**The Global Media Festival Course Modules Template**

**Title of the Course Module: \_\_\_\_\_Plastic China\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Introduction: Instructions for Instructors***

**Issues:** economic development and environmental pollution in China, education and gender equality in China, Chinese migrant peasant workers, and globalization and global capitalism.

**Time commitment**: 82-min. film viewing, and one 75-min. class session

**Overview:** Provide a summary of your course module and present the main concepts, issues, examples (cases), and outcomes that motivate this curriculum activity.

China has been undergoing rapid economic growth and dramatic social transformation since the reform years, exemplifying the slogan popularized during the 1980s by the late Chinese leader Deng Xiaoping: “Development is the only indisputable truth.” However, after more than three decades of economic reform, a growing environmental crisis, whose symptoms include smog, foul air, polluted water, and contaminated produce, has become a new priority for state and citizens to deal with. Mr. Jiuliang Wang’s socially-engaged, environmental documentary film *Plastic China* (2016) serves as a perfect text to address important environmental and social issues in China. Besides environmental issues, Wang’s film explores other important issues of social and gender inequality, woman’s education, urbanization, consumerism, and globalization.

The film can also be used to teach the students to use the concept of place and space to analyze the theme of dislocation and displacement in the film. Three kinds of dislocation and displacement are identified: the importation of Western trash to China, Yijie’s migration from Sichuan to Shandong, and Kun’s transformation from an agricultural peasant to an industrial worker in post-socialist China.

Furthermore, the course module will help further the students’ critical thinking skills, promote intercultural sensibility, and enhance their aesthetic appreciation abilities by discussing cinematic features such as the low shooting angle and the use of nondiegetic music in a documentary film.

For graduate students, the course module will also help them to get familiar with the discourse of trash, the scholarships on dirt and ruins, ecocinema studies, Anthropocene studies and the theory of “slow violence” etc.

**Media content:**

The documentary film **Plastic China (82 min., 2016)** follows the members of two families who spend their lives sorting and recycling plastic waste from the United States, Europe, and Asia. Yi-Jie, an 11-year-old girl, works alongside her parents in a recycling facility while dreaming of attending school. Kun, the facility’s ambitious boss, dreams of a better life. Through the story of these two families, this poignant film explores issues of waste recycling, social inequality, as well as global consumption and culture.

**Reading sources:** Provide a list of reading sources that will help introduce the subject and issues.

Jin Liu, “Dislocation and Displacement: An Analysis of Wang Jiuliang’s *Plastic China,”* under review.

**Instructions:** Provide general guides to instructors on how to prepare for the implementation of the course module. Include instructions on how to approach course materials (for example: read this article… and…; watch this film and …)

Teaching ppt including captured stills and clips to facilitate class discussion and film analysis

Assignment to students: Watch the film and submit at least two discussion questions; write a film review or short response essay.

Extra Assignment for graduate students: Read the article and write a short response essay.

**Learning outcomes:** Explain the learning goals of your course module; what are you expecting student will learn from it.

To have a better understanding of the environmental issues in China, together with other social issues such as girl education, marginal migrant workers, and social justice.

To learn how to analyze the cinematic features, the shooting angles, the use of music in documentary films, etc.

To sharpen the students’ critical thinking skills, advance their intellectual growth, and promote the inter-cultural sensibility

To know about theories and scholarships on trash, dirt, rubbish, and ruins, the ecocinema study, recent study on the Anthropocene, and the related theory of “slow violence,” etc. (particularly for graduate students)

***Course Module Activities: Instructions for Students***

**Previewing Activities:** Design 2 course activities to introduce the social context, issues, and media content to be studied in this course module. Previewing activities could include: class presentation of the social context, reading-based discussion question, creative discussion questions, guest speaker, etc.

Activity One: class presentation of the environmental issues in China and Mr. Wang’s first documentarty film *Beijing Besieged by Waste*, trailer at https://www.youtube.com/watch?v=juJLxiVD9nU&t=12s

Activity Two: watch the 28-minute media version of *Plastic China* at <https://www.youtube.com/watch?v=3ArmtKFYYkI&t=1161s>

Activity Three: the director’s statement why to make this film at

http://pwp.gatech.edu/gmfchinaevents/artist-statement-plastic-china/

**Viewing Activities:** Design 2 activities that students could complete to while viewing or studying the assigned media content.Viewing activities could include guiding questions, preparation of flim review, discussion of a specific scene, etc.

Assignment: Watch the film and submit at least two discussion questions. Please try to come up with interpretive questions that can be discussed in class. The questions should refelct careful viewing of the film and an effort to analyze it.

**Postviewing Activities:** Design 2 activities to facilitate class discussion of the media content under study. Postviewing activities could include discussion questions, analysis of particular scenes, group discussion, guest speaker, etc.

Activity One: Discuss the students questions

Activity Two: Analysis of shots and scenes (teaching ppt included)

Activity Three: How did experts in engineering, environment science, and film studies say about the film: the interdiscipliary panel discussion at [**http://pwp.gatech.edu/gmfchinaevents/panelist-discussion-plastic-china/**](http://pwp.gatech.edu/gmfchinaevents/panelist-discussion-plastic-china/)

**Assignments:** Design 2 assignments with the purpose of evaluating the learning outcomes of the course module. Assignments could include oral presentations, essays, class debate, creation of digital maps, timelines, etc.

Assignment: Write a short response essay or film review

**Further Reading:** Include a list of further reading that will help students to complete assignments and expand the understanding of the issue discussed in class.

Jin Liu, “Dislocation and Displacement: An Analysis of Wang Jiuliang’s *Plastic China,”* under review.

Jin Liu, “A Cinematic Presentation of Trash: An Interview with Wang Jiuliang,” <http://pwp.gatech.edu/gmfchinaevents/interview-with-wang-jiuliang-plastic-china/>