

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Education (Honours) (Geography) (Five-year Full-time)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Globalizing China: The People and Development
<b>Course Code</b>	: GGP2021
<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>	: 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 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 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:*

- CILO<sub>1</sub>: interpret the reasons leading to changes in the socio-economic development of China in different time periods and regions;
- CILO<sub>2</sub>: identify the major policies and reform initiatives in transforming the spatial development of China;
- CILO<sub>3</sub>: analyse the impacts of globalization on people's livelihood, social change and environmental protection in China.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Introduction to Chinese Studies: Major trends in regional development; the process and major features of China's globalization.	CILO <sub>1</sub>	Lecture Group discussion Video-analysis
2. Physical Geography of China and the Changing Demographic Structure: Physical setting for China's Globalization; Demographic shifts in Chinese population	CILO <sub>1</sub>	Lecture Video-analysis Debate
3. Changing Economic Geography of China: Reform and opening-up policy; foreign trade policy and industrialisation; China's Western development strategy; market reform and the state-owned enterprises	CILO <sub>2</sub>	Lecture Group discussion Reading inquiry Seminar
4. Rural Geography of China: Agriculture and rural development; urban-rural disparity and the problem of hollowed-out villages	CILO <sub>1,2,3</sub>	Lecture Group discussion Reading inquiry Seminar

Course Content	CILOs	Suggested Teaching & Learning Activities
5. Urbanisation and the Chinese Cities: The transformation of Chinese cities, spatial planning, and the changing urban problems.	<i>CILO<sub>2,3</sub></i>	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	<i>CILO<sub>2,3</sub></i>	Group presentation Group discussion

#### 4. Assessment

Assessment Tasks	Weighting	CILO
(a) Class Participation Students are required to be actively involved in seminar discussion, preparing reading/textual inquiry and seminar notes before the seminar.	20%	<i>CILO<sub>1,2,3</sub></i>
(b) Student Group Research Project 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.	50%	<i>CILO<sub>1, 2,3</sub></i>
(c) Individual Paper Students are required to produce one individual paper (about 1,000 words) on one of the prescribed topics.	30%	<i>CILO<sub>1, 2,3</sub></i>

#### 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)**

Dunford, M. and Liu, W. (Eds.) (2015). *The Geographical Transformation of China*. Oxon: Routledge.

## **7. Recommended Readings**

Cannon, T., & Jenkins, A. (Eds.). (2002). *The Geography of Contemporary China: the Impact of Deng Xiaoping's Decade*. London: Routledge.

Cook, I. G., & Murray, G. (2012). *China's Third Revolution*, Surrey: Curzon.

Chien, S. S. (2010). Economic Freedom and Political Control in Post-Mao China: A Perspective of Upward Accountability and Asymmetric Decentralization. *Asian Journal of Political Science*, 18(1), 69-89.

Friedmann, J. (2005). *China's Urban Transition*. University of Minnesota Press.

Guthrie, D. (2012). *China and Globalization: the Social, Economic and Political Transformation of Chinese Society*. London: Routledge.

Hsieh C and Lu M.(eds). (2004). *Changing China: A Geographic Appraisal*. Boulder: Westview Press.

Hayter, R., & Han, S. S. (1998). Reflections on China's open policy towards foreign direct investment. *Regional Studies*, 32(1), 1-16.

Naughton, B. (2007). *The Chinese Economy: Transitions and Growth*. Cambridge, Mass.: MIT Press.

Xiao, G., & Fang, Z. (2000). WTO and China's Economic Transformation: Institutional Perspectives and Policy Options. *China Review*, 209-222.

Wang, Y. P., Wang, Y., & Wu, J. (2009). Urbanization and informal development in China: urban villages in Shenzhen. *International Journal of Urban and Regional Research*, 33(4), 957-973.

Wei, Y. D., Leung, C. K., & Luo, J. (2006). Globalizing Shanghai: Foreign Investment and Urban Restructuring. *Habitat International*, 30(2), 231-244.

Veeck, G. et. al. (2011) *China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change*. Lanham, MD: Rowman & Littlefield Publishers.

Yusuf, S., & Wu, W. (2002). Pathways to a World City: Shanghai Rising in an Era of Globalisation. *Urban Studies*, 39(7), 1213-1240.

## **8. Related Web Resources**

To be provided

## **9. Related Journals**

*China Information*

*China Perspectives*

*China Quarterly*

*Journal of Contemporary China*

*Urban Studies*

*Geoforum*

#### **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, policy papers and video-clips on relevant issues.

*July 2025*