

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	CHC422P
<b>Subject Title</b>	Environmental History in China and Asia (環境史導論：從中國及亞洲視域出發)
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This subject introduces a range of perspectives for analyzing the environmental history of China and Asia. The subject is organized thematically and it includes two main types of topics. The first part of the subject (Topics 2-6) focuses on different material conditions in the environment, such as land, forest, water, and energy. This part aims to articulate the general patterns of how these environmental conditions have transformed in the past and present of China and how they have actively shaped the history of China as well as its interactions with other parts of Asia. The second part of the subject (Topics 7-11) delves into more concrete cases of environmental issues in Chinese history. Through these cases, this subject showcases the approaches to analyzing the intertwined relations between the environment and different aspects of Chinese history, such as state-society relations, ethnic relations, and cultural representations of “nature.” With an emphasis on analyzing the environmental history of China through a transnational lens, this subject inspires students to develop historicized and localizable responses to contemporary ecological dilemma in China and the world.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) comprehend different material conditions in the environment as active and interrelated dynamics in shaping the history of China and its interactions with other parts of Asia;</li> <li>b) analyze environmental transformations and their intertwinements with political, socio-economic, ethnic, and cultural factors in the past and present of China;</li> <li>c) analyze environmental issues in China and Asia on multiple temporal scales and through a global perspective;</li> </ul>

	d) develop historicized and localizable responses to contemporary global environmental problems.																																														
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1) Introduction: Rethinking History from an Environmental Perspective 2) Land, Forest, and Steppe 3) Unruly Waters 4) Energy Revolutions 5) Animals 6) Disasters and Epidemics 7) Environment and the State 8) Environment and Ethnic Relations 9) Environment and Technology 10) Environment and Culture 11) Environment and Socio-Economic (In)justice 12) Local and Global Responses to Environmental Issues																																														
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	This subject consists of lectures and tutorials. Lectures will introduce different analytical perspectives and concrete cases regarding the environmental issues in the histories of China and Asia. In the tutorials, students are expected to discuss the weekly reading materials and give presentations on the readings. A mid-term reflection essay will be used to evaluate students' ability to connect the analytical perspectives introduced in class with their real-world observations on the interactions between the environment and different aspects of the society. A final literature review essay will be used to assess students' grasp of the concepts, theories, and analytical perspectives introduced in this subject.																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="533 1294 1391 1870"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. presentation on assigned readings</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. mid-term reflection essay</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. final literature review</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="533 1928 1391 1995">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="533 2033 1391 2136">During the tutorials, each student will give one presentation on one piece of assigned readings for this subject. The presentation reflects how students have grasped the analytical perspectives and case</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. presentation on assigned readings	20	✓	✓	✓				2. mid-term reflection essay	30	✓	✓	✓	✓			3. final literature review	50	✓	✓	✓	✓			Total	100 %						
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	<p>studies, so it will be graded to assess intended learning outcomes a, b, and c.</p> <p>During the mid-term, each student needs to select a topic from Topics 2-6 of this subject and write a reflection essay based on the readings assigned for that particular topic and their real-world observations. The reflection essay should address how their real-world observations about a particular environmental condition echo or challenge the findings of the readings. This assignment is designed to assess learning outcome a, b, c, and d.</p> <p>The final assignment of this subject is a literature review. Students need to select at least one topic from Topics 2-6 and at least another one from Topics 7-11. They need to review all the readings assigned for their selected topics through a coherent theme, with particular focus on the dialogues and debates emerging from the readings they choose. The final assignment is designed to assess learning outcomes a, b, c, and d.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ reading</li> </ul>	39 Hrs.
	<ul style="list-style-type: none"> <li>▪ writing</li> </ul>	39 Hrs.
	<ul style="list-style-type: none"> <li>▪ field research and preparation for presentation</li> </ul>	13 Hrs.
	Total student study effort	130 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Atwell, William S. "Volcanism and Short-Term Climatic Change in East Asian and World History, c. 1200-1699." <i>Journal of World History</i> 12:1 (2001): 29-98.</li> <li>2. Bello, David. "To Go Where No Han Could Go for Long: Malaria and the Qing Construction of Ethnic Administrative Space in Frontier Yunnan." <i>Modern China</i> 31: 3 (2005): 1-33.</li> <li>3. Burke III, Edmund and Kenneth Pomeranz eds. <i>The Environment and World History</i>. Berkeley: University of California Press, 2009.</li> <li>4. Elvin, Mark. <i>The Retreat of the Elephants: An Environmental History of China</i>. New Haven: Yale University Press, 2004.</li> <li>5. Elvin, Mark and Ts'ui-jung Liu, eds. <i>Sediments of Time: Environment and Society in Chinese History</i>. New York: Cambridge University Press, 1998.</li> <li>6. Ghosh, Amitav. <i>The Great Derangement: Climate Change and the Unthinkable</i>. Chicago: The University of Chicago Press, 2016.</li> </ol>	

7. Lander, Brian. "From Wetland to Farmland: How Humans Transformed the Central Yangzi Basin." *Asia Major*, 35:1 (2022): 1-22.
8. Li, Yifei and Judith Shapiro. *China Goes Green: Coercive Environmentalism for a Troubled Planet*. Cambridge: Polity Press, 2020.
9. 劉翠溶、畢以迪主編：《東亞環境、現代化發展：環境史的視野》，台北：允晨文化實業股份有限公司，2018年。
10. Marks, Robert B. *China: Its Environment and History*. Lanham: Rowman and Littlefield, 2012.
11. Miller, Ian M. *Fir and Empire: The Transformation of Forests in Early Modern China*. Seattle: University of Washington Press, 2020.
12. Mueggler, Erik. *The Paper Road: Archive and Experience in the Botanical Exploration of West China and Tibet*. Berkeley: University of California Press, 2011.
13. Perdue, Peter C. "Sustainable Development on China's Frontiers." In Paolo Squatriti, ed. *Natures Past: The Environment and Human History*. 172-197. Ann Arbor: University of Michigan Press, 2007.
14. Perdue, Peter C. "Is There a Chinese View of Technology and Nature?" In Martin Reuss and Stephen H. Cutcliffe, eds. *The Illusory Boundary: Environment and Technology in History*. 101-119. Charlottesville: University of Virginia Press, 2010.
15. Pietz, David A. *The Yellow River: The Problem of Water in Modern China*. Cambridge: Harvard University Press, 2015.
16. 邱仲麟：〈人口增長、森林砍伐與明代北京生活燃料的轉變〉，《中央研究院歷史語言研究所集刊》74.1 (2003.3): 141-188。
17. 邱仲麟：〈保暖、炫耀與權勢——明代珍貴毛皮的文化史〉，《中央研究院歷史語言研究所集刊》80.4 (2009.12): 555-631。Rogaski, Ruth. *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*. Berkeley: University of California Press, 2004.
18. Seow, Victor. *Carbon Technocracy: Energy Regimes in Modern East Asia*. Chicago: University of Chicago Press.
19. Shah, Nayan. *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*. Berkeley: University of California Press, 2001.
20. Shapiro, Judith. *Mao's War Against Nature: Politics and the Environment in Revolutionary China*. New York: Cambridge University Press, 2001.
21. Weller, Robert P. *Discovering Nature: Globalization and Environmental Culture in China and Taiwan*. Cambridge: Cambridge University Press, 2006.
22. Wong, R. Bin and Peter C. Perdue. "Famine's Foes in Ch'ing China." *Harvard Journal of Asiatic Studies* 43:1 (1983): 291-332.

	<p>23. Yang, Guobin. “Environmental NGOs and Institutional Dynamics in China.” <i>The China Quarterly</i> 181 (2005): 46-66.</p> <p>*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020