

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography); all undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Understanding Cultural and Human Geography
<b>Course Code</b>	: GGP1002
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 1

#### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 is an introductory course about the processes and spatial patterns of human use of resources and the diversified cultures in a globalizing world. The major topics to be covered are processes that determine the location and distribution of human socio-economic organisations, such as agriculture and food supply. Emphasis will be placed on the processes that govern the development of human organisation and their impacts on the environment.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub>: effectively use a variety of data to investigate both the temporal and spatial changes of major socio-economic and political activities;
- CILO<sub>2</sub>: characterise and explain the interconnections amongst places, spaces, peoples and events;
- CILO<sub>3</sub>: analyse and evaluate the spatial relationship among patterns and processes at different geographical scales;
- CILO<sub>4</sub>: explain how globalisation gives rise to the complexity of the human-environmental relationship.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
(a) Geography and the Map: Classical and contemporary cartographic practices	CILO <sub>1</sub>	Lectures, Small-group Discussions, Case Studies
(b) Population and Demographic Geography: Migrations and population movements	CILO <sub>1,4</sub>	Lectures, Small-group Discussions, Case Studies
(c) Cultural Dynamics and Process in the Age of Globalisation: Cultural identities and the role of the media	CILO <sub>2,3</sub>	Lectures, Small-group Discussions, Case Studies
(d) Political Organisation and the Politics of Regionalism: The changing spatiality of world politics	CILO <sub>2,3</sub>	Lectures, Small-group Discussions, Case Studies
(e) Agricultural and Rural Land Use: The production of food and the dynamics of commercialisation of agricultural activities	CILO <sub>2,4</sub>	Lectures, Small-group Discussions, Case Studies
(f) From Industrialisation to Financialisation of Global Economy: The spatial shifts in the global economy	CILO <sub>3,4</sub>	Lectures, Small-group Discussions, Case Studies

Course Content	CILOs	Suggested Teaching & Learning Activities
(g) Spatial Planning and the Changing Urban Politics: The time and space in the global city	<i>CILO<sub>3</sub></i>	Lectures, Small-group Discussions, Case Studies

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Designing a Graphic Narrative with the Use of AI	20%	<i>CILO<sub>1,2,3,4</sub></i>
(b) Designing a Learning Package	30%	<i>CILO<sub>1,2,3,4</sub></i>
(c) Individual Paper. Students are required to produce a 1,500-word essay on one of the prescribed essay topics related to human geography.	50%	<i>CILO<sub>1,2,3,4</sub></i>

\*Please see Gardner, J., & Herman, D., (2011), “Graphic Narratives and Narrative Theory: Introduction,” *SubStance*, vol. 40, no. 1, pp. 3-13 for a discussion on the importance of graphic narrative as a form of representation.

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Fouberg, E., Murphy, A., de Blij, H. (2020) *Human Geography: People, Place, and Culture*. Hoboken, N.J.: Wiley.

#### 7. Recommended Readings

de Blij, H. J., and Murphy, A. (2003) *Human Geography: Culture, Society, and Space*. 7th ed. New York: John Wiley.

Domosh, M., and Neumann, R. (2011) *The Human Mosaic: A Cultural Approach to Human Geography*. 11<sup>th</sup> ed. New York: W. H. Freeman.

Fellmann, J., Getis, A. and Getis, J., (2013) *Human Geography: Landscapes of Human Activities*. 12<sup>th</sup> ed. New York: McGraw-Hill.

- Jordan-Bychkov, T., and Domosh, M. (2003) *The Human Mosaic: A Thematic Introduction to Cultural Geography*. 9th ed. New York: W. H. Freeman.
- Knox, P. and Marston, S. (2010) *Places and Regions in Global Context: Human Geography*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
- Kuby, Michael, Harner, J. and Gober, P. (2010) *Human Geography in Action*. 5th ed. New York: John Wiley.
- Roger, A., Castree, N., and Kitchin, R. (2013) *A Dictionary of Human Geography*, Oxford: Oxford University Press.
- Rubenstein, J. (2014). *The Cultural Landscape: An Introduction to Human Geography*. 11<sup>th</sup> ed. Upper Saddle River, N.J.: Prentice Hall.

## **8. Related Web Resources**

To be provided

## **9. Related Journals**

Area  
 Environment and Planning A  
 Environment and Planning D: Society and Space  
 Geoforum  
 Geografiska Annaler  
 Progress in Human Geography  
 Transactions of the Institute of British Geographers  
 Urban Geography

## **10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Newspaper articles, magazines and other on-line videos on relevant current issues will be used wherever and whenever necessary and feasible.

*Updated August 2025*