

What I have learned in the Piedmont Workshop

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The Piedmont Project Workshop has had a great impact on my teaching at Emory. I have learned so much and will carry these lessons for the rest of my life.

First of all, I was inspired by Peggy's phrase, "Hidden Curriculum." In the past, I used to think that if I could not teach a content course then I wouldn't have chances to teach courses related to ecology or environmental protection at all. Now I realize that environmental concerns and activism can be integrated into any course including language courses. I am pleased to say that the thought has influenced me and it is reflected in my syllabi.

Second, it was a joy to hear about many different teaching methods. Professors have their unique approaches, such as having students to do 24 hours community service instead of making them write 5-page paper, or by turning students into teachers and emphasizing their long-term goals—what trend of thoughts they will have after five years... Searching for new and effective ways to teach has always been one of the most important tasks for me and I am glad that I could learn so much within two days.

Third, I feel I have connected with Emory better. Through the presentations made by the resource staff, the videotapes, and by working in the Emory forest, I learned more about Emory's environment and policies. More importantly, I have met professors who share the same interests as myself and in the future we will be able to support each other. These all give me a sense of community at Emory which is very meaningful to my career.

Fourth, the reading package from this workshop was truly impressive. I especially like the articles related to my field—the relationship between Ecology and Religion. I feel that the readings up-dated my knowledge and could definitely be used as resources for teaching. I also like the idea of book display. It was interesting to see how one issue could be presented in different fields. If it is possible, I hope that the next time we get together, we could display students' or faculty's work on the issue of environmental protection. It should be fun.

And last but not least, I would like to take this chance to say thanks to all of you. Your creative thinking and warm spirit will bring changes to my teaching. This meaningful emphasis on the environment should be continued and I would like to contribute my strength to join our collective effort.

Syllabus for Piedmont Project

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I. CHN 190: Mind and Body in China (Chinese Culture)

This course will be taught in Fall, 2003 TTh, 2:30 - 3:45 P.M. I will include the following topics which are related to the mind/body link and to environmental issues. Requirements include students' projects that relate to health and environment.

The following eight classes (1/3 of semester) are pertinent:

1. Spirituality of Body -Cosmos Relatedness (Confucianism and Taoism)
2. Ecological Consciousness in Chinese Culture: Current Popular Cultural Practices Feng Shui and Gardening in China (Taoism)
3. House Design and the Environment (Confucianism)
Discussions: The Basic Setups of Quadrangles in Beijing
The Environmental Architecture in Hong Kong
4. Classical Chinese Nature Painting and its sensitivity to Nature (Taoism)
5. The Secret of Plants: Herbal Medicine in the Taoist Tradition (Taoism)
Guest demonstration on Herbal Medicine and Acupuncture
6. Classical Chinese Music that links humans to nature
Guest demonstration
Exercise: Drawing a comparison between the Western "The Four Seasons" (string concertos, Vivadi) and the Eastern "Four seasons" (an instrumental suite (pu) in Nankuan , Taiwanese classical music)
7. Sky Above, Earth Below - Meditation on Nature (Buddhism)
Field trip: Emory Forest and read Chinese nature poetry
8. The Power of Spiritual Practice: Buddhist Women and Environmental Protection in Taiwan (Buddhism)

II. CHN 401WR: Advanced Chinese

This course will be taught in Fall, 2003, MWF, 9:35 - 10:25 A.M. Since this class will meet three times a week, I have chosen four topics for twelve hours.

Each topic will need three hours to cover. The following are the topics and requirements that are related to language and environmental issues:

1. Outdoor Vocabulary: Field Trip to the Emory Forest
 - a. Students will learn different vocabulary about natural elements in the forest
 - b. "Cooperative writing" in class will focus on nouns and adjectives about nature
 - c. Individual writing project: Each student has to write a composition about/on/of his or her experience with nature.
2. Reading: *Towards the New Century of Ocean* (an article)

For the first two class hours we will focus on reading and learning verbs. During the third hour, I will ask the students to write and share a composition written from the point of view of a fish, or an ocean bird or another aquatic animal which suffers due to oil spillages.

3. Reading: *Lanes and Quadrangles in Beijing* (an article)
 - a. We will focus on reading for the first two hour.
 - b. The third hour will be used to debate the issues of environmental conflict: which is more important: economic development or historical sites? Responses should be based on our reading.
 - c. An alternative would be to present a PowerPoint presentation on environmental architecture in Hong Kong. I would create 5 questions based on the topic asking the students to compare ordinary building and environmental architecture from an ecological point of view.

4. Writing Project:

Cooperative writing: Students in class will write a grant proposal in Chinese for improving environmental awareness in the community or a pamphlet in Chinese to show people how to get involved in environmental protection at Emory.