THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Education (Honours) (Geography) (Five-year Full-time)
Programme QF Level : 5
Course Title  : Globalizing China: The People and Development
Course Code : GGP2021
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : NIL
Medium of Instruction : English
Course Level : 2

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**
   This course provides students with the knowledge of the evolution of physical, culture and political landscapes of China. Emphasis is placed on the global position of China in terms of social, economic and political development. The course aims to allow students to have a better understanding of the process of economic restructuring and spatial transformation in the context of a rapidly growing socialist country and apply geographical theories to understand the development of China.

2. **Course Intended Learning Outcomes (CILOs)**
   *Upon completion of this course, students will be able to:*
   - **CILO1:** interpret the reasons leading to changes in the socio-economic development of China in different time periods and regions;
   - **CILO2:** identify the major policies and reform initiatives in transforming the spatial development of China;
   - **CILO3:** analyse the impacts of globalization on people’s livelihood, social change and environmental protection in China.

3. **Content, CILOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>1. Introduction to Chinese Studies: Major trends in regional development; the</td>
<td><strong>CILO1</strong></td>
<td>Lecture</td>
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<td>process and major features of China’s globalization.</td>
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<td>Group discussion</td>
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<td>Video-analysis</td>
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<td>2. Physical Geography of China and the Changing Demographic Structure:</td>
<td><strong>CILO1</strong></td>
<td>Lecture</td>
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<td>Physical setting for China’s Globalization; Demographic shifts in Chinese</td>
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<td>Video-analysis</td>
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<td>population</td>
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<td>Debate</td>
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<td>3. Changing Economic Geography of China: Reform and opening-up policy;</td>
<td><strong>CILO2</strong></td>
<td>Lecture</td>
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<td>foreign trade policy and industrialisation; China’s Western development</td>
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<td>Group discussion</td>
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<td>strategy; market reform and the state-owned enterprises</td>
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<td>Reading inquiry</td>
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<td></td>
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<td>Seminar</td>
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<td>4. Rural Geography of China: Agriculture and rural development; urban-rural</td>
<td>**CILO1,2,3</td>
<td>Lecture</td>
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<td>disparity and the problem of hollowed-out villages</td>
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<td>Group discussion</td>
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<td></td>
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<td>Reading inquiry</td>
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| 5. Urbanisation and the Chinese Cities: The transformation of Chinese cities, spatial planning, and the changing urban problems. | CILO2,3  | Lecture  
- Group discussion  
- Reading inquiry  
- Seminar |
| 6. Chinese Environment and Sustainable Development: Food supply and security in the context of globalization; the emerging environmental movement in China | CILO2,3  | Group presentation  
- Group discussion |

4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILO</th>
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<tbody>
<tr>
<td>(a) Class Participation</td>
<td>20%</td>
<td>CILO1,2,3</td>
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<td>Students are required to be actively involved in seminar discussion, preparing reading/textual inquiry and seminar notes before the seminar.</td>
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<td>(b) Student Group Research Project</td>
<td>50%</td>
<td>CILO1,2,3</td>
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<td>Students will be divided into groups. Each group will be required to complete a group research and make a presentation on an issue that can demonstrate the impacts of globalization on people’s livelihoods, industry reform, social change and environmental protection in China. Each group is required to produce a 2,500-word written report.</td>
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<tr>
<td>(c) Individual Paper</td>
<td>30%</td>
<td>CILO1,2,3</td>
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<td>Students are required to produce one individual paper (about 1,000 words) on one of the prescribed topics.</td>
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5. Required Text(s)


6. Recommended Readings


7. Related Web Resources
   To be provided

8. Related Journals
   China Information
   China Perspectives
   China Quarterly
   Journal of Contemporary China
   Urban Studies
   Geoforum

9. Academic Honesty
   The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
   Newspaper articles, policy papers and video-clips on relevant issues.

Updated 09 November 2018