

# ASH 3931: Modern China

Fall 2020 / MWF 9:35-10:25 PM (Period 3) / Online

Dr. Sandy F. Chang (she/her/hers)

Email: [sandychang@ufl.edu](mailto:sandychang@ufl.edu)

Office Hours: MW 3-4.30 pm via Zoom & by appointment ([Schedule Here](#))



Posters: *QiDong Cigarette Company, Ltd and Lactogen Baby Formula Advertisements, 1930s*

## Course Description

This course offers a survey of major issues in the history of modern China from nineteenth century to the present – a period marked by revolutions, upheavals, and dramatic sociocultural transformations. We begin with painful decline of the Qing Dynasty (1644-1911), charting the onslaught of Western imperialism, China's integration into a new global order, and the emergence of various reforms and revolutionary movements. Tracing the transition from empire to republic, we explore the key struggles and structural transformations of the Republican era (1912-1949). We examine China's nation-building processes, including experiments with new forms of government, the development of Chinese modernity, and the rise of new intellectual movements. Next, we turn to the Chinese Communist revolution and the Mao era (1949-1976), focusing on economic experiments in agricultural collectivization, the lived experiences of the Cultural Revolution, as well as China's role in the global Cold War. In the last section of the course, we consider issues in contemporary Chinese society, from the shift to socialist-style capitalism to the intimate lives of rural migrant families. Throughout the course, we will explore together themes central to the making of

modern China: shifting conceptions of “Chineseness” and “Greater China”; China’s interactions with the world; Han nationalism and the experience of ethnic minorities; the myriad roles of women and the changing ideals of gender and sexuality. Through primary sources and films, students will encounter a diverse cast of historical figures: peasants, poets, prostitutes, revolutionaries, warlords, migrants, and gentry-scholars. We will, above all, consider how ordinary people experienced and negotiated the dramatic changes in modern China in their daily lives.

There are no pre-requisites and no expectation of prior knowledge. Welcome!

## Course Objectives

With the successful completion of the course, students will be able to:

1. Identify major events, figures, institutions, and turning points in modern China
2. Articulate the major concepts, problems, and themes in the field of Chinese history
3. Analyze how modernization, Western imperialism, nation-building, territorial expansion, and various revolutionary movements impacted the lives of historical subjects who lived through such changes
4. Critically interpret primary sources by assessing their arguments, historical contexts, perspectives, and intended audiences
5. Formulate and write papers related to modern China that make compelling arguments based on thoughtful engagement with primary and secondary sources

## Class Format

Our class meets online and consists of both synchronous and asynchronous sessions. Mondays will be asynchronous classes, where you will watch lecture videos and related films, as well as listen to various podcasts on your own time. On Wednesdays and Fridays, we will meet live on Zoom. For these synchronous sessions, class will consist of mini-lectures, workshops, and discussion-based activities. On occasion, some live class sessions will be cancelled so that you can catch up on your readings and watch the assigned films. Please refer to the course schedule for any changes.

## Covid-19 Statement

These are not normal times. I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amid a pandemic. I will prioritize your humanity, physical and mental health, and general well-being while also trying to provide a worthy learning environment during the global pandemic. Collectively, I hope that we will be able to build a community that maintains social connections and academic engagement – one that also recognizes that personal accommodations may be necessary to foster that environment. If you are experiencing Covid-19-related challenges, please reach out to me if you feel comfortable doing so and/or contact the [Dean of Students Office](#).

## Required Texts and Materials

1. R. Keith Schoppa, *Revolutions and its Past: Identities and Change in Modern Chinese History, Third Edition* (London and New York: Routledge, 2016)
2. Henrietta Harrison, *The Man Awakened from Dreams: One Man’s Life in a North China Village, 1857-1942* (Stanford: Stanford University Press, 2005)\*
3. Rae Yang, *Spider Eaters: A Memoir* (Berkeley: University of California Press, 2013)\*

\**The Man Awakened from Dreams* and *Spider Eaters* are both available on electronic course reserve at the UF Library.

This class uses Canvas, a Web-based course management with password-protected access at <http://elearning.ufl.edu/>. Additional readings, both primary and secondary sources, will be posted under the Modules section. Class announcements will also be posted online. It will be your responsibility to check the website frequently to make sure you are updated on the course work.

## Assignments and Grading

**Participation (15%)** – In order for the class to be successful, your participation during our live sessions are very important. If, however, you have difficulty attending these sessions due to Covid-19-related challenges, please reach out to me and it will not impact your final participation grade. For those who can't make our live sessions, there will be other ways to engage in the course content via the Canvas Discussion Board. In other words, it's better if you are here for synchronous sessions, but it's okay if you aren't.

**Essay on *The Man Awakened From Dreams* (20%)** – On Week 4, you will be given an essay prompt based on the book. Your essay should include a clear argument, followed by thoughtful analysis. The final essay must quote from both Harrison's analysis and Liu Dapeng's own writings in the book. In addition, you should draw on our lectures, discussions, and course readings to supplement your arguments. The essay should be double-spaced, 12-point font, and between 4-5 pages. **DUE: Monday, 10/5 at 12 PM**

**Midterm Exam (15%)** – The midterm exam will be an essay format; it is open book and open note. Students will receive a prompt on Monday (10/19) and will turn in their midterm exam on Friday (10/23) by 12 PM. Based on the prompt, students should formulate an argument, provide evidence, and compose thoughtful and coherent prose. The essay should draw extensively on class lectures, readings, primary sources, and discussions, providing citations when appropriate. **DUE: Friday, 10/23 at 12 PM**

**Cultural Revolution in Historical Fiction (25%)** – Create a profile of a fictional historical figure who lived through the Cultural Revolution. A list of possible personas will be provided, but students are free to choose their own after consultation with me. Your task is to construct and tell the story of a day in the life of your chosen character. It must be both descriptive and analytical. For it to be plausible, you will have to situate the person's life within the larger geographical, political, sociocultural, and economic context of the time, paying attention to how the revolution changed this character's life. The essay can be narrated in first-person or third-person voice – the stylistic choice is up to you. Make use of at least three primary sources and a range of secondary sources from outside of class. The essay should be double-spaced, 12-point font, and between 6-7 pages. **DUE: Wednesday, 11/25 at 12 PM**

**Final Exam (25%)** – The final exam will consist of ID terms and one essay. In the final week of class, students will be given a review guide of terms and possible essay questions.

\*There will be extra credit opportunities throughout the course. Keep an eye out for those announcements.

## Grading Scale

93.3-100% = A	73.3-76.6% = C
90-93.2% = A-	70-73.2% = C-
86.7-89.9% = B+	66.7-69.9% = D+
83.3-86.6% = B	63.3-66.6% = D
80-83.2% = B-	60-63.2% = D-
76.7-79.9% = C+	Below 60 = E

## Course Policies & Resources

### Attendance and Participation

While students can work through the lectures and readings at their own pace during the week, they are strongly encouraged to attend synchronous classes on Wednesdays and Fridays. The success of our class and fulfillment of your learning objectives depend on your engagement and contribution! That being said, if you are experiencing Covid-19-related challenges, please get in touch with your instructor for alternative ways of engaging with the course materials. Students will not be penalized for absences. Again, I would love for you to attend our synchronous sessions, but on days where you experience difficulty, it's okay if you don't.

### Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me *before* the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related to make-up exams and assignments, please visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Privacy and Online Learning

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### Communication

I will send important reminders and announcements via email to your UF account. It is your responsibility to check your account regularly to stay up to date. Students are also very welcome to email me at [sandychang@ufl.edu](mailto:sandychang@ufl.edu). Please note that I will respond to every student's email within 24 hours during weekdays. I do not check emails regularly on weekends (from Friday, 6 PM to Monday, 8 AM), so please plan accordingly.



I highly encourage students to come to my [virtual office hours](#). Since the course is online, office hours offer an opportunity for me to get to know you a little better. I am available for discussions about assignments, readings, course content, graduate school applications, or any other relevant topics.

### **Academic Integrity**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### **Accommodations for Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

### **U Matter, We Care**

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

## Course Schedule

\*Note: This schedule represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning objectives. Such changes are not unusual and should be expected.

Week	Topics, Readings, and Assignments	Reminders and Deadlines
8/31	<p><b>The Great Qing Empire</b></p> <p><b>I. Welcome: Syllabus Overview</b></p> <p><b>II. State and Society in Late-Qing</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 1 (8/31) Lecture</li> <li>2. Listen to Podcast: <a href="#">The Reign of Qianlong</a></li> <li>3. Read <i>Revolutions and Its Past</i>, Chapter Two</li> <li>4. Analyze Primary Document (<i>Documentary Collection</i>, 2.5 &amp; 2.6 – “Two Edicts Concerning Hair”)</li> <li>5. Introduce Yourself to Class on Canvas Discussion Board</li> <li>6. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	
9/7	<p><b>China in the Age of Imperialism</b></p> <p><b>I. No Lecture (Labor Day)</b></p> <p><b>II. The Opium War and the Global Economy</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Short Clip: <a href="#">The Opium Trade in China</a></li> <li>2. Read <i>Revolutions and its Past</i>, Chapter Three</li> <li>3. Analyze Primary Document (<i>Documentary Collection</i>, 6.2 &amp; 6.3 “Macartney’s Audience With Qianlong and Macartney’s Description of China’s Government &amp; 7.2 “Memorial on Banning Opium, October 1836)</li> <li>4. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	
9/14	<p><b>The Crisis Within: Rebellions and Fragmentations</b></p> <p><b>I. The Taiping Revolution</b></p> <p><b>II. Rebellion, Restoration, and Reform</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 3 (9/14) Lecture</li> <li>2. Watch Short Clip: <a href="#">The Taiping Rebellion</a></li> <li>3. Listen to Podcast: <a href="#">Cixi: Ambiguous Empress</a></li> <li>4. Read <i>Revolutions and its Past</i>, Chapters Four (pp. 66-79 only) &amp; Six</li> </ol>	Begin reading <i>The Man Awakened from Dreams</i>

	<p>5. Analyze Primary Document (<a href="#">Excerpts from “The Taiping Economic Program”</a>)</p> <p>6. Attend Zoom Class Sessions (Wednesday &amp; Friday)</p>	
9/21	<p><b>Revolution and the Birth of the Republic</b></p> <p><b>I. Ethnicity, Modernity, and the 1911 Revolution</b></p> <p><b>II. Inventing the Nation</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 4 (9/21) Lecture</li> <li>2. Listen to Podcast: <a href="#">A Dream of Modern China</a></li> <li>3. Read <i>Revolutions and its Past</i>, Chapters Seven &amp; Eight</li> <li>4. Analyze Primary Document (<i>Documentary Collection</i>, 11.3 “Qiu Jin: An Address to My Two Hundred Million Women Compatriots in China”)</li> <li>5. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	
9/28	<p><b>New Cultural and Political Identities</b></p> <p><b>I. The May Fourth Movement</b></p> <p><b>II. Modern Girls, New Women</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 5 (9/28) Lecture</li> <li>2. Listen to Podcast: <a href="#">Painful Memories for China’s Footbinding Survivors</a></li> <li>3. Read <i>Revolutions and its Past</i>, Chapter Nine <u>AND</u> Jeffrey Wasserstrom, <a href="#">“May Fourth, The Day That Changed China”</a></li> <li>4. Analyze Primary Document (<i>Documentary Collection</i> 11.7, “Zhu ZiQing: “Selecting a Wife”)</li> <li>5. Attend Zoom Class Session (Wednesday &amp; Friday)</li> </ol>	
10/5	<p><b>The Era of Nationalist Rule</b></p> <p><b>I. The Rise of Chinese Communism</b></p> <p><b>II. The “Nanjing” Decade</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 6 (10/5) Lecture</li> <li>2. Watch Short Clip: <a href="#">An Interview With Chiang Kai-Shek and Song Mei-Ling 1929</a></li> <li>3. Read <i>Revolutions and its Past</i>, Chapters Ten &amp; Eleven</li> <li>4. Analyze Primary Document (<i>Documentary Collection</i>, 14.4-14.6 “Purging the Communists: Three Documents” <u>AND</u> Chiang Kai-Shek’s 1934 Speech: <a href="#">“Essentials of the New Life Movement”</a>)</li> <li>5. Submit Essay Online (10/5 at 12 PM)</li> <li>6. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	<p><b>Essay for <i>The Man Awakened From Dreams</i></b>  <b>Due Monday, 10/5 at 12 PM</b></p>

10/12	<p><b>Divided China</b></p> <p><b>I. The Long March</b></p> <p><b>II. Japanese Aggression and the Rape of Nanjing</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 7 (10/12) Lecture</li> <li>2. Listen to Podcast: <a href="#">Tracing a Father's Steps on China's Long March</a></li> <li>3. Listen to Podcast: <a href="#">The Rape of Nanjing</a></li> <li>4. Read <i>Revolutions and its Past</i>, Chapters Twelve &amp; Thirteen</li> <li>5. Analyze Primary Document (<i>Documentary Collection</i>, 17.4 "The Rape of Nanjing: Bearing Witness")</li> <li>6. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	
10/19	<p><b>Midterm Week</b></p> <p><b>I. Documentary: <i>China: A Century of Revolution, Part I</i></b></p> <p><b>II. Midterm Review (Extended Office Hours)</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Documentary: China – <a href="#">A Century of Revolution Part I</a></li> <li>2. Submit Midterm Essay Online (10/23 at 12 PM)*</li> </ol> <p>*No readings this week! Review and prepare for midterm. There will be no live classes this week.</p>	<b>Midterm Due Friday, 10/23 at 12 PM</b>
10/26	<p><b>Revolutionary China, 1940s</b></p> <p><b>I. China and WWII</b></p> <p><b>II. Communist Revolution and Civil War</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 9 (10/26) Lecture</li> <li>2. Watch Short Clip: <a href="#">The Day China Became Communist</a></li> <li>3. Read <i>Revolutions and its Past</i>, Chapters Fourteen &amp; Fifteen</li> <li>4. Analyze Primary Document (<i>Documentary Collection</i>, 17.8 "Liu Shaoqi: How to Be a Good Communist, 1939" AND 18.3 "The 2-28 Incident in Taiwan")</li> <li>5. Attend Zoom Class Sessions (Wednesday &amp; Friday)</li> </ol>	
11/2	<p><b>Reconstructing the Nation: The People's Republic of China</b></p> <p><b>I. Chinese Expansion and the Global Cold War</b></p> <p><b>II. Famine, Violence, and Class Struggle</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 10 (11/2) Lecture</li> <li>2. Watch Short Clip: <a href="#">The Great Leap Forward</a></li> <li>3. Read <i>Revolutions and its Past</i>, Chapter Seventeen</li> </ol>	Begin Reading <i>Spider Eaters</i>



	<ol style="list-style-type: none"> <li>4. Read Jack Neubauer, “Adopting Revolution: The Chinese Communist Revolution and the Politics of Global Humanitarianism”</li> <li>5. Prepare 2 questions / observations about the article, “Adopting Revolution” for discussion on Friday</li> <li>6. Attend Zoom Class Session (Friday)*</li> </ol> <p>*Note: There will be no live class session this Wednesday. Please use the time to catch up on your readings and prepare for a discussion with our visiting guest, historian Jack Neubauer on Friday.</p>	
11/9	<p><b>The Cultural Revolution</b></p> <ol style="list-style-type: none"> <li>I. <b>Red Guards and the Sent Down Youth Movement</b></li> <li>II. <b>Film: <i>To Live</i></b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 11 (11/9) Lecture</li> <li>2. Watch Film: <i>To Live</i> (available on Canvas &amp; UF Course Reserve)</li> <li>3. Post Reflections about <i>To Live</i> on Canvas Discussion Board</li> <li>4. Read <i>Revolutions and its Past</i>, Chapter Eighteen</li> <li>5. Analyze one oral history account of the Cultural Revolution from CR/10 collection at the University of Pittsburgh: <a href="https://digital.library.pitt.edu/collection/chinas-cultural-revolution-memories-the-CR10-project">https://digital.library.pitt.edu/collection/chinas-cultural-revolution-memories-the-CR10-project</a></li> <li>6. Attend Live Class Session (Friday)*</li> </ol> <p>*Note: There will be no live class session on Wednesday (Veteran’s Day). Please use the time to finish watching the film, <i>To Live</i>. We will reconvene on Friday to discuss the Cultural Revolution.</p>	
11/16	<p><b>The Post-Mao Era</b></p> <ol style="list-style-type: none"> <li>I. <b>Intimacy Under Socialism</b></li> <li>II. <b>Documentary: <i>One Child Nation</i></b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 12 (11/16) Lecture</li> <li>2. Watch Documentary: <i>One Child Nation</i> (available on Canvas &amp; UF Course Reserve)</li> <li>3. Read <i>Revolutions and its Past</i>, Chapter Nineteen</li> <li>4. Read Sarah Mellors, “The Trouble With Rubber: a History of Condoms in Modern China”</li> <li>5. Prepare 1 question &amp; 1 observation about “The Trouble With Rubber” that addresses the relationship between sexual health, reproduction, and economic development in modern China</li> </ol>	

	<p>6. Analyze Primary Source (<i>Documentary Collection</i>, 25.1-25.2 “The One Child Policy”)</p> <p>7. Attend Live Class Session (Friday)*</p> <p>*Note: There will be no live class session this Wednesday. Finish watching <i>One Child Nation</i> and prepare questions for our discussion with historian Sarah Mellors (author of “The Trouble With Rubber”) on Friday.</p>	
11/23	<p><b>The Fight for Democracy: Beijing and Taipei</b></p> <p><b>I. The Tiananmen Movement</b></p> <p><b>II. The End of Authoritarian Rule in Taiwan</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 13 (11/23) Lecture</li> <li>2. Listen to Podcast: <a href="#">The Unspoken Trauma of Tiananmen Square</a></li> <li>3. Listen to Podcast: <a href="#">How Hong Kong Became One of the Most Important Cities</a></li> <li>4. Read <i>Revolutions and its Past</i>, Chapters Twenty &amp; Twenty-One</li> <li>5. Analyze Primary Source (<i>Documentary Collection</i>, 26.1-26.2 “Student Demonstrations Following the Death of Hu Yaobang” &amp; 26.5 “Deng Xiaoping’s Explanation of the Crackdown, June 9, 1989”)</li> <li>6. Submit Historical Fiction Essay Online (11/25 at 12 PM)</li> </ol> <p>*Note: There are <u>no</u> live class sessions this week (Thanksgiving).</p>	<p><b>Historical Fiction Essay Due, 11/25 at 12 PM</b></p>
11/30	<p><b>Globalization and China’s “Economic Miracle”</b></p> <p><b>I. Rural to Urban Migration</b></p> <p><b>II. Documentary: <i>The Last Train Home</i> (2008)</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 14 (11/30) Lecture</li> <li>2. Watch Documentary: <i>The Last Train Home</i> (Available on Canvas &amp; UF Course Reserve)</li> <li>3. Post Reflections About Film on Discussion Board</li> <li>4. Read Amy Hawkins and James Thorpe, “The Migrant Workers Behind China’s Economic Miracle Are Miserable,” <i>The Atlantic</i>, May 31 2019 <a href="https://www.theatlantic.com/international/archive/2019/05/china-migrant-workers-miserable/589423/">https://www.theatlantic.com/international/archive/2019/05/china-migrant-workers-miserable/589423/</a></li> <li>5. Attend Zoom Class Session (Wednesday &amp; Friday)</li> <li>6.</li> </ol>	
12/7	<p><b>China in the 21<sup>st</sup> Century</b></p> <p><b>I. Documentary: <i>China Undercover</i></b></p> <p><b>II. End-of-semester Reflections</b></p>	

	<p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 15 (12/7) Lecture</li> <li>2. Watch Documentary: <a href="#">China Undercover</a></li> <li>3. Read: James Millward, <a href="#">“The Uighurs’ Suffering Deserves Targeted Solutions, Not Anti-Chinese Posturing.”</a> <i>The Guardian</i>, July 27 2000</li> <li>4. Optional: Read Suzanne Sataline, <a href="#">“Hong Kong’s Revolutionary Anthem is a Challenge to China,”</a> <i>The Atlantic</i>, May 21 2020</li> <li>5. Attend Last Zoom Class Session (Wednesday)</li> </ol>	
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## Other Academic Resources

### Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### E-learning technical support

Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

### [Career Connections Center](#)

Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

### [Library Support](#)

Various ways to receive assistance with respect to using the libraries or finding resources.

### On-Line Students Complaints

[View the Distance Learning Student Complaint Process](#)

### [Teaching Center](#)

Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.