

GGG 317 Geography of China

Fall 2021

Online live sessions: Mondays 4:30 – 5:45 pm

Instructor: David Wong, Professor

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Virtual Office Hours: Mondays 3-4 pm, or by appointment (refer to Bb)

Virtual Office: <https://gmu.zoom.us/j/4701770761>

Course Description:

Catalog Description: Survey the physical, resources, environmental and population characteristics of China, and its urban, economic, and transportation systems development from a geographical perspective.

Besides studying the above themes/topics systematically in detail, the course will divide China into three regions and each region will be studied in depth. The roles of China's culture, history, and its relationships with countries globally (geopolitical geography) will transpire across the study of all the themes/topics and regions.

Today's China is of global significance in all aspects: economically, environmentally, politically and social-culturally. What this country does affects us (U.S. and the world) today and will affect us more in the future. Therefore, developing a comprehensive understanding about different aspects of this country and its relations to us are important. The primary **objective** of this course is to provide students background knowledge of China in order to better understand the current and future affairs related to China. A specific contribution of this course to such an understanding is to emphasize the roles of geography/space in affecting China.

This course satisfies the **Mason Core Global Understanding** requirement and the **Non-Western** requirement. Besides the Global Understanding learning outcomes, the course also has a set of course-specific learning outcomes.

The course has no subject-specific prerequisite. To achieve the learning objectives and goals, the course will rely on slides, lecture videos and assessments.

Learning Outcomes:

Global Understanding Learning Outcomes (GULO):

- 1) Identify and articulate one's own values and how those values influence their interactions and relationships with others, both locally and globally.
- 2) Demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.
- 3) Demonstrate the development of intercultural competencies

Course-specific general outcome: After finishing the course, students will not be an expert on China, but are expected to have a general knowledge of China to serve as the basis to a better understanding of the current issues and development in China today. Therefore, students will be evaluated by how much they know about the basics of China and how well they can understand and interpret current issues of China.

Course-specific Learning Outcomes (CSLOs):

- 1) Acquire the basic background knowledge about China, including history, culture, physical layout, environmental characteristics, population and political settings.
- 2) Expose to the recent developments of China in major themes from a geographical perspective.
- 3) Critically analyze and interpret current phenomena and events in China, and identify the roles of geography/space in the processes.

Texts:

Required Text:

Wong, D. W., K. K. Wong, H. Chung, and J. W. Wang (2018). *China: A Geographical Perspective*. Guilford.

References:

Dunford, M and W. Liu. 2014. *The Geographical Transformation of China*. Routledge.
Gamer, R. E. 2008. *Understanding Contemporary China* (3rd Edition). Lynne Rienner Publishers.
Hsieh, C-M. and M. Lu (et al.) 2004. *Changing China: A Geographic Appraisal* Westview Press.
Leeming, F. 1993. *The Changing Geography of China*. Blackwell.
Naughton, B. J. 2006. *The Chinese Economy*. MIT Press.
Veeck, G., C. W. Pannell, X. Shen and Y. Huang. 2021. *China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change*. (4th Ed). Rowman & Littlefield Publishers

Assessment Methods:

Mid-term (online – Sept 27, 4:30 – 5:45pm)	10% (CLO 1)
Take-home Final (Dec. 6-7; open book and notes)	30% (CLO 2 & 3, GLO 1-3)
Self-Introduction (August 23)	5%
Discussions (3)	15% (CLO 2 & 3, GLO 1-3)
Applications: (detail below)	40% (CLO 2 & 3, GLO 1-3)

Distribution of the total final scores will be used to determine the final grades using a “sliding scale” (curved): highest scores will receive A, and average scores will receive B- or C+. Percentages of students receiving the corresponding grades will be approximately: 20-30% (A), 35-50% (B), 20-30% (C). D and F grades will be assigned only if necessary.

!! All materials submitted to meet the evaluation criteria should be completed in accordance with the student Honor Code (University Catalog).

Incomplete will be handled strictly according to the University policy. Make-up exams are not given unless under unusual circumstances such as serious illness. Proof (documentation) is necessary to be eligible for make-up exams. No early exams will be given.

Logistics and Technology Requirements:

This is an online course with most of the learning activities (90%) conducted in your own time via Blackboard (Bb), but requires an online synchronous session on Mondays, 4:30 – 5:45 pm every week via Blackboard Collaborate Ultra. In the event that Blackboard Collaborate Ultra is inaccessible, we will switch to Zoom with

Meeting ID: 961 3742 9504

Passcode: china

In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm. More specific technology requirements are on Bb.

Schedule & Outline:

A brief schedule of the course is provided below. A detailed schedule including assignments is posted on Bb.

Date	Chapters/Topics	Content
	<i>Pre-course actions</i>	
Week 1 8/23-27	<i>Background</i> 1: Introduction: The Aspiring Dragon & 2: Environment & Resources: Diverse & Abundant	1) provides background information of China to support other chapters 2) discusses the physical layout and characteristics of the country and provide a brief assessment of its resource base and the geographical distributions of resources
Week 2 8/30 - 9/3	<i>Background</i> 2: Environment & Resources: Diverse & Abundant	
Week 3 9/6-10	<i>Background</i> 3: Population: Dynamic and Diverse	3) describes the demographic & racial-ethnic characteristics, geographical distribution, population dynamics, and cultural and political issues
Week 4 9/13-17	<i>Topics</i> 4: Agriculture, Food & Culture	4) provides an overview of the agricultural development in China (in related to Chapters 2 and 3), and help readers understand and appreciate the geographical variation of Chinese food culture
Week 5 9/20-24	<i>Topics</i> 5: Economic	5) dissects the economic systems from an economic reform-growth perspective, focusing on non-agricultural activities, the roles played by the Government and space. The distributions of economic activities at the provincial level will be reviewed.

Week 6 9/27-10-1	Topics 6: Chinese Cities: Growing in Size and Number	9/27 Mid-term: 4:30 – 5:45 pm (cover up to Ch. 4: background + agr.) 6) provides a brief account of the evolving Chinese urban system, Chinese urbanization process in related to the economic development process (Chapter 5), the structure of the Chinese city systems and internal city structure, and the dynamics of cities in related to migration (Chapter 3)
Week 7 10/4 - 8	Topics 7: Beyond the Cities: The Chinese Countryside	7) treating areas beyond urban/cities as part of the integrated and interdependent urban-rural system or continuum; meaning of rural and the changing rural culture
Week 8 10/11 - 15	Topics 8: Transportation Geography and E-Commerce Logistics	8) an overview of the recent developments of major transportation systems in China, intra-urban transportation, and the recent logistical service related to the boom of e-commerce
Week 9 10/18 – 22	Topics 9: Environmental Crisis with Chinese Characteristics	9) provides an assessment of major environmental issues of China, including the causes, impacts, and the future prospects of China's environment; particularly highlight issues with Chinese "characteristics"
Week 10 10/25 – 29	Topics 9: Environmental Crisis with Chinese Characteristics	
Week 11 11/1 – 5	Regions 10: Coastal China	10) provides a geographical overview of the coastal region, variation in the level of economic development. Selected areas will be studied in detail.
Week 12 11/8 – 12	Regions 11: The Periphery of China	11) peripheral area of China is divided into three sub-regions (southwest, west and north-northeast). Physical, population, and economic characteristics of each sub-regions are discussed.
Week 13 11/15 -19	Regions 11: The Periphery of China & 12: Beyond the Mainland: Hong Kong, Macau, and Taiwan	12) provides the brief historical contexts for the three special territories, particularly about their geographical characteristics, their development trajectories over the past century, and their changing relationships with the Mainland

Week 14 11/22-26	Regions 12: Beyond the Mainland: Hong Kong, Macau, and Taiwan	
Week 15 11/29 – 12/3	China in your “crystal ball” 13: Crossroads	13) Based on what we know about the past and present, where will China be heading toward?
12/6-7		Final Take-Home Exam

Applications (40%)

The course has a total of five **applications** and each application carries 8%. These applications facilitate the **GULOs** 1-3 adopted for this course:

- Identify and articulate the Chinese values or cultural characteristics involved, and how those cultural values or traits influence people’s relationships within China and/or relationships across the globe.
- Demonstrate your understanding how the patterns and processes of globalization are manifested to connect China with the rest of the world.
- Explain, analyze, or interpret the concerned phenomena of events, taking the Chinese cultural-societal perspective (intercultural competencies).

These applications also meet **CSLOs** 2 & 3:

- Expose to the recent developments of China in major themes from a geographical perspective.
- Critically analyze and interpret current phenomena and events in China, and identify the roles of geography/space in the processes.

Focusing on these two **CSLOs**, applications facilitate students to learn and aware, and critically analyze recent developments related to China from a geographical perspective. Each Application session covers two or three chapters, and each session has **two parts**. I label them loosely as **Recent Development** and **Analysis-Interpretation**.

Although the textbook was published recently (2018) and covers many recent developments, given the fast pace of developments in China and the global economy, many new developments and phenomena were not captured in the text. Therefore, for each application session,

- Identify **two developments** or **phenomena** in China that were not reported on the topics covered by the respective chapters in the text. *If these developments or phenomena were described in the text, you can still discuss them if your discussion is significantly beyond the text.* These developments or phenomena need to be in **post-Qing era** (modern China). **Describe** and **explain** concisely the development or phenomenon, and demonstrate its relevancy to the respective topics.
- Apply** what you learn in the class about China, critically **analyze** the developments-phenomena, and **interpret** the intentions and implications. If the development or phenomenon is not triggered by human actions, you can ignore the intention.

3. In either or both parts (Development & Analysis-Interpretation), you need to accomplish at least one of the **GULOs** (**a**, **b**, or **c** listed above). Please specify which GULO(s) your application addresses.
4. **Additional research** may be needed to complete your applications write-up. An **example (template)** is provided in Bb for your references.
5. Rubrics, which are posted on Bb, are provided to guide your work.

You need to use **authoritative sources** or materials to identify the new development or phenomenon. Specifically, your sources need to be in one of the following forms:

- a) a news article from a reputable source – a blog is not;
- b) a scholarly article published in an academic journal;
- c) a book or a monograph; or
- d) a documentary video of educational value.

The notes and references at the end of each chapter provide some sources; you may go beyond the list. If you find a source not on this list, please check with me before your selection.

Your write up of **each development-phenomenon** should be around **400 to 600 words**. Your write-up should be submitted in **Word or pdf**, not written directly onto the **Discussion Board**. These Applications should not be merely expressions of opinions, but require formal and precise languages. Therefore, the *quality of writing* is counted and you need to polish your language.

Your reports and analyses will be shared with other students on the **Discussion Board** (peer-learning). Students will **review and respond to other postings**. Responses do not need to be lengthy, but should be more than just agree or disagree – provide your reasons.

Other Policies:

Academic Integrity: Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Title IX: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Mason Diversity Policy:

Please refer to the university non-discrimination policy and diversity statement. <https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

<https://stearnscenter.gmu.edu/knowledge-center/general-teaching-resources/mason-diversity-statement/>

Student Responsibilities:

Please refer to the university policies and expectations.

<https://catalog.gmu.edu/archives/2017-2018/policies/student-rights-responsibilities/>

GMU Email Accounts: Students must use their GMU email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

GMU Resources:

The Writing Center: <http://writingcenter.gmu.edu>

University Libraries, Ask a Librarian: <http://library.gmu.edu/ask>

Counseling and Psychological Services: <http://caps.gmu.edu>

University Catalog: <http://catalog.gmu.edu>

University Policies: <http://universitypolicy.gmu.edu>

Academic Calendar (drop/withdrawal deadlines): <https://registrar.gmu.edu/calendars/>

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video-recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester.

*The instructor reserves the right to modify this syllabus, but will notify students about the change.