

**City University of Hong Kong
Course Syllabus**

**offered by Department of Economics and Finance
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Urban Economics
Course Code:	EF4490
Course Duration:	1 semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	CB2402 Macroeconomics or FB2401 Economics II or EF2401 Economics II EF3440 Microeconomics for Business Strategy or EF3442 Intermediate Microeconomics <i>(Students who plan to choose this course are recommended to take EF3442 instead of EF3440.)</i>
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to

- (i) introduce students to the study of fundamental economic decisions regarding location and land use;
- (ii) develop sound knowledge in the organization and development of urban and regional economies;
- (iii) provide students analytical tools for evaluating economic impacts of urban policies;
- (iv) prepare students for a successful career in fields such as business location, business strategy, urban and transport planning, housing and community development, and real estate marketing and investment.

The course also encourages discovery learning, which takes place when students use their knowledge and skills on urban and regional economies to discover, for themselves, practical solutions for urban planning considering government policies, and business and household location choice.

The project presentation and examinations will reflect their accomplishment in discovery and innovation.

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.	demonstrate understanding of the economics of location choice and land use; interpret and compare the underlying economics concepts in Hong Kong and other cities, as well as different forms of urbanization;	20%	√	√	√
2.	analyze economic factors in the organization and developments of modern cities; integrate and synthesise theories, and students make use of the information in a context different from the one they learn in the lectures;	30%	√	√	√
3.	evaluate the economic impacts of urban-regional policies;	30%	√	√	
4.	evaluate business location choices. Students make decisions based on in-depth reflection, criticism, and assessment.	10%	√	√	
5.	analyze and evaluate solutions to urban problems in the real world. Students are encouraged to elevate their attitude and ability to discover and innovate through implementing and executing practical strategies and solutions on problems related to urban economics.	10%	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	5	
1	Lecture Provide fundamental economic tools and analytical framework. The lecturer encourages students to think critically and logically by asking students to respond to questions and getting students to solve the problems by themselves instead of giving out the solutions.	√	√	√	√	√	3 hours per week
2	In- class discussion Group discussions on cases and examples on how to apply analysis. Students will discuss the current issues in real estate economics in Hong Kong and develop their attitude and ability to discover and innovate. Critical thinking on location choice, land market, policies, and urban economic growth is essential for students to get a better understanding of the Hong Kong's economy.			√	√	√	

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
3	<p>Team project</p> <p>Learning to identify problems in the real world, formulate research questions, gather data, and analyze supporting evidence. Students need to prepare a group report on a case study and they can choose a topic related to urban economics and study it. Students are encouraged to discover interesting issues from newspapers or magazines and study the impact and solutions of certain issues. Either quantitative study or case analysis is permitted. Information collected and consolidated is used in the analysis and graph drawing. Presentation is tentative depending on for students to hone their skills of interpretation and get a deeper understanding of their research through the Q&A led by the lecturer. Students' ability and accomplishments are reflected through the team work on the case analysis.</p>		√	√	√	√	
4	<p>Saturday Seminar</p> <p>Students are expected to participate in a few Saturday seminars organized by the department, with speakers from the industry or government agencies. A seminar review report may be required as a substitute for the project presentation, depending on the teaching schedule. Students will enhance their critical thinking skills through seminar attendance and they are encouraged to discuss with the speaker in Q&A session and post-seminar networking session. A seminar report of good quality will be considered an accomplishment in discovery and innovation.</p>		√	√	√	√	

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	5		
Continuous Assessment: 50%							
Group Project / Project Presentation / Seminar Review Report		√	√	√	√	50%	
Examination: 50% (duration: 2 hours, if applicable)							
Final Examination	√	√	√	√		50%	
* The weightings should add up to 100%.						100%	

The essay questions in final examination will help students integrate theories and concepts and develop students' problem solving skills. Student would improve on their technical skills and make accomplishments of discovery and innovation through solving models, computations and graphical analysis etc.

The short essays will be based on scenarios related to current issues and develop students' innovative ability to carry out an analysis of the current issues related to urban economics.

Students are required to pass both coursework and examination components in order to pass the course.

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Project / Project Presentation / Seminar Review Report	Evidence of knowledge on applying urban economics to analyse issues facing cities, clear economic analysis on stylized phenomena, solid evaluations on the impact of urban policies is demanded.	Strong evidence of knowledge on applying urban economics to analyse issues facing cities, clear economic analysis on stylized phenomena, solid evaluations on the impact of urban policies. Students have demonstrated very strong overall ability to discover and innovate, and shown very strong evidence of accomplishments of discovery.	Sufficient evidence of knowledge on applying urban economics to analyse issues facing cities, clear economic analysis on stylized phenomena, solid evaluations on the impact of urban policies. Students have demonstrated very strong overall ability to discover and innovate, and shown very strong evidence of accomplishments of discovery.	Some evidence of knowledge on applying urban economics to analyse issues facing cities, clear economic analysis on stylized phenomena, solid evaluations on the impact of urban policies. Students have demonstrated very strong overall ability to discover and innovate, and shown very strong evidence of accomplishments of discovery.	Basic familiarity with the subject matter but unsatisfactory performance in mini-case studies and class discussion. Students have demonstrated marginal ability to discover and innovate, and shown marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject matter in the group project. Students have demonstrated little evidence of ability to discover and innovate, and shown little evidence of accomplishments of discovery.
2. Final Examination	Evidence of knowledge on applying analytical skills to analyse urban issues framed in the examination is demanded.	Strong evidence of knowledge on applying analytical skills to analyse urban issues framed in the examination. Students have demonstrated very strong overall ability to understand and formulate urban issues in a scientific manner.	Sufficient evidence of knowledge on applying analytical skills to analyse urban issues framed in the examination. Students have demonstrated very strong overall ability to understand and formulate urban issues in a scientific manner.	Some evidence of knowledge on applying analytical skills to analyse urban issues framed in the examination. Students have demonstrated very strong overall ability to understand and formulate urban issues in a scientific manner.	Basic familiarity with the subject matter in examinations. Students have demonstrated marginal ability to discover and innovate, and shown marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject matter in the examination. Students have demonstrated little evidence of ability to discover and innovate, and shown little evidence of accomplishments of discovery.

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

1. Keyword Syllabus

- I. What are Cities?
Topic 1: What are Cities?
Topic 2: Why Do Cities Exist?
Topic 3: Market Areas and Central Place Theory

- II. Land Rent and Land Use Patterns
Topic 4: What Determines Land Rent?
Topic 5: Land Use in a Monocentric City
Topic 6: Land Use Controls and Zoning

- III. Size and the Development of Cities
Topic 7: Why Do Firms Cluster?
Topic 8: Urban Economic Growth

- IV. Location Choice
Topic 9: Where Do Firms Locate?
Topic 10: Core and Periphery Cities

- V. Public Transportation
Topic 11: Autos and Highways
Topic 12: Mass Transit

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.)

1.	Arthur O’Sullivan, <u>Urban Economics</u> , Prentice Hall, latest edition.
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2.2 Additional Readings

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

1.	Mills, Edwin S. and Bruce W. Hamilton, <u>Urban Economics</u> , Harper Collins, current edition.
2.	Paul Krugman, <u>Geography and Trade</u> , Massachusetts: MIT Press, 1991.
3.	K C Fung, <u>Trade and Investment: Mainland China, Hong Kong and Taiwan</u> , City University of Hong Kong Press, 1997.
4.	Hong Kong Trade Development Council, <u>Hong Kong’s Trade and Trade Supporting Services</u> , January 2002.
5.	John F McDonald, <u>Fundamentals of Urban Economics</u> , Prentice Hall, 1997.
6.	John F. McDonald and Daniel P. McMillen, <u>Urban Economics and Real Estate: Theory and Policy</u> , John Wiley & Sons, Inc., 2011, second edition.
7.	Yun-Wing Sung, <u>Hong Kong and South China: The Economic Synergy</u> , City University of Hong Kong Press, 1998, Chapters 1-5.
8.	Yun-Wing Sung, <u>The China-Hong Kong Connection: The Key to China’s Open Door Policy</u> , Cambridge University Press, 1991.

Online Resources	
1.	Demographia http://www.demographia.com/
2.	City Population http://www.citypopulation.de/cities.html
3.	Planning Department, HKSAR http://www.pland.gov.hk/
4.	Land Department, HKSAR http://www.landsd.gov.hk/
5.	Pearl River Delta & Yangtzi River Delta Collection http://www.cityu.edu.hk/lib/collect/prdyrd/index.htm