

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Architecture and Civil Engineering  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	Institutional Theories and Strategic Planning Process
<b>Course Code:</b>	CA6149
<b>Course Duration:</b>	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

In recent years, there has been increased consciousness about the importance of urban politics in design and planning practices. While traditional experts see their works as an end product of engineering and scientific optimization, contemporary practitioners in design and planning have to cope with their tasks as a means of social and political relations. Give such social requirements and political expertise, this course attempts to understand the institutional structures and strategic actions being observed in recent design and planning professions. The lectures consist of multiple academic theories (e.g., postmodern sociology, consensus building methodology, institutional economy and transaction theory, information science, etc) and professional experiences (a series of external guest talks). Students are expected to have a better sense of "path-dependency" and "context-sensitivity" and use more pragmatic decision making techniques to establish "win-win" situations in urban design and regional planning processes.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize limitation of scientific positivism and advent of postmodern rationality in design and planning contexts;		✓	✓	
2.	Explain institutional structures from both economic and sociological viewpoints;		✓	✓	✓
3.	Know real constraints on and political challenges to implementing design and planning works from practitioners;&		✓	✓	
4.	Study more strategic actions and decision-making techniques that would establish win-win situations in practice			✓	✓
		100%			

#### A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

#### A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

#### A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours / week (if applicable)
		1	2	3	4	
Lectures	Multiple theories on institutional structures and dynamic restructuring processes	✓	✓	✓	✓	
Tutorials	In class discussions on strategic design and planning practices related to lecture themes	✓	✓	✓	✓	

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (2); Tutorial (1); Laboratory (0)

### 4. Assessment Tasks/Activities

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 50%						
Project/Assignment	✓	✓	✓	✓	30%	
Mid-term Quiz	✓	✓	✓	✓	20%	
Examination: 50% (duration: 3 hour(s))						
Examination					50%	
					100%	

To pass a course, a student must obtain minimum marks of 30% in both coursework and examination components, and an overall mark of at least 40%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

### Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Project/Assignment	CAPACITY to IDENTIFY a range of institutional issues and EXPLAIN the issues identified on the basis of multiple institutional theories	High	Significant	Basic	Not even reaching marginal levels
Mid-term Quiz	ABILITY to UNDERSTAND a range of different institutional theories and PRESENT actual examples in design and planning contexts	High	Significant	Basic	Not even reaching marginal levels
Examination	ABILITY to CONNECT different ideas and issues in complex design and planning context and PROPOSE innovative solution in a constructive (practical) manner	High	Significant	Basic	Not even reaching marginal levels

### Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Project/Assignment	CAPACITY to IDENTIFY a range of institutional issues and EXPLAIN the issues identified on the basis of multiple institutional theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
Mid-term Quiz	ABILITY to UNDERSTAND a range of different institutional theories and PRESENT actual examples in design and planning contexts	High	Significant	Moderate	Basic	Not even reaching marginal levels
Examination	ABILITY to CONNECT different ideas and issues in complex design and planning context and PROPOSE innovative solution in a constructive (practical) manner	High	Significant	Moderate	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Urban Governance and Politics; New Institutional Economics and Transaction Theory; Decision Making; Consensus Building; Strategic Design and Planning; Game Theory; Civic Participation

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Nil
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Friedmann, John. Planning in the Public Domain: From Knowledge to Action. Princeton, N.J: Princeton University Press, 1987.
2.	Brenner, Neil, Peter Marcuse, and Margit Mayer. Cities for people, not for profit: critical urban theory and the right to the city. London; New York: Routledge, 2012.
3.	Innes, Judith Eleanor. Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy. Milton Park, Abingdon, Oxon ; New York, NY: Routledge, 2010.
4.	Chandler, Alfred Dupont. The Visible hand: the managerial revolution in american business. Cambridge: Belknap Press, 1977.
5.	Coase, R. H. The firm, the market, and the law. Chicago: University of Chicago Press, 1988.
6.	Williamson, Oliver E. The economic institutions of capitalism: firms, markets, relational contracting. New York, NY [u.a.: Free Press [u.a.], 2010.
7.	The Consensus Building Handbook: a Comprehensive Guide to Reaching Agreement. Thousand Oaks, Calif: Sage Publications, 1999.