

General Education Course Information Sheet
Please submit this sheet for each proposed course

<i>Department & Course Number</i>	GEOGRAPHY 98T
<i>Course Title</i>	GEOGRAPHY 98T: DOES THE 21 ST CENTURY BELONG TO CHINA? GEOGRAPHICAL PERSPECTIVES ON CHINESE INEQUALITY, GROWTH AND REGIONAL DEVELOPMENT

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____ X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

THE PROPOSED COURSE INTRODUCES STUDENTS TO ANALYTICAL FRAMEWORKS DEVELOPED IN THE SOCIAL SCIENCES. IN PARTICULAR, THE COURSE WILL ADVANCE STUDENT UNDERSTANDING OF SOCIAL PHENOMENA RELATED TO GROWTH AND DEVELOPMENT.

3. List faculty member(s) who will serve as instructor (give academic rank):

CINDY FAN (PROFESSOR-GEOGRAPHY)

4. Indicate when do you anticipate teaching this course:

	2013-2014	Winter	<u>X</u>	Spring	_____
GE Course Units	<u>5</u>	Enrollment		Enrollment	

5. Please present concise arguments for the GE principles applicable to this course.

<p>□ General Knowledge</p>	<p>THE PROPOSED COURSE EXPOSES STUDENTS TO A DIVERSE BODY OF LITERATURE PERMEATING SEVERAL SUB-DISCIPLINES WITHIN GEOGRAPHY (ECONOMIC GEOGRAPHY, URBAN GEOGRAPHY, CULTURAL GEOGRAPHY, ETC.) RELATED TO ISSUES OF INEQUALITY, GROWTH AND DEVELOPMENT IN CHINA.</p>
<p>□ Integrative Learning</p>	<p>THE PROPOSED COURSE WILL TOUCH UPON THEORIES DEVELOPED IN ECONOMICS AND POLITICAL SCIENCE ALLOWING STUDENTS TO GAIN A BETTER UNDERSTANDING OF HOW SPATIAL CONCEPTS DEVELOPED IN GEOGRAPHY CAN ADVANCE OUR KNOWLEDGE OF SOCIAL PHENOMENA.</p>
<p>□ Ethical Implications</p>	<p>BASED ON LECTURES, STUDENTS WILL DISCUSS IN CLASS THE ETHICAL AND MORAL DIMENSIONS OF CONTEMPORARY ISSUES OF DEBATE WITHIN CHINA (E.G. MINORITY INEQUALITY, SEX TOURISM, SOCIAL MOVEMENTS).</p>
<p>□ Cultural Diversity</p>	<p>THE COURSE INTRODUCES STUDENTS TO MAJORITY-MINORITY INEQUALITY AND CONFLICT IN CHINA, AND CONTEXTUALIZES RACE RELATONS BETWEEN UYGHUR-HAN CHINESE WITHIN AN INTERDISCIPLINARY AND GLOBAL CONTEXT.</p>
<p>□ Critical Thinking</p>	<p>CLASS DISCUSSIONS WILL FOCUS ON A CRITICAL ANALYSIS OF THE REQUIRED READINGS. STUDENTS WILL BE CHALLENGED TO IDENTIFY BOTH THE MERITS AND SHORTCOMINGS OF THE READINGS' METHODOLOGICAL APPROACH AND RESEARCH FINDINGS.</p>
<p>□ Rhetorical Effectiveness</p>	<p>EACH STUDENT IS REQUIRED TO WRITE ONE 15-PAGE RESEARCH PAPER WITH INTRODUCTION, LITERATURE REVIEW, METHODOLOGY SECTION AND CONCLUSION. STUDENTS ARE ALSO REQUIRED TO GIVE A CONCISE 10-MINUTE PRESENTATION ON THEIR RESEARCH PAPER, AS WELL AS GIVE ONE 5-MINUTE PRESENTATION ON A REQUIRED COURSE READING.</p>
<p>□ Problem-solving</p>	<p>STUDENTS WILL BE TAUGHT HOW TO CARRY OUT BASIC DATA ANALYSIS USING DESCRIPTIVE STATISTICS IN ORDER TO GAIN INSIGHT INTO GROWTH AND DEVELOPMENT TRENDS IN CHINA. BASED ON THE DATA ANALYSIS, STUDENTS WILL BE ABLE TO POSE TESTABLE QUESTIONS AND SEEK OUT THE ANSWER BASED ON THEIR OWN EMPIRICAL WORK.</p>
<p>□ Library & Information Literacy</p>	<p>STUDENTS WILL BE ENROLLED IN A ONE-TIME LIBRARY INSTRUCTION SESSION OFFERED BY DIANE MIZRACHI TO TEACH STUDENTES HOW TO USE THE LIBRARY CATALOG AND DISTINGUISH BETWEEN POPULAR AND SCHOLARLY SOURCES.</p>

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2.75</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. labs	<u>.25</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>NA</u>	(hours)

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>.5</u>	(hours)
6. Written Assignments:	<u>2.5</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Course Syllabus: Geography 98T

DOES THE 21ST CENTURY BELONG TO CHINA? GEOGRAPHICAL PERSPECTIVES ON
CHINESE INEQUALITY, GROWTH AND REGIONAL DEVELOPMENT

Instructor: Anthony Howell
E-mail: tonyjames@ucla.edu

Course Information

Course Prerequisite: None

Units: 4

Class Meets: A*** Bunche Hall

Monday and Wednesday, 2:00-4:05pm

Office Hours: M: after class; T: 1-3pm

Course Description

Students will learn the general themes of Human Geography conventionally taught in an undergraduate course, in conjunction with a strong regional focus on China. Combining themes from class, students will carry out a small empirical-based research project related to Chinese inequality, development or economic expansion in the 21st century. This class will emphasize the ability to convert abstract ideas and theories discussed in the course into researchable questions that are both relevant and timely, and can in turn be used to guide the research process. This facility to link the abstract to the empirical is one of the most important, yet under-emphasized skills that link academic work to policy research. At the end of this class, students will not only improve their knowledge about Human Geography and Asia, but will also improve their analytical, writing and research skills.

Human Geography is the study of human cultures found throughout the world, how they relate to the spaces and places where they originate and how they evolve as people continually move across various areas. Human geographers investigate various social, political and economic phenomena, including feminist geography, tourism studies, urban geography, the geography of sexuality and space, political geography and economic geography. Some of the main social phenomena studied in Human Geography include religion, power, different economic and governmental structures, identity, minority communities and diaspora, and other socio-cultural aspects that explain how and/or why people function as they do in the areas in which they live. Each line of inquiry has developed to further aid in the study of cultural practices and human activities as they relate spatially to the world. In this course, we will focus on issues of globalization, political geography and economic geography as they relate to China's expansion in Asia and beyond.

Course Objectives

To become familiar with Human Geography's sub-disciplines (i.e. urban geography, economic geography, geopolitics and cultural geography) and be able to identify their corresponding theoretical and methodological approaches.

To understand and apply key geographic themes, such as location, place, region, movement, landscape and human-environment interaction.

To understand how to carry out a professional research project and develop the skill of writing a course research paper.

Reading Texts

The required texts for this course are:

Wasserstrom, J. (2010). "China in the 21st Century: What Everyone Needs to Know," Oxford University Press, p.1-157.

Oakes, T. and Price, P. (2008). Cultural Geography Reader, **Routledge**.

Booth, W., Colomb, G., and Williams, J. (2008). The Craft of Research, 3rd Edition, **University of Chicago Press**.

Assignments and Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>% of Total Grade</u>	<u>Grading Scale</u>
Quizzes (8) & Participation	105	25%	450-500 pts (90% plus) A
Individual Presentations (2)	50	10%	400-449 pts (80-89.9%) B
Final Presentation	75	15%	350-399 pts (70-79.9%) C
Research Paper	270	50%	300-349 pts (60-69.9%) D
Total	500	100%	<300 pts (<50.0%) F

Explanation of Assignments

Quizzes: **Quiz 1** - Map Quiz of Asia; **Quizzes 2-7** are based on the same day's Topic and student presentation (2-3 open-note questions); **Participation grade** - based on class involvement.

Individual Presentation: Everyone will lead one 5-minute discussions from readings. Sign-up sheet will be passed around in class

Research Paper: In order to link theoretical ideas developed in the course to an empirical reality, the course research project will examine the cultural expansion of China, a topic that coincides with recent literature discussing Asian regional integration and the ‘Rise of China.’ We will examine cultural, political and economic spheres of Chinese influence expanding across Chinese minority populations in Western China, as well as across small, yet geopolitically significant neighboring countries in Central and Southeast Asia. The main project will be broken into three parts: A 5-page introduction section; a 3-page data analysis section; and finally 3) a 5-page literature review that adapts one of the main concepts discussed in class (Diaspora, Tourism, Border studies, or Cultural cities) to China’s rise. More details will be given in class.

Final Presentation: Each person will give an 8-10 minute presentation on their selected topic, data collection process and conclusions. More details will be given in class.

A Note on the Research Project Rationale

The skillset derived from carrying out research projects helps to prepare students for post-graduation jobs and graduate school, a competence that is often neglected at the undergraduate level. Whether you go on to graduate school and become researchers or work in business, government or non-profit arenas, the ability to carry out quality research and draft a research report is critical to capitalizing on a successful career. A college degree should certify that the graduate knows how to carry out in-depth quality research within a short time-period and on a topic that may be unfamiliar to the researcher.

Unfortunately, examinations and most final class papers at the undergraduate level do not offer students the possibility to revise and resubmit their work, which is a critical component of developing and improving one’s writing and analytical skills. Moreover, class papers usually consist of only the literature review portion of a conventional research project, neglecting other key parts of the research process, including data collection and analysis. Because, students are usually only given the chance to spend one week to write a 10-20 page class paper, and are not given the chance to revise and re-submit, class papers are often hurried and are of sub-par quality. This process does not prepare students to understand the full scope of carrying out quality research and robs them of the tools that they should possess upon graduation. To address this shortcoming, the structure of this class is somewhat inverted, so that the literature review portion of the class paper will be due earlier on in the course. This will allow students to revise their work after receiving comments from the instructor and re-submit, as well as continue on with other parts of the research process, in this case, data collection and analysis.

CLASS SCHEDULE (TENTATIVE)

Date	Topic	Homework
<u>Week 1</u>	<ul style="list-style-type: none"> – Overview of Class & Review Syllabus – Overview on Cultural Geography and China 	1. Readings
<u>Week 2</u>	<ul style="list-style-type: none"> – Cultural Geography Concepts And China's Cultural Expansion – Research Guide I: Google Drive, Reference Manager and Annotation – Map Quiz: Asia 	1. Readings 2. Choose Research Topic and Write Annotated Summaries (Five 1-page sources): Due Week 3
<u>Week 3</u>	<ul style="list-style-type: none"> – Population Geography – Research Guide II: Research Writing – Reading Quiz 	1. Readings 2. Part 1: Literature review (5-pages): Due Week 5
<u>Week 4</u>	<ul style="list-style-type: none"> – Social Geography – Reading Quiz 	1. Readings 2. Student mini-presentations
<u>Week 5</u>	<ul style="list-style-type: none"> – <u>Economic Geography I</u> – Research Guide III: Methodology – Student mini-presentations 	1. Readings 2. Part 2: Results - Collect data and/or news media & Write results section (3-pages): DUE: Week 7
<u>Week 6</u>	<ul style="list-style-type: none"> – Economic Geography II – Reading Quiz 	1. Readings
<u>Week 7</u>	<ul style="list-style-type: none"> – Urban Geography I – Reading Quiz – Student mini-presentations 	1. Readings 2. Part 3: Write Introduction/Conclusion Section (5-pages) DUE: Week 8
<u>Week 8</u>	<ul style="list-style-type: none"> – Urban Geography II – Reading Quiz 	1. Readings
<u>Week 9</u>	<ul style="list-style-type: none"> – Political Geography I – Reading Quiz – Student mini-presentations 	1. Readings 2. Make Revisions based on my feedback for all three parts of the Research Paper 15-page Final Paper Due: Week 11
<u>Weeks 10</u>	<ul style="list-style-type: none"> – Political Geography II – Reading Quiz 	1. Readings
<u>Week 11:</u>	<ul style="list-style-type: none"> – Final Presentations on Course Paper – 10 minutes 	

Note: Student Presentations correspond to weekly readings below.

Weekly Topics and Assigned Readings (Tentative)

Week 1: Overview

Topic: Overview on Cultural Geography and China

Assigned Readings

1. Wasserstrom - Chapters 1, 2, & 3.
2. Oakes and Price – Chapters 1 & 2

Week 2: Traditional Cultural Geography and China's Cultural Expansion

Topic: Cultural Geography Concepts And China's Cultural Expansion

Assigned Readings

1. Wasserstrom - Chapters 4, 5 & 6
2. Oakes and Price – Chapters 3

Week 3: Population Geography

Topic: Migration, Diaspora and Refugee Populations

Assigned Readings (All assigned readings are available on the Course Website)

1. Liang, Z. and White, M. (1996) "Internal Migration in China, 1950-1988," *Demography* 33(3):375-384.
2. Poston, D., & Yu, M.-Y. (1990). The Distribution of the Overseas Chinese in the Contemporary World. *International Migration Review*, 24(3), 480-508.
3. Yeung, H. W.-C. (1999). The internationalization of ethnic Chinese business firms from Southeast Asia: strategies, processes and competitive advantage. *International Journal of Urban and Regional Research*, 23(1), 88-102.
4. Sampson, R., & Gifford, S. M. (2010). Place-making, settlement and well-being: the therapeutic landscapes of recently arrived youth with refugee backgrounds. *Health & place*, 16(1), 116-31. Elsevier

Week 4: Social Geography

Topic: Tourism

Assigned Readings

1. Yang, L., Wall, G., & Smith, S. L. J. (2008). Ethnic Tourism Development: Chinese Government Perspectives. *Annals of Tourism Research*, 35(3), 751-771.
2. Berghe, P. L. V. D. (1992). Tourism and the Ethnic Division of Labor. *Annals of Tourism Research*, 19, 234-249.
3. Jamison, D. (1999). Tourism and Ethnicity: The Brotherhood of Coconuts. *Annals of Tourism Research*, 26(4), 944-967.
4. Loukaitou-Sideris, A., & Soureli, K. (2011). Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods. *Economic Development Quarterly*, 26(1), 50-72.

Week 5: Economic Geography I**Topic:** Creative/Cultural Clusters**Assigned Readings:**

1. Pratt, A. C. (2008). Creative Cities: The Cultural Industries and the Creative Class. *Geografiska Annaler: Series B, Human Geography*, 90(2), 107-117.
2. Keane, M. (2004), "Brave new world: understanding China's creative vision" *International Journal of Cultural Policy* 10, 3: 265-279
3. Scott, A. J. (1997). The Cultural Economy of Cities. *International Journal of Urban and Regional Research*, 21(2), 323-339.
4. Cunningham, S. (2002). From Cultural to Creative Industries: Theory, Industry, and Policy Implications. *Quarterly Journal of Media Research and Resources*, 54-65.

Week 6: Economic Geography II**Topic:** Regional Growth and Inequality**Assigned Readings:**

1. Fan, C. Cindy, & Sun, M. (2008). Regional Inequality in China, 1978-2006. *Eurasian Geography and Economics*, 49(1), 1-18.
2. Gao, T. (2004). Regional industrial growth: evidence from Chinese industries. *Regional Science and Urban Economics*, 34(1), 101-124.
3. Jian, T., Sachs, J. D., & Warner, A. M. (1996). Trends in regional inequality in China. *China Economic Review*, 7(1), 1-21.
4. Wan, G. (2007). Understanding Regional Poverty and Inequality Trends in China: Methodological Issues and Empirical Findings. *Review of Income and Wealth*, (1), 25-35.
5. Wei, D. (2001). Decentralization, Marketization, and Globalization: The Triple Process Underlying Regional Development in China. *Asian Geographer*, 20(1), 7-23.

Week 7: Urban Geography**Topic:** Urban Labor Market Stratification and Income Inequality**Assigned Readings:**

1. Fichtenbaum, R., and Gyimah-Brempong, K. and Paulette, O. (1994) "New Evidence on the Labor Market Segmentation Hypothesis," *Review of Social Economy* 52(1):20-39.
2. Bauder, H. (2001) "Culture in the labor market: segmentation theory and perspective of place," *Progress in Human Geography* 25(1):37-52.
3. Fan, C.C. (2002) "The Elite, the Natives, and the Outsiders: Migration and Labor Market Segmentation in Urban China," *Annals of the Association of American Geographers* 92(1):103-124
4. Hannum, E., and Yu X. (1998) "Ethnic Stratification in Northwest China: Occupational Differences between Han Chinese and National Minorities in Xinjiang, 1982-1990," *Demography* 35(3):323-333.

Week 8: Urban Geography II

Topic: Ethnic Minorities, Females and Migrants: Discrimination and Inequality

Assigned Readings:

1. Fan, C. (2003) "Rural-Urban Migration and gender Division of Labor in Transitional China," *International Journal of Urban and Regional Research* 27(1):24-47.
2. Gordon, I. (2008) "Migration in a Segmented Labor Market," *Transactions of the Institute of British Geographers* 20(2):139-155.
3. Gustafsson, Bjorn and Shi Li, "The Ethnic Minority –Majority Income Gap during Transition" *Economics Development and Cultural Change* 51 (2003): 805-822.
4. Nee, Victor, "Social Inequalities in Reforming State Socialism: between redistribution and markets in China" *American Sociology Review* 56 (1991):267-82.

Week 9: Political Geography I

Topic: Borders, Identity and Space

Assigned Readings:

1. Anderson, J., & Dowd, L. O. (1999). Borders, Border Regions and Territoriality: Contradictory Meanings, Changing Significance. *Regional Studies*, 33(7), 593-604.
2. Poncet, S. (2006). Provincial migration dynamics in China: Borders, costs and economic motivations, *Regional Science and the Urban Economics*, 36(3):385-398.
3. Ewing, K. P. (1998). Crossing Borders and Transgressing Boundaries: Metaphors for Negotiating Multiple Identities. *Ethos*, 26(2), 262-267.

Weeks 10: Political Geography II

Topic: Social movements, Contested space and conflict

Assigned Readings

1. Hersiikovitz, L. (1993). Tiananmen Square and the politics of place. *Political Geography*, 12(5).
2. He, B.(2012). Social protests, village democracy and state building in China: how do rural social protests promote village democracy? in *Social Movements in China and Hong Kong: The Expansion of Space*. (Provided on Course Website).
3. Escobar, A. (2001). Culture sits in places: reflections on globalism and subaltern strategies of localization. *Political Geography*, 20(2), 139-174.
4. Knight, J. (2012). The Economic Causes and Consequences of Social Instability in China, CGC Discussion Paper Series, No. 15.

Week 11:**Final Presentations**



New Course Proposal

	Geography 98T Does 21st Century Belong to China? Geographical Perspectives on Chinese Inequality, Growth, and Regional Development			
Course Number	Geography 98T			
Title	Does 21st Century Belong to China? Geographical Perspectives on Chinese Inequality, Growth, and Regional Development			
Short Title	21ST CENT & CHINA			
Units	Fixed: 5			
Grading Basis	Letter grade only			
Instructional Format	Seminar - 3 hours per week			
TIE Code	SEMT - Seminar (Topical) [T]			
GE Requirement	Yes			
Major or Minor Requirement	No			
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
Course Description	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. General themes of human geography conventionally taught, with strong focus on China. Small research project related to Chinese inequality, development, or economic expansion in 21st century to be carried out. Focus on issues of globalization and political and economic geography as they relate to China's expansion in Asia and beyond. Emphasis on ability to convert abstract ideas and theories discussed in course into researchable questions that are both relevant and timely, and can be used to guide research process. Letter grading.			
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
Syllabus	File GEOG 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information	Professor Cindy Fan is the faculty mentor for this seminar.			
Grading Structure	quizzes (8) & participation - 25% individual presentations (2) - 10% final presentation - 15% research paper - 50%			
Effective Date	Winter 2014			
Discontinue Date	Summer 1 2014			
Instructor	Name	Title		
	Anthony J. Howell	Teaching Fellow		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Geography			
Contact	Name	E-mail		

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CATHERINE GENTILE

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ROUTING STATUS**Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Added to SRS on 8/29/2013 1:44:06 PM**Changes:** Title, Description**Comments:** Edited course description into official version; corrected title.**Role:** Registrar's Scheduling Office - Bartholomew, Janet Gosser (JBARTHOLOMEW@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 8/14/2013 2:51:53 PM**Changes:** Short Title**Comments:** Added a short title.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/25/2013 4:27:36 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796**Status:** Approved on 7/23/2013 8:45:31 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/19/2013 11:00:04 AM**Changes:** Grading Structure**Comments:** Routing to Christina Palmer for FEC approval.**Role:** CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Approved on 7/18/2013 11:44:05 AM**Changes:** No Changes Made**Comments:** approved on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows Faculty Committee**Role:** Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Submitted on 7/18/2013 11:43:12 AM**Comments:** Initiated a New Course Proposal[Back to Course List](#)[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
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cims@registrar.ucla.edu or (310) 206-7045