

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

Fall 2009

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Office Hours: W 4-5:30 pm; F 9:30-11 am; and other times by appointment.

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Class: T, TH 3b

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 three major kinds of environmental issues in China (land and food; 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. I do not accept late assignments. All assignments are due at the beginning of class on due dates marked in the syllabus (unless otherwise noted on the syllabus). You cannot pass this class without completing all assignments and requirements. For the sake of equity do not ask for special treatment.

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. Three 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. Documentation for excusing an absence is due within a week of the beginning date of the absence. If you are absent, it is fully your responsibility to determine what was covered in class; as

soon as an absence is counted as excused, making up assignments (except for pop quizzes which cannot be made up) needs to be discussed with the instructor.

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.
- 8) If you arrive late, be respectful by not disrupting a class already in progress

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.
- Day, Kristen, ed. *China's Environment and the Challenge of Sustainable Development*. NY: Columbia University Press, 2005.
- Shapiro, Judith. *Mao's War Against Nature: Politics and the Environment in Revolutionary China*. NY: Cambridge University Press, 2001.
- Ma, Xiaoying and Leonard Ortolano. *Environmental Regulation in China: Institutions, Enforcement, and Compliance*. NY: Rowman and Littlefield Publishers, Inc., 2000.

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.

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, geographic area, and online sources used for the research project. What to do: 1) Choose the specific issue and geographic area, then find 8 (min.) to 10 (max.) related websites concerning the specific type of environmental concerns (issue) in a particular region (geographic area) of China you have chosen; 2) Consult the website evaluation guidelines which will be handed out in week two to evaluate the websites you have found, and get approval from the instructor on the issue and area you have chosen; 3) Carefully read, examine, and evaluate your chosen websites; 4) Choose the best five and write a 3-4 page paper that evaluates these sites for authority, purpose, currency, objectivity, coverage, and accuracy; 5) Append to your paper a list of the sites that you evaluated in the format for citation recommended in the paper guidelines; 5) Turn in your paper on time, or earlier, in the format listed in the guidelines.

Research Proposal: 10% of your grade. This is an additional 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 entirety. The proposal will also include the issue and geographic area of environmental politics in China on which you will conduct research to answer your central question. This issue and region will serve as the case study context the details of which you will use to concretely answer your central research question. The three issues 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 geographic areas are the ones encompassing the cities researched in the Ma and Ortolano book.

Research Outline: 5% of your grade. The research outline is another component of your research project. It basically outlines your entire project from central research question to supporting points to examples that illustrate those points. The outline for this paper will be in the form of a sentence outline (using complete sentences throughout). Instructions for constructing such an outline will be passed out in class.

Research Project Introduction: 10% of your grade. The research introduction is another component of your project. It consists of the full introductory section that you will use in your research project. Be aware that this introduction will go through significant revisions as you develop your project over the semester. This draft of the introductory section is to be no more than three pages in length. Instructions for constructing the introduction will be passed out in class.

Research Project Presentation: 20% of your grade. This presentation will include a 5 minute (max.) visual and verbal presentation of your research findings, in polished form, and will be a prelude to your participation in a roundtable/negotiation session. Your presentation will delineate a position paper on the issue and region you have been researching. You should summarize the background to your issue regionally, as well as present regional challenges, concerns, and future prospects with regard to the particular issue chosen. This is the position from which you will begin the roundtable/negotiation session, at which you'll be representing local and regional officials within your researched geographic area. You'll be asked to approach this research using the working assumption that the research issue and geographic area on which you are working are only one piece in a huge puzzle about environmental politics in China. The goal of the research presentations, once all of the results have been discussed, is to decide how all of the pieces of the puzzle fit together and what conclusions can be drawn about the dilemmas and directions for China's and the world's future.

Roundtable/Negotiation Session: 20% of your grade. The goal of this graded session is to put the results of the class together in a coherent conclusion that answers the questions, "Where should China go from

here?” and “What is to be done nationally and internationally?” As indicated in the research presentation summary, you each will come to the roundtable/negotiation session representing local and regional officials from your researched geographic area. The session will be given the description of a portion of a problem related to the questions just mentioned; each student will be asked to negotiate and discuss with others in the class in order to reach a compromise solution to the problem as if they were representing officials from China. In other words, it is your job to best represent the issue and region as you have researched about it while incorporating the formal and informal norms of environmental politics in China as you have learned them over the course of the term. Success in the session will be defined by the degree to which consensus is reached and the greatest number of regions benefit, but a specific rubric for participation also will be discussed prior to the session.

Student Lead Discussion: 10% of your grade. Each student will lead discussion for part of a class session (20 minutes). Dates for leading discussion will be chosen in the first week of class from a list provided by the instructor. On the day you are to lead class discussion, you will need to bring enough copies for each person in the class of a one page (maximum) handout that includes: the main thesis of the assigned reading in your own words; a statement of why a certain point of the author’s is central to understanding environmental politics in China; how and why you disagree with the conceptual or analytical approach taken in the reading; and three open-ended discussion questions (questions that ask “how,” “why,” or “in what ways”) that you will use to begin and continue discussion. The second part of your leading discussion must be an activity designed by you, and involving the class and the instructor, that teaches the significance or importance of the reading for the global future. You will need to meet with the instructor one week prior to your presentation to discuss your plans for leading discussion and to obtain the instructor’s approval for your plan.

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:

Student lead discussion	10%
Class Participation	10%
Research Proposal	10%
Roundtable/Negotiation Session	20%
Research Outline:	5%
Research Paper Introduction	10%
Web Evaluation 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.

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1: Tues. 9/1	Introduction	None

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1: Thurs. 9/3	China's Environment and Politics in the 20 th Century	Economy, Ch. 1
2: Tues. 9/8	Environmental Costs of Economic Growth	Ma, Ch. 1
2: Thurs. 9/10	China's Philosophical Tradition & Mao's Legacy of Exploitation	Economy, Ch. 2
3: Tues. 9/15	Economic Reform and Environmental Costs	Economy, Ch. 3
3: Thurs. 9/17	Environmental Regulation in China	Ma, Ch. 2
4: Tues. 9/22	Chinese Politics and Reform	Ma, Ch. 3
4: Thurs. 9/24	Environmental Law and Good Governance	Day, Ch. 3 Web Evaluation Paper due
5: Tues. 9/29	Maoism, Industrialization, Food, and Hunger	Shapiro, Ch. 2
5: Thurs. 10/1	Hierarchical Web of Government, Party, NGOs, and Pollution Control	Ma, Ch. 4
6: Tues. 10/6	Greening China and Environmental Governance	Economy, Ch. 4
6: Thurs. 10/8	Dams, Political Repression, and the Past	Shapiro, Ch. 1
7: 10/10/09-10/13/09	Fall Break	No classes
7: Thurs. 10/15	The Problem of Water Film: The Yangtze River	**Edmonds, pp. 175-186 (on reserve in Reeves Library) Research Proposal due
8: Tues. 10/20	Confucianism, Communism, and Informal Norms of Political Behavior	Ma, Ch. 5
8: Thurs. 10/22	Mao's Industrialization, Forced Relocation, and Environmental Degradation	Shapiro, Ch. 4
9: Tues. 10/27	Industrial Pollution and Government Solutions Film: Blind Shaft	**Edmonds, pp. 228-261 (on reserve in Reeves Library)
9: Thurs. 10/29	Energy Demands	Day, Ch. 7
10: Tues. 11/3	Compliance and Enforcement	Ma, Ch. 6 & 7

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
10: Thurs. 11/5	Failed Political Experiments and Questions of Sustainability	Shapiro, Ch. 3 Outline and Introduction due
11: Tues. 11/10	China's Environment and the International Community	Economy, Ch. 6
11: Thurs. 11/12	China's Environment in Comparative Perspective	Economy, Ch. 7; Ma, Ch. 9
12: Tues. 11/17	Air Pollution and Government Policy	Day, Ch. 6
12: Thurs. 11/19	China's Environment: Past, Present, & Future	Shapiro, Ch. 5
13: Tues. 12/4	GONGOs, NGOs, & Environmental Activism in China	Economy, Ch. 5 Research Presentations due
13: 11/25/09-11/29/09	Thanksgiving Break	No classes
14: Tues. 12/1	Changing Environmental Policymaking	Day, Ch. 5
14: Thurs. 12/3	Averting an Environmental Crisis for the Future	Economy, Ch. 8
15: Thurs. 12/8	China's Environment in Comparative Perspective	Day, Ch. 4; Ma, Ch. 8 Roundtable/Negotiation Session