
Fall 2023

HIS 3611

Modern China

Syllabus

Instructor: [James Gethyn Evans](#)
Email: james.evans@gwu.edu
Drop-in hours ([sign up](#)): In-person: M 1 - 2pm in 320 Phillips; via Zoom: Th 1 – 2pm
Credits: 3

Course time: Monday/Wednesday 2:20pm – 3:35pm (in person); location: Bell Hall 106

Course Description and Goals:

This undergraduate course surveys the history of modern China from the mid-nineteenth century to the present. By exploring the interdisciplinary connections, themes, and legacies that emerge out of China's transformative recent past, this course equips students with the necessary skills and context to understand how China has evolved and emerged into the contemporary economic and political (super-)power that we see today. Understanding China will be of increasing importance to anyone interested in global affairs in our modern world.

This course has two primary objectives: (1) to build a **foundational knowledge** of China from the 19th century to the present, and (2) to develop **transferable skills** in both how to "do" history as an academic discipline, and how to understand, communicate, and conduct effective research on a range of topics. There are no prerequisites for the course, and it fulfills the GenEd requirement for **Critical Analysis (Humanities)**.

The course consists of a lecture with an interactive discussion component. Lectures are designed to provide background information and analysis of the topics covered in the course. The discussions are your opportunity to engage in generative conversation with your peers about the readings and collectively wrestle with the complexity of the topics addressed. We will clarify confusing or complicated concepts, historical contexts, and address questions that emerged from your responses to readings or the lecture. You are expected to come to class ready to discuss the assigned readings, themes from lectures, and to participate in activities.

By the end of this course, you should be able to:

- Critically analyze central debates in the history of China.
- Assess how historians and other scholars think about key debates in history.

- Identify critical events and figures and define their significance.
- Analyze whether scholarship is convincing or lacking.
- Write and argue convincingly and with evidence.

Schedule of Meetings and Assignments:

- ☆ This indicates a *primary historical source*.
- 📖 This indicates a piece of *secondary scholarship*.
- This indicates a film or visual source.

PART I: EMPIRE AND REVOLUTION

Week 1: Course Introduction

Mon 8.28: Intro Lecture (welcome to the course!)

Wed 8.30: What do we mean by "China"?

- ☆ [Rabindranath Tagore, Talks in China, "Introduction" by Liang Qichao, pp. 1-21](#)
- 📖 Shelly Chan, 2018. ["Introduction," Diasporas Homeland: Modern China in the Age of Global Migration](#), Duke University Press.
- 📖 Arif Dirlik, 2015. ["Born in Translation: "China" in the Making of "Zhongguo"](#), boundary 2

Week 2: Empire and the Late Qing

Mon 9.4: LABOR DAY (NO CLASS)

Wed 9.6: The Qing as Empire

Guest Speaker: Sarah Bramão-Ramos, Harvard University

- 📖 Evelyn S. Rawski, "[The Qing formation and the early modern period](#)," in *The Qing Formation in World-Historical Time*, edited by Lynn Struve. Cambridge: Harvard University Press, 2004.
- 📖 Gina Tam, "Introduction," and James A. Millward, "[How 'Chinese dynasties' periodization works with 'the tribute system' and 'Sinicization' to erase diversity and euphemize colonialism in historiography of China](#)," in "Decolonizing Chinese History" roundtable, *The Historical Journal*, forthcoming.
- 📖 [Tonio Andrade, How Taiwan Became Chinese \(2008\) - Introduction](#)

Week 3: Rebellion and (Semi-)Colonialism

Mon 9.11: Semi-colonialism and Hyper-colonies in the Qing

MAP QUIZ (IN-CLASS)

- ☆ [Treaty of Nanjing, 1842](#)

- ☆ [Li Hongzhang Negotiates with Japan, 1895](#)
- BOOK Anne Reinhardt, 2018. ["Introduction," Navigating Semi-Colonialism: Shipping, Sovereignty, and Nation Building in China, 1860–1937](#), Harvard University Press.
- BOOK Anand Yang, 2007. ["\(A\) Subaltern\('s\) Boxers: An Indian Soldier's Account of China and the World in 1900-1901](#), in Robert Bickers and R. G. Tiedemann (eds.), [The Boxers, China, and the World](#), Rowman and Littlefield.

Wed 9.13: Stirrings of Revolution

- ☆ [Zou Rong on Revolution, 1903.](#)
- ☆ [The Revolutionary Alliance Proclamation](#), 1907.
- ☆ [Poems by Chinese feminist and revolutionary writer Qiu Jin](#), translated by Yilin Wang.
- ☆ [He-Yin Zhen, "Economic Revolution and Women's Revolution," 1907.](#)

Week 4: Dynastic Collapse and a New Republic

Mon 9.18: Revolution Part I: 1911

- ☆ [The Manchu Abdication Edict](#), 1912.
- ☆ Chen Duxiu: ["Call to Youth,"](#) 1915.
- ☆ [Sun Yat-sen, "The Three People's Principles"](#).
- *Farewell my Concubine* [Directed by Chen Kaige, 171 minutes], 1993. [Extra credit film response due Sun 9.24]

Wed 9.20: Revolution Part II: May 4th 1919

FIRST ANALYTICAL ESSAY DUE

- ☆ Li Dazhao: [The Victory of Bolshevism](#), 1918
- BOOK Jeffrey Wasserstrom, [Student Protests in Twentieth Century China](#), pp. 1-13, 51-94
- BOOK Elizabeth Perry, [Shanghai on Strike](#), pp. 15-64

PART II: STATE AND NATION

Week 5: The Nanjing Decade

Mon 9.25: Republicanism between Revolutions

- ☆ [Mao Dun, *Midnight*, chapter. 1, pp. 1-24C](#)
- ☆ [Soong Mei-ling, "Three Accounts of the New Life Movement," 1935](#)
- ☆ ["Control of Practising Midwives in China, 1930,"](#)
- BOOK Yeh Wen-Hsin, ["Petty Urbanites and Tales of Woe,"](#) in [Shanghai Splendor](#), pp. 129-51

Wed 9.27: Manchurian War Lords and the Long March

- ☆ [Zhang Xueliang and Yang Hucheng's Eight-Point Program, and Chiang Kai-Shek's Admonition to Zhang Xueliang and Yang Hucheng](#), 1936
- ☆ Liu Shaoqi, "[How to be a Good Communist: The Cause of Communism is the Greatest and Most Arduous Undertaking in Human History](#), 1939
- ☆ Ding Ling, [Thoughts on March 8](#), 1942
- ☆ Mao Zedong, "[Talks at the Yan'an Forum on Art and Literature](#)," 1942

Week 6: From (World) War to Civil War

Mon 10.2: The Second War with Japan

Guest Speaker: Emily Matson, Georgetown University

- ☆ [Bearing Witness and the Nanjing "Murder Race"](#), 1937
- book Daqing Yang, "[The Challenges of the Nanjing Massacre: Reflections on Historical Inquiry](#)" in *The Nanjing Massacre in History and Historiography* (Berkeley: University of California Press, 2000), 133–72.
- book Emily Matson, "[From Regional to National: Northeastern Scholars and the War of Resistance against Japan](#)" in Lucas Myers, ed., Wilson Center, 2021-2022 Wilson Center Fellowship: Essays on U.S. and China Policy (May 2022).

Wed 10.4: How did the Communists win the Civil War?

- ☆ "[The First National Day: Two oral history interviews by Sang Ye](#)," Translated by Geremie R. Barmé.
- ☆ Ding Ling's Fiction: [The Sun Shines Over Sanggan River](#)
- book William Hinton, [Fanshen](#), pp. 17-25; 103-156.
- [To Live](#) [Directed by Zhang Yimou, 132 minutes], 1994. [Extra credit film response due Sun 10.8]

Week 7: Consolidating Communism

Mon 10.9: From Civil War to War in Korea

- ☆ "[Conversation Between Stalin and Mao](#)," 16 Dec 1949; [22 Jan. 1950](#); "[Conversation Between Stalin and Zhou Enlai](#) 20 Aug 1952; [3 Sept 1952](#).
- book Monica Kim, [The Interrogation Rooms of the Korean War: The Untold Story](#) (Princeton University Press, 2019). Introduction.
- book Elizabeth O'Brien Ingleson, "[China and the United States during the Cold War](#)," in The Routledge History of U.S. Foreign Relations, Routledge, 2021.

Wed 10.11: Communist Consolidation in Mainland China

- ☆ [China New Laws: Marriage and Divorce, May 1950](#)
- ☆ Lu Dingyi: "[Let Flowers of Many kinds Blossom, Diverse Schools of Thought Contend!](#)" May 26, 1956

- 📖 Anita Chan et al, [Chen Village](#), pp. 1-73

Week 8: KMT Survival and Taiwan's "White Terror"

Mon 10.16: Nation-building and "White Terror" on Taiwan

- ☆ Yang Bi-chuan, translated by Harrison Chen, "[The 228 Massacre In Chiayi: "The Airport And Train Station Were Washed With Blood,"](#) Taiwan Gazette
- 📖 Julia Strauss. "[Performing Terror](#)," in *State Formation in China and Taiwan: Bureaucracy, Campaign, and Performance*. Cambridge: Cambridge University Press, 2019.
- 📖 Shawna Yang Ryan, [chapters 1 and 2 from Green Island: A Novel, 2016](#)
- Venice Immersive 2022 - [The Man Who Couldn't Leave](#), 2022.

Wed 10.18: Midterm Review

SECOND ANALYTICAL ESSAY DUE

PART III: TRANSFORMATION AND REFORM

Week 9: Cultural Revolution

Mon 10.23: From the Great Leap to the Cultural Revolution

- ☆ Lin Biao: '[Long Live the Victory of People's War!](#)' September 1965
- ☆ [Extracts from the Diary of Lei Feng.](#)
- ☆ Mao Zedong's Big-character Poster: "[Bombard the Headquarters.](#)"
- 📖 Gail Hershatter, "[The Gender of Memory: Rural Chinese Women and the 1950s](#)" in *Signs: Journal of Women in Culture and Society* 28:1 (2002), 43–70.

Wed 10.25: FIELD TRIP TO GLOBAL RESOURCE CENTER (details TBD)

Week 10: Global Maoism

Mon 10.30: Maoist foreign policy and the "Third World"

- ☆ Mao Zedong: "[U.S. Imperialism is a Paper Tiger](#)," July 14, 1956
- 📖 [Amanda Shuman. "Friendship in Solidarity: The Chinese Ping-Pong Team Visits Africa in 1962."](#) In *Sport and Diplomacy: Games within Games*, 110–29. Manchester University Press, 2018.
- 📖 [Philip Hsiaopong Liu. "Planting Rice on the Roof of the UN Building: Analysing Taiwan's 'Chinese' Techniques in Africa, 1961–Present."](#) *The China Quarterly* 198 (June 2009): 381–400.

Wed 11.1: Maoism in America

- ☆ "[On Chairman Mao's Declaration of 20 May 1970.](#)" *The Black Panther*, June 20, 1970.

- (book) [Ruodi Duan, "Solidarity in Three Acts: Narrating US black freedom movements in China, 1961-66," *Modern Asian Studies* 53, 5 \(2019\).](#)
- (book) [James Gethyn Evans, "Maoism, Anti-Imperialism, and the Third World: The Case of China and the Black Panthers," *Made in China*, Vol 6, Issue 2, May – Dec 2021.](#)

Week 11: Reform and Opening Up

Mon 11.6: US-China Rapprochement and the Death of Mao

- (star) [Shanghai Communique](#), 1972
- (star) Deng Xiaoping: "[Emancipate the Mind, Seek Truth from Facts and Unite as One in Looking to the Future.](#)" December 13, 1978
- (book) [Chen Jian, "The Sino-American Rapprochement, 1969-1972," in *Mao's China and the Cold War*. Chapel Hill: UNC Press, 2001, pp. 238-276.](#)

Wed 11.8: Deng Xiaoping and the post-Mao party-state

THIRD ANALYTICAL ESSAY DUE

- (star) Deng Xiaoping, "[On Science and Modernization](#),"
- (star) Deng Xiaoping, "[Build Socialism with Chinese Characteristics](#),"
- (book) Susan Greenhalgh, "[Missile Science, Population Science: The Origins of China's One-Child Policy](#)," *The China Quarterly* 182 (2005): 253-76.

PART IV: RESILIENCE AND RESOLUTION

Week 12: Tiananmen and the End of the Cold War

Mon 11.13: Why did Taiwan democratize (and China didn't)?

- (star) "[Long Live Democracy](#)," Translated by Chien-Wen Kung
- (book) [Kellee S. Tsai, *Capitalism without Democracy: The Private Sector in Contemporary China*, Cornell University Press, 2007. Chapter 2: "Bypassing Democracy"](#)
- (book) Dan Slater and Joseph Wong, "[Introduction](#)," *From Development to Democracy*, Princeton University Press, 2022

Wed 11.15: What happened at Tiananmen Square in 1989?

FINAL PAPER PRIMARY SOURCE DESCRIPTION DUE

- (star) "[We Must Unequivocally Oppose Unrest](#)," People's Daily, April 26, 1989, and Deng Xiaoping's Explanation of the Crackdown, June 9, 1989
- (book) Andrew Nathan, "[The Tian'anmen Papers](#)," *Foreign Affairs* Volume 80, No. 1 January/February 2001: 2-48

THANKSGIVING WEEK (11.20 – 11.25; NO CLASS)

Week 14: "New" China in the Post-Cold War

Mon 11.27: China's rise from Jiang Zemin to Hu Jintao

Guest Speaker: Vincent Ni, NPR

- ❑ Yuen Yuen Ang, 2022. "[Introduction](#)," *How China Escaped the Poverty Trap*, Cornell University Press.
- ❑ Szu-Chien Hsu, Kellee Tsai & Chun-Chih Chang, 2021. "[Introduction](#)," *Evolutionary Governance in China: State–Society Relations under Authoritarianism*, Harvard University Press.
- ❑ Rosemary Foot, "[Chinese Power and the Idea of a Responsible State](#)" *The China Journal*, No. 45 (Jan 2001), pp. 1-19

Wed 11.29: How should we understand Xi Jinping's rise to power?

Guest Speaker: Dominic Chiu, Eurasia Group

FINAL PAPER PRIMARY SOURCE ANALYSIS DUE

- ❑ Susan Shirk, 2023. "[The Origins of Overreach](#)," in *Overreach: How China Derailed its Peaceful Rise*, Oxford University Press.
- ❑ Angela Poh & Mingjiang Li (2017) "[A China in Transition: The Rhetoric and Substance of Chinese Foreign Policy under Xi Jinping](#)", *Asian Security*, 13:2, 84-97

Week 15: Technology and China's Future

Mon 12.4: Can technology help us to predict China's future?

FINAL PAPER SECONDARY SOURCE ANALYSIS DUE

Guest Speaker: Yangyang Cheng, Yale Law School

- ❑ Susan Greenhalgh and Li Zhang. "[Introduction](#)," *Can Science and Technology Save China?* Cornell University Press, 2020

Choose ONE of the following readings:

- ❑ Silvia M. Lindtner 2020. "[How the Copy Became Prototype](#)," in *Prototype Nation: China and the Contested Promise of Innovation*. Princeton Oxford: Princeton University Press.
- ❑ Darren Byler, 2021. Selections from [In the Camps: China's High-tech Penal Colony](#), Columbia University Press.
- ❑ Guobin Yang, 2022. "[The People's War](#)," in *The Wuhan Lockdown*, Columbia University Press, 2022.

Wed 12.6: **STUDENT PRESENTATIONS**

Week 16: FINAL WEEK

Mon 12.11: Final In-class Activity

Course Requirements:

This course is designed to give you flexibility and maximize learning. Some assignments are **mandatory** and must be completed to pass the course; others you can complete for **extra credit**, and you may pick and choose which of them you would like to complete to supplement your grade. Extra credit assignments must still be completed by the deadline to receive credit. Information about assignments can be found on the course site. All written assignments should be typed in 12-point font and double-spaced. Please refer to the [registrar's website](#) for add/drop deadlines and other [important dates](#) in the semester.

Mandatory Assignments:

Class Work

In-class Map Quiz	5%	Mon Sep 11
Analytical essay 1	12%	Wed Sep 20
Analytical essay 2	12%	Wed Oct 18
Analytical essay 3	12%	Wed Nov 8

Group Research Project

Part 1: Primary source description	5%	Wed Nov 15
Part 2: Primary Source analysis	10%	Wed Nov 29
Part 3: Secondary Source analysis	5%	Mon Dec 4
Part 4: Student presentations	5%	Wed Dec 6

Participation

Attendance	10%
Weekly blackboard post (either Mon or Wed)	10%
Engagement in class	14%

Grading Scale

Excellent	Good	Satisfactory	Low Pass	Fail
A 100 – 96	B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	F under 70
A- 90 - 95	B 84 – 86	C 74 – 76	D 64 – 66	
	B- 80 - 83	C- 70 – 73	D- 60 - 63	

Optional Extra Credit Assignments:

1. Film responses on *Farewell my Concubine* (1993) and/or *To Live* (1994): 2% each, up to a maximum of 4%; film responses are 2 pages, double-spaced 12 pt font; this should not be a summary of the plot. Instead, engage with one or more cinematic elements of

the film (cinematography, editing techniques, narrative structure, and acting) and bring them into dialogue with one or two themes and issues in our class.

2. Event summary (2%): There are many events on East Asia that take place [on campus](#) or in DC. Attend a relevant in-person event hosted by GWU or a think tank on East Asia and write a short summary (2 pages) with 3-5 takeaways from the event (key themes, the speaker's argument, the audience's response, etc.). If you're not sure how to find a suitable event, just ask!

Late Work: Please let me know **48 hours in advance** if you believe that you will need an extension for a submission. Late submissions without advance notice will have a half grade deducted per day (i.e. one day late will reduce an "A" grade to an "A-", a "B" grade to a "B-" and so on). Submissions are due by midnight on the due date.

Course Assistance: You are highly encouraged throughout the semester to reach out to the [GWU Writing Center](#) and the [Office for Student Success](#). They provide a variety of services to help you succeed both in this course and during your college career!

Auditors and Graduate Students:

Both auditors from the GWU community (i.e. students not taking the course for credit) and graduate students are welcome in the course, provided that they attend for the duration of the semester, do the readings, and willingly participate in the course activities. For graduate students, the above assignments can be substituted for a **historiographical essay** discussing how scholars have approached a key issue in Chinese history or a **final research project** of around 25-30 pages (around 8,000 words). There is no assignment requirement beyond completing the readings for auditors.

Honor Code:

This course is designed for you to learn about East Asia and develop skills that will be helpful to your future careers; cheating on the course will negatively affect yourself more than anyone. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. You are expected to be familiar with and to understand the [university's academic integrity code](#).

Do not plagiarize. Plagiarism is defined as "Representing another person's words, ideas, data, or materials as one's own." When I ask you a question, it may be tempting to look up the answer online, copy it, and alter a few words to make it sound like your own thoughts. If you

do so, you will betray your own education. I am invested in you as a student – I want you to learn this material, and to become a better thinker. Because plagiarism harms your development, I will discourage it: in the first instance of plagiarism, the assignment in question will receive a grade of 0 with no chance for revision. In the second instance, we will pursue the matter through established university disciplinary procedures.

Generative AI Policy

As we will show in the class, **generative AI is a poor replacement** for your own ideas and for academic interpretation, not to mention against the university's plagiarism policy. Please do not use generative AI without citing it as originating from a specific AI source.

Accessibility:

This course is designed to help you succeed. For some students, this can mean the need for accommodations to help them learn and participate in the course to the best of their abilities. All video/lecture content will be captioned, and students can engage in alternate assignments if they feel that this would better serve their learning outcomes.

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact [the Office of Disability Support Services](#) in Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations.

Counseling and Psychological Services 202-994-5300

GW's Colonial Health Center offers [counseling and psychological services](#), supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success.

Online Resources

For information about how the course technology is accessible to all learners, see the following resources:

- [Blackboard accessibility policy](#)
- [Kaltura \(video platform\) accessibility policy](#)
- [Microsoft Office accessibility policy](#)
- [Adobe accessibility policy](#)
- [Voicethread accessibility policy](#)
- [Kanopy accessibility statement](#)
- YouTube accessibility policy - currently does not have accessibility policy. [Google Help provides](#)

[information on using a screen reader and keyboard with YouTube](#)

Security and Safety

In an emergency: call GWPD 202-994-6111 or 911

- For situation-specific actions: review the Emergency Response Handbook: <http://safety.gwu.edu/emergencyresponse-handbook>
- In an active violence situation: Get Out, Hide Out or Take Out: <http://go.gwu.edu/shooterprep>
- Stay informed: <http://safety.gwu.edu/stay-informed>

Acceptable Use Policy for Computing Systems and Services

All members of the George Washington University must read and comply with the [Acceptable Use Policy](#) when accessing and using computing systems and services, including email and Blackboard. Please read the [Acceptable Use Policy](#) to familiarize yourself with how GW systems are to be used ethically.

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Observance of Religious Holidays

In accordance with [University policy](#), students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

Student Parents

If you are a parent and are struggling to find childcare, your children are more than welcome to attend course. Please let me know in advance if you can that your child will be present so I can adjust course materials appropriately.

If you have any concerns about your ability to participate or attend a section, please schedule a time to see me during drop-in hours. Also, do not hesitate to email me to provide feedback on how I can make the course a better space for all.

Email Policy:

I will respond to emails in 48 hours. To help your email get my attention, please start the email subject with "HIST 3611" – this will mean that your email gets my attention so that you get a prompter response!

Feedback:

You will have several chances to offer anonymous feedback about the course throughout the semester, which I will take into consideration as best as I can when planning and adjusting the course schedule and our discussions.

Drop-in Hours (in-person and via Zoom):

I am always open to meeting with you in-person or via Zoom during my drop-in hours. It helps to sign up for a designated time slot [via Calendly](#) in advance. If you can't make the designated drop-in hour times, send me an email and we can find another time to meet. You can come to drop-in hours with a specific question about the course, to review any of the material that we have covered, to discuss your own research projects, or for feedback on any assignments.

How to Succeed in this Course

During Class

Class will be a combination of lectures, participatory activities, and small group work. We are covering a lot of content in this course so there will be a lot of names, dates, and places mentioned in the lectures, some of which may sound unfamiliar to you. Anything that is important will be written down on a slide, and slides will be uploaded to the course site so that you can review them. The lecture slides will also indicate what is the key or important information that you need to know for any quizzes or exams in the course.

That said, history at the college level is NOT just about memorizing names and dates (though those are important). Rather, it is more about how we think about evidence, arguments, power relations, and whose stories get told (or forgotten). The important takeaways from lectures will therefore be primarily about trends and narratives, as well as thinking critically about why we hold certain views or perceptions about history.

Readings

Some of the readings may seem quite advanced in terms of the content they cover or how they are written – that's OK! This course aims to teach you how to read both primary and

secondary sources. To start, I suggest using the “IIQ” method: note down what is Important in the reading, something you find Interesting from the reading, and a Question that you still have after finishing. Another technique is to try to think about how you would summarize the main points from the reading: what is the main argument, the intervention (how does this reading claim that it is different from other works on the same topic), and the evidence that the article is using to make its points? These techniques will help you filter the readings to decide what is the really important information that the article or chapter is trying to convey.

The readings present a diverse perspective on Chinese history. You may not agree with all the arguments presented—indeed, it would be unusual if you agreed with everything! This course is not about presenting a “correct” view of history or of China, rather it is about teaching students how to analyze different perspectives to decide whether they agree with an author’s conclusions. Moreover, one of the skills that you will learn in this course is also how to form your own arguments with evidence, where you will use many of the analytical skills that we will develop as you read other scholars’ work to improve your own persuasive writing techniques.

Engagement

I expect you to have completed the week’s readings, to participate in discussion, and to ask thoughtful questions. I expect you to be open to new ideas and opinions and to push one another intellectually. Furthermore, I expect everyone to remember that there are no “right answers” in this class – what might seem like even the most basic question has the potential to generate a vibrant discussion! In return, you can expect me to be well-prepared for lectures and discussions, to listen to your ideas, to push you to think critically, and to be responsive to any concerns or requirements that you may have that relate to the course.

Engagement and participation in section comes in many forms, not just attendance!

Engagement includes the following:

- **Preparation:** Preparing for discussions by engaging with the reading, reviewing, and thinking critically about the assigned materials before class. Asking specific questions and making connections between the readings or ideas in the course is a great way to show that you are engaging with the course materials.
- **Asking questions:** you can ask questions during class time, in discussions with your classmates, or via email.
- **Research Projects:** You will be asked to work on a group research project throughout the second half of the semester, culminating in a final project and presentation about your findings. We will work together to help you think through your project, and to give you time to work on the project alongside the weekly assignments. You are expected

to conduct original research, be responsive to feedback, to bring ideas from the course into your work, and to work collaboratively with your classmates.

I expect everyone in this course to make this a respectful, considerate, and supportive environment for learning. Your classmates are your colleagues, and you should treat them, and me, with the same level of courtesy that you should expect to receive in return.

Work outside of class

This class requires around 5 hours of work outside of class per week, including around 10 hours of work total for the group project. If you are regularly spending more time on this class and are struggling to keep up, please let me know and we will work together on solutions for reducing your workload.