



**CHINESE 428 (COLL 400)/Advanced Seminar in Chinese Studies**  
**China in the World**

**Professor: Professor/Dr. Emily Wilcox (魏教授)**  
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Time and Location:  
Tuesdays and Thursdays 2:00pm-3:20pm, Washington Hall 306

Office Hours: Wednesdays 11am-1pm in Washington Hall 213 or online (please select).  
Sign up here: <https://calendly.com/emilywilcox/prof-wilcox-office-hours>

**Course Description and Objectives**

As the required capstone course for the Chinese major, the advanced seminar prepares students to use their Chinese language skills and critical cultural knowledge of China in professional and independent research settings. The course has the following objectives:

- Learn about important methodological, topical, and theoretical issues in modern Chinese studies through guided readings, discussions, and reflections on recent scholarship;
- Expand vocabulary and improve linguistic fluency by engaging in content-driven language learning and using Chinese in real-world conversation and academic research;
- Complete an original research project using Chinese and English-language sources, gaining skills in research, analysis, critical thinking, and academic writing;
- Gain experience presenting and discussing original China-related independent research.

Class discussions are held in Chinese and English. Therefore, students are required to have completed the third-year course in Chinese language or its equivalent before taking this course.

This year's seminar explores the theme of "China in the World." Required readings introduce students to recent scholarly perspectives on China's diverse engagements with the world historically and in contemporary times, with a special emphasis on the Global South.

Students spend the latter half of the semester preparing individual research papers of 15-18 pages each on a topic of their choice related to the course theme. Students will have an opportunity to present their research in a public forum during the spring semester.

### Grade Breakdown

Attendance and Participation	10%
English	5%
Chinese	5%
Chinese Presentations (2)	10%
Reflections and Quizzes	35%
Reflections (7)	20%
Quizzes	15%
Research Process	25%
Book Review	10%
Research Responses (6)	10%
Research Presentation	5%
Final Paper	20%

### READINGS

All required readings will be available to students for free on Blackboard.

In addition to the required readings, **each student will choose ONE book** from the following list to read and review as preparation for the final research paper. Students may propose a book of their choosing not on this list with the professor's permission, assuming it fits with the course theme and was published by an academic press in the past twenty years. Only one student may present on each book. If a student is interested in claiming a book, they are encouraged to email the professor as early as possible. Books are available as e-books or can be checked out from Swem in hard copy or requested through Inter-Library Loan, as noted below:

- Benabdallah, Lina. *Shaping the Future of Power: Knowledge Production and Network-Building in China-Africa Relations*. University of Michigan Press, 2020. [[ILL](#)]
- Bernards, Brian. *Writing the South Seas: Imagining the Nanyang in Chinese and Southeast Asian Postcolonial Literature*. University of Washington Press, 2015. [[e-book](#)]
- Brook, Timothy, van Walt van Praag, Michael and Boltjes, Miek, eds. *Sacred Mandates: Asian International Relations since Chinggis Khan*. University of Chicago Press, 2018 [[e-book](#)]
- Chan, Shelly. *Diaspora's Homeland: Modern China in the Age of Global Migration*. Duke University Press, 2018. [[ILL](#)]
- Jeroen de Kloet. *China with a Cut: Globalisation, Urban Youth and Popular Music*. Amsterdam: Amsterdam University Press, 2010. [[e-book](#)]
- Rush Doshi. *The Long Game: China's Grand Strategy to Displace American Order*. New York, New York: Oxford University Press, 2021. [[e-book](#)]
- Robeson Taj Frazier. *The East Is Black: Cold War China in the Black Radical Imagination*. Duke University Press, 2015. [[ILL](#)]
- Yunxiang Gao. *Arise, Africa! Roar, China!: Black and Chinese Citizens of the World in the Twentieth Century*. The University of North Carolina Press, 2021. [[e-book](#)]

- Gal Gvili. *Imagining India in Modern China: Literary Decolonization and the Imperial Unconscious, 1895-1962*. Columbia University Press, 2022. [[ILL](#)]
- Li, Xiaobing. *The Dragon in the Jungle: the Chinese Army in the Vietnam War*. New York: Oxford University Press, 2020. [[at Swem](#)]
- Liang Luo. *The Global White Snake*. University of Michigan Press, 2021. [[ILL](#)]
- Liu, Andrew B. *Tea War : A History of Capitalism in China and India*. New Haven, CT: Yale University Press, 2020. [[e-book](#)]
- Mae M. Ngai. *The Chinese Question: the Gold Rushes and Global Politics*. W. W. Norton & Company, Inc., 2021. [[at Swem](#)]
- Ronald C. Po. *The Blue Frontier: Maritime Vision and Power in the Qing Empire*. Cambridge University Press, 2018. [[ILL](#)]
- Jonathan Karam Skaff. *Sui-Tang China and Its Turko-Mongol Neighbors: Culture, Power and Connections, 580-800*. Oxford University Press, 2012. [[ILL](#)]
- Tansen Sen. *India, China, and the World: A Connected History*. Lanham: Rowman & Littlefield, 2017. [[e-book](#)]
- E.K. Tan. *Rethinking Chineseness: Translational Sinophone Identities in the Nanyang Literary World*. Amherst, New York: Cambria Press, 2013. [[at Swem](#)]
- Volland, Nicolai. *Socialist Cosmopolitanism: the Chinese Literary Universe, 1945-1965*. New York: Columbia University Press, 2017. [[e-book](#)]
- Emily Wilcox. *Revolutionary Bodies: Chinese Dance and the Socialist Legacy*. University of California Press, 2018. [[e-book](#)]
- Dong Wang. *The United States and China: a History from the Eighteenth Century to the Present*. Lanham: Rowman & Littlefield Publishers, Inc., 2013. [[e-book](#)]
- Daisy Yan Du. *Animated Encounters: Transnational Movements of Chinese Animation, 1940s-1970s*. Honolulu: University of Hawaii Press, 2019. [[e-book](#)]
- Beiyu Zhang. *Chinese Theatre Troupes in Southeast Asia : Touring Diaspora 1900s-1970s*. Routledge, Taylor & Francis Group, 2021. [[e-book](#)]
- Taomo Zhou. *Migration in the Time of Revolution: China, Indonesia, and the Cold War*. Cornell University Press, 2019. [[e-book](#)]

## SCHEDULE

Notes: All readings listed under a class date are to be completed before class on that day.  
Assignments listed under a class date are due on that day unless otherwise noted.

### **PART I: Approaches to Studying China in the World**

Week 1 – Course Introduction

Thursday, Sept 1

Course expectations and introduction  
Sign up for Chinese presentations

Week 2 – Rethinking “China and the West”

Tuesday, Sept 6

Dott, Brian. "Introduction" and "Chapter 1: Names and Places—How the Chili Found Its Way 'Home' to China" in *The Chile Pepper in China: A Cultural Biography*. Columbia University Press, 2020, pp. 1-28.

Brown, Miranda. "Mr. Song's Cheeses: Southern China, 1368–1644." *Gastronomica*, vol. 19, no. 2 (2019), pp. 29–42.

Thursday, Sept 8

Harrison, Henrietta. "The Qianlong Emperor's Letter to George III and the Early-Twentieth-Century Origins of Ideas About Traditional China's Foreign Relations." *The American Historical Review*, vol. 122, no. 3 (2017), pp. 680–701.

❖ Reflection 1 due on Blackboard by 11:59 on Friday.

Week 3 – Margins, Centers, and Uncertainty

Tuesday, Sept 13

Yang, Bin. "Chapter 1: Global Phenomenon, Local Varieties," "Chapter 5: Yunnan—An Indian Influence in the Southeast Asian-Chinese World," and "Chapter 6: Why Not in Early China?" in *Cowrie Shells and Cowrie Money: A Global History*. Routledge, 2019, pp. 1-16, 94-117, 125-155.

Thursday, Sept 15

Marsh, Sean. "Chapter 4: Clothes Make the Man—Body Culture and Ethnic Boundaries on the Lingnan Frontier in the Southern Song" in Mair, Victor H. and Kelley, Liam C., eds. *Imperial China and Its Southern Neighbours*. Institute of Southeast Asian Studies, 2018, pp. 80-104.

Wyatt, Don J. "Chapter 1: From History's Mists" in *The Blacks of Premodern China*. University of Pennsylvania Press, 2010, pp. 13-42.

❖ Reflection 2 due on Blackboard by 11:59 on Friday.

Week 4 – Borders, Hybridity, and Circulation

Tuesday, Sept 20

Ebrey, Patricia Buckley. "Chapter 4: A Cosmopolitan Empire—The Tang Dynasty" and "Chapter 7: Alien Rule—The Liao, Jin, and Yuan Dynasties" in *Cambridge Illustrated History of China*. Cambridge University Press, 1996, pp. 108-135, 164-186.

Thursday, Sept 22

Sen, Tansen. "The Impact of Zheng He's Expeditions on Indian Ocean Interactions." *Bulletin of the School of Oriental and African Studies*, vol. 79, no. 3 (2016), pp. 609–36.

Gerritsen, Anne. "Chapter 6: Blue and White Porcelain and the Fifteenth-Century World" in *The City of Blue and White: Chinese Porcelain and the Early Modern World*. Cambridge University Press, 2020, pp. 114-133.

- ❖ Reflection 3 due on Blackboard by 11:59 on Friday.

Week 5 – Overseas Chinese and the Global Diaspora

Tuesday, Sept 27

Wang, Gungwu. “Chapter 2: The Sojourners’ Way” and “Chapter 3: The Multicultural Quest for Autonomy” in *The Chinese Overseas: From Earthbound China to the Quest for Autonomy*. Harvard University Press, 2000, pp. 39-117.

Thursday, Sept 29

Hu-DeHart, Evelyn. “Latin America in Asia-Pacific Perspective” by in Rhacel Salazar Parreñas and Lok C. D. Siu, eds. *Asian Diasporas: New Formations, New Conceptions*. Stanford, Calif.: Stanford University Press, 2007, pp. 29-62.

López, Kathleen. “Chapter 8: The Revitalization of Havana’s Chinatown—Invoking Chinese Cuban History” in Lai, Walton Look and Tan, Chee-Beng, ed., *The Chinese in Latin America and the Caribbean*. Brill, 2010, pp. 211-234.

- ❖ Reflection 4 due on Blackboard by 11:59 on Friday.

Week 6 – Defining the Self Through the World

Tuesday, Oct 4

Karl, Rebecca. “Introduction: Shifting Perspectives on Modern Chinese Nationalism” and “Chapter 2: Staging the World” in *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*. Duke University Press, 2002, pp. 3-26, 27-49.

Thursday, Oct 6

Wang, Ban. “Chapter 6: The Third World, Alternative Development, and Global Maoism” and “Chapter 7: The Cold War, Depoliticization, and China in the American Classroom” in *China in the World: Culture, Politics, and World Vision*. Duke University Press, 2022, pp. 124-169.

- ❖ Reflection 5 due on Blackboard by 11:59 on Friday.

Week 7 – FALL BREAK

Tuesday, Oct 11

WORK DAY (NO CLASS)

Use time to finish Book Review.

Thursday, Oct 13

FALL BREAK (NO CLASS)

Week 8 – Book Review Presentations

Tuesday, Oct 18

Book Presentations

\*Book Review due

Thursday, Oct 20

Book Presentation

\*Book Review due

Week 9 – Media and Mobility

Tuesday, Oct 25

Wilcox, Emily. “Moonwalking in Beijing: Michael Jackson, *Piliwu*, and the Origins of Chinese Hip-Hop.” *Inter-Asia Cultural Studies*, vol. 23, no. 2 (2022), pp. 302-321.

Tejaswini Niranjana and Lee, Eunsoo. “Digital Intimacies: Friends, Lovers and Families in Contemporary Asia.” *Inter-Asia Cultural Studies*, vol. 23, no. 2 (2022), pp. 336-343.

Thursday, Oct 27

Bodomo, Adams B. “Preface,” “Chapter 1: Introducing Africans in China” and “Chapter 2: Africans in Guangzhou” in *Africans in China: A Socio-Cultural Study and its Implications on Africa-China Relations*, Cambria Press, 2012, pp. xxix-xxx, 1-60.

❖ Reflection 6 due on Blackboard by 11:59 on Friday.

Week 10 – China in the World Today

Tuesday, Nov 1

Ye, Min. “Prologue,” “Chapter 1: The Mobilization State,” and “Chapter 5: The Belt and Road” in *The Belt Road and Beyond: State-Mobilized Globalization in China, 1998-2018*. Cambridge University Press, 2020, pp. xi-xiii, 3-25, 115-143.

❖ Reflection 7 due on Blackboard by 11:59 on Wednesday.

Thursday, Nov 3

Swem Library Research Workshop (Meet in Swem)

❖ Research Response 1 (topic proposal) due by 11:59pm on Sunday.

## **PART II – Student Research Projects**

Week 11 – Research Phase I: Finalizing the Topic and Locating Sources

Tuesday, Nov 8

ELECTION DAY (NO CLASS)

Thursday, Nov 10

Swem Library Research and One-on-One Paper Conferences (Meet in Swem)

❖ Research Response 2 (revised topic and initial bibliography) due by 11:59 on Friday.

Week 12 – Research Phase II: Primary sources

Tuesday, Nov 15

Workshop: Initial findings from the primary sources (informal presentations and responses)

- ❖ Research Response 3 (primary source reflection) due on Blackboard by 2:00pm today.

Thursday, Nov 17

Research on your own (no class)

Week 13 – Research Phase III: Secondary sources

Tuesday, Nov 22 (ONLINE)

Workshop: Initial findings from secondary sources (informal presentations and responses)

- ❖ Research Response 4 (secondary source reflection) due on Blackboard by 2:00pm today.

Thursday, Nov 24

THANKSGIVING (no class)

Week 14 – Research Phase III: Framing and Conceptualization

Tuesday, Nov 29

Workshop: Using Theoretical Perspectives to Frame Research

- ❖ Research Response 5 (concepts and framing) due on Blackboard by 2:00pm today.

Thursday, Dec 1

Research Workshop: Developing Strong Arguments and Rich Analysis

- ❖ Research Response 6 (thesis statement and paper map) due on Blackboard by 2:00pm today.

Week 15 – Research Phase IV: Presenting Your Research

Tuesday, Dec 6

Final Paper Presentations

Thursday, Dec 8

Final Paper Presentations

- ❖ Final Papers due by 5:00pm on Monday, December 12, on Blackboard.

### POLICIES AND EXPECTATIONS

**Attendance and Participation:** Attendance and participation are a required part of this course. Participation includes being an active contributor in class discussions and activities, showing respect for the professor and other students, and demonstrating engagement with the assigned readings. Class will begin promptly at 2:00pm and end promptly at 3:20pm. Students are

expected to arrive on-time and attend class in its entirety. All students will be allowed one free unexcused absence to be used anytime during the semester without notice. After that, excused absences will be granted only for extenuating circumstances such as severe illness, family emergency, or required participation in a university athletic activity. Students must email the professor before class for an excused absence. Please review the [W&M Honor Code](#). Additional unexcused absences will result in a “0” for the attendance and participation grade for that day, as well as a “0” on any missed quiz. Quizzes missed for excused absences can be made up for full credit and may be administered at the start of the next class period or in office hours.

**Use of Chinese and English in Class:** This course will be operated as a bilingual environment, and all students are required to make at least one contribution in Chinese and one in English each day to receive full participation points. Chinese will be required during the presentation portion of each class. After that, students may choose to speak in Chinese or English at any time. Students will not be penalized for making mistakes when speaking Chinese or English. To help them participate, students are encouraged to prepare a list of key vocab terms and a few statements, questions, or notes in Chinese and English before each class. If students find themselves unable to follow the discussion at any time, they can feel free to ask questions and request translation from the professor or other students as needed.

**Quizzes:** During Part I of the semester, pop quizzes will take place periodically at the beginning of class to assess students’ preparation of the assigned readings for that day. These quizzes are designed to provide incentives for keeping up with the course readings, as well as a system to identify and reward students who consistently complete the reading and viewings on time. Quizzes typically consist of ten true/false and multiple choice questions and are designed to assess completion of the reading and/or viewing for that day. The lowest quiz score will be dropped.

**Reflections:** During Part I of the semester, students will submit a short reflection paper at the end of each week to synthesize new ideas. Response papers should be 1 full page double-spaced in 12pt Times font, in prose form (not bullet points). Responses are due on Blackboard by 11:59pm on Friday night. Late response papers will not be accepted without prior permission. Students should refrain from using direct quotations from the readings and instead articulate ideas in your own words. No bibliography or outside research is required for these assignments. Response papers should answer the following questions:

- What general models or lessons do this week’s readings provide for approaching “China in the World”?
- What surprised or intrigued you most about this week’s readings and why?
- What is one thing you would like to take from this week’s readings for your final project?

Grading criteria:

- Submitted on time, complete, and answers all three questions.
- Demonstrates original reflection and is clear and well-articulated.
- Uses specific points from the readings or discussions to support your ideas.

Response papers will be graded out of 10 points each, and the total Reading Response grade will be an average of the 7 grades. Missed Response Papers will be recorded as zero points.



**Chinese Presentations:** During Part I of the semester, each student will give two 8-10-minute group presentations in Chinese on the assigned readings. Each group will consist of a minimum of 2 people and should include students of different linguistic backgrounds. The format of each presentation is open, but it must cover the following:

- 1) review major content and arguments from the readings;
- 2) introduce 20 key Chinese vocabulary words or phrases that will be useful for in-class discussion—these should be highlighted or underlined in the presentation for clarity (also provided on a paper handout as discussed below);
- 3) introduce visuals to illustrate important people, places, and things in the readings;
- 4) discuss how the readings may be used to think about China in the World;
- 5) the entire oral component of the presentation must be in Chinese; presenters should consider comprehension and explain complex ideas in an accessible way. English may be provided on slides sparingly as needed for proper nouns and difficult terms.

Slides should be submitted on Blackboard by 2:00pm on the day of the presentation. In addition, students should bring 17 hard copies of the list of 20 Chinese vocabulary words and phrases for distribution in class as a paper handout. These should include Chinese characters (Simplified), Pinyin (with tones), and English translation for each one. If access to a printer is a concern, students can email the vocab list to the professor electronically by 12pm to print before class.

**Book Review:** As the first step of research for the final papers, each student will read, review, and present on one new scholarly monograph examining some aspect of China in the World. Students will write a book review of 3-4 pages 12 point Times font double-spaced, in which students will identify the major contributions of the book, including methodology and sources used, conceptual approaches and arguments, and important examples and themes. In addition to the Book Review, students will give a 5-7-minute presentation (with slides and followed by short Q&A/discussion) on the selected book to the class. Students should select a final paper topic related to some material presented in the book, so that the book can serve as a jumping off point for the research paper.

Grading criteria:

- Identify and explain the book's central research question;
- Identify and explain the scope of the book and key sources used;
- Identify and explain the book's central arguments or findings;
- Introduce two major case studies discussed in the book and explain how they support the author's central arguments;
- Reflect on what you learned from the book and suggest how you hope to build on it in your research project;
- Include detailed references to the book's contents;
- Demonstrate thorough completion of the book;
- Demonstrate good writing mechanics, organization, proofreading, and idea development.

The written book review is due at 2:00pm on the day of your presentation.

**Final Research Paper:** The research papers completed in this course are considered capstone projects for the Chinese Studies major. They should represent the highest level of academic research you have done at William & Mary (with the exception of Senior Honors Theses or other major research projects), and they should incorporate multiple types of knowledge and skills used in Chinese Studies, including Chinese language skills, knowledge of Chinese history and

culture, and skills of research, critical thinking, analysis, and writing about China. To follow the theme of this year's senior seminar, the orienting question for the research papers is: **How can we understand China in relation to the world?** While completing the readings and discussions in Part I of the course, take note of any themes or approaches you find particularly important for thinking about China as part of the world. For your research paper, select ONE of these themes or approaches to answer the following questions:

- a) What is the particular relationship or way of thinking about China in the world that you want to explore?
- b) What is one specific case study through which you can explore this relationship or way of thinking about China in the world?
- c) What primary sources can you identify, access, and use to explore this case study?
- d) What conclusions about China's relationship to the world can you draw from analyzing particular primary sources in the context of your larger questions?

The following components are required for all research papers:

- analysis of at least one primary source, which may be in the original or in translation (this could be a literary work, a political speech, a set of art works or images, a series of interviews, a diary or set of letters, a performance or musical work, film, etc.);
- analysis of at least one Chinese language source, which may be primary or secondary;
- a clear and interesting argument supported by evidence from your research;
- thoughtful analysis that shows how your evidence supports your argument and develops ideas in a critical and nuanced way;
- use of ideas or evidence from two in-class readings, including your reviewed book;
- outline of the methodology used in your paper (goal, sources, approaches, limitations);
- reflection on the larger significance of your findings to Chinese studies;
- in-text parenthetical citations and a bibliography of works cited in MLA format.

During the last week of classes, students will give 10-minute formal presentations (slides required) on the content of their final papers. Final papers should be 15-18 pages each, doubled-spaced, in 12-point New Times Roman font. Illustrations, title page, and bibliography do not count toward minimum page length.

Students are encouraged to be creative in selecting topics for their final papers, making use of any special knowledge they may have, personal experiences in China or elsewhere, hobbies and extracurricular activities, and topics of particular interest to them.

**Research Responses:** During the research phase in Part II of the course, each student will submit a series of 6 research responses, as outlined in the course schedule. Responses are designed to help students stay on schedule with their research and to provide training in core skills of academic research, analysis, and writing. During this phase, students will give informal 2 to 3-minute presentations (no slides required) in which they will share their work in progress with the class. ONE of these 3 informal presentations must be on a Chinese-language source. Specific instructions for the research responses will be distributed after Fall Break.

**Illness and Quarantine/Isolation:** Fall 2022 guidelines state that "W&M students who test positive for COVID-19 need to isolate and not attend in-person classes for at least five days. Unvaccinated or unboosted students also quarantine if they are identified as close contacts." Students who cannot attend class due to sickness or required isolation/quarantine should contact

the professor to arrange to attend class on Zoom. If the student is too ill to attend class remotely, they should request an excused absence and attend office hours to make up missed material.

**Academic Integrity:** It is every student's responsibility to read and understand William & Mary's definitions of [Honor Code Violations](#). The professor will rigorously enforce standards of academic honesty, and evidence of cheating/plagiarism will result in referral to the Honor Council. Students with questions and/or concerns should consult with the professor and with the Writing Resources Center: <http://www.wm.edu/as/wrc/?svr=web>.

**Library Resources:** Students are required to conduct research using scholarly sources for the final research paper in this course. Workshops led by the professor and the Swem reference librarians will help students identify high quality sources available through Swem and other research tools, including Databases, Open Access materials, Google Scholar, and Inter-Library Loan. Interested students may also consider organizing a trip to the East Asia Collection at the Library of Congress in Washington, D.C. to access Chinese-language sources. Students are encouraged to start research early and stay on schedule to avoid difficulty locating and gaining access to appropriate research materials.

**Special Accommodations:** William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see [www.wm.edu/sas](http://www.wm.edu/sas). The professor will honor any special accommodations related to disabilities, student athletics, ROTC, and other matters for which the College has established rules for such accommodations. Please submit requests for accommodations in writing with proof of College support within the first two weeks of class.

**Office Hours:** Office hours are an important part of this course. Students should attend office hours once before Fall Break to discuss progress on their Book Review and possible ideas for the final paper projects. In addition, students are encouraged to visit office hours frequently during the semester to discuss research, questions related to the course, or any other issues on which the student would like guidance or assistance. If you cannot attend office hours at the scheduled time, please email me at [ewilcox@wm.edu](mailto:ewilcox@wm.edu) to schedule an appointment outside the regular times.

**Land and Slavery Acknowledgment:** William & Mary acknowledges the Indigenous peoples who are the original inhabitants of the lands our campus is on today – the Cheroenhaka (Nottoway), Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patawomeck, Upper Mattaponi, and Rappahannock tribes – and pay our respect to their tribal members past and present. William & Mary acknowledges that it owned and exploited slave labor from its founding to the Civil War; and that it had failed to take a stand against segregation during the Jim Crow Era.

**Community Building:** A non-academic goal of this class is to promote community among the graduating cohort of the William and Mary Chinese Program and other students on campus with a connection to China, to build friendships and networks that last beyond your College years.

Please feel free to share information about job searches, post-graduation scholarships, China-related events, and other topics of interest in this class. Also, if you have an idea for a community-building activity outside of class, please let me know. There is some funding available for such activities, and I am happy to request it if students have ideas for events.

**Classroom Environment:** All students are of equal importance and value in this classroom. If you ever feel that your ability to participate and learn in this class is limited by the behavior of the professor or of other students, please let the professor know immediately so that change can be made. The professor welcomes student input at all times and on all aspects of the class. Humanistic inquiry acknowledges and values diversity in ideas and personal experiences. Let us join in celebrating these differences and similarities, and let us work together to make this classroom safe and respectful space for the expression of all views and all backgrounds.

**Grading Scale for Final Grades**

A 93 – 100	A- 90 – 92.9	
B+ 87 – 89.9	B 83 – 86.9	B- 80 – 82.9
C+ 77 – 79.9	C 73 – 76.9	C- 70 – 72.9
D+ 67 – 69.9	D 63 – 66.9	D- 60 – 62.9
F <60		