

USC Sol Price School of Public Policy
“Transportation in Hong Kong – Planning and Policy Issues”
USC Price China Lab PPD 613a and 613b
Spring and Summer 2018

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USC Price International Labs

The Price School International Labs integrate scholarly knowledge with professional practice by providing consulting services in a setting outside the United States. Lab participants work collaboratively in multidisciplinary teams to address a particular project identified by the client in the host country. With active guidance from their professor, students analyze information pertinent to the project and its context, and then produce a set of policy recommendations for the client. These recommendations are supported by classroom knowledge, academic research, analytical tools, databases, case studies, together with various maps and graphics.

As participants transition from the classroom to a real-world international setting, they gain direct experience with translating professional practice in a cross-cultural context. While some background research and preparation is necessary prior to leaving the U.S., the bulk of the assignment is undertaken on an intensive basis in the field. The on-site work culminates in a presentation to the client. The International Labs are designed as integrative professional experiences for graduate student from across the Price School. Graduate students from other USC programs may also join on a case by case basis (with permission from the instructor). The labs provide students with an opportunity to build their credentials and experience while extending their network of professional contacts.

The International Lab comprises two components. PPD 613a is a 1-unit course in the spring semester that precedes and is the prerequisite for a companion two-week, 3-unit intensive field course offered in the summer term. Although the two are closely coupled, they are technically two distinct courses.

USC Hong Kong Laboratory 2017

The first component of the China Lab, PPD 613a, will be conducted over four sessions at USC during the Spring 2017 semester – from 6:00 -9:00 p.m. on Jan 16, Feb 13, March 20, and April 17. The second component, PPD 613b, will be conducted on location in Hong Kong from late May through early June, May 21 – June 1. A detailed daily schedule for this intensive component will be announced prior to arrival in Hong Kong.

This lab will be designed to facilitate two-way learning, from metropolitan Los Angeles to Hong Kong and from Hong Kong to the U.S. Each area has taken leadership positions on some issues, and lagged in other areas. Students will write a report that delivers policy advice for both Hong Kong and the Los Angeles Metro.

The Hong Kong lab will use transportation as a lens to study the territory's integration with China. We will begin with a focus on regional transportation integration. This includes a soon-to-open high speed rail line in West Kowloon, which will connect Hong Kong to Shenzhen and the rest of China via the country's vast, and rapidly growing, high speed rail network. The HSR station, with an anticipated cross-border ridership of over 100,000 persons per day, will be an important link from Hong Kong to the mainland – rivaling the cross-border traffic at the airport. Regional transportation integration is broader than the HSR station, and the issues go beyond transportation. The South China region – Hong Kong, Shenzhen, Guangzhou, and Macau – are part of a region that includes financial, technology, and entertainment hubs. Integrating transportation across the region brings the potential for new economic relationships, and poses political questions. Students will have an opportunity to examine these questions. We propose to work with several entities in Hong Kong, including the MTR (which builds and operates the territory's extensive passenger rail system) and planning and regional development study groups. Students will produce a report that offers insight into political issues that may include the distribution of the costs and benefits of regional integration, labor market, or housing issues. In part, students will do this by translating from experiences elsewhere to the Hong Kong and South China context.

Simultaneously, we will seek to learn from Hong Kong's MTR to inform rail development in Los Angeles. Los Angeles has embarked on an ambitious effort to transform its metropolitan transportation system, using a more-than-\$120 billion investment in rail transit. Yet transportation finance, land use, and governance are outmoded in the United States, and often not up to the task of modern rail transit. We will study the Hong Kong example to learn from one of the most modern, efficient, and innovative transit systems in the world. The goal will be to develop lessons that can be ported back to Los Angeles, while also providing insights for local leaders in Hong Kong.

During the 1-unit preparatory course in the spring semester, students will conduct background research, form thematic teams, identify relevant case studies, and develop a proposed work plan that will guide the fieldwork in the summer. During the 3-unit intensive summer course, PPD 613b, students will spend two weeks in Hong Kong and environs meeting with experts and practitioners, conducting site visits and working collaboratively on the project. This work culminates in the submission of a final written report and a single, integrated presentation of that report to the client on the final day of the Lab.

Course Objectives

As with all USC Price 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. The pedagogical model draws on a professional consulting paradigm, with a clearly identified client.

Specifically, the learning objectives for the two-part lab include the following:

- Integration and application of classroom knowledge to a specified problem context. Students will have the opportunity to develop their skills associated with synthesizing existing research, finding and gathering data relevant to the 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.

- Management of an international consulting project, paying particular attention to formulating and adhering to a manageable work plan. Students will gain valuable practice in presenting analyses of issues and recommendations in a concise, clear and interesting manner from the perspective of their client. Participation in the Lab also entails an affirmation of professional norms of conduct. Students are expected to adhere to professional norms of punctuality, thoroughness, reliability, communication skills, professional appearance, integrity and ability to work well in multi-cultural teams.
- Personal growth in terms of teamwork, by developing a better understanding of how to function as part of a team with international members. Participation in the Lab provides students with useful insights into their individual strengths and what they can contribute to a team effort, as well as how to resolve interpersonal and organizational issues within the team. The course also intends to attract students with diverse backgrounds and interests, so that individual team members are able to contribute the specialized knowledge related to their field of study.
- Translation of professional practice in a cross-cultural setting. Professional practice as developed in the United States is embedded in a particular social, institutional, economic and cultural context. A key objective of the course is for students to gain a better awareness of how to adapt their professional practice to suit contexts that are often quite different from those in the U.S.

Assignments and Determination of Grades

Spring semester (1-unit course)

Final grades for the 1-unit course PPD 613a are based on the following items:

First class: At the end of this class, students will be assigned to six groups (1) regional transport integration, (2) integration of Hong Kong and mainland China, (3) land value capture, (4) housing and relationship to transportation, (5) labor market integration, Hong Kong and the broader region, (6) environmental justice and the distribution of benefits and costs. The boundaries of the group topic areas may be permeable and the group topics may (indeed, probably will) evolve as the work in the studio proceeds, but the groups will start with these definitions. Students in each group complete readings and present to the class as in Assignment 1, below, at the second class meeting in February.

- **Assignment 1:**

Individual papers and group presentations in the Feb. 13 class:

Within each group, students organize themselves so that each student writes a 2-3 page summary of at least one reading under their topic's section of the syllabus, and so that each reading in the topic section has a written summary. Some readings are very short blog posts, and in that case students should select more than one reading for their written summary. Some readings are full papers, and in that case one reading will suffice. Some readings are very lengthy reports and in that case you will need to extract the best information rather than read and summarize the entire report.

Students will organize themselves to present a unified powerpoint presentation on the readings they were assigned, drawing out key points, in which each student speaks. Presentations should be timed to last 20 minutes. Hence the presentations will likely not be comprehensive but will draw out themes that students judge to be most important.

For Assignment 1 the fraction of the PPD 613 a course grade is: 20% individual paper, 20% group presentation

- **Assignment 2: Case study.** Working in the same teams as for Assignment 1, students will research a case study in the U.S. or China (or elsewhere) related to their group's topic. Each team will present its findings in class with an emphasis on the lessons learned from that case study. **(20 %, presentation only; no written report required)** Case studies will be presented during the third and fourth class meetings, with presentation dates assigned to groups.
- **Assignment 3: Draft Outline of Group Report.** Before we leave for Hong Kong, each group will outline the structure of their report. This is not because your group will know the structure before we arrive in Hong Kong – you will not – but because once we arrive in the city you will rapidly learn things that will change your conception. With less than two weeks in Hong Kong, you cannot start from a blank slate, and hence it is helpful to have a pre-conceived idea of your group's structure before we arrive. Each group will draft an approximately 3-page outline of their research and anticipated report structure and will discuss this with the professor. This may require special advising meetings (one per group) either during class time or as needed outside of class time. **(30%)**
- **Class participation.** The relevant metric here is how each student's participation enriched the experience of others in the class. **(10%)**

Summer semester (3-unit course)

While *individual* effort and initiative is essential, ultimately it is the quality of the *group* product that matters to the client. Accordingly, final grades for the 3-unit course (PPD 613b) are based largely (but not necessarily exclusively) on group components.

Although each student will be contributing in her own way to the outcome, the written report will be evaluated as a single, integrated document. All students succeed or fail in equal measure, based on the quality of the group work. Similarly, the final presentation made to the client will be evaluated as a single, coherent effort. Accordingly, half of each student's grade for this 3-unit course will be calculated as follows:

- **Final group written report.** This report will be addressed to the client, but should also be of interest to a wider audience. It should be a summative effort that states its purpose clearly while also explaining its findings and recommendations in a thorough, professional and persuasive manner. Arguments should be supported – as needed – with an appropriate range of data, graphs, illustrations, analytical work, appendixes and bibliographic references. The emphasis should be on clarity of thought, with a crisp writing style. Its length should be kept to a minimum, subject to fully accomplishing what it has set out to do. **(20%)**
- **Final group presentation to client.** The presentation made to the client should generally follow a parallel structure to the written report, but with appropriate adjustments to reflect the

different medium of communication. Although each student should contribute to its content in some meaningful way, the presentation itself should not be cluttered with multiple voices. The emphasis should be on a single, integrated, coherent presentation on behalf of the entire group. **(15%)**

- **Interim group written report.** A full draft of the written report should be submitted to the instructor prior to the final. Because there is so little time for review, feedback and revision, this interim effort is of equal weight to the final. **(20%)**
- **Interim group presentation.** A practice run of the final presentation will be given prior to the final. **(15%)**

Exact dates for the draft written report and presentation will be determined in Hong Kong, based on the schedule of the work. If, for some reason, the schedule does not allow drafts, the grade point percentages for the interim work will fold into the final product.

The remaining half of each student's grade will be based more directly on individual effort, as indicated here:

- **Class participation.** This includes punctuality, professionalism, and regular participation in all aspects of the Lab. Ultimately, however, the value of each student's contribution is based on how others in the class benefit from his/her involvement. **(10%)**
- **Individual Role and contribution.** This includes each student's role in the success of the group, including completing assigned tasks that contribute to the success of the overall project, including research and writing. **(20%)**
- **Photo contest.** This is an important part of the experience, but will not be graded. But please participate. Each student will submit at least three photos, one in each of the following categories:
 - Photo pertaining to the overall theme of this Lab and/or the sub-themes
 - Photo revealing what it is like to participate in this Lab
 - Photo that shines with creativity and artistry.

These photos are an important part of documenting our learning experience. Please be on the lookout for photo opportunities.

Course schedule – Spring semester (PPD 613a)

Although the spring semester comprises only one unit of academic credit, it is of crucial importance to ensuring the group arrives in Hong Kong well prepared for the intensive portion of the course. Once one has arrived on site, it will be too late to prepare. Accordingly, the spring semester has four successive sessions, with important background reading and research on your part.

Session 1: Session content includes course introduction and overview (including the clients and projects, the on-line platform and logistics) and class introductions. The instructor will provide some overview of the topic.

Session 2: The individual 2-3 page paper will be due two days before class and group presentations on the background readings will be presented in class, as described earlier in the syllabus.

Session 3: Team presentation of case studies (Assignment 2). Class discussion of lessons learned.

Session 4: Additional presentations of case studies (as needed) and, as time allows, group advising on your group outlines.

Course schedule – Summer semester (PPD 613b)

The two weeks spent in Hong Kong will be highly intensive, with three main phases after arrival: ingestion, digestion, and production. These three phases are successive yet somewhat overlapping. Students should arrive in Beijing no later than **Sunday, May 20, 2018**. Anticipate that we will likely meet on the late afternoon of May 20, likely 4 p.m., to have an initial convening for our work. Be ready to begin work Monday morning, without fail (unless of course unavoidable air travel delays intervene.) The first week is primarily one of ingestion, with a full schedule of lectures and site visits designed to illuminate the policy issues within the local context. There is a one-day hiatus in the midst of this first week to allow students to begin to digest the vast quantities of information they have received, and to reflect upon how their own report (due the next week) can be incorporate these new findings.

The intervening weekend between the two intensive weeks is less structured but should be used productively. It also provides students with a much-needed opportunity to rest & recuperate so that they can continue working intensively the next week, which moves fully into production mode. Both the final written report and client presentation are due on Friday morning. In order to allow for adequate review and feedback prior to this final day, a practice run of the client presentation will occur on or near **Tuesday, May 29, 2017**. Likewise, a full draft of the written report is due on **Wednesday, May 30, 2017**, unless the instructor informs otherwise. Students will be working in fluid teams with client presentation and written report being produced in parallel. Note that the due dates for draft presentations and reports are targets that can change but of course the final will all be due on June 1.

A template of the schedule is below. This may change and is illustrative – the details of the reflection and flexible time may change to accommodate the visit schedule with our local experts.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1 Ingestion	Lectures & Site visits	Lectures & Site visits	Lectures & Site visits	Midstream Reflection Report outline	Lectures & Site visits	Workshop Detailed task designations	Flexible time
Week 2 Digestion & Production	Report & presentation preparation	Practice run for client presentation	Complete 1 st draft of report due	Report & presentation revisions	Final report due & final presentation		

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 the 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/>

Selected Readings, by topic area

Background

Hong Kong 2030 plan: <http://www.hk2030plus.hk/>

Hong Kong MTR Annual Report, 2016: <http://www.mtr.com.hk/en/corporate/investor/2016rpt.html>

Here are the various other transit modes in Hong Kong

- Bus
 - Citybus/Newbus (<http://www.nwstbus.com.hk/home/default.aspx?intLangID=1>)
 - Kowloon Motor Bus (<http://www.kmb.hk/en/>)
- Minibus (http://www.td.gov.hk/en/transport_in_hong_kong/public_transport/minibuses/index.html)
- Trams (<https://www.hktramways.com/>) - more of a cultural heritage than a main mode of transit
- Ferry (<http://www.discoverhongkong.com/us/plan-your-trip/traveller-info/transport/getting-around/ferries.jsp>) - doesn't have a high ridership because of competition from MTR

Regional Transport Integration

Thinking Big When Funding Is Local: Assessing the Potential of Local Option Transportation Funding in a Multi-Jurisdictional Context, David Weinreich, *Public Works Management and Practice*

Making Self-Help Finance Work Overcoming the Legislative Obstacles to Using Local Option Taxes for Regional Transportation, David Weinreich, *Transportation Research Record*

Caught in the Service Gap: Understanding the Link between Transportation Equity and Metropolitan Fragmentation, David Weinreich and Thomas Skuzinski, working paper (mimeo)

The Hong Kong-Zhuhai-Macau bridge (<http://www.scmp.com/topics/hong-kong-zhuhai-macau-bridge>)

Hong Kong – China Integration

Can Hong Kong Fully Get Behind the Idea of a South China Megalopolis? SCMP
<http://www.scmp.com/comment/insight-opinion/article/2077763/can-hong-kong-get-fully-behind-idea-southern-china>

Hong Kong: One country, two economies, Financial Times (includes discussion of HSR link)
<http://www.ft.com/content/eb0e795a-3d17-11e6-9f2c-36b487ebd80a>

Beijing Throws Weight Behind Ambitious Greater Bay Area Plan, South China Morning Post
<http://www.scmp.com/news/china/policies-politics/article/2076221/beijing-throws-weight-behind-ambitious-greater-bay-area>

Bay Area 2.0 – an argument that “one country, two systems” is sustainable in long-run.
<http://knowledge.wharton.upenn.edu/article/bay-area-2-0-hong-kong-china-forging-new-innovation-economy/>

Adam Mayer on political integration, argument that Hong Kong will integrate with China:
<http://www.newgeography.com/content/002953-china-and-future-hong-kong>

Linda Poon, Citylab, “The High Speed Train at the Heart of Hong Kong’s Political Future,”
<https://www.citylab.com/transportation/2017/12/china-high-speed-rail-project-in-hong-kong-autonomy/547808/>

Land Value Capture

Hong Kong MTR Annual Report 2016 (see esp. sections relating to ridership and revenues, and make note of management and strategic approach):
<http://www.mtr.com.hk/en/corporate/investor/2016frpt.html>

Funding Wisely: Unlocking Urban Transit with Land Value Capture, KPMG, 2017, <https://home.kpmg.com/xx/en/home/insights/2017/05/funding-wisely-unlocking-urban-transit-with-land-value-capture.html>. (This is very brief ... also do other readings.)

Hiroaki Suzuki, Jin Murakami, Yu-Hung Hong, and Beth Tamayose, Financing Transit-Oriented Development with Land Values, The World Bank, 2015, especially chapters 2 and 3. Additional readings into other cases in this book should be done by other group members.

Housing Issues (and the transport link)

M. Boarnet, R. Bostic, D. Williams, R. Santiago-Bartolome, S. Rodnyansky, and A. Eisenlohr, "Affordable Housing in Transit-Oriented Developments: Impacts on Driving and Policy Approaches," white paper of the National Center for Sustainable Transportation, 2017. https://ncst.ucdavis.edu/wp-content/uploads/2015/10/NCST-TO-027-Boarnet-Bostic-Affordable-TOD-White-Paper_FINALv2.pdf

Hong Kong Housing Authority, annual report, <http://www.housingauthority.gov.hk/mini-site/haar1617/index.html>

Hong Kong Housing Authority Corporate Overview (very brief, read in conjunction with annual report), <http://www.housingauthority.gov.hk/mini-site/corporateplan1516/en/common/pdf/corporateplan1516-02.pdf>

Environmental Justice

Joyce Ng, Villagers Fear Eviction as Development Nears, South China Morning Post, 2010, <http://www.scmp.com/article/733838/villagers-fear-eviction-development-nears>

"Plan pedestrian friendly environments around subway stations: lessons from Shanghai, China"
Junfeng Jiao, Yong Chen & Ning He, Journal of Urban Design, 2017
(<http://www.tandfonline.com/doi/abs/10.1080/13574809.2017.1336060?journalCode=cjud20>, paywall, access from USC library internet) Note: This is important for the fine-grained design of the stations, but may or may not be an environmental justice issue, per se.

Greg Griffin and Ipek Sener, Public Transit Equity Analysis at Metropolitan and Local Scales: A Focus on Nine Large Cities in the U.S., Journal of Public Transportation, 2016, v. 19, n. 4, pp. 126-143. also available here: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5476368/>

Boarnet, Bostic, Rodnyansky, Santiago-Bartolomei, Williams, and Prohofsky, Sustainability and Displacement: Assessing the Pattern of Residential Moves Near Rail Transit, executive summary and pp. 1-8 (especially), https://ncst.ucdavis.edu/wp-content/uploads/2015/10/NCST_Boarnet_Sustainability-and-Displacement_Final-Report_November-2017.pdf

Labor Market Integration, Hong Kong and the Broader Region

Hong Kong 2030 plan: <http://www.hk2030plus.hk/>

Yang Yang, Regional Integration in the Hong Kong – Shenzhen Cross-Border Region, Lund University (masters thesis, I believe)

<http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=8057883&fileId=8057884>

Weiping Wu, Proximity and Complementarity in Hong Kong – Shenzhen Industrialization, 1997,

<http://sites.tufts.edu/wuweiping/files/2011/02/AsiaSurvey-Shenzhen.pdf>

Weiping Wu, Migrant housing in urban China: choices and constraints, Urban Affairs Review 38 (1), 90-119, 2002 (available from USC library)

Together but unequal: citizenship rights for migrants and locals in urban China, W Wu, G Wang Urban Affairs Review 50 (6), 781-805, 2015 (available from USC library)