Social Science 1400 Hong Kong and the Greater Bay Area

3 Course Credits

Wednesday and Friday 15:00 – 16:20      Rm: LTG

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Email: daphnedy@ust.hk; Rm. 3005; Office hrs Tuesday 11:00-13:00

Introduction

The Greater Bay Area (GBA) has become the world’s largest urban area. Consisting of Hong Kong, Macau and the nine cities of the Pearl River Delta, in less than forty years it has transformed from a rural backwater to an economic engine of sophisticated manufacturing and services. It has lifted millions of people out of poverty and provided them with new homes and communities. The GBA has also become an important node in a network of megacity regions responsible for much of the world's economic dynamism.

For the most part, the GBA has evolved after its economic potential was unleashed by the opening up to Hong Kong and global trade networks. The twin forces of economic agglomeration and urbanization were the drivers of this growth, but were substantially supported by infrastructure development and policy, particularly from individual cities. Yet, it is thought that the region's further development will require a more sophisticated harnessing of agglomeration forces so that the GBA can compete with other highly developed bay areas. Improvements must also be made to deal with substantial environmental and social costs of the GBA's growth.

This course is designed primarily to familiarize you with the GBA. The region is more economically powerful, complex and interesting than all but a few of the world’s countries. It is deserving of some appreciation. Moreover, Hong Kong has been crucial to the GBA’s development and the prosperity of the GBA remains key to the prosperity Hong Kong. To understand why the region is so successful, interesting and important, we will analyse processes such as agglomeration, clustering, migration, urbanization and sustainable development. These processes led the GBA’s development and will determine its future—in terms of continued economic development and more importantly in terms of the wellbeing of the GBA’s people. We will examine how the GBA can function as a cohesive region, but also how the actions of the cities and the diversity of activities within the cities add vibrancy. We will also put the GBA’s development in perspective, reflecting on the regional culture of the past and what other megacity regions tell us the GBA can be.
The course’s two main objectives:

1) Enable you to discover more about the region you live in and whose evolution will have a great impact on your own future and quality of life.

2) For you to understand the processes of regional economic development and urbanization as they apply to the GBA and megacity regions in general.

Expected Learning Outcomes

At the end of the course you should be able to:

1. Describe the various actors, institutions and natural endowments that have influenced the GBA’s development.
2. Explain how key agglomeration, economic, planning and political processes have shaped industrial and urban development.
3. Compare and contrast different development patterns within the GBA and the GBA with other megacities in China and elsewhere.
4. Develop individual and group research, writing and presenting skills.

Evaluation System

The course is designed principally to familiarize you with the GBA so that you understand its present situation, its potential and significance. To secure that understanding you will need to know the processes driving and facilitating the development and governance of the GBA. You will be evaluated on: a knowledge of what is going on in the GBA and an understanding of why it is going on. Most of the evaluation will be done through a midterm and a final exam, both of which will be multiple choice with some short answer. You will be given numerous opportunities to answer similar MC questions in class. We will also do exercises/play games in class that will count to a participation mark. There will be one short project where students make a presentation to explain some part of the GBA or some issue about the GBA (using a video, Google Earth Tour Builder or some other format).

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<tr>
<th>Weight</th>
<th>Component</th>
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<tbody>
<tr>
<td>75%</td>
<td>Exams (35% midterm; 40% final cumulative)</td>
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<tr>
<td>15%</td>
<td>Presentation</td>
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<tr>
<td>10%</td>
<td>Class attendance, games, participation, quizzes/PRS</td>
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Readings and Supporting Materials

There is no textbook on the Greater Bay Area, instead we will use course ppt presentations as the basic information framework for the text and after presentation in class these will be put on Canvas with annotations where relevant. Each lecture will be supported by short readings which you will find helpful for exam purposes.
and interest. Supplementary materials will also be provided for each topic so you can follow up on topics that interest you.

Electronics

The use of cell phones, computers, tablets, etc. is not allowed in class. Research shows that electronics ruin participation, learning and the atmosphere in class. Paper is a renewable resource, supports employment and communities—be sustainable, take notes. Moreover, note taking by hand on paper has been proven to more effective in developing understanding and retention. Use of your computer will be necessary on occasion, but until necessary all electronics must be turned off, closed, and put some place where they won’t tempt you.

Academic Integrity

You come to university to learn how to think and use information creatively. To do so you are exposed to and asked to search out new ideas, theories, and practices. You learn how to use them to create your own ideas, to argue their importance, and see them put into action. If you do so you will greatly enhance your career, enhance your relationships, live a more interesting life, drive a Tesla, etc. Simply copying other people’s work or ideas (usually called cheating) doesn’t help you develop creativity. In this course, you will learn how to extend other peoples’ ideas, to use them for your own purposes and generate your own ideas. If cheating is an issue the University (therefore ‘yours truly’) must deal with you harshly (see: http://www.ust.hk/vpaao/integrity/).
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<tr>
<th>Schedule and Readings</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Overview</td>
<td>1. Sept. 4 Overview</td>
<td>2. Sept. 6 Regions Region</td>
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<tr>
<td>Governance: one region, many systems</td>
<td>16. Oct. 23 Multiscale Governance: nation to village Regional strategic planning for China’s Pearl River Delta</td>
<td>17. Oct. 25 Regional Governance: competition, coordination or cooperation Regional strategic planning for China’s Pearl River Delta</td>
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<td>Urbanization, Planning and Sustainability</td>
<td>18. Oct. 30 Migration, accommodation &amp; displacement</td>
<td>19. Nov. 1 Urbanization in Megacity regions: Land and housing Land and Housing Markets</td>
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<td>20. Nov. 6 Planning Reading Forthcoming</td>
<td>Nov. 8 Services</td>
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<td>Nov. 13 Sustainable Development</td>
<td>21. Nov. 15 Social Structures Reading Forthcoming</td>
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<td>22. Nov. 20 Cultures</td>
<td>23. Nov. 22 Communities</td>
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<td>Wrap-up</td>
<td>24. Nov 27 GBA futures</td>
<td>25. Nov. 29 Review</td>
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<tr>
<td>Exam</td>
<td>TBA</td>
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Readings

Legend: Canvas = available on course Canvas website; Electronic = available as electronic book from library (search using title); Reserve = in library on reserve.

Module 1: Introduction and overview

Module 2: Mega-city regions
Core reading:

Supplementary readings:
Stimson, R. et al. 2006 “Perspectives on Regional Economic Development” Ch. 1 in Regional Economic Development New York: Springer. (CANVAS)
McKinsey Global Institute 2009 Preparing for China’s Urban Billion (CANVAS)
McCann, P. Modern Regional and Urban Economics Oxford: Oxford University Press; Ch. 2 Agglomeration and Clustering and Ch. 3 The Spatial Diffusion of Activities (CANVAS)

Module 3: Nature, agriculture, and culture
Core reading:
Marks, R. 2007 People Said Extinction Was Not Possible, Ch. 8 in A. Hornberg, J.R. McNeil and J. Martinez-Alier Rethinking Environmental History, Plymouth U.K.: AltaMira. (CANVAS)

Supplementary readings:

Module 4: Economic dynamism
Core readings:
InvestHK Greater PRD Report 2010 (CANVAS)
InvestHK Greater PRD Report 2014 (CANVAS)

Supplementary readings:
Lin, G. 1997 Economic and Spatial Transformation, Ch. 5 in Red Capitalism in South China Vancouver: UBC Press. (CANVAS)
Li, Si-ming 2009 The Pearl River Delta: The Fifth Asian Little Dragon, Ch. 7 in HongKong,Macau and the Pearl River Delta: A Geographical Survey. Ed. K. Wong. Hong Kong: Hong Kong Educational Publishing Co. (CANVAS)
HKTDC 2016 Pearl River Delta West: new bridge signals new opportunities. Hong Kong: HKTDC (Canvas)
Li, Si-ming.”Hong Kong’s Changing Economy in National and Global Contexts.” Ch.8 in Hong Kong, Macau and the Pearl River Delta: A Geographical Survey. Ed. K. Wong. Hong Kong: Hong Kong Educational Publishing Co., 2009. 210-236. (CANVAS)
Sharif, N. and Huang, C. 2012 “Innovation strategy, firm survival and relocation: The case of Hong Kong-owned manufacturing in Guangdong Province, China” Research Policy 41, 69–78 (CANVAS)
### Module 5: Governance: One region, many systems

**Core reading:**

Supplementary readings:
- Vogel, R. et al. 2010 Governing Global Megacities in China and West Progress in Planning 73, 1–75 [CANVAS]
- PRD Governments 2011 Regional Cooperation Plan on Building a Quality Living Area [CANVAS]

### Module 6: Urbanization, planning and sustainability

**Core readings:**

**Forthcoming**

Supplementary readings:
- Siu, Kaxton forthcoming “Continuity and Change in the Everyday Life of Chinese Migrant Factory Workers” China Journal [CANVAS]