism
- The demand side of tourism
- The supply side of tourism
- Models of tourism: from Fordist to sustainable tourism
- Tourism as a development opportunity: myth and reality

1.6 Sustainable development (3 hours – C. Parra)

(Shared with SSP course of the KU Leuven Masters)

- Discovering the environment
- From environmental economics to political ecology
- The three dimensions of sustainability: environmental, social and economic
- Social sustainability, social innovation and culture

1.7. Course overview: Socio-economic development analysis and policy (2 hours – F. Martinelli, F. Moulaert, C. Parra)

(Shared with SSP course of the KU Leuven Masters)

<i>Module 2. Planning Theory and Practice</i>	
Academic Staff:	Coordinator: F. Moulaert and Barbara Van Dyck Lecturers: L. Albrechts, P. van den Broeck, J.Hillier, F.Moulaert, E. Morlicchio, P. Delladetsima, A. Mehmood, A. Pike, L. Servillo, D. Stead, Y. Kazepov
Credits:	Approximately 25 hours of lectures/tutoring/seminars (10 ECTS)

This module provides an overview of the evolution of spatial planning theories and approaches, together with a more focussed assessment of contemporary urban planning issues and an appraisal of the European urban and regional policy framework.

Objectives

The module is structured in three parts. In the first part students are made acquainted with the main traditions, theories and approaches of spatial planning and urban policy. In response to the socio-economic crisis of the 1980s, planning theory has experienced a profound ideological and political crisis, coupled with a diversification of planning practices. In some cases planning has given up its regulatory and redistributing aims and has gone back to sheer land revalorisation, in other cases innovative practices have been introduced attempting more democratic and integrated governance. In reviewing the different planning theories and approaches special attention is placed on power and agency – not just the ‘whom’ or

‘where’ but also the ‘how’ power is exercised – and on providing some understanding of opportunities for incorporating explicit empowering strategies.

In the second part of the module, lectures ‘zoom into’ the main contemporary planning issues, i.e. some of the most challenging problems/processes that have been affecting and shaping cities and regions of Europe over the last twenty years, as well as the way policies have attempted to tackle these issues. Among these, particular attention is devoted to the re-scaling of authority and governance in planning, the role of rent mechanisms in real estate-led redevelopment strategies, social exclusion and neighbourhood regeneration programmes, environmental concerns and sustainability strategies. To illustrate in a concrete way some of these issues, a number of different urban and national planning contexts are contextually presented.

In the last part of the module, the recent attempts to provide a European framework to spatial planning are reviewed. Although the national traditions and institutions of spatial planning are very different, the *Europe 2000*, *Europe 2000+* and *European Spatial Development Perspective* and recent documents on territorial cohesion represent an explicit effort to pull together a strategic European framework. Moreover, they constitute a direct link between spatial planning and structural funds.

Contents

Part I. Planning approaches (P. Van den Broeck)

2.1.1 Strategic Spatial Planning and Institutional aspect of spatial planning: relationships and contradictions (L. Albrechts)

(Shared with SSP course of the KU Leuven Masters)

- Defining the discipline and major intellectual influences
- The main models and paradigms
 - Rational comprehensive model
 - Advocacy planning
 - Incrementalism
 - Equity planning
 - Structure planning
 - Strategic choice approach
 - Communicative/collaborative planning

2.1.2 Planning and power (J. Metzger)

(Shared with SSP course of the KU Leuven Masters)

2.1.3 Planning and institutionalism (F. Moulaert)

- Institutionalism, institutions - concepts at stake and the role of ‘institutionalism’ in social science
- Evolutionism, social interaction and social learning
- The meaning of ‘neo’ institutionalism: transactions and contracting in a ‘powerless’ world
- The use of institutionalism in contemporary planning theory and practice

Part 2. Main challenges in contemporary spatial planning (B. Van Dyck)

2.2.1 Social exclusion and neighbourhood redevelopment (E. Morlicchio)

- Globalisation and urban competitiveness
- Inequality and concentrated urban poverty
- Social exclusion and neighbourhood regeneration programmes
- Poverty and welfare regimes
- Spatial segregation
- Neighbourhood regeneration policies between growth and cohesion imperatives

2.2.2 Land use, rent mechanisms and real estate-led redevelopment programmes (P. Delladetsima)

(Shared with SSP course of the KU Leuven Masters)

- Neoclassical mainstream theories
- Marx, Harvey and related thinkers: real estate and the mechanisms of spatial and social inequality.
- Land markets as a crucial missing element in ESDP: centralisation, investment flows and the challenges of polycentricity
- Concrete cases of land and property market analysis in relation to planning.

2.2.3 Sustainability in planning (A. Mehmood)

- Environmental sustainability
- Ecological settlements
- Green infrastructure
- Climate change

2.2.4 Planning, governance and the re-scaling of the state (A. Pike)

Part 3. A European outlook (L. Servillo)

2.3.1 Strategic spatial planning and Institutional aspects of spatial planning in EU: specific requirements (L. Albrechts)

(Shared with IASP course of the KU Leuven Masters)

2.3.2. From Open Method of Coordination to Strategic Relational Approach: theories and interpretative frameworks (L. Servillo)

(Shared with IASP course of the KU Leuven Masters)

- Institutional aspects of ESP: formal and informal aspects
- From OMC to SRA: theories and an interpretative framework
- Shaping an European planning approach: from ESDP to Territorial Agenda
- Espon and evidence-based research activities: outcomes, limits and potentialities

2.3.3 Convergence and Divergence of spatial planning systems (D. Stead)

(Shared with IASP course of the KU Leuven Masters)

2.3.4 Rescaling social policies towards multilevel governance in Europe (Y. Kazepov)

(Shared with IASP course of the KU Leuven Masters)

<i>Module 3. Emblematic European Planning Experiences in a Comparative Perspective</i>	
Academic Staff:	Coordinators: F. Moolaert, J. Schreurs, L. Servillo Lecturers: S. Arbaci, F. Moolaert, A. Hamdouch, P. van den Broeck, A. Pike, S. Cameron, F. Hillmann, A. Mehmood, S.Oosterlynck, A. Kuhk, S. Saccomani, P. Brokking, Z. Gunn.
Credits:	Approximately 25 hours of lectures/tutoring/seminars (10 ECTS)

This module ties together the different strands of socioeconomic analysis and spatial planning presented in the previous two modules, through the structured examination of a number of case studies in different European urban, planning and policy contexts. The module is divided in two parts. In the first part a coherent analytical framework is set out; in the second the case studies are presented, applying that analytical framework.

Objectives

The objective of the first part is to develop a structured analytical framework, linking concepts and approaches deployed in the previous courses and providing a comprehensive methodological synthesis for comparative analysis. To this purpose, a concrete case of a planning experience in Europe is de-constructed and re-constructed with the students, leading to the formulation of a template that is then used in the second part of the module to examine other case studies within a common coherent analytical framework.

In the second part of the module 5 paradigmatic case studies from different countries at different spatial scales, and characterised by different issues are presented, broadly structured according to the analytical building blocks put forward in the first part of the module. In the course of the discussion following each of the presentations, students will be asked to sort out and assess in greater detail the key elements that characterise the particular case study according to that analytical framework. A written comparative assessment of the different cases in that light will be asked to students taking the exam for this module.

Contents

Part I. A multidisciplinary and multi-scalar analytical framework

3.1 Building blocks for comparative analysis (3 hours – F. Moolaert)

- The socio-economic context and the main problem(s)

- Scalar positioning of case
- Population trends and social structure
- Main socio economic trends and labour market
- Main issues
- Institutions, agents, and domains of intervention
 - Administrative system and planning institution(s)
 - Main scale(s) of intervention
 - Domain(s) of intervention
 - Main agent(s) (public, private, civil society)
 - Main beneficiaries and stakeholders

3.2 Building blocks for comparative analysis (applied to a concrete case for illustration during the lecture) (3 hours – S. Arbaci)

- The planning process in context
 - The national/local planning tradition
 - Territorial governing and governance issues
 - The planning process as a decision-making process
 - The plan and/or policy aims/content/approach
 - Policy delivery systems (formalised vs informal mechanisms)
 - Monitoring/evaluating the plan/policy
 - Relations between spatial planning, social cohesion and economic sustainability

Part II. Case studies

See the following paragraph.

b. The Series of Presentations

Parallel to the modules a series of 'self-standing' presentations is organised, in which scholars or practitioners– including both EMSDP staff and invited speakers – present case studies or topics that are relevant to the themes afforded in the modules and/or the research seminars.

Provisional list of case-studies

1. Innovation clusters and Networks - **A. Hamdouch** (complementary to Module 1)
2. first district in Antwerp - **P.van den Broeck** (complementary to Module 2.1)
3. Sub-national governance in England - **A. Pike** (complementary to Module 2.2)
4. Newcastle/Northern Way (case study from Demologos) or arts and regeneration - **S. Cameron** (complementary to Module 2.2)
5. Social Housing in Europe - **S. Cameron** (complementary to Module 2.2)
6. Port cities - **F. Hillmann** (complementary to Module 2.2)
7. Spatial Planning in Pakistan – **A. Mehmood** (complementary to Module 2.3)
8. Urban governance in the European Quarter in Brussels - **A. Kuhk** (including the study trip)

9. Community-based planning: urban renewal in Ghent - S. Oosterlynck (Complementary to Module 2.3)
10. Strategic Plan Turin - **S.Saccomani** (complementary to Module 3)
11. Greater Stockholm: the strategic plan - **P. Brokking** (complementary to Module 3)
12. Spatial Planning in UK - **Z. Gunn** (complementary to Module 3)

c. The Post-graduate Research Seminar

Parallel to the modules and self-standing presentations, a series of research discussion seminars is organised in which all participants to the EMSDP present their research work and progress.

These seminars accommodate various stages in post-graduate research, depending on individual situations: from the early definition of a master or doctoral dissertation project, to the writing of a specific chapter in a post-doctoral or financed research project.

Each post-graduate student makes at least two presentations during the three-month programme period, showing progresses in the development of her/his research work. There is a period of at least 1 month between each presentation by the same student, to allow for improvements.

Seminar presentations are supervised by 2 or 3 staff members. Each presentation – made with the help of a powerpoint – lasts 20-30 minutes. A general discussion follows, in which both the teachers and the fellow students ask questions and provide comments and suggestions about how to improve the work. Individual tutoring can also be provided on the side, depending on demand and supply conditions.

FOR THE KU LEUVEN STUDENTS

KU Leuven Ph.D. students in Spatial Planning should follow the European Module as part of their doctoral training.

Several of the lectures and courses will be shared with lectures in the field of planning and development (Strategic Spatial Planning, Institutional Aspects of Spatial Planning, Research seminars and plenary lectures). Details on these will be provided in the first semester of the Academic Year 2010-2011.

Certification

Leuven students following this option will receive a Certificate of Attendance in the respective modules. Those following the option as part of their Ph.D. programme will be assessed and marked for each of the three courses.

CALENDAR

The EMSDP programme runs for three months, from the first week of March to the end of May. An Easter break vacation is scheduled, according to the University calendar. EMSDP students are entitled to stay for an additional month in June to continue their individual research work.

FURTHER INFORMATION

Calendar and Programme Handbook are available in digital form at:

ASRO-website

www.asro.kuleuven.be

ESDP website

<http://www.esdp-network.eu/EM.php>

For further information, please contact the Programme Coordinators:

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Please do also send Email to Dr. Loris Servillo (Loris.Servillo@asro.kuleuven.be) and Ms. Maura Sloomakers (Maura.Sloomakers@asro.kuleuven.be) to make sure we can follow your application.