

## POSCI 347: Topics in Chinese Politics: Environmental Politics and Gendered Health

Fall 2007  
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Class: T, Th. 6b (2:20-3:30 pm)

Office Hours: T, W, Th. 11:30 am-12:30 pm and other times by appointment.

### Course Description

This course explores the ways in which environmental politics differentially impacts governance, community life, activism, and the health of men and women in contemporary China. To provide a better, more complete comprehension of the relationship between China's environment, its sustainability, related policy-making and collective action, and its social impact, this class begins with an introduction to China's environmental and political histories. Next, the course examines the relationship between politics and the environment in contemporary China. After covering different approaches, both external and indigenous, to understanding China's environmental politics, the class investigates two major kinds of environmental issues in China (water and diseases; energy and industrial pollution) and the types of activism associated with these problems (international, governmental, and NGO). This class is **writing intensive** and fulfills the **M5 LinC** requirement.

### Goals and Objectives

- a) Learn about the relationship between politics, the environment, and health in China.
- b) Understand and take part in policy debates about and media analysis of both China's and global environmental issues.
- c) Broaden critical thinking and analytical skills about the impact of history and different traditions on governance, the community, the individual, and the environment in non-American or European cultural contexts.
- d) Develop comprehension of comparative theoretical perspectives and questions, particularly as concerns China's environmental politics.
- e) Enhance research abilities and knowledge of sources related to the differences in values and practice between China and the U.S. on matters of the environment, development, international cooperation, and a global future.

### Course Guidelines

1. All work must be submitted on due date for full credit. **Late assignments are NOT accepted.**
2. All assignments must be typed, double-spaced, printed, clipped or stapled, use complete sentences, correct grammar, spelling, and punctuation. All assignments must be personally handed to the instructor. No handwritten assignments will be accepted. No emailed assignments will be accepted **except in case of emergencies and not**

**without prior permission of the instructor.**

3. Undocumented absences after the first will be penalized at 5% per absence off your final grade. Two late arrivals to class will be counted as an absence. Appropriate documentation for absences will be accepted in the following cases: verifiable illness, family emergency, extended leave, and school-sponsored events.

4. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

5. Learning disability accommodations: students who wish to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

### **Classroom Expectations**

- 1) Respect for others' answers and views.
- 2) Equal time for opposing opinions.
- 3) Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 4) Cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class will result in dismissal from class and be counted as an absence.
- 5) Non-alcoholic drinks are allowed in class, other food is not.
- 6) Attention to course related material only.
- 7) Necessary breaks at the discretion of the instructor.

### **Required Texts:** Available at the college bookstore-

- Economy, Elizabeth. *When the River Runs Black: The Environmental Challenge to China's Future*. NY: Cornell University Press, 2004.
- Kristen Day. *China's Environment And The Challenge Of Sustainable Development*. NY: M.E. Sharpe, 2005.
- Shapiro, Judith. *Mao's War Against Nature: Politics and the Environment in Revolutionary China*. NY: Cambridge University Press, 2001.
- Robert Weller. *Discovering Nature: Globalization and Environmental Culture in China*

*and Taiwan*. NY: Cambridge University Press, 2006.

- Mun S. Ho and Chris Nielsen. Eds. *Clearing the Air: The Health and Economic Damages of Air Pollution in China*. MA: The MIT Press, 2007.

## **Course Requirements**

### **A. Graded Requirements**

**Class Participation**-10% of your final grade. Class participation includes coming to class on a very consistent basis, keeping up with assigned readings by thoroughly reading and thinking about the readings before coming to class, active involvement in interactive lectures, substantive contributions to discussions, and engagement with in-class activities. For class participation, **effort counts heavily. Attempting to answer a question, asking a question, or voicing an opinion are all part of participation.** I will evaluate your participation highly if you: a) attend class regularly; b) discuss the videos and readings I make available; c) raise relevant questions/offer thoughtful comments; d) demonstrate you understand the material by your full involvement during in-class activities. Every class session is counted toward your final participation grade. **If you do not participate actively in each class, you will reduce your participation grade by 50% for each given day.**

**Research Proposal**: 5% of your grade. This is the first component of your research project for this class. The proposal will set out the central question you want to answer through your research. After completing your research, the answer to the central question you lay out in your proposal will serve as the focus of the research project in its final form. The proposal will also include the issue area of environmental politics in China on which you will conduct research to answer your central question. This issue area will serve as the case study the details of which you will use to concretely answer your central research question. The three issue areas from which you can choose are the following: I) land resources, property rights, housing, food and hunger; II) water resources, water pollution, water shortages, and disease; III) energy and industrial pollution, jobs, growth, and public health. The guidelines attached to this syllabus include the list of what to include in your proposal.

**Annotated Bibliography**: 10% of your grade. The second component of your research project is an annotated bibliography. An annotated bibliography is a list of citations to books, articles, and documents, in which each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The annotated bibliography for this project will expand on the sources required for the research proposal. In the annotated bibliography you will need to cite (and annotate) the complete list of those books, articles, documents, and online sources that you will use in your research. The basic requirements for sources in this bibliography and on the research paper are the following: two books, five journal articles, and no more than five online sources. The guidelines attached to the syllabus include instructions for the annotated bibliography.

**Website Evaluation Paper**: 15% of your grade. Projects will involve a group of 2-3 students doing research, sharing information, and writing their own individual 3-4 page

papers using the research issue area and online sources you will use for your research project. What to do: 1) Choose the specific issue area, as in the research proposal, and find up to 10 websites about that topic, consult the website evaluation guidelines which will be handed out in week two to evaluate the websites you have chosen, get the ok from the instructor on the issue you have chosen; 2) Carefully read, examine, and evaluate your websites; 3) Choose the best five and write a 3-4 page paper that evaluates these sites for reliability, accuracy, content, sourcing, authorship, and motivations in maintaining the site; 4) Append to your paper a list of sites that you evaluated, in the format for citation recommended in the guidelines; 5) Turn in your paper on the date marked on the syllabus or earlier, in paper format, and consult the format for the paper itself on the guideline handout before writing and handing in your paper.

Critical Reasoning Paper-15% of your grade. The paper will be based on material chosen from one of the journal articles you use for your research project. The article cannot be one of the ones assigned for this class. The paper is to be 2-3 pages, typed, single-spaced, size 12 font. The paper must be at least two full pages and no more than three full pages, single-spaced type. The paper will consist of five paragraphs and is designed to answer a set of critically analytical questions in relation to the issue area you are researching, but based on one of your (five) required journal article sources. Critical reasoning papers will be graded according to the rubric for written assignments provided. Detailed instructions for the paper format and content are attached to this syllabus and will be discussed in class during the second week of the term. Check the syllabus for due date on this paper. On this paper, I encourage you to seek help from the Writing Center. Although short, the assignment asks you to think clearly and to write concisely about a given subject. Writing Center tutors can be very helpful in this process. You will also be expected to proofread the paper and use correct citations according to either MLA or *Chicago Manual of Style* formats. Points will be deducted for grammar errors, spelling mistakes, incorrect citations, and failure to cite material. While the topic of plagiarism and examples of correct quotation and citation format, paraphrasing, and summarizing will be covered in some class sessions, seeking help from the Writing Center can only improve your work.

Critical Memo Papers- This paper is worth 15% of your grade. Each paper needs to be 4-5 pages and consist of three distinct sections. You will need to divide your paper into these three sections and to label them clearly (e.g. Section I, Section II, Section III) so that 1) you can be graded on how well you accomplished the task set for each section and 2) there is no confusion as to what portion of your paper addresses each section. Critical Memo papers will be graded according to the rubric for written assignments provided. The papers are to be based on a second journal article you are using for your research project; it MUST be different than the article used for the Critical Reasoning paper. These papers are designed to have you carefully consider the article you have read, to demonstrate how well you can critically analyze it, and to have you draw conclusions as to what the material in the article suggests about both East Asian and world politics. Detailed instructions for the paper format and content are attached to this syllabus and will be discussed in class during week five of the term. You will also be

expected to proofread the paper and use correct citations according to either MLA or *Chicago Manual of Style* formats. Points will be deducted for grammar errors, spelling mistakes, incorrect citations, and failure to cite material. Check the syllabus for due date on this paper. The suggestions for using the Writing Center on this paper are the same as for the Critical Reasoning paper (see the section above).

Paper Rewrite: 10% of your grade. You will be required to rewrite one of the three papers assigned for this class (Web Evaluation Paper, Critical Reasoning Paper, or Critical Memo Paper). This rewrite will be **due in week fifteen**; check the syllabus for the exact due date. Because this course is writing intensive, this assignment will give you the chance not only to gain skills in editing your own work but also to improve your writing. Rewrites will be graded according to the rubric for written assignments provided. Remember that rewriting a paper consists not just of correcting any spelling, grammar, or citation errors, but also in rethinking and significantly rewriting your paper. This means reorganizing the paper, revising thesis statements and topic sentences, and making additions or corrections to arguments and illustrations of your points. Once again, seeking help from the Writing Center for this assignment is highly recommended.

Research Project Presentation: 20% of your grade. This presentation will be **due in week fourteen**; however, the presentations will include both a 5 minute (MAXIMUM) presentation of your research findings, in polished form, and a working session, the goal of which is to put the research results of the class together in a coherent, concise format. You'll be asked to approach this research using the working assumption that the research topic which you are researching is only one piece in a huge puzzle about environmental politics in China. The goal of the research presentations, once all the results have been discussed, is to decide how all the pieces of the puzzle fit together and what conclusions can be drawn about the dilemmas and directions for China's future in this area. Your grade will be based both on your own 5 minute presentation, your active contribution to the working session, and the discussion which will conclude the working session. Guidelines for the presentation will be passed out in week five.

Pop quizzes-If class discussions do not yield evidence of careful reading and thought, I may administer unannounced ("pop") quizzes. These quizzes will be factored in as part of your participation grade (20 points each). These quizzes will help me determine if quiet students are keeping silent because they are shy or because they are not keeping up with the reading assignments. **There will be no make-up quizzes.**

**B. Grade Components: all assignments under graded requirements must be completed in order to pass this class.**

Your final grade in this course will be determined as follows:

Paper rewrite	10%
Class Participation	10%
Research Proposal	5%
Annotated Bibliography	10%
Website Evaluation Paper	15%

Critical Reasoning Paper	15%	
Critical memo Paper		15%
Research Project Presentation	<u>20%</u>	
	100%	

**Guidelines (Rubric) for Written Assignments** (Written by Ben Slote and modified slightly by Ann Bomberger)

- 1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)
- 2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.
- 3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.
- 4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.
- 5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

**Final Grade Scale**

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

**Note:** It is within the instructor’s purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

**Academic Honesty Policy**

All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course.

**Schedule and Assignments** (Schedule may be changed at the discretion of the instructor; advance notice will be given)

\*You will be expected to spend 2 1/2-3 hours on work outside of class for every hour in class.

\*\*Be sure to bring assigned readings to class each day.

<b>Class Session Date</b>	<b>Topic</b>	<b>Assigned Readings and Assignment(s) Due</b>
1: Tues. 8/28	Introduction Film: China at Risk	None
1: Thurs. 8/30	Imperial China’s Environmental Legacy	Edmonds, pp. 9-32; Weller, Ch. 3
2: Tues. 9/4	China’s Environment and Politics in the 20 <sup>th</sup> Century	Economy, Ch. 1; Weller, Ch. 1
2: Thurs. 9/6	China’s Philosophical Tradition & Mao’s Legacy of Exploitation	Economy, Ch. 2; Weller, Ch. 2
3: Tues. 9/11	Economic Reform and Environmental Costs	Economy, Ch. 3
3: Thurs. 9/13	Chinese Politics and Environmental Protection	Weller, Ch. 4 (Edmonds, pp. 33-63 in class)
4: Tues. 9/18	Environmental Law and Good Governance	Day, Ch. 3; Weller, Ch. 5
4: Thurs. 9/20	Law and Environmental Regulation in China	Weller, Ch. 6 (Edmonds, pp. 64-84 in class) <b>Research proposal due</b>

<b>Class Session Date</b>	<b>Topic</b>	<b>Assigned Readings and Assignment(s) Due</b>
5: Tues. 9/25	Maoism, Industrialization, Food, and Hunger	Shapiro, Ch. 2
5: Thurs. 9/27	Land Resources and the Environment	Edmonds, pp. 112-155
6: Tues. 10/2	Greening China and Environmental Governance	Economy, Ch. 4
6: Thurs. 10/4	Dams, Political Repression, and the Past	Shapiro, Ch. 1 <b>Annotated Bibliography due</b>
<b>10/6-10/9</b>	<b>Fall Break</b>	<b>No classes</b>
7: Thurs. 10/11	The Problem of Water Film: The Yangtze River	Ho & Nielson, Ch. 5 (Edmonds, pp. 156-174 in class)
8: Tues. 10/16	Social Divisions and Water Shortages	Ho & Nielson, Ch. 6 (Edmonds, pp. 175-186 in class)
8: Thurs. 10/18	Mao's Industrialization, Forced Relocation, and Environmental Degradation	Shapiro, Ch. 4 <b>Web Evaluation Paper due</b>
9: Tues. 10/23	Industrial Pollution and Government Solutions Film: Blind Shaft	Ho & Nielson, Ch. 10 (Edmonds, pp. 228-261 in class)
9: Thurs. 10/25	Energy Demands	Day, Ch. 7
10: Tues. 10/30	Population and Public Health	Edmonds, pp. 262-291
10: Thurs. 11/1	Failed Political Experiments and Questions of Sustainability	Shapiro, Ch. 3 <b>Critical Reasoning Paper due</b>
11: Tues. 11/6	China's Environment and the International Community	Economy, Ch. 6
11: Thurs. 11/8	Politics of China's Environment and International Standards	Edmonds, pp. 85-111



<b>Class Session Date</b>	<b>Topic</b>	<b>Assigned Readings and Assignment(s) Due</b>
12: Tues. 11/13	Air Pollution and Government Policy	Day, Ch. 6
12: Thurs. 11/15	China's Environment: Past, Present, & Future	Shapiro, Ch. 5 <b>Critical Memo Paper due</b>
13: Tues. 11/20	GONGOs, NGOs, & Environmental Activism in China	Economy, Ch. 5
<b>11/21-11/25</b>	<b>Thanksgiving Break</b>	<b>No classes</b>
14: Tues. 11/27	Changing Environmental Policymaking	Day, Ch. 5
14: Thurs. 11/29	Averting an Environmental Crisis for the Future	Economy, Ch. 8 <b>Research Project Presentations due</b>
15: Tues. 12/4	Challenges of Enforcing Environmental Policy Film: To Live is Better Than to Die	Day, Ch. 4
15: Thurs. 12/6	China's Environment in Comparative Perspective	Economy, Ch. 7 <b>Paper rewrite due</b>
<b>Dec. 12-15; 17-19</b>	<b>Finals Week</b>	