

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

Course Title: Infrastructure Development in China

Course Code: PIA5340

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) AIS5340 Infrastructure Development in China

Exclusive Courses:
(Course Code and Title) 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 enhancing its efficiency and financial viability, the Chinese government had initiated a series of marketization reform and resulted 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 (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 propose solution to various developmental problems	✓	✓	✓	✓			
4	Final test: students will be tested on their knowledge acquired in the course	✓	✓	✓	✓			

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 class discussion	✓	✓	✓	✓			20	
Group presentation	✓	✓	✓	✓			30	
Final test	✓	✓	✓	✓			50	
Examination: 0% (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.)

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)
1. Attendance and class discussion	Active participation in class discussion	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development
2. Presentation	Quality of group presentation	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good clear ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of Scholarly materials to support all key arguments made <ul style="list-style-type: none"> ◦ Well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts ◦ Very limited use of scholarly materials ◦ Acceptable organization of a mostly descriptive essay 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development ◦ No scholarly materials consulted ◦ Poor quality structure and presentation

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
3. Final test	Quality of written essay(s)	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts ◦ Very limited use of scholarly materials ◦ Acceptable organization of a mostly descriptive essay 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development ◦ No scholarly materials consulted ◦ Poor quality structure and presentation

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)
1. Attendance and class discussion	Active participation in class discussion	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Sufficient understanding of a major issue or problem of infrastructure development ◦ Some attempts at analytical thinking 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development
2. Presentation	Quality of group presentation	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good clear ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of Scholarly materials to support all key arguments made ◦ Well organized; coherent 	<ul style="list-style-type: none"> ◦ Sufficient understanding of a major issue or problem of infrastructure development ◦ Some attempts at analytical thinking ◦ Barely sufficient use of scholarly materials ◦ Reasonable standard of expression; average quality in terms of organization and coherence 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts ◦ Very limited use of scholarly materials ◦ Acceptable organization of a mostly descriptive essay 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development ◦ No scholarly materials consulted ◦ Poor quality structure and presentation

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		presented with a high standard of expression	arguments presented with a high standard of expression			
3. Final test	Quality of written essay(s)	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Sufficient understanding of a major issue or problem of infrastructure development ◦ Some attempts at analytical thinking ◦ Barely sufficient use of scholarly materials ◦ Reasonable standard of expression; average quality in terms of organization and coherence 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts ◦ Very limited use of scholarly materials ◦ Acceptable organization of a mostly descriptive essay 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development ◦ No scholarly materials consulted ◦ Poor quality structure and presentation

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.)

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.