



# Postgraduate Programme in European Spatial Development Planning

## EMSDP

European Module in Spatial Development Planning

Programme Handbook  
Year 2016

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## 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) it can award a *Post-graduate Certificate* in European Spatial Development Planning, representing 30 ECTS credits.

In 2011 the EMSDP has obtained the AESOP-Association of European Schools of Planning Prize for teaching excellence (see details at: [http://www.aesop-planning.eu/news/en\\_GB/2011/07/09/readabout/aesop-excellence-in-teaching-prize-2011](http://www.aesop-planning.eu/news/en_GB/2011/07/09/readabout/aesop-excellence-in-teaching-prize-2011))

## 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 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 20<sup>th</sup> 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. Claire Colomb	m.edwards@ucl.ac.uk c.colomb@ucl.ac.uk
Cardiff University, UK	Dr. Abid Mehmood	MehmoodA1@cardiff.ac.uk
CURDS, Newcastle University, UK	Prof. Andy Pike	andy.pike@ncl.ac.uk
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## ***Scholarly Environment***

Department of Architecture at the School of Engineering of the KU Leuven is one of the largest and most dynamic departments of its kind in Europe, providing a wide range of undergraduate and 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.

According to the following three typologies of students, there are different admission rules and certification policies:

- a. Master (II level) and Ph.D. students registered at universities that are partners of the ESDP network

They can participate under the Erasmus bilateral agreement between their university and K.U. Leuven. No registration fee will be charged, but they must first get in touch with their university's contact person to verify eligibility (see ESDP network website at: <http://www.esdp-network.eu/EM.php> ). Once cleared by their home university, they can file the on-line form in the K.U.Leuven website.

- b. First or second year Ph.D. students in disciplines addressing spatial development issues (geography, sociology, etc.) at K.U. Leuven  
They can apply for the course as part of their post-graduate training course (they should contact the programme coordinator F.Moulaert: [frank.moulaert@asro.kuleuven.be](mailto:frank.moulaert@asro.kuleuven.be) ).

Both the students attending under an Erasmus bilateral agreement (group a) and the students registered at K.U. Leuven (group b) will receive a 'Certificate of attendance', which will be completed with a 'Mark sheet' in case they sustain the exam administered at the end of each individual modules. In order to obtain the full 'EMSDP Post-Graduate Certificate' the payment of a tuition fee is required (see below).

- c. Master and Ph.D. students, Post-doctoral fellows, Researchers, Professionals, and Civil servants from non-partner institutions  
They must apply to K.U. Leuven and pay a tuition fee.  
These students will obtain the full 'EMSDP Post-Graduate Certificate', once they sustain and pass the exam administered at the end of each individual modules.

A max of 15 students will be admitted.

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

## ***Tuition fee***

For the Academic Year 2014-2015 the tuition fee for applicants who do not belong to partner institutions or wish to obtain the full Certificate is set at 1.750 euro.

## ***Applications***

According to the different typologies of students, there are the following application procedures:

- a. Candidates that are registered at universities that are partners of the ESDP network  
If they come as Exchange Student (no fee required), once they have got in touch and have been cleared by their university contact person, they have to fill the following procedure:  
<http://www.kuleuven.be/admissions/exchange/instructions.html>  
In order to obtain the full 'EMSDP Post-Graduate Certificate' (fee is required) they have to follow the procedure for 'degree seeking':  
<http://www.kuleuven.be/application/>
- b. K.U. Leuven students  
They should get in touch with the programme coordinator F.Moulaert: [frank.moulaert@asro.kuleuven.be](mailto:frank.moulaert@asro.kuleuven.be)
- c. Other candidates

Master and Ph.D. students, Post-doctoral fellows, Researchers, Professionals, and Civil servants from non-partner institutions have to follow the procedure for 'degree seeking':

<http://www.kuleuven.be/application/>

The electronic admission form should be completed with a letter of motivation and a brief outline of the ongoing research activity that the candidate intends to discuss during the seminars. These documents should be sent to [Frank.Moulaert@asro.kuleuven.be](mailto:Frank.Moulaert@asro.kuleuven.be)

All candidates should make sure that 'European Module on Spatial Development Planning' is mentioned in the application form.

## ***Deadlines***

All the applicants should fill the on-line application by:  
15<sup>th</sup> December 2015.

The exchange students should get in touch with the contact person of their university according to their internal deadline.

## ***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.

## PROGRAMME CONTENTS: COURSES AND SEMINARS

The EMSDP addresses spatial development dynamics and planning issues – including urban and regional plan-making, programmes and policies – from an interdisciplinary perspective that lies at the crossroads of economics, sociology, spatial planning and design, geography, political science, urbanism, as well as ecology.

It explores the main contemporary challenges of spatial transformation processes and the way different disciplines can provide integrated interdisciplinary insights in addressing spatial issues. Due to the broad, long-standing cooperation among different European academic partners belonging to the ESDP network (see section on Staff below), the EMSDP teaching can draw on state of the art international debates and research activities. At the same time, it keeps an eye on the past in order to understand disciplinary evolutions and the way spatial dynamics have been addressed over time.

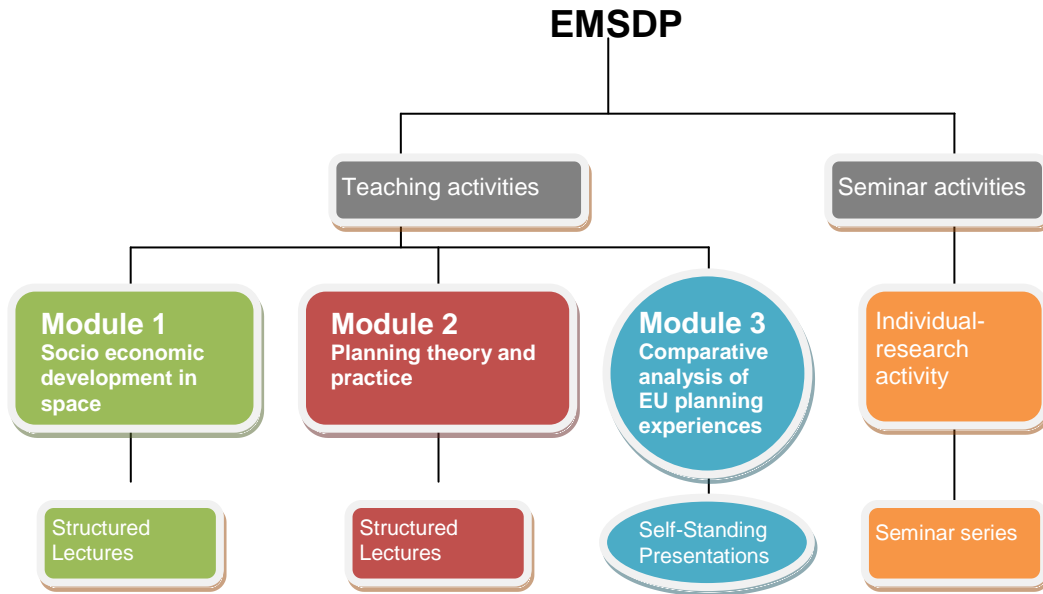
Throughout the programme – and in accordance with the integrated approach described earlier – three types of dialectics are stressed and possibly reconciled:

- 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.

Even though the main focus is on European planning theory and practice, the EMSDP pays considerable attention to experiences in regions and cities outside Europe.

## a. The structure of the programme

The EMSDP combines teaching activities and research seminars (see Figure 1).



**Figure 1 - Structure of the programme**

The teaching activities are organized in three sequential modules:

1. Socio-economic Development in Space (8 ECTS);
2. Planning Theory and Practice (8 ECTS);
3. Emblematic European Planning Experiences in a Comparative Perspective (8 ECTS).

Parallel to the lectures and case-study presentations, ongoing *research seminar activities* are organised in which all participants to the EMSDP present their research work and its progress (6 ECTS) to both peer participants and staff.

## ***b. The teaching activities***

### *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:	<b>Coordinator: F. Martinelli</b> <b>Lecturers: F. Martinelli, F. Moulaert, C. Parra</b>
Credits:	Approximately 25 hours of lectures/tutoring/seminars <b>(8 ECTS)</b>

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)**

- 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)**

- 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)**



<b>Module 2. Spatial planning Theory and Practice</b>	
Academic Staff:	<b>Coordinator: F. Moulaert</b> <b>Lecturers:</b> L. Albrechts, J. Metzger, P. Delladetsima, F.Moulaert, L. Servillo, P. van den Broeck, S. Vicari, E. Morlicchio, F. Hillmann, Y. Kazepov, T. Tasan-Kok, A. Mehmood
Credits:	Approximately 25 hours of lectures/tutoring/seminars <b>(8 ECTS)</b>

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 redistributive 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 EU attempts to provide a European framework to spatial planning are reviewed. Although the national traditions and institutions of spatial planning are very different, the *European Spatial Development Perspective* (ESDP), the Territorial Agenda, and recent documents on territorial cohesion (e.g. the Green Paper), together with place-based strategic documents (Barca Reports, EU 2020 strategy, etc.) represent an explicit effort to elaborate a strategic European framework. An approach to planning with an European perspective is debated.

## **Module 2 – Spatial planning theory and practice**

### **Contents**

#### **Part I. Planning theoretical approaches**

- 2.1.a. Socio-ecological systems and their governance (F. Moulaert)
- 2.1.b. Social Innovation and strategic Planning for Sustainable Development (F. Moulaert)
- 2.1.c. Sustainable planning for cities (F. Moulaert)
- 2.1.d. Challenges to strategic planning (L. Albrechts)
- 2.1.e. Planning and institutionalism (F. Moulaert)
- 2.1.f. Early planning traditions and models (L. Albrechts)
- 2.1.g. Marxian rent theory and the current crisis (M. Edwards)
- 2.1.h. Planning and Urban theories (P. Delladestima)
- 2.1.i. Planning and power (J. Metzger)

#### **Part 2. Main challenges in contemporary spatial development, planning and design**

- 2.2.a. Social exclusion - social cohesion (S. Vicari)
- 2.2.b. TBC – (S. Vicari) – **Public lecture**
- 2.2.c. Social exclusion and neighbourhood redevelopment (E. Morlicchio)
- 2.2.d. Planning and Climate Change (A. Mehmood)
- 2.2.e. Migration and territorial challenges (F. Hillmann)
- 2.2.f. Spatial Planning and Urban Design: Standing astride Theory and Practice (D. Ponzini);
- 2.2.g. Research by Design as Quality Enhancement (J. Schreurs)

#### **Part 3. A European outlook**

- 2.3.a. The transformation of spatial planning culture in Scotland, Catalonia and Flanders (C Colomb) - **Public Lecture**
- 2.3.b. Strategic Planning in Torino (S.Sacomani);
- 2.3.c. Greater Stockholm: the strategic plan (P. Brokking);
- 2.3.d. Urban governance in Barcelona (M. Garcia);
- 2.3.e. Spatial Planning in Portugal (A. Rosa Pires);
- 2.3.f. ESP, Europeanisation and spatial discourses in EU (L. Servillo)
- 2.3.g. Spatial development and new localism in UK (A. Pike)

<i>Module 3. Emblematic European Planning Experiences in a Comparative Perspective</i>	
Academic Staff:	<b>Coordinators: F. Moulaert, J. Schreurs, L. Servillo</b> <b>Lecturers:</b> F. Moulaert, D. Ponzini, A. Hamdouch, P. van den Broeck, A. Pike, S. Cameron, F. Hillmann, A. Mahsud, A. Kuhk, S. Saccomani, A. Rosa Pires, P. Brokking.
Credits:	Approximately 25 hours of lectures/tutoring/seminars <b>(8 ECTS)</b>

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 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. Several 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.

## Contents

### Part I. A multidisciplinary and multi-scalar analytical framework

#### 3. Building blocks for comparative analysis (3 hours – F. Moulaert)

- The socio-economic context and the main problem(s)
  - Scalar positioning of cases
  - 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

## Part II. Case studies

1. TBC - (S. Arbaci)
2. TBC - (V. Onyango)
3. Newcastle/Northern Way (S. Cameron);
4. Social Housing in Europe (S. Cameron);
5. TBC - (I. Smith) – **Public Lecture**
6. Neoliberal city / urban development and property-led urban development (T. Tasan-Kok)
7. TBC - (B. Spierings)
8. TBC - (A. Hamdouch) – **Public lecture**;
9. Urban governance in the European Quarter in Brussels (A. Kuhk) - including study trip;
10. TBC (K. Guggereil)
11. Social construction of Flemish planning system (P.v.d. Broeck);
12. Political urbanism (Y. Serag, N. Abujidi)
13. Rescaling social policies towards multilevel governance in Europe (Y. Kazepov)
14. Spatial Planning in Pakistan (A. Mahsud);
15. Social Housing in Kenya (E. Midheme);

### ***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 2014-2015.

### ***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 (see Figure 2), 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.

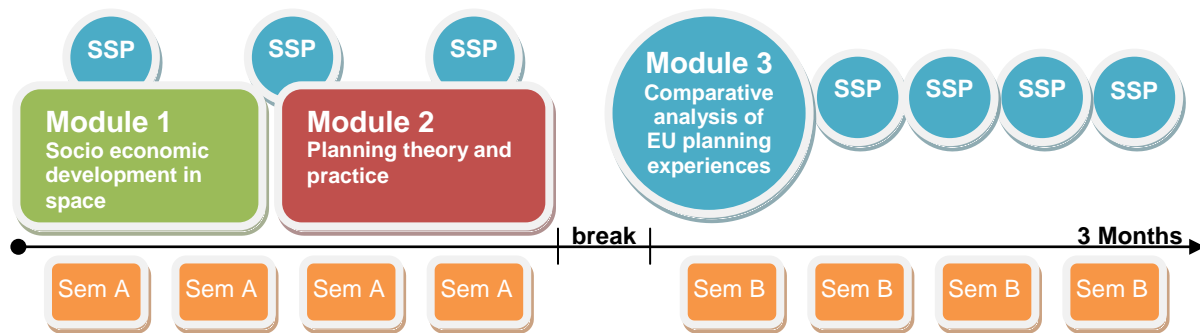


Figure 2 - Timeline

## 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.

## FURTHER INFORMATION

Calendar and Programme Handbook are available in digital form at:

ASRO-website

[www.asro.kuleuven.be](http://www.asro.kuleuven.be)

ESDP website

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

For further information, please contact the Programme Coordinators:

Prof Frank Moolaert ([frank.moolaert@asro.kuleuven.be](mailto:frank.moolaert@asro.kuleuven.be)) or Prof Jan Schreurs ([Jan.Schreurs@asro.kuleuven.be](mailto:Jan.Schreurs@asro.kuleuven.be)).

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