

TIMETABLE ARRANGEMENT: Annual; 1st Semester

CREDITS: 6

COURSE TEACHER(S): Dr. Keumseok (Peter) KOH

ASSESSMENT:

EXAMINATION 50 %	COURSEWORK 50 %
• 2 hours	• 1 individual essay/ research paper • 1 group/ individual presentation

OBJECTIVES:

This course aims to broaden students’ understanding of the relationship between South Korea and East Asia by providing relevant theoretical frameworks and analytic tools in human geography and presenting case studies in the era of globalisation.

COURSE SYNOPSIS:

Since the 1960s, Korea has experienced remarkable changes in its economy, culture, and politics. South Korea is the fifth principal trading partner to Hong Kong in 2018 whereas Hong Kong is the fourth top trading partner to South Korea. Today, Koreans have become one of the larger ethnic minority groups in Hong Kong. It is thus timely for Hong Kong students to gain a better understanding of the Korean culture and its current societal issues. This course provides an overview of Korea’s path to its recent success and developments from the historical, socioeconomic, and cultural perspectives. Topics covered include the top-down economic development until the 1980s, transfer from authoritarian to democratic governments, post-industrial innovative strategies including technology, entertainment, and tourism, and continuing geopolitical tensions with North Korea and neighbouring superpowers.

LECTURE TOPICS:

- Introduction
- Korean entertainment and pop culture invasions since the 2000s: From “Gangnam” style to BTS pop group to the Oscar-winning movie named “Parasite”
- Toward a post-industrial society since 1997
- Miracle on the Hangang River from the 1960s to 1997
- Korea before the 1960s: influences from China, Japan, and the Korea War
- Field Trip to the Korean Cultural Centre in Hong Kong
- From authoritarian to democratic governments
- Korean food: Kimchi, soju, and fried chickens
- Hong Kong and South Korea: mutual influences
- The other Korea: North Korea since 1945
- Future of Korea: Challenges and Opportunities
- Group project poster presentation

RECOMMENDED READING LIST:

- Calder, Kent E., and Min Ye. (2010). The Making of Northeast Asia. Stanford University Press.
- Choi, J. N., Lee, Y. S., & Shin, G. W. (Eds.). (2018). Strategic, Policy and Social Innovation for a Post-Industrial Korea: Beyond the Miracle. Routledge.
- Chow, K., Doak, K. M., & Fu, P. (2001). Constructing nationhood in modern East Asia. University of Michigan Press. Kim, Y. (Ed.). (2016). Routledge
- Kuwahara, Y. (Ed.). (2014). The Korean wave: Korean popular culture in global context. Springer.

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	understand major characteristics of Korea’s industrial and post-industrial development trajectories		✓	✓	✓			Essay/ research paper, presentation & exam
2	recognise the importance of East Asian region in the context of globalisation	✓		✓	✓			Essay/ research paper, presentation & exam
3	compare and contrast various aspects of socioeconomic and cultural developments between Hong Kong and South Korea		✓			✓	✓	Presentation & exam
4	proficiency to apply concepts and theories in human geography to understand current social issues in Hong Kong and beyond	✓				✓	✓	Essay/ research paper & exam
5	develop analytical and writing skills by utilising primary and secondary sources		✓	✓			✓	Essay/ research paper, presentation & 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.