

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CHC2CN28P
Subject Title	The Environment and the Chinese People: Past & Present
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CC2C28, CC2C28P and CC2CN28P
Objectives	With its staggering economic growth in recent decades, China has to face the accelerating costs of environmental degradation. As a country with one-quarter of the world's population, the environmental problems in China inevitably affect the rest of the world. This course aims to provide students with cases that demonstrate the interconnectedness between Chinese people and their living environment, past and present, and an interdisciplinary perspective to understand the interactive relationship between the Chinese people and nature, and how the Chinese people cope with environmental challenges. The course is of concern to students who are interested not only in the environmental history of China but also in environmental issues of the world.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Understand how Chinese civilization shaped, and was shaped by, the environment. b. Correlate the environmental challenges of pre-modern and modern China with the development of Chinese society and economy. c. Analyze contemporary environmental issues of China in historical and comparative perspectives. d. Develop skills and knowledge in coping with environmental issues and working towards the betterment of mankind and the planet. e. Foster self-reflection in their learning through examining individual outcomes and environmental changes. f. Fulfill Chinese Reading and Writing Requirements.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Traditional Chinese perceptions of the human-nature relationship 2. Human-Nature relationship in ancient Chinese philosophy 3. Environmental disasters and pre-modern Chinese society 4. Animals, diseases, food, and the environment 5. Climate and its role in Chinese history

	6. Pre-modern Chinese warfare and environmental problems 7. Modern Chinese perceptions of the human-nature relationship 8. Modernization, urbanization, and industrialization in modern China and their consequences on the environment 9. Military and non-military mobilization and environmental degradation 10. Modern warfare and the environment 11. Contemporary Chinese environmental issues in a world historical context 12. Reflection: economic development and environmental issues in China																																														
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The course will draw from both primary sources and secondary readings to provide students with a comprehensive understanding of the history and theory of Chinese environmental issues, past and present. The selected readings will take students to the frontiers of the current literature on the topics. Visual and audio material will also be used in class.</p> <p>Apart from history, knowledge and information from multiple social sciences disciplines, such as anthropology, archaeology, climatology, economics, and sociology, as well as biology, will be utilized in the course.</p> <p>To emphasize the link between knowledge learned in the classroom and knowledge learned from practice, students will form groups to work on projects that require them to come up with proposals for coping with a certain environmental issue. The proposals will be evaluated on a competitive basis, and the group members have to give presentations of their projects in class.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="568 1025 1517 1711"> <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>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. One mid-term & one final quiz</td> <td>30</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Group project</td> <td>40</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>CR CW/</td> </tr> <tr> <td>3. One oral presentation and one tutorial report</td> <td>30</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>CR/</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students will be engaged in active reading and discussion of environmental history and contemporary environmental issues, in order to do that, students are required to read certain amount of assigned readings in depth for every lecture. These readings are also indispensable for preparing mid-term and final quizzes. They will also be required to have tutorial discussion, which based mainly on</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. One mid-term & one final quiz	30	x	x	x				2. Group project	40	x	x	x	x	x	CR CW/	3. One oral presentation and one tutorial report	30	x	x	x	x	x	CR/	Total	100 %						
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	<p>the readings, and submit a tutorial report. By completing these assignments and tests, the students will be able to achieve the intended learning outcomes (a), (b), (c), and (f).</p> <p>Students have to choose one of several contemporary Chinese environmental issues, to work in groups to narrate the issue in a historical perspective, to evaluate the impact of the issue on contemporary Chinese, as well as global, society, and to propose some feasible solutions for the issue. The final product will be a written group project, with images and even videos if the students think suitable for presenting their ideas. Every group is advised not to have more than five members, so that each member, as a teammate, can contribute intensive effort. In order to complete the group project, students have to do serious research and read extensively in Chinese and/or English materials about the selected topic. Those materials, with the class assigned readings, will help students meet the requirement of CR. On the other hand, the written group project will require students to contribute extensive writing in Chinese (2000 - 3000 characters) on an individual basis, and incorporate the writings of the group members into a solid report. This will help students fulfill the CW requirement.</p> <p>Through this project making task, students will exercise and apply the knowledge and skill they learned inside and outside the classroom. At the same time, they are expected to foster their self-awareness of being a responsible global citizen. Through the group project, students can achieve the intended learning outcomes (c), (d), (e) and (f).</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26Hrs.
	▪ Tutorials	13Hrs.
	Other student study effort:	
	▪ Reading	50Hrs.
	▪ Tutorial and group project preparation	35Hrs.
	Total student study effort	124Hrs.
Reading List and References	<p>Coggins, Chris. <i>The Tiger and the Pangolin: Nature, Culture, and Conservation in China</i>. University of Hawaii Press, 2002.</p> <p>Economy, Elizabeth C. <i>The River Runs Black: The Environmental Challenge to China's Future</i>. Cornell University Press, 2010.</p> <p>Elvin, Mark. <i>The Retreat of the Elephants: An Environmental History of China</i>. Yale University Press, 2006.</p> <p>Hughes, J. D. <i>What is Environmental History</i>. Polity Press, 2006.</p>	

	<p>Marks, Robert B. <i>Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial South China</i>. Cambridge University Press, 2006.</p> <p>Marks, Robert B. <i>China: Its Environment and History</i>. Rowman & Littlefield Publishers, 2011.</p> <p>Muscolino, Micah S. <i>Fishing Wars and Environmental Change in Late Imperial and Modern China</i>. Harvard University Asia Center, 2010.</p> <p>Tilt, Bryan. <i>The Struggle for Sustainability in Rural China: Environmental Values and Civil Society</i>. Columbia University Press, 2009.</p> <p>Weller, Robert P. <i>Discovering Nature: Globalization and Environmental Culture in China and Taiwan</i>. Cambridge University Press, 2006.</p> <p>Shapiro, Judith. <i>Mao's War against Nature: Politics and the Environment in Revolutionary China</i>. Cambridge University Press, 2001.</p> <p>Shapiro, Judith. <i>China's Environmental Challenges</i>. Polity Press, 2012.</p> <p>Ho, Ping-ti, <i>Studies on the Population of China, 1368- 1953</i>. Harvard University Press, 1959. (中譯本：何炳棣 著，葛劍雄 譯，《明初以降人口及其相關問題(1368--1953)》。北京：三聯書店，2000。)</p> <p>何炳棣，《中國歷代土地數字考實》。臺北：聯經，1995。</p> <p>(CR)王子今，《秦漢時期生態環境研究》。北京：北京大學出版社，2007。</p> <p>王子今，〈物澤天華與生態變遷——秦漢時期的生態環境考察〉，載《中國社會科學報》247期(2011)。</p> <p>(CR)王利華 編，《中國歷史上的環境與社會》。北京：三聯書店，2007。</p> <p>王利華，《徘徊在人與自然之間：中國生態環境史探索》。天津：天津古籍出版社，2012。</p> <p>田豐 編，《環境史：從人與自然的關係敘述歷史》。北京：商務印書館，2011。</p> <p>(CR)石聲漢 註解，《四民月令校注》。北京：中華書局，2013。</p> <p>趙珍，《資源、環境與國家權力——清代圍場研究》。北京：中國人民大學出版社，2012。</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