

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Geography
 Course Title Greening China's Environment
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course will examine China's political, economic, cultural, and social arrangements and institutions that shape and influence environmental policy. More broadly, it will enable students to address questions about and critically assess environmental governance in different societies.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Tyler Harlan, Teaching Fellow; Professor Cindy Fan (faculty mentor)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

| | | | | | | |
|-----------|------------|-------|------------|-----------|------------|-------|
| 2013-2014 | Fall | _____ | Winter | _____ | Spring | _____ |
| | Enrollment | _____ | Enrollment | _____ | Enrollment | _____ |
| 2014-2015 | Fall | _____ | Winter | _____ | Spring | _____ |
| | Enrollment | _____ | Enrollment | _____ | Enrollment | _____ |
| 2015-2016 | Fall | _____ | Winter | <u>X</u> | Spring | _____ |
| | Enrollment | _____ | Enrollment | <u>16</u> | Enrollment | _____ |

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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| <p>❑ General Knowledge</p> | <p>This course is not just a collection of ‘facts’ about environmental reforms in China, but rather examines how social relations and governance institutions shape these environmental reforms. This requires drawing on a broad range of perspectives and methodologies.</p> |
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| <p>❑ Integrative Learning</p> | <p>Analyzing environmental policy is an inherently interdisciplinary endeavor, and much has been written about environmental reforms in China. We will compare and synthesize these different perspectives and draw attention to their different viewpoints and methods.</p> |
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| <p>❑ Ethical Implications</p> | <p>This course will guide students to critically and ethically evaluate environmental policy – in this case, not just its impacts on Chinese citizens, but their own contribution as global citizens to environmental degradation and reform.</p> |
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| <p>❑ Cultural Diversity</p> | <p>In addition to Western scholarship, this course will draw upon a wide range of Chinese perspectives to aid students in questioning their assumptions about environmental issues in China.</p> |
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| <p>❑ Critical Thinking</p> | <p>Critical thinking is central to this course. The instructor will lead and provide guidance on how to read, comprehend, interpret, and critically assess academic and media articles on environmental reform in China.</p> |
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| <p>❑ Rhetorical Effectiveness</p> | <p>Students will be required to write an original research paper and give an oral presentation on the final day of class. The instructor will set aside time to discuss effective writing and presentation strategies.</p> |
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| <p>❑ Problem-solving</p> | <p>For their original research paper, students will need to find, prioritize, analyze, and synthesize existing scholarship on a topic of their choice. The instructor will provide weekly guidance in class as to how to conduct research effectively.</p> |
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| <p>❑ Library & Information Literacy</p> | <p>For their original research paper, students will need to search, select, organize, and manage materials available through the UCLA library. The instructor will guide students on using library resources and give a citation management demonstration.</p> |
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(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

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| 1. Lecture: | _____ | (hours) |
| 2. Discussion Section: | 3 | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

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|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | 2 | (hours) |
| 2. Reading | 3 | (hours) |
| 3. Group Projects: | 2 | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | 3 | (hours) |

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

PROPOSED SYLLABUS
Greening China's Environment: Policy, Politics, and Sustainable Development

Instructor: Tyler Harlan
Email: ttharlan@ucla.edu
Office Hours: TBA, Bunche A185

Course description

Since the early 1980s, China has gone from being one of the world's poorest nations to a global economic superpower. China has maintained an economic growth rate of nearly 10% for over a decade, and is poised to eventually overtake the United States as the largest economy in the world. Yet these economic gains have come at great cost to China's environment and the health of its 1.3 billion people. China has 16 of the 20 most polluted cities in the world; 75% of rivers and lakes are severely toxic; deforestation and soil erosion are rampant; and food scares dominate the headlines. These problems have become so devastating and widespread that they threaten the future sustainability of the Chinese economy. In response, the Chinese government has promised to 'green' the country's environment by making sustainable development the main focus of its national Five-Year Plan. As China becomes even more interconnected with the global economy, the ability of China's leaders to carry out these environmental reforms will have major implications for the world at large.

In this seminar, we will critically assess the prospects for environmental reforms in China, and the implications of these reforms for China's future sustainable development. Some of the questions we will raise are: What is the relationship between economic growth and the environment in China? How are China's environmental problems framed and conceptualized by the Chinese government, by Chinese green activists, and by the international community? What are the institutional, economic, political, and cultural barriers to environmental reform in China? How successful are current policies, and how is 'success' defined? What are the implications of environmental reform for China as well as for countries outside its borders? These questions are inherently interdisciplinary, and we will draw on perspectives from geography, environmental studies, political science, and China studies throughout this course. Students will also have the opportunity to conduct their own case study of an environmental issue and policy response in China, utilizing the theoretical and methodological tools discussed in class.

Objectives

The objectives for this course are to:

1. Comprehend the environmental, economic, political, and socio-cultural context of green reforms in China
2. Understand how environmental problems and solutions are defined and conceptualized in China, and by extension, how we define these problems ourselves

3. Draw on interdisciplinary perspectives to critically analyze the potential of and barriers to environmental reforms in China
4. Identify the main argument of a text, the evidence supporting the argument and its implications, and formulate a critical response
5. Understand and practice critical scholarly engagement through oral discussion, peer review, and a research paper.

Class participation and attendance

Class discussions are at the core of this seminar. As such, in order to receive full participation credit, it is essential that students come to every class having read all assigned materials (including classmates' discussion board posts) and be prepared to actively participate in discussion. Active participation involves more than speaking in class; students will be expected to make connections between readings, discussion board posts, and comments raised by the instructor and fellow students. Participation also means fostering an environment of respect and mutual learning in which all students feel comfortable engaging in discussion. If you are shy or have language barriers, I encourage you to talk to me about strategies for participating in class.

Weekly discussion board post

Students will be required to make one post on the discussion board each week of approximately 100-150 words in length. This post will be a response to one of the three questions that I will provide that pertain to the readings for that week. The purpose of these posts are to ensure students critically engage with each of the assigned readings prior to class. In answering one of these questions, students should make connections between readings, comments and insights from class, and any news articles and media that they encounter outside of class. Students are not expected to summarize every reading, but rather to use critical thinking to draw out arguments from texts and assess their validity. Posts will be due by 4:00pm the day before class meets to provide students time to read each others' posts.

Term paper

The main portion of the grade for this seminar will be the final term paper focusing on a case study of an environmental issue in China. Papers should situate this issue within the broader political, economic, and social context, investigate the policies that have been proposed to address the issue, and critically analyze the prospects and implications of these policies using the tools and perspectives discussed in class. Students may choose a topic that matches their interest or can request to be assigned a topic by the instructor. We will discuss the paper in depth in class and I will provide topic examples and suggestions that are raised in the readings. Students are also encouraged to monitor news articles and popular media for topics that interest them.

The length of the paper will be 8-10 double-spaced pages, excluding bibliography. Students should discuss their proposed topic with the instructor by Week 3. A thesis statement and outline

of the paper will be due Week 5, a first draft will be due Week 8, and a final draft due Week 10. This will give students plenty of opportunities to work through their ideas and receive comments and feedback from the instructor and fellow students.

As part of this process, each student will be assigned to work with another student to peer review each other's thesis statement, outline, and draft term paper. Peer review partners will be assigned during the Week 3 class, and students are encouraged to meet regularly outside of class to become familiar with their partner's topic and writing style. Each student will be required to write a one-page, double-spaced review of their partner's first term paper draft that offers constructive feedback and suggestions. This one-page peer review will be graded on level of engagement with your partner's paper, and the depth of feedback provided. Peer reviews will be due Week 9.

Final presentation

Students will prepare a 5-8 minute presentation of their topic on the last day of class. Presentations should introduce an environmental issue in China, describe how the government and other groups are responding to the issue, and assess the potential successes and pitfalls of this response. Presentations will be graded based on depth of content, clarity of argument, and critical analysis.

Grading

1. Assigned readings and class participation (20%)
2. Weekly online posts (10%)
3. Term paper thesis statement and outline (10%)
4. First draft of paper (10%)
5. Peer review of colleague's first draft (10%)
6. Final presentation (10%)
7. Final draft of term paper (30%)

Required text

This course has one required text that can be purchased at the campus bookstore or online. All other readings will be posted on the my.ucla site.

Shapiro, J. 2012. *China's Environmental Challenges*. Cambridge: Polity Press.

CLASS SCHEDULE AND READINGS

Week 1: Introduction: Why greening China matters

Shapiro, Chapter 1: The Big Picture. Pp 1-32.

Hanson, A.J. and Martin, C. 2006. *One Lifeboat: China and the World's Environment and Development*. Winnipeg, MB: International Institute for Sustainable Development. Pp 1-14.

Liu, J. and Diamond, J. 2005. China's environment in a globalizing world. *Nature* 435: 1179-1186.

Week 2: China's environmental challenges

Shapiro, Chapter 2: Environmental Challenges: Drivers and Trends. Pp 33-54.

Economy, E. 2010. *The River Runs Black: The Environmental Challenge to China's Future*. Ithaca, NY: Cornell University Press. Chapter 2: A Legacy of Exploitation and Chapter 3: The Economic Explosion and Its Environmental Cost. Pp 27-90.

Elvin, M. 1998. The environmental legacy of imperial China. *China Quarterly* 156: 733-756.

Ministry of Environmental Protection. 2012. 2011: Report on the State of the Environment in China. People's Republic of China, Beijing. May 31. (skim)

Week 3: Ecological civilization: Integrating environment and development

Shapiro, Chapter 4: Sustainable Development and National Identity. Pp 79-102.

Guo J., Mao, H., and Yang, Y. 2009. Research on eco-ethics and eco-civilization's construction in Chinese ethnic regions. *Journal of Sustainable Development* 2 (3): 122-126.

Jin, Y. 2008. Ecological civilization: From conception to practice in China. *Clean Technology & Environmental Policy* 10: 111-112.

Zhang, Z. 2010. China in the transition to a low-carbon economy. *Energy Policy* 38 (11): 6638-6653.

Week 4: Environmental institutions and implementation

Shapiro, Chapter 3: State-Led Environmentalism: The View from Above. Pp 57-78.

Economy, Chapter 4: The Challenge of Greening China. Pp 91-128.

Jahiel, A. 1998. Organization of environmental protection in China. *China Quarterly* 156: 757-787.

Zhang, K. and Wen, Z. 2009. Review and challenges of policies of environmental protection and sustainable development in China. *Journal of Environmental Management* 88 (4): 1249-1261.

Week 5: Green activism and civil society

Shapiro, Chapter 5: Public Participation and Civil Society: The View from Below. Pp 103-134.

Geall, S. (ed). 2013. *China and the Environment: The Green Revolution*. London: Zed Books. Introduction: The Return of Chinese Civil Society. Pp 1-14.

Stalley, P. and Yang, D. 2006. An emerging environmental movement in China? *China Quarterly* 186: 333-356.

Yang, G. 2005. Environmental NGOs and institutional dynamics in China. *China Quarterly* 181: 46-66.

Week 6: Environmental justice and the uneven geographies of reform

Shapiro, Chapter 6: Environmental Justice and the Displacement of Environmental Harm. Pp 135-166.

Leung, D. and Zhao, Y. 2013. Environmental and social policies in overseas investments: Progress and challenges for China. World Resources Institute Issue Brief.

Mol, A.P.J. 2011. China's ascent and Africa's environment. *Global Environmental Change* 21 (3): 785-794.

Yeh, E.T. 2009. Greening western China: A critical view. *Geoforum* 40 (5): 884-894.

Week 7: Deforestation and soil erosion

Chen, L., Wei, W., Fu, B., and Lu, Y. 2007. Soil and water conservation on the Loess Plateau in China: Review and perspective. *Progress in Physical Geography* 31 (4): 389-403.

Grosjean, P. and Kontoleon, A. 2009. How sustainable are sustainable development programs? The case of the sloping land conversion program in China. *World Development* 37 (1): 268-285.

Shi, H. and Shao, M. 2000. Soil and water loss from the Loess Plateau in China. *Journal of Arid Environments* 45 (1): 9-20.

Zhang, Y. 2001. Deforestation and forest transition: Theory and evidence in China. *World Forests* 2 (2): 41-65.

Week 8: Air pollution and CO₂ emissions

- Chan, C.K. and Yao, X. 2008. Air pollution in mega cities in China. *Atmospheric Environment* 42: 1-42.
- Hou, Y.L. and Hu, M. 2007. China and her coal. *World Watch* 20 (1): 14-15.
- Liu, W., Lund, H., Mathiesen, B., and Zhang, X. 2011. Potential of renewable energy systems in China. *Applied Energy* 88 (2): 518-525.
- Zheng, S. and Kahn, M.E. 2013. Understanding China's urban pollution dynamics. *Journal of Economic Literature* 51 (3): 731-772.

Week 9: Water pollution and scarcity

- Fu, B., Wu, B., Lu, Y., Xu, Z., Cao, J., et al. 2010. Three Gorges project: Efforts and challenges for the environment. *Progress in Physical Geography*: 34 (6): 741-754.
- Ives, M. 2012. Melting glaciers may worsen northwest China's water woes. *Yale Environment* 360, July 26.
- Wang, M., Webber, M., Finlayson, B., and Barnett, J. 2008. Rural industries and water pollution in China. *Journal of Environmental Management* 86 (4): 648-659.
- Zhong, L. and Mol, A.P.J. 2010. Water price reforms in China: Policy-making and implementation. *Water Resources Management* 24 (2): 377-396.

Week 10: Review and final presentations



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New Course Proposal

Geography 98T

Greening China's Environment: Policy, Politics, and Sustainable Development

Course Number Geography 98T

Title Greening China's Environment: Policy, Politics, and Sustainable Development

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description This seminar will investigate environmental policy and politics in China in the context of China's overall drive towards sustainable development. It will focus on origins of environmental problems, the politics of reform, barriers to implementation, and implications for China and the world.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Harlan CUTF Syllabus 15-16.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Cindy Fan is the faculty mentor for this course

Grading Structure 20% assigned readings and participation; 10% weekly online posts; 10% term paper thesis and outline; 10% first draft of paper; 10% peer review; 10% final presentation; 30% final paper

Effective Date Winter 2016

Discontinue Date Summer 1 2016

Instructor

| | |
|---------------------|------------------------|
| Name | Title |
| Tyler Harlan | Teaching Fellow |

Quarters Taught Fall Winter Spring Summer

Department Geography

Contact

| | |
|----------------------|---------------------------|
| Name | E-mail |
| MICHELLE CHEN | mchen@oid.ucla.edu |

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:31:22 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 11:11:22 AM

Comments: Initiated a New Course Proposal



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