

Georgia Institute of Technology

School of Modern Languages

CHINESE 3813 (3696 when approved): ECONOMIC DEVELOPMENT AND SUSTAINABILITY IN CHINA LBAT 2012 SYLLABUS

Class Structure:

- 8:30am-10:00am: lectures that explain vocabulary, grammar, etc.
- 10:15 am -11:55 am: Internet research; discussion, and application/practice of language skills
- Tuesday & Thursday afternoon Academic Fieldtrips
- Friday (week two) daylong Academic Fieldtrip

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Course Description

This course has two dimensions: One examines the world's most populous nation's assault on its environment and resources in the pursuit of rapid economic growth. Old paradigms of growth will not work in an increasingly fragile worldwide environment for a country where 1.3 billion people are squeezed into an area about the same as the United States. China therefore presents a paradigmatic test case for environmental sustainability in the 21st century. Classroom discussions focus on basic environmental issues, demonstrating how historical events shape people's attitudes and behavior toward economic globalization and international interactions.

The course's second dimension employs the prism of Qingdao – a city also marked by architectural and cultural reminders of the imperial German occupation – to expand upon students' personal China experience. Qingdao has gained recognition as a national exemplar in environmental preservation. In contrast to Shanghai, students will find Qingdao, with its more manageable size and smaller number of foreigners, a more intimate place to establish connections with local people. Qingdao's economy, with important foci in shipping, fisheries, industry, and tourism, offers a diverse milieu for students to gain an appreciation of the complexities of development/sustainability issues in contemporary China.

Course Objectives

1. Students will be able to identify and explain, in Chinese, basic environmental issues that China, as well as the rest of the world, faces today.
2. Drawing from personal experiences, students will understand China's developmental activities – both sustainable and unsustainable -- be able to articulate problems facing both Chinese and Americans, and see first hand how the Chinese confront environmental and economic problems.

3. Students will understand the importance of effective intercultural communication skills, both verbal and nonverbal, in dealing with some of the sustainable development issues that the world faces in the 21st century.

Course Materials

Learning materials will be drawn from Chinese sources, including Internet, newspaper articles, and video programs. The instructor will provide readings for each class. Students will prepare handouts for the class based upon their research. All handouts will be green – via T-square or email.

Course Activities

In addition to in class lectures and discussions, students are expected to conduct team research via Internet and fieldwork, deliver presentations of their experiences, and participate in discussions based on their findings. Students' research may encompass both Chinese and English sources, but presentations will be in Chinese. Through this process, students will simultaneously hone their understanding of pertinent economic and environmental sustainability issues and enhance language skills as well as cultural awareness.

The first class period (8:30AM-10:00AM) is built around lectures that explain vocabulary, grammar, and cultural ramifications, and provides background information on each study topic. The second period (10:15-11:55) will concentrate upon instructor-students, students-students interactions, including instructor-led Internet research; discussion of readings and visual materials; and application/practice of language skills.

Students will participate in fieldtrips on Tuesday and Thursday afternoons each week, and all day Friday of both weeks. Students will conduct a research project for final presentation, and culminate in a website to present the findings of their own research topics based on their fieldwork interviews. The website may include Chinese texts, graphics, photos, audio and video files. Students will complete the website within two weeks of their return to the United States.

Fieldtrips: (4 half days & 2 whole days). Note: to be adjusted as opportunities arise.

Tuesday 1: Cathedral, Qingdao Beer Museum (Ft# 1: 240 minutes)

Thursday 2: German Governor's Mansion (Ft# 2, 240 minutes)

Friday 3: Village and Farm (Ft# 5, 540 minutes)

Tuesday 4: Fisheries industry site (Ft# 3, 240 minutes)

Thursday 5: Badashan and Huashi Villa (Ft# 4, 240 minutes)

Friday 6: Laoshan Mtn and Huangdao Beach (Ft# 5, 540 minutes)

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION

ML Learning Outcome 1 :
Demonstrate oral and aural proficiency in the target language

CHIN 3813: Students will demonstrate oral proficiency at the Intermediate Low ACTFL level through classroom discussion and on related field trips

ML Learning Outcome 2:
Demonstrate effective presentation skills in the target language

CHIN 3813: Students will demonstrate the ability to present their final paper in a 15 minute format with minimal notes

ML Learning Outcome 3:
Demonstrate writing proficiency in the target language

CHIN 3813: Students will produce a final paper project at the Intermediate-Low level on the ACTFL scale

ML Learning Outcome 4:
Demonstrate proficiency in comprehension of authentic written texts in the target Language

CHIN 3813: Students will demonstrate comprehension of authentic written texts drawn from web based team research of syllabi topics

ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE

ML Learning Outcome 5:
Demonstrate in-depth knowledge of a *specific* target-language country or region

CHIN 3813: Students will learn to successfully research and discuss topics related to environmental sustainability in China drawn from classroom discussion, internet research, and field trip observation

ML Learning Outcome 6:
Demonstrate the ability to analyze an issue from target-culture perspective(s)

CHIN 3813: Students will display the ability to analyze issues of environmental sustainability from a Chinese perspective

ML Learning Outcome 7:
Demonstrate critical reflection on cultural complexity and context

CHIN 3813: Students will display the ability to analyze and compare environmental sustainability from the Chinese cultural context in comparison to their home culture

Grading:

Class/discussion participation	25%
Research and presentation	15%
Quizzes	20%
Field trips and discussions	10%
Final Project	30% (Final paper 20, presentation 10)

Course Outline

Week 1

Classes:

Monday

8:30-10:00

1 人与生物圈 (Man and Biosphere, Chinese people and nature – A Five-Thousand-Year Footprint)

10:15-11:55

Discussion and open floor interaction; team organization and topic selection

Assignment: 1) Handout #2. 2) Fieldwork interview – China's single child policy

Tuesday

8:30-10:00

2 人口发展与环境 (1.3 Billion People – The Demographics of Sustainability)

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #3. 2) Fieldwork interview – Daily life in Qingdao: people's opinions on pollution and resource consumption.

Wednesday

10:15-11:55

3 自然资源 (Natural Resources and Sustainability)

a. Water

b. Land

c. Coal and Other Minerals

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #4. 2) Fieldwork interview – Agricultural development

Thursday

8:30-10:00

4 发展带来的挑战 I: 农业、渔业-水质、土壤污染 (Farms and Fisheries: Sustainability in Sustenance)

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #5. 2) Fieldwork interview – Transportation in Qingdao

Week 2

Monday

8:30-10:00

5 发展带来的挑战 II: 大气污染; 酸雨; 森林破坏 (Sustainability in the industrial and Automotive Age)

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #6. 2) Fieldwork interview – Qingdao history.

Tuesday

8:30-10:00

6 发展带来的挑战 III: 温室效应; 海水上升; 沙尘暴 Building Sustainable Urban Environment including People and Culture

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #7. 2) Fieldwork interview – How does Qingdao maintain its economic growth and environmental integrity?

Wednesday

8:30-10:00

7 发展带来的挑战 IV: 臭氧层的耗损与破坏 The Environmental Challenge of Economic Growth

10:15-11:55

Discussion and open floor interaction

Assignment: 1) Handout #8. 2) Fieldwork interview – How did Qingdao become a Chinese model for urban environmental protection?

Thursday

8:30-10:00

8 生物多样性; 人类与环境的现状和未来 (The Ethics of Sustainability – what happened and will happen? How can you and I help?)

10:15-11:55

Discussion and open floor interaction

Assignment: Review

Saturday 9:30-12:10 Final presentation (Paper due 5:00PM)