

GEOG3104 Globalizing China: Development Issues**TIMETABLE ARRANGEMENT:** Annual; 2nd Semester**CREDITS:** 6**COURSE TEACHER:** Professor George CS LIN**ASSESSMENT:**

| EXAMINATION 50 % | COURSEWORK 50 % |
|------------------|-------------------------------|
| • 2 hour | • 1 individual research paper |

OBJECTIVES:

To assist students to better understand the process of economic restructuring and spatial transformation in the context of a socialist developing country.

COURSE SYNOPSIS:

China's space economy has undergone profound transformation over the past half a century. This course offers a selective evaluation of a number of issues that are critical to understanding China's ongoing economic and spatial transformation. Emphasis is placed on development strategies, agriculture, industry, transport, trade, and urban and regional development since 1949. The driving forces operating behind the scenes of economic transformation and the (un)intended consequences are critically evaluated.

LECTURE TOPICS:

- Introduction on Geography and global health
- Theoretical context and framework for development studies
- Agriculture and rural development: Policies, production and distribution
- Industrialization: Performance, structure and regional pattern
- Transportation: Policies, networks, and territorial organization
- Foreign economic relations: Open-door policy, special economic zones, and trade
- Urbanization, urban system and urban planning
- Uneven landscape: Macro regions, spatial inequality, and regional development

RECOMMENDED READING LIST:

- Veeck, G., Pannell, C.W., Smith, C.J., & Huang, Y.C., (Eds.), (2016). China's Geography: Globalization and the dynamics of political, economic, and social change. Lanham: Rowman & Littlefield.
- Wu, W., & Gaubatz, P., (2013). The Chinese City. New York: Routledge.

| 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 | compare and contrast China's economic landscape before and after the 1978 reforms | | ✓ | | | | | Research paper & exam |
| 2 | appreciate the distinct pattern and process of China's economic transformation | ✓ | | | | | | Exam |
| 3 | understand how state policies help transform China's economic landscapes | ✓ | | | | | | Research paper |
| 4 | be aware of the complexity of changing regional inequality | | | | ✓ | | | Research paper & exam |
| 5 | evaluate the causes and consequences of China's economic reforms | | | | ✓ | | | Research paper |
| 6 | link state policies with the transformation of China's space economy | | | | | | ✓ | Research paper & exam |
| 7 | analyze China's development issues in a theoretical and international perspective | | | | ✓ | | | Research paper |

***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.