

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Asian and International Studies  
with effect from Semester A 2017/18**

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**Part I Course Overview**

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|--------------------------------------------------------------|---------------------------------------|
| <b>Course Title:</b>                                         | Special Topics in Development Studies |
| <b>Course Code:</b>                                          | AIS5014                               |
| <b>Course Duration:</b>                                      | One semester                          |
| <b>Credit Units:</b>                                         | 3                                     |
| <b>Level:</b>                                                | P5                                    |
| <b>Medium of Instruction:</b>                                | English                               |
| <b>Medium of Assessment:</b>                                 | English                               |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | Nil                                   |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | Nil                                   |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | Nil                                   |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | Nil                                   |

## Part II Course Details

### 1. Abstract

Infrastructure is one of the key drivers for economic development in China. Despite its strategic role and economic values, many infrastructure sectors are state owned or state controlled. With a view to enhance its efficiency and financial viability, the Chinese government had initiated a series of marketization reform resulting in different intended and unintended outcomes. This course offers theoretical and empirical explanations on the constraints and solutions to marketize and develop infrastructure sectors in China. The network characteristics of various infrastructure sector, and its implications on the choice of reform will be discussed. Examples in other countries will also be used for illustration. Students will be provided with the necessary theoretical and empirical background for critical analysis, and are encouraged to reflect upon orthodox wisdom on privatization of different infrastructure sectors in China, Hong Kong and other countries.

### 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<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------|----|----|
|     |                                                                                             |                              | A1                                                                                      | A2 | A3 |
| 1.  | Identify the theoretical and empirical complexities of infrastructure development           |                              | √                                                                                       |    |    |
| 2.  | Explain the role and constraints of the state in infrastructure development                 |                              |                                                                                         | √  |    |
| 3.  | Understand and criticize the key contemporary issues in infrastructure development in China |                              |                                                                                         | √  | √  |
| 4.  | Develop research and analytical skills in the study of infrastructure development           |                              | √                                                                                       | √  | √  |
|     |                                                                                             | 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 |                            |
| 1   | Lectures: the instructor will present concepts, theories and case studies on infrastructure development in China and other countries         | √        | √ | √ | √ |                            |
| 2   | Class discussions: Students shall actively participate in class discussion to enhance the understanding of various concepts and case studies | √        | √ | √ | √ |                            |
| 3   | Group presentations: Students will work in groups to present research topic and lead class discussions                                       | √        | √ | √ | √ |                            |
| 4   | Research: students will write up an evidence based term paper based on their oral presentations and feedbacks                                | √        | √ | √ | √ |                            |

### 4. Assessment Tasks/Activities (ATs)

(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: 100 %                      |          |   |   |   |           |         |
| Attendance and Participation                      | √        | √ | √ | √ | 20        |         |
| Presentation                                      | √        | √ | √ | √ | 25        |         |
| Term paper (4,000 words)                          | √        | √ | √ | √ | 55        |         |
| Examination: Nil % (duration: N/A, if applicable) |          |   |   |   |           |         |
|                                                   |          |   |   |   | 100%      |         |

## 5. Assessment Rubrics

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

| Assessment Task                    | Criterion                                | Excellent<br>(A+, A, A-)                                                                                                                                                                                                                                                       | Good<br>(B+, B, B-)                                                                                                                                                                                                                                                                       | Fair<br>(C+, C, C-)                                                                                                                                                                                                                            | Marginal<br>(D)                                                                                                                                                                                                                             | Failure<br>(F)                                                                                                                                                                                                                            |
|------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Attendance and Class Discussion | Active participation in class discussion | <ul style="list-style-type: none"> <li>◦ Superior understanding of a major issue or problem of infrastructure development</li> <li>◦ Clear ability of independent thinking and critical analysis</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>◦ Good understanding of a major issue or problem of infrastructure development</li> <li>◦ Evidence of some good Clear ability of independent thinking and critical analysis</li> </ul>                                                             | <ul style="list-style-type: none"> <li>◦ Sufficient understanding of a major issue or problem of infrastructure development</li> <li>◦ Some attempts at analytical thinking</li> </ul>                                                         | <ul style="list-style-type: none"> <li>◦ Some knowledge of a major issue or problem of infrastructure development</li> <li>◦ Little evidence of analysis of relevant concepts</li> </ul>                                                    | <ul style="list-style-type: none"> <li>◦ Little evidence of knowledge of a major issue or problem of infrastructure development</li> </ul>                                                                                                |
| 2. Presentation                    | <b>Group presentation</b>                | <ul style="list-style-type: none"> <li>◦ Superior understanding of a major issue or problem of infrastructure development</li> <li>◦ Clear ability of independent thinking and critical analysis</li> <li>◦ Extensive range of references consulted, including good</li> </ul> | <ul style="list-style-type: none"> <li>◦ Good understanding of a major issue or problem of infrastructure development</li> <li>◦ Evidence of some good Clear ability of independent thinking and critical analysis</li> <li>◦ A reasonably wide range of references consulted,</li> </ul> | <ul style="list-style-type: none"> <li>◦ Sufficient understanding of a major issue or problem of infrastructure development</li> <li>◦ Some attempts at analytical thinking</li> <li>◦ Barely sufficient use of scholarly materials</li> </ul> | <ul style="list-style-type: none"> <li>◦ Some knowledge of a major issue or problem of infrastructure development</li> <li>◦ Little evidence of analysis of relevant concepts</li> <li>◦ Very limited use of scholarly materials</li> </ul> | <ul style="list-style-type: none"> <li>◦ Little evidence of knowledge of a major issue or problem of infrastructure development</li> <li>◦ No scholarly materials consulted</li> <li>◦ Poor quality structure and presentation</li> </ul> |

|                             |                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
|-----------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                              | <p>use of scholarly materials to support all key arguments made</p> <ul style="list-style-type: none"> <li>◦ Very well organized; coherent arguments presented with a high standard of expression</li> </ul>                                                                          | <p>including good use of Scholarly materials to support all key arguments made</p> <ul style="list-style-type: none"> <li>◦ Well organized; coherent arguments presented with a high standard of expression</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>◦ Reasonable standard of expression; average quality in terms of organization and coherence</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>◦ Acceptable organization of a mostly descriptive essay</li> </ul>                                                                                                                                   |                                                                                                                                                                                                                                           |
| 3. Term paper (4,000 words) | <b>Individual term paper</b> | <ul style="list-style-type: none"> <li>◦ Superior understanding of a major issue or problem of infrastructure development</li> <li>◦ Clear ability of independent thinking and critical analysis</li> <li>◦ Extensive range of references consulted, including good use of</li> </ul> | <ul style="list-style-type: none"> <li>◦ Good understanding of a major issue or problem of infrastructure development</li> <li>◦ Evidence of some good Clear ability of independent thinking and critical analysis</li> <li>◦ A reasonably wide range of references consulted, including good</li> </ul> | <ul style="list-style-type: none"> <li>◦ Sufficient understanding of a major issue or problem of infrastructure development</li> <li>◦ Some attempts at analytical thinking</li> <li>◦ Barely sufficient use of scholarly materials</li> </ul> | <ul style="list-style-type: none"> <li>◦ Some knowledge of a major issue or problem of infrastructure development</li> <li>◦ Little evidence of analysis of relevant concepts</li> <li>◦ Very limited use of scholarly materials</li> </ul> | <ul style="list-style-type: none"> <li>◦ Little evidence of knowledge of a major issue or problem of infrastructure development</li> <li>◦ No scholarly materials consulted</li> <li>◦ Poor quality structure and presentation</li> </ul> |

|  |  |                                                                                                                                                                                                       |                                                                                                                                                                                                         |                                                                                                                                               |                                                                                                           |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|
|  |  | <p>scholarly materials to support all key arguments made</p> <ul style="list-style-type: none"> <li>◦ Very well organized; coherent arguments presented with a high standard of expression</li> </ul> | <p>use of scholarly materials to support all key arguments made</p> <ul style="list-style-type: none"> <li>◦ Well organized; coherent arguments presented with a high standard of expression</li> </ul> | <ul style="list-style-type: none"> <li>◦ Reasonable standard of expression; average quality in terms of organization and coherence</li> </ul> | <ul style="list-style-type: none"> <li>◦ Acceptable organization of a mostly descriptive essay</li> </ul> |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|

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

#### 1. Keyword Syllabus

As this is intended as an umbrella course, it has no fixed syllabus of its own. The syllabus of each intensive seminar offered under this course will be decided by the visiting staff and/or the programme leader and outlined in the course manual. For record purposes, the keyword syllabus of every intensive course will be included in an Appendix-A to this Form, while the course outline and recommended readings will be included in future Appendix.

#### 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.)

Alchian, A.A. & Demsetz, H., 1972, "Production, Information Costs, and Economic Organization," *The American Economic Review*, vol. 62, no. 5, pp. 777-795.

Bordie, R., S. Wilson & J. Kuang, "The Importance, Development and Reform Challenges of China's Rail Sector," in L. Song, R. Garnaut & C. Fang (Eds), *Deepening Reform for China's Long-term Growth and Development*, Canberra: ANU Press, 2014.

Campos, J., & P. Cantos, 1999, "Rail Transport Regulation," The World Bank Group Working Paper, pp.4-18 (<http://info.worldbank.org/etools/docs/library/64576/2064rail.pdf>).

Coase, R. H., 1959, "The Federal Communications Commission," *Journal of Law and Economics*, vol. 2, pp. 1-40.

Demsetz, H., 2002, "Towards a Theory of Property Rights," *American Economic Review*, vol. 57, issue 2, pp.653-672.

Li, H. & Rozelle, S., 2004, "Insider privatization with a tail: the screening contract and performance of privatized firms in rural China," *Journal of Development Economics*, vol. 75, no. 1, pp. 1-26.

Naughton, B., 2010, "China's Distinctive System: can it be a model for others?" *Journal of Contemporary China*, vol. 19, no. 65, pp. 437-460.

Tjia, Linda Yin-nor, 2015, *Explaining Railway Reform in China: A train of property rights re-arrangements*, London: Routledge.

##### 2.2 Additional Readings

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

Button, K.J. 1994, "Privatisation and deregulation : its implications for negative transport externalities," *The annals of regional science : an international journal of urban, regional and environmental research and policy ; official journal of the Western Regional Science Association*, vol. 28, no. 1, pp. 125-138.

Kopicki, R., & Louis S. Thompson, 1995, "Best Methods of Railway Restructuring and Privatization," World Bank CFS Discussion paper Series, pp. 1-17, 19-39 (<http://siteresources.worldbank.org/INTRAILWAYS/Resources/b35.pdf>).

Naughton, B., 2005, "SASAC Rising," *China Leadership Monitor*, no. 14, pp. 1-11.

Naughton, B., 2013, "The Return of Planning in China," *Modern China*, vol. 39, no. 6, pp. 640-652.

OECD, 2003, *Railway Reform in China promoting competition*, OECD report.