

TIMETABLE ARRANGEMENT: Annual; 1st Semester

CREDITS: 6

COURSE TEACHER(S): Professor George C S LIN

ASSESSMENT:

EXAMINATION 50 %	COURSEWORK 50 %
• 2 hours	• 1 term essay

OBJECTIVES:

The objectives are to a) provide students with the geographical knowledge essential to understand the location, growth and transformation of China's land and people; b) demonstrate how changes in the Chinese culture and society are shaped by its geographical conditions; and c) critically evaluate the impacts of ideological and institutional changes since 1949 upon the Chinese economy, society and environment.

COURSE SYNOPSIS:

This is an introductory course about the evolving physical, cultural and political landscape of China. Emphasis is placed on (a) the natural environment and physical setting for development; (b) historical contexts and evolution of the landscape; (c) the political system and post-1949 development; and (d) the growth and spatial distribution of the Chinese population. The purpose is to provide students with the knowledge essential to understand the process of economic restructuring and spatial transformation in the context of a rapidly changing socialist country.

LECTURE TOPICS:

- Globalizing China: what make China's land and people special as a subject of studies?
- The Middle Kingdom (中国): center of universal civilization or victim of self-isolation?
- The Chinese Checkerboard: east-west division or north-south contrast?
- South-North Water Transfer (南水北调): quenching the dragon's unquenchable thirst?
- Origins of the Chinese civilization: (endogenous) evolutionism or (exogenous) diffusionism?
- Making sense of Imperial China: dynastic cycle, key economic areas, or macro-regions?
- Political systems: unitary/integrated authoritarianism or fragmented/conflictual governance?
- Institutional Setting/Policies: Ideological indoctrination/transformation or material motivation?
- Population: human power (人手) of modernization or mouths (人口) eating up development?
- Greater China: autonomy/identity preservation or national integration/cultural assimilation?

RECOMMENDED READING LIST:

- Veeck, G., Pannell, C.W., Shen, X. and Huang, Y. (2021) *China's Geography: Globalization and the dynamics of political, economic, and social change*. Lanham: Rowman & Littlefield.
- Pannell, C.W. and Ma, L.J.C. (1983) *China: The Geography of Development and Modernization*. New York: Edward Arnold.
- Rudolph, J. and Szonyi, M. (2018) *The China Questions*. Cambridge, MA: Harvard University Press.

Course Learning Outcomes (CLOs) After completing this course, students would be able to:		Alignment with Programme Learning Outcomes (PLOs)*						Course Assessment Methods
		1	2	3	4	5	6	
1	evaluate China's changing location in the world			✓				Term paper & exam
2	compare and contrast the different geographic environments among key Chinese regions				✓			Term paper & exam
3	understand the historical evolution of China's land and people		✓					Exam
4	knowledge of China's political system and population control policies					✓		Exam
5	identify the regularity in the spatial distribution of key physical features				✓			Term paper & exam
6	logically link China's physical environment with human culture and society	✓						Term paper
7	examine and critique some of the myths about contemporary China that are popularly reproduced around the world	✓		✓				Term paper & exam
8	assess the impacts of global forces on everyday lives and landscapes in contemporary China, and China's interactions and interventions around the world in a range of contexts			✓	✓			Term paper & exam
9	develop the ability to engage in general critical thinking and to hone academic writing and presentation skills						✓	Term paper & exam

***Geography Major Programme Learning Outcomes (PLOs)**

In order to meet the demands and challenges in this dynamic and ever-changing world, the Department has designed a series of well-structured and contemporary courses to cater to the different interests of students. Its courses are designed to align with the University's educational aims which hope to nurture future generations not only with a critical and intellectual mindset, but also with a passion to contribute to society in general.

After completing the programme, Geography Major students should be able to:

PLO1 critically analyse the geographical aspects of the relationship between people and the natural environment;

PLO2 demonstrate and develop an understanding of how these relationships have changed with space and over time;

PLO3 identify, collect and utilize primary and secondary data to investigate and analyse the issues and problems facing people, places and society;

PLO4 integrate, evaluate and communicate information from a variety of geographical and other sources;

PLO5 participate in promoting social, economic and environmental sustainability at the local, regional and global scales; and

PLO6 effectively apply a range of transferable skills in academic, professional and social settings.