

# Syllabus

**PPD 613b – Policy, Planning and Development International Laboratory**  
**SPPD China Lab: Urban River Revitalization in Foshan**  
Summer 2010, (3 units, Lec 51321)  
USC School of Policy, Planning, and Development

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## **Course Dates and Location**

The course meets for two weeks in China (Hong Kong and Foshan). The dates of the course are May 24-June 4. It is expected that all students will make travel arrangements to ensure their availability for an 8 am start time on May 24th. Arrival in Hong Kong should be no later than Sunday, May 23<sup>rd</sup>. Arrangements will be made for your 3-day stay at a hotel in Hong Kong and for the remainder of the time at another hotel in Foshan. All participants are expected to stay in the hotels that have been arranged.

## **Course Overview**

This is a 3-unit course that builds on the prerequisite companion 1-unit preparatory course offered earlier in the spring term. Together, they comprise the SPPD China Lab for 2010. Although the two are closely coupled, they are technically two distinct courses.

The course is designed to provide participants with consulting-type experience, applying classroom knowledge in a real world professional context outside the United States. Lab participants work in teams to address a particular project in the host country that is identified in consultation with the project client. They are expected to analyze information pertinent to this project and its context, and then to produce a set of recommendations regarding how to accomplish project objectives.

The bulk of the work comprises collaborative research and intensive fieldwork. While SPPD graduate students form the core of each work team, they may also include SPPD alumni and/or student counterparts from collaborating institutions overseas. Student teams will be formed thematically, according to the categories of research necessary for the project.

Students will spend two weeks in China meeting with experts and practitioners, conducting interviews and working collaboratively on the project. Everyone is expected to orient themselves promptly to their new surroundings and to adapt to local customs wherever appropriate. In addition to course readings, background presentations and lectures will be given by local and international experts, and students are expected to draw effectively upon this resource material. Questions asked of these experts should be on point and clearly articulated, and should demonstrate a solid grounding in the relevant subject matter.

Each team is to organize itself internally, and must also work with other teams on a productive and cooperative basis. On the final day of the class a single integrated report is due, and a single integrated presentation is to be made. Each participant and each team should be devoted to making the final report and presentation as cogent and informative as possible.

### **Learning Objectives**

As with all SPPD International Labs, the learning objective is to learn how to translate “classroom knowledge” into professional practice, and to do so in a setting outside the United States. Emphasis is therefore placed on having students develop a deeper understanding of the contextual dimensions of knowledge and practice. Relevant classroom topics that the project will draw upon include regional economic development, infrastructure and planning, policy formulation and implementation, analytical methodologies, project management, and so forth. The pedagogical model draws on a professional consulting paradigm, with a clearly identified client and terms of reference for the students’ work.

Specific learning objectives for the two-part lab include the following:

- Students will learn about the processes of urban development in China, the workings of various sectors of government, how opportunities for private sector involvement and investment are structured, the role of the World Bank in development projects, and the role of professional non-governmental organizations such as the Pacific Rim Council on Urban Development.
- Students will gain experience in finding and gathering data relevant to an urban development project and using the data to diagnose problems, design and assess various options, and develop recommendations that take into account the constraints facing the client.
- Students will learn how to manage a consulting project and improve their ability to define a manageable set of terms of engagement for a consulting project as well as develop proficiencies in skills required in international consulting.
- Experience will be gained in translating professional practice to the cross-cultural setting. In order to work successfully in the host country, it will be necessary for students to have some idea of how their current professional practices might be adapted to quite disparate cross-cultural contexts. This strategy is essential to successful consulting in international settings.

- It is expected that by the end of the fieldwork experience, students will have strengthened their ability to present analyses of issues and recommendations in a concise, clear and informative manner from the perspective of their client.
- Through their participation students will be able to affirm professional norms of conduct. Punctuality, thoroughness, reliability, communication skills, professional appearance, ethical integrity and the ability to work well in diverse teams are examples of the professional norms we promote in this class.
- Through their collaborative research efforts, students will also gain a greater understanding of how to function as part of team and how to resolve organizational issues within the team as well as gain insights into their individual strengths and what they can contribute to a team effort.

## **Course structure**

### ***Topical focus***

The client for this year's SPPD China Lab is Foshan Municipality, a local jurisdiction of six million residents in Guangdong province situated in the Pearl River delta. Specifically, this class will advise local government officials in Foshan on ***implementation issues*** arising in the context of Foshan's ongoing efforts to undertake comprehensive remediation of the Fenjiang River, including implementation of recommendations put forward by a recent international roundtable forum organized by the Pacific Rim Council on Urban Development.

During the 1-unit preparatory course during the spring semester, the class organized itself to address *five principle challenges* (as identified through academic readings and individual case studies from the United States and elsewhere) faced by public sector organizations that seek to implement planned projects:

- Administrative structures
- Mobilization of stakeholders
- Organization capacity
- Monitoring & evaluation
- Socio-economic context

The focus of this year's SPPD China Lab will be to evaluate how these challenges may apply in the case of Foshan's Fenjiang River remediation project, and to formulate recommendations accordingly.

### ***Assignments***

Review of Papers and Professional Reports. A set of papers on issues of urban river restoration and related topics drawn from the 2009 PRCUD Roundtable Forum, World Bank project reports on water restoration, and recent professional reports from the Municipality of Foshan will be

selected. Students will work in teams to prepare a group-level review of selected papers with the aim of drawing lessons learned for implementation of river restoration projects. It will also form the basis for an initial presentation that groups will make summarizing their critiques and key findings. The initial presentation will be scheduled on Thursday, May 27<sup>th</sup>.

Presentation to Client. The primary output of the Lab is the preparation and presentation of a professional quality report to Foshan Municipality that summarizes the results of your analysis and assessment and identifies your recommendations regarding the action steps needed to accomplish project objectives.

This report is to be presented in text form on Friday, June 4<sup>th</sup>, with a parallel powerpoint presentation given that same day. This report should draw on lessons learned from case studies elsewhere in the world and examines the extent to which they may (or may not) apply in the specific context of Foshan. The report and its various elements account for one half of the academic credit for this class. It should aim to incorporate the following elements:

- 1) a clarification of the goals and objectives of the project, which involve the development of a plan for implementing key recommendations from last year's project and the 2009 PRCUD Roundtable Forum;
- 2) an explanation of the analytic framework(s) used to evaluate the problems and opportunities and possible approaches for responding to them;
- 3) a summary of relevant scholarly and professional literature that informed your analysis;
- 4) an overview of pertinent experiences, case studies, best practices, etc. that provided interesting ideas regarding the development of the implementation plan and potential responses to project problems and opportunities; and
- 5) a specification of the particular recommendations you are proposing to address the problems, take advantage of the opportunities, and accomplish project goals and objectives.

All of these elements should be tied directly to the specifics of Foshan, based on field investigation, interviews with local officials and stakeholders, and localized research.

Individual Journal. You are required to engage in "reflective practice" while working in the Lab. This means that you should reflect upon the Lab, the project, and the municipality of Foshan (and other places we visit such as Hong Kong) in your own words, writing a daily journal entry with two components: 1) a general description of the activities of the day (at least 200 words) and a personal reflection on things learned, challenges faced, inquiries unresolved, etc. (at least 200 words). There is no length limit for your journal entries. Those who are inspired to do more are certainly welcome to do so.

The journal serves several purposes: 1) It assists the instructor in making a determination of final grades by acknowledging individual contributions to the team effort; 2) It enables the instructor to evaluate each team member's collaborative contribution according to the mutual consistency of recognition by other team members. 3) It provides a tool for the student's

individual reflection during the Lab experience. A well-written journal will not only contain a record of one's own activities, it will also relate these activities to the literature which the student will use to describe the insights they are gaining about the problem and possible solutions. Keep in mind that this journal can become a travel/professional log that you can go back to in years to come and use for following up on contacts or sharing with others. You could also use it to compare your first impressions about Foshan and international consulting work with the international visits and job opportunities still to come in your life. This journal is due at the end of the Lab, by noon on Monday, June 8, Foshan time.

Participation. In general, you are expected to be an active and collaborative participant in all aspects of the Lab and its various activities. Effective participation includes timely attendance at meetings, preparation for and involvement in discussions, leadership in task activities, and maintaining a professional demeanor. The instructor's assessment of your overall participation during the two weeks in China will also be factored into your grade.

Photo Contest. Each team should submit entries for a photo contest that we will judge as part of our last day activities. All entries should be submitted in electronic format before the final presentation.

Web-Based Record of the Lab. Each team should create a web-based record of the activities they engaged in for the lab. This web-based record is due two weeks following completion of the lab on June 18th.

### **Determination of Grades**

Final grades for this 3-unit course are based on the following items:

- Review of papers and professional reports – group grade **(10%)**
- Initial presentation summarizing the review – group grade **(10%)**
- Final report – group grade **(15%)**
- Final report – individual grade **(15%)**
- Final presentation – group grade **(20%)**
- Individual journal **(10%)**
- Class participation **(10%)**
- Photo contest **(5%)**
- Web-based record of the Lab – group grade **(5%)**

### **Schedule**

The course begins Monday, May 24<sup>th</sup>, 2010 in Hong Kong, and everyone should be checked into our hotel (Hyatt Regency Shatin) by Sunday evening. While in Hong Kong we have two full days of field trips combined with lecture presentations by local academics and professionals. The focus will be on implementation issues regarding urban waterfront redevelopment projects. This will give us an opportunity to compare the Hong Kong experience with that of nearby Foshan. These arrangements are being coordinated for us by Dr. Glenn Shive and his very capable staff at the Hong Kong – America Center. (As some of you may know, I spent AY 2007-08 as a visiting Fulbright Scholar at HKAC.). Dr. Shive is also a member of the Board of Directors of PRCUD, and was a key participant in the recent PRCUD Roundtable Forum in Foshan. On

Wednesday morning, we depart by boat for Foshan. This will enhance your appreciation of the hydrological, geographical and socio-economic importance to the Pearl River delta region.

On Wednesday evening, May 26<sup>th</sup>, after arrival in Foshan, we will conduct a dry run of the presentation you are to give the next morning. That presentation will convey some of the principal lessons learned by the class during the 1-unit preparatory course that preceded this one. Thursday morning's session will also include presentations by Foshan municipal officials to provide us all with an update on the status of the Fenjiang River revitalization project. I intend for this to be a solid working meeting, where we discuss the terms of reference and finalize the program for the remainder of our mission in Foshan. A detailed schedule of site visits, lecture presentations and professional meetings is being prepared for us by Foshan Municipality. A welcoming banquet may also be in order. Wednesday and Thursday, June 2<sup>nd</sup> and 3<sup>rd</sup>, are being set aside for your intensive report preparation. This culminates in a presentation to Foshan Municipality on Friday morning, June 4<sup>th</sup>, summarizing your key findings and recommendations. The class disperses immediately following the farewell luncheon that day.

### **Course Readings**

Review key readings from PPD 613a with particular focus on the following set of articles and reports.

#### ***Scholarly works***

Bottelier, Pieter (2007), "China and the World Bank: How a Partnership was Built", *Journal of Contemporary China*, vol. 16(51), May, 239 – 258.

Heikkila, Eric J. (2007), "Three Questions Regarding Urbanization in China", *Journal of Planning Education and Research*, vol. 27, Fall, 65 – 81.

Lo, Carlos W.H. and Shui-Yan Tang (2006), "Institutional reform, economic changes, and local environmental management in China: the case of Guangdong province", *Environmental Politics*, vol. 15(2), 190 – 210.

Matland, Richard (1995), "Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation", *Journal of Public Administration Research and Theory*, vol. 5(2), 145-174.

O'Toole, Laurence (2000), "Research on Policy Implementation: Assessment and Prospects", *Journal of Public Administration Research and Theory*, vol. 10(2), 263-288.

Saetran, Harald (2005), "Facts and Myths about Research on Public Policy Implementation: Out of Fashion, Allegedly Dead, But Still Very Much Alive and Relevant", *Policy Studies Journal*, vol. 33(4), 559-582.

Saich, Tony (2008), Ch 8 "The Changing Role of Urban Government," in *China Urbanizes: Consequences, Strategies and Policies*, pp. 181-205, World Bank.

### **Professional reports**

Foshan Municipality (2009), *Fenjiang River Remediation Report*:

- Chapter 1: Report on the Survey of the General Conditions of the Fenjiang River Basin
- Chapter 2: Report on the Survey of the Environmental Conditions of the Fenjiang River Basin
- Chapter 3: Report on the City Development Survey and City Reforger Research of the Fenjiang River Basin
- Chapter 4: Report on History and Culture Survey and Reconstruction Research of the Fenjiang River Basin
- Chapter 5: Survey Report on the Present State and Improvement Measures of Industries in the Fenjiang River Basin

Selected papers from the 2009 PRCUD Roundtable Forum held in Foshan.

SPPD Foshan Lab (2009), *Final Report: Urban River Revitalization in Foshan*, USC School of Policy, Planning and Development.

World Bank (2007), *Project Appraisal Document (Second Guangdong Pearl River Urban Environment Project)*, WB East Asia and the Pacific Region.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code. See Section 11.00 (under University Governance) for a description of violations of university standards and Appendix A for the recommended sanctions: <http://web-app.usc.edu/scampus/university-student-conduct-code/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>

Professor's Note: Academic integrity is a core value of our School and of this course. The penalties for plagiarism are tough, and rightly so, and they apply immediately upon the first

instance. The guidelines located at [http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm) are very helpful, and I strongly admonish you to review them with all due diligence. Neglect them at your peril. The basic principle is simple: *never provide the reader with an opportunity to give you credit for someone else's work*. When in doubt, clarify.