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**URPL-GP 2251**

**Urbanization and Sustainable Development in Transitional China**

**May 26th -June 7th**

**Summer 2019**

**Professor Zhan Guo**

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**Prerequisites: None**

**Course Description**

Within the next 20 years, China will move 300 million people, similar size as the US population, from rural to urban areas. The massive and rapid urbanization poses tremendous challenges to environment and sustainability, but also offer great opportunities for industrial restructuring and economic development. This process is accompanied with the transition from a centrally-controlled to a market-oriented economy. This course exposes students to diverse issues under this context such as property rights, social welfare, rural development, motorization, land use planning, housing reform, real estate development, economic development zones, environmental regulation, etc. The two-week course will be held in NYU Shanghai, and combines classroom lectures, local guest speakers, visits to local organizations, and field trips in Shanghai and nearby towns and villages.

**Learning Objectives**

By the end of the course, students should be able to

1) understand the foundation of urbanization policies in China;

2) understand the consequences and manifestation of such policies in various fields;

3) connect the classroom discussion to field trip observations; and

4) use a theoretical framework to explain an urbanization story in China based on your own experience.

**Course Readings**

Students will be expected to attend all lectures and field trips of the course and to prepare for the intensive nature of the course by doing the following pre-course assignments before the lecture.

Note that for each listed reading, they are either available online through NYU Library e-service or uploaded to the NYU Classes course website. A term “online” or “course website” is marked at the end.

Google including Youtube, Twitter, Facebook, and New York Times are still accessible on NYU Shanghai campus, but they are not available outside the campus, such as in your hotel. Please arrange your reading schedule accordingly (before go to China, on or off campus, etc.)

Textbook:

Tom Miller. 2012. China's urban billion the story behind the biggest migration in human history. Zed Books

Thomas J. Campanella. 2008. The Concrete Dragon: China's Urban Revolution and What It Means for the World. Princeton Architectural Press

Lecture readings

These readings are newspaper reports, government documents, or journal articles on each lecture topic. They are posted on the Blackboard.

Field trip readings

These readings are related to the particular site or project that we will visit. Please read them before the field trip.

**Course Paper**

The course paper must be based on your personal experience or observation related to urbanization in China. It can NOT be a literature review or summary of a particular topic. Your paper should start with an incidence, a story, a person, a phenomenon, a behavior, etc. you observe personally in China, developed into an analytical essay. The paper could be 10 to 15 pages in length (12-point Times New Roman or similar font, double-spaced, with 1” margins), plus tables, figures, and references.  Grading criteria include: critical thinking, articulation or organization of ideas, writing style, and appropriate citation of other’s work.

**NYU Classes**

All announcements and resources will be delivered through NYU Classes.

**Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. Each student is required to sign and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). Plagiarism of any form will not be tolerated since you have all signed an Academic Oath and are bound by the academic code of the school. Every student is expected to maintain academic integrity and is expected to report violations to me. If you are unsure about what is expected of you, *ask*.

**Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at [www.nyu.edu/csd](http://www.nyu.edu/csd) and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

**NYU’s** [**Policy on Religious Holidays**](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html)

University policy states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Students do not need to ask the instructor for permission, but they may choose to notify faculty in advance of such an absence. Whenever feasible, exams and assignment due dates will not be scheduled on religious holidays.

**Student Resources**

Wagner tutors are available to help students with their writing skills. Please see details on <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

The web also has some good resources to help you write better. After you finish writing your paper but before you submit it, you can obtain automated readability statistics here:

<https://igm.rit.edu/~jxs/services/TestReadability.html> and some additional feedback here: <http://writersdiet.com/test.php> . Use these services to improve your prose.

**Assignments and Evaluation**

Class Participation (25%): Students are required to attend all lectures, unless noted in the syllabus, and contribute to classroom discussion.

Field Trips (40%): participate in all seven field trips and engage in all conversations with the local hosts and other stakeholders. Each field trip counts 5 points, except the Huaxi Village Trip that count 10 points, towards the final grade

Course Paper (35%)

The course paper should be innovative and observant based on students’ personal experience. A summary of literature review will not be enough.

**Learning Assessment Table**

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| --- | --- |
| Graded Assignment | Course Objective Covered |
| Participation | All |
| Field trip 1 | #2 |
| Field trip 2 | #1, #2, and #3 |
| Field trip 3 | #1, #2, and #3 |
| Field trip 4 | #1, #2, and #3 |
| Field trip 5 | #1, #2, and #3 |
| Field trip 6 | #1, #2, and #3 |
| Field trip 7 | #2 and #3 |
| Course paper | #4 |

**Grading Scale and Rubric**

Students will receive grades according to the following scale:

(A) Excellent: Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Numeric value=4.0 points.

(A-) Very good: Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. Numeric value=3.7 points.

(B+) Good: Work is well-reasoned and thorough, methodologically sound. This grade indicates the student has fully accomplished the basic objectives of the course. Numeric value=3.3 points.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Meets key course objectives but evidence suggests that understanding of some important issues is less than complete. Numeric value=3.0 points.

(B-) Borderline: Meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Numeric value=2.7 points.

(C/-/+) Deficient: Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students. Numeric value = 2.3; 2.0; 1.7 points.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. Numeric value = 0.0 points.

**Day 1**

Orientation including an introduction lecture on history, politics, and economics of China (Yes, we can do that in 1 hour)

Topic 1: Development and Planning of Shanghai

1. Campanella Textbook Chapter 2: Reclaiming Shanghai (NYU Library Ebook)
2. The Urban Development and Redevelopment in Shanghai (Presentation slides by Prof. Shiling Zheng from Tongji University, Shanghai) (Pdf on NYU Classes)

Field Trip 1: Shanghai Bus and Walking Tour

**Day 2**

Topic 2: The Challenge of Urban Migration

1. Campanella Textbook Introduction: Urbanism of ambition (NYU Library Ebook)
2. Campanella Textbook Epilogue: China reinvent cities (NYU Library Ebook)
3. Miller Textbook Introduction: The Biggest Migration in Human History (NYU Library Ebook)
4. Weiping Wu. 2013. The Chinese Cities. Chapter 4: The Urban System Since 1949 (NYU Library Ebook)

Topic 3: Migrant Workers

1. Miller Textbook Chapter 1: By the Sweat of Their Brows (NYU Library Ebook)
2. Campanella Textbook Chapter 6: The Country and the City (NYU Library Ebook)
3. Weiping Wu. 2013. The Chinese Cities. Chapter 5: Urban-Rural Divide, Socialist Institutions, and Migration (NYU Library Ebook)

Topic 4: Urban Village

1. New Demand for People’s Housing (Pdf on NYU Classes)
2. The Chengzhongcun (urban village) land market in China: boon or bane? – a perspective on property rights (Pdf on NYU Classes)

Field Trip 2 Hongxu Urban Village + Madang Road/Danshui Road

**Day 3**

Topic 5: HuKou System

1. Miller Textbook Chapter 2: Passport to Purgatory: Fixing the Hukou System (NYU Library Ebook)
2. Does China have an apartheid pass system? (Pdf on NYU Classes)
3. The Continuity and Changes of the Hukou System Since the 1990s: A Critical Review (Pdf on NYU Classes)
4. Assortative Mating by Education and Hukou in Shanghai (Pdf on NYU Classes)

Topic 6: Land Tenure System

1. Miller Textbook Chapter 3: Farm vs. Factory: The Battle over Land (NYU Library Ebook)
2. Ho, Peter.2005. Developmental Dilemmas, Chapter 2: Land use rights Legal perspectives and pitfalls for land reform (NYU Library Ebook)
3. Lin, George. 2014. Developing China. Chapter 4: The evolving land system and land market (NYU Library Ebook)

Topic 7: Educating Migrant Children

1. [Yun-Kyung Cha](https://link.springer.com/search?facet-creator=%22Yun-Kyung+Cha%22) et al. 2017. Multicultural Education in Glocal Perspectives. Chapter 11: Education for Population Control: Migrant Children’s Education Under New Policies in Beijing (NYU Library Ebook)
2. Myra Pong. 2014. Educating the Children of Migrant Workers in Beijing: Migration, Education, and Policy in Urban China, Chapters 2,3,4 (Pdf on NYU Classes)

Field Trip 3: Migrant Workers’ Kid School

**Day 4**

Topic 8: Township-Village Enterprises

1. Township-village enterprises revisited / The evolution of Chinese entrepreneurial firms, The International Food Policy Research Institute (Pdf on NYU Classes)
2. The Puzzle of China’s Township–Village Enterprises: The Paradox of Local Corporatism in a Dual-Track Economic Transition (Pdf on NYU Classes)
3. Sharing the Wealth and Living Large in a Tiny Chinese Village <http://www.nytimes.com/2011/07/12/world/asia/12huaxi.html?pagewanted=all&_r=0>
4. Huaxi, China: A Journey to the World’s Richest Village <http://www.vagabondjourney.com/huaxi-china-worlds-richest-village/>

Topic 9: Rural Planning and Village Consolidation

1. From urban sprawl to land consolidation in suburban Shanghai under the backdrop of increasing versus decreasing balance policy: A perspective of property rights transfer (Pdf on NYU Classes)
2. Economic development and farmland protection: An assessment of rewarded land conversion quotas trading in Zhejiang, China (you can skip all statistical models) (Pdf on NYU Classes)
3. Stakeholder perspectives of China's land consolidation program: A case study of Dongnan Village, Shandong Province (Pdf on NYU Classes)

Field Trip 4: Village Consolidation in Xinye Village

**Day 5**

Field Trip 4 Huaxi Village

1. Huaxi Show Performance
2. Visit a villager residence
3. Visit Longxi Tower
4. Visit Socks Factory

**Day 6 and 7: Explore on Your Own**

1. Shanghai Urban Planning Exhibition Center at People's Square
2. Marriage Market at People's Park behind Urban Planning Exhibition Center
3. Take a ride through a bike share program (OFO or Mobike). It is cool!
4. Beijing, Hangzhou, Suzhou by bullet train

**Day 8**

Topic 10: Real Estate Development

1. Miller Textbook Chapter 4: The Construction Orgy: Paving the Fields (NYU Library Ebook)
2. Debate: China's Scary Housing Bubble <http://www.nytimes.com/roomfordebate/2011/04/14/chinas-scary-housing-bubble?ref=asia>
3. Local Public Finance in China: An Overview. Chapter 1 in China’s Local Public Finance in Transition (Pdf on NYU Classes)
4. Building Rome in a day: The sustainability of China’s housing boom. A report from the Economist Intelligence Unit’s Access China service (Pdf on NYU Classes)
5. Video: China's Ghost Cities

# <http://www.youtube.com/watch?v=pbDeS_mXMnM>

Topic 11: Forced Eviction

1. Campanella Textbook Chapter 5: City of Chai (NYU Library Ebook)
2. Property rights, legal consciousness and the new media in China: The hard case of the ‘toughest nail-house in history (Pdf on NYU Classes)
3. Dousing the Flames: The Tang Fuzhen Self-immolation Incident and Urban Land Takings Reform in the People’s Republic of China (Pdf on NYU Classes)
4. Do China’s Tang Fuzhens Regret Self-Immolation? (Pdf on NYU Classes)

Video (online):

1. Zunyi: http://www.youtube.com/watch?v=vQ1z-uco4bc&feature=related
2. Chengdu: http://www.tudou.com/programs/view/2UfGzPGlL0I/
3. Zhuzhou: http://www.tudou.com/programs/view/xhezIADYCJQ/
4. Mishan: <http://www.tudou.com/programs/view/q0jr0Dp-7YM/>
5. Shanghai: <http://v.ifeng.com/society/200911/abc585df-ad73-4025-9edd-89785e280bc1.shtml>
6. Forced Eviction in China <http://www.youtube.com/watch?v=cwhNq1agd3c&feature=related>
7. Trampled in a Land Rush, Chinese Resist (forced evictions) http://www.youtube.com/watch?v=A8aLR9tnXJA

Field Trip 5 A Real Estate Development Project

**Day 9**

Topic 12: Motorization

1. Campanella Textbook Chapter 8: Driving the capitalist road (NYU Library Ebook)
2. Car Ownership Control in Chinese Mega Cities: Shanghai, Beijing and Guangzhou (Pdf on NYU Classes)
3. Bidding to drive: Car license auction policy in Shanghai and its public acceptance (Pdf on NYU Classes)
4. A review of Beijing's vehicle registration lottery: Short-term effects onvehicle growth and fuel consumption (Pdf on NYU Classes)
5. Wheels of Fortune: The People’s Republic Learn to Drive

<http://www.newyorker.com/magazine/2007/11/26/wheels-of-fortune>

1. Video: Car accidents caught by camera in Heze City, Shandong Province (Prof. Guo’s hometown) (Please skip to 2:18’)
2. In Beijing, Two Wheels Are Only a Smartphone Away <https://www.nytimes.com/2017/03/19/world/asia/beijing-bike-sharing.html?_r=0>
3. Wait, Chinese Bike-Sharing Doesn’t Make Any Sense <http://fortune.com/2017/03/21/chinese-bike-sharing/>

Topic 13: Urbanized in Smog

1. Life in China, Smothered by Smog

<https://www.nytimes.com/2016/12/22/world/asia/china-smog-toxic.html>

1. China Has No Good Answer to the U.S. Embassy Pollution-Monitoring

<https://www.theatlantic.com/international/archive/2012/06/china-has-no-good-answer-to-the-us-embassy-pollution-monitoring/258447/>

1. How leaders and an army of staff turned Beijing's grey into 'Apec blue'

<http://www.scmp.com/news/china/article/1642445/how-leaders-and-army-staff-turned-beijings-grey-apec-blue>

1. APEC Blue Has Chinese Factories Bleeding Red, Economists Say <https://blogs.wsj.com/chinarealtime/2014/11/12/apec-blue-has-chinese-factories-bleeding-red-economists-say/>
2. Here's where most of China's toxic cloud of smog comes from <http://www.businessinsider.com/china-smog-pollution-coal-burning-toxic-red-alert-2015-12>

Topic 14: Steel: Backbone of Urbanization

1. A comparative study of the development mode of China's iron and steel industry (Pdf on NYU Classes)
2. Chinese resource security policies and the restructuring of the Asia-Pacific iron ore market (Pdf on NYU Classes)
3. The Baosteel Group: A National Champion Among National Champions
4. China’s Baosteel posts eightfold surge in full-year profit <https://www.ft.com/content/eb284a18-dd50-11e6-9d7c-be108f1c1dce?mhq5j=e1>

Field Trip 6 Field trip to a transportation project (TBD)

**Day 10**

Interaction with ECNU graduate students

Field Trip 7: BaoSteel, the largest steel maker in China

**Day 11**

Topic 15: Urbanization as Consumption

1. Campanella Textbook Chapter 7: Suburbanization and the mechanics of sprawl (NYU Library Ebook)
2. Campanella Textbook Chapter 9: Theme Parks and the Landscape of Consumption (NYU Library Ebook)

# Architects Find Their Dream Client, in China <http://www.nytimes.com/2011/01/16/business/16build.html?scp=8&sq=China+science+park&st=nyt>

1. In China, Cultivating the Urge to Splurge (Shopper’s Republic of China) <http://www.nytimes.com/2010/11/28/magazine/28China-t.html?pagewanted=1>
2. Design history of China's gated cities and neighbourhoods: Prototype and evolution (Pdf on NYU Classes)
3. China’s Latest Challenge? Gated Communities (Pdf on NYU Classes)

Topic 16: Course paper topics