

*Georgetown University*  
*School of Continuing Studies*

**Bachelor of Arts in Liberal Studies**  
**BLHV 393-140**

**China and the Internet: Challenging America in Cyberspace**  
**Summer 2015 Online**

**Instructor Information:**

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**Course Description**

With Chinese hacking, Alibaba's spectacular IPO, and new restrictions on VPNs making headline news these days, Americans in 2015 are ever more aware that the Internet is a powerful force in China, helping to beef up an economic giant now rivaling the U.S. Less well understood are the unique characteristics of China's Internet growth path, the strategies and tools of Internet governance, and what China's 650 million "netizens" want from their own Internet in this era of unprecedented connectivity. BLHS 393-140 aims to fill that gap. It combines an in-depth look at how Internet businesses, social media, and cyber security mechanisms operate in China with analysis of the ongoing impact of these fast-changing sectors on the internal party-state structure and relations with the U.S.

**Requirements**

There are no textbooks required for purchase. All readings will be available online or through Lauinger electronic reserves and JSTOR.

**Computer Requirements**

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need software to read course documents in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to the Adobe Reader download website. If you do not have access to a computer and the internet during summer, there are computer labs at most public libraries with internet access that you can use for free.

Blackboard computer requirements:

- Operating systems
- \*Windows XP SP3 and newer
- \*Mac OS X 10.6 and newer

\*Linux - chrome OS

Mobile Operating System Native App Support

\*iOS 7 and newer

\*Android 2.3 and newer

Computer speed and processor

\*Use a computer 5 years old or newer when possible

\*1GB of RAM

\*2GHz processor

Internet Speed

\*Along with compatibility and web standards, Blackboard has been carefully crafted to accommodate low bandwidth environments

\*Minimum of 512kbps

As an online student your “classroom” experience will be very different from that of a traditional student. As part of your online experience, you can expect to need to do the following:

\*communicate via email including sending attachments

\*navigate the worldwide web using a web browser

\*use office applications such as Microsoft Office or Google Docs to create documents

\*learn how to communicate using a discussion board and upload assignments to a classroom website

\*upload and download saved files

\*have easy access to the Internet

\*navigate Blackboard, including using the email component within the site

## **Course Details and Expectations**

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using Georgetown University’s learning management system called Blackboard.

### **Learning Objectives**

The student who has mastered the content of this course will be able to:

- 1) describe China’s geographic setting, system of governance, and economic features;
- 2) discuss in broad historical terms the role of information technology in China;
- 3) provide for the non-China watcher an overview of the multiple ways in which the Internet functions in Chinese society today;
- 4) discuss in depth Chinese perspectives on such issues as Internet sovereignty, the Internet as a tool for civic action, and the role of U.S. Internet companies in China;
- 5) read with a discriminating eye U.S. media reports on China and the Internet;
- 6) demonstrate familiarity with media and academic sources that provide reliable analysis of China Internet issues;

- 7) discuss knowledgably the balancing act the Chinese state faces today as it actively promotes the spread of cutting edge Internet technology on the one hand while on the other it seeks to control and circumscribe Internet content; and
- 8) write succinct analyses of book chapters/articles and produce a well written, mature research paper that develops a logical argument backed by evidence from reliable sources.

### **Course Activities and Assignments**

All activities for this course will be accessed via Blackboard. As part of this course you will be:

- \*reading online materials
- \*watching instructional videos
- \*discussing ideas with your peers online
- \*working on individual assignments and quizzes/exams

### **Research Project**

The foundational work of the course in the early weeks will enable the student to home in on a specialized research topic to be selected by week 5 from a list posted by the professor.

Throughout the semester we will be developing and sharing these research projects through online discussions. Following the last class each project will be summarized in a final written research report, 10 to 12 pages in length (12 point, Times New Roman font, double spaced with standard 1" top and bottom/1.25" left and right). In writing their papers students are expected to follow standard citation systems, either Turabian's *Student's Guide to Writing Papers* or *The Chicago Manual of Style*. The basis for grading research papers is as follows: written expression (grammar/spelling/word use)=20%; organization (clarity of thesis statement/logical construction of argument)=30%; evidence (use of solid, carefully considered data in support of main points)=30%; and creativity (original observations and broad insights derived from deep understanding of course material)=20%. Note that the short online essays will be graded with the same weight given to written expression, organization, evidence and creativity, but with the emphasis here on succinct answers to posted discussion topics.

### **Expectations of students**

You are expected to view all lectures and multimedia.

You are expected to do the readings that are part of each class session, to watch the lecture videos and PowerPoints, and to otherwise engage with the material presented on the class website.

Your responsibilities include completing all assignments, taking course quizzes, and completing the final research project.

### **Means of Communication**

Communication with Instructor: During the module (M-F) I will check conversations and monitor the discussion board several times a week. If you have a concern and send me a message, you can expect a response within two days.

Communication with Peers: You will be expected to communicate with your peers via the discussion board.

**Announcements:** Announcements will be posted on Blackboard on a regular basis. They will appear on the Blackboard menu when you log in and/or will be sent to you directly through your preferred method of notification. Please make sure to check them regularly as they will contain important information about upcoming projects or class concerns.

**Email:** In this course we will use Blackboard to send email for private messages. You can either check your messages using Blackboard or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

\*put a subject in the subject box that describes the email content along with your name and module

\*do not send messages asking general information about the class; please post those in the discussion forum

**Questions:** In online courses everyone will likely have questions about course-related matters, such as clarification about assignments, course materials, or assessments. Feel free to contact your instructor with any inquiries. Also feel free to post questions on Blackboard.

**Discussion forums:** Discussion forums are a way for you to engage with each other about course content. You can access each forum by clicking on the “discussions” button in the course navigation links.

**Virtual office hours:** You may call me on my office phone during business hours (Eastern Standard Time) or email me whenever you need to.

**Netiquette guidelines:** To promote the highest standard of education possible, we ask each student to respect the opinions and thoughts of other students and respond courteously online. The topics in this course are often controversial and debate is a good thing, but the language of responses must be uniformly respectful.

## **Grading**

Course requirements and their relative weights in the final grade are as follows:

1. online discussions/assignments on Blackboard: 20%
2. Participation: 10%
3. Two quizzes: 20%
4. online presentation of research findings: 15%
5. 12-15 page (double space, 12 pt) research paper: 35%

Georgetown’s grading system is as follows:

93-100%=A, 90-92%=A-

87-89%=B+, 83-86%=B, 80-82%=B-

77-79%=C+, 73-76%=C, 70-72%=C-

67-69%=D+, 60-66%=D, Below 60%=F

Late assignments may be accepted on a case by case basis with evidence provided for the delay (e.g., doctor's note). All other late assignment submissions will be subject to point deductions. You cannot turn in your final research paper late, and incompletes cannot be given for this course.

The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including discussion postings, knowledge checks, and/or writing assignments. Should the student accumulate two such "absent" weeks, he/she will receive a failing grade in this course, regardless of grades earned in any other assignment.

### **Georgetown Resources/Codes of Ethics**

**Disabilities:** If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu)

**Georgetown Honor System:** All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at [www.georgetown.edu/honor](http://www.georgetown.edu/honor), and in particular have read the following documents: Honor Council Pamphlet, What Is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Please note that papers in this course may be submitted to turnitin.com for checking. All students are expected to adhere to the provisions of the honor code absolutely without exception.. When submitting material in fulfillment of requirements for this course, keep in mind the Georgetown honor pledge as follows:

*"In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together."*

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

### **Technical support**

**Blackboard:** For support please email <https://uis.georgetown.edu/helpdesk> or check out the Blackboard support page at <https://wiki.uis.georgetown.edu/.../BBSU>

Use of Georgetown University-issued accounts for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contracts is governed by the contract between Georgetown University and Google. If you need technical assistance at any time during the course you can visit Google Drive Help Center.

### **Student Support Services**

Services & Resources for Online Students @ the School of Continuing Studies  
<http://guides.library.georgetown.edu/scs/online>

Students enrolled in online SCS coursework have access to the University Library System's e-resources, including 500+ research databases, 1.5+ million e-books, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, Blackboard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment (online) with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (videoconferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

## Course Content Online

### *Subject to Change*

**WEEK 1: May 18 - 23: Review of syllabus/China briefing:** Introduction to the course and overview of China's geographical setting, political structures, and economic policy.

**Readings:** Lieberthal, *Managing the China Challenge*, Ch I

**Videos/PowerPoints:** Lecture - Course Introduction; PPTs - geography, governance, economics

**Multimedia:** "Conversation: China's Evolving Geopolitical Challenges"

<https://www.youtube.com/watch?v=1LN6xPXAfl4>

"China Reality Check: Has the Hard Landing in China Already Started?"

[https://www.youtube.com/watch?v=C2SSstFt-k\\_A](https://www.youtube.com/watch?v=C2SSstFt-k_A)

**Discussion board essay and conversation:** Do you think China's dream and America's dream are compatible?

**WEEK 2: May 25 - 30: Global and China-specific Internet issues:** From his look at the U.S. historical record, Tim Wu argues that communications technologies invariably go through cycles of open and closed systems, freedom for network users followed by monopolies. Further, he (and Goldsmith) argues that it is an illusion to think that sovereignty issues are not at play in global internet communications today.

**Readings:** Goldsmith and Wu, “Introduction,” *Who Controls the Internet: Illusions of a Borderless World*, Ch I; David Herold, *Online Society in China*, Ch I, Conclusion

**Videos/PPTs:** Sample Chinese websites:

Search engines: [www.baidu.com](http://www.baidu.com), [www.soso.com](http://www.soso.com), [www.google.cn](http://www.google.cn); portals: [www.qq.com](http://www.qq.com), [www.tencent.com](http://www.tencent.com), [www.sina.com.cn](http://www.sina.com.cn); e-commerce: [www.alibaba.com](http://www.alibaba.com), [www.taobao.com](http://www.taobao.com), [www.alipay.com](http://www.alipay.com); social networking: [www.renren.com](http://www.renren.com); microblogging: [www.sina.weibo.com](http://www.sina.weibo.com); video sharing: [www.youku.com](http://www.youku.com)

**Multimedia:** Commentary on China’s Internet industry:

Breakingviews: China's Internet 'godzillas' stomp overseas:

<http://www.sciencedaily.com/videos/666271.htm>

Lee Says China Internet Sites Replicate, Then Innovate:

<https://www.youtube.com/watch?v=DCpJhWXDtAA>

Tencent’s Julian Ma on Strategy and the China Internet Market:

[www.youtube.com/watch?v=OJONioSnhdk](http://www.youtube.com/watch?v=OJONioSnhdk)

China’s Internet Industry: [www.youtube.com/watch?v=a6zG8uRLjIw](http://www.youtube.com/watch?v=a6zG8uRLjIw)

Martin Lau, President of Tencent [https://www.youtube.com/watch?v=ZJ\\_X3HdhLhA](https://www.youtube.com/watch?v=ZJ_X3HdhLhA)

**Blackboard Essay and Conversation:** What do you see as the similarities and differences in presentation/function/control of Chinese and U.S. websites?

**WEEK 3: June 1 - 6: Information technology past and present:** We tend to view today’s Internet in China as a uniquely unstoppable political change agent, but the Zhou readings show that earlier breakthroughs in communications technologies similarly broadened political participation at the same time as triggering government efforts to control both the media and the message. To move us to the post-1979 context for IT development, the Lieberthal reading takes a comparative look at early 20<sup>th</sup> and early 21<sup>st</sup> century China in societal attitudes, state-society relations, and patterns of institutional and technical borrowing from abroad.

**Readings:** Yongming Zhou, *Historicizing Online Politics*, 1-19, 104-131, 137-154; Lieberthal, “Where China Wants to Go,” *Managing the China Challenge*, 1-11; CNNIC (China Internet Network Information Center) Statistical Report on Internet Development in China, February, 2015

**Videos/PPTs:** Lecture - Internet growth in a booming economy

**Multimedia:** Davos 2015: The Global Impact of China’s Economic Transformation

[www.youtube.com/watch?v=QbLtlbESxvA](http://www.youtube.com/watch?v=QbLtlbESxvA)

Internet Financial System in China Ebank: Alibaba Tencent Baidu challenge Chinese banks

[www.youtube.com/watch?v=QohBE1xPmOI](http://www.youtube.com/watch?v=QohBE1xPmOI) =

**Quiz:** on material from China briefing WEEK 1

**Blackboard essay and conversation:** Compare the development of the Internet in China and the U.S. and who controls the technology in each case.

**WEEK 4: June 8 - 13: Who Uses the Internet in China?** This session fills out the statistical overview provided in the CNNIC report with a closer look at Internet users by social grouping and the reality of Internet use in an individual's everyday life.

**Readings:** *China Business Review*, 38.1; Jack Qiu, "The People of Have-Less," *Working Class Network Society*, 83-125; Fengshu Liu, *Urban Youth in China: Modernity, the Internet and the Self*; 81-101. Silvia Lindtner, "China's Many Internets" in Herold, *Online Society in China*, 89-103.

**Video/PPTs: Guest speaker:** Q&A with Dr. Wang Jiao, World Resources Institute on Google Hangout

**Multimedia:** Chinese Internet: "I know we're being suppressed but it doesn't affect me" (BBC news) [www.youtube.com/watch?v=QohBE1xPmOI](http://www.youtube.com/watch?v=QohBE1xPmOI); How China is Curing Teens of Internet Addiction: [www.youtube.com/watch?v=gDug6sgeNIE](http://www.youtube.com/watch?v=gDug6sgeNIE); Wireless wonder - Connecting China's Villages [www.youtube.com/watch?v=pPRkqev0wFO](http://www.youtube.com/watch?v=pPRkqev0wFO)

Behind the Great Firewall of China

[http://www.ted.com/talks/michael\\_anti\\_behind\\_the\\_great\\_firewall\\_of\\_china?language=en](http://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china?language=en)

**Blackboard essay and conversation:** How does the function (time spent, type of site visited) of the Internet in everyday Chinese lives compare with your own?

**WEEK 5: June 15 - 20: China's e-commerce, entertainment, social networking:** This session shifts the focus from Internet users to Internet entrepreneurs in China and what makes their startup experiences and business practices distinctively Chinese.

**Readings:** "An Internet with Chinese Characteristics," *Economist*, 7/30/11; Rebecca Fanin, "China's Next Generation Tech Stars," *Startup Asia* (2012), 11-45; Lieberthal, *Managing the China Challenge*, 59-80; Zhenzhi Guo, *China's ICT Revolution*, 34-47.

**Video/PPTs: Partnering with foreign firms: Guest speaker -** Q&A with Song Lin, General Manager, Opera China at Opera Software via Google Hangout

**Multimedia:** Davos 2015 Jack Ma Interview [www.youtube.com/watch?v=2kzGKVLsIE0](http://www.youtube.com/watch?v=2kzGKVLsIE0)  
"Alibaba, a trailblazing Chinese internet giant, will soon go public"  
<http://www.economist.com/news/briefing/21573980-alibaba-trailblazing-chinese-internet-giant-will-soon-go-public-worlds-greatest-bazaar>; Alibaba's Jack Ma/Stanford University Business School [www.youtube.com/watch?v=ZH9-GLqGC4](http://www.youtube.com/watch?v=ZH9-GLqGC4)



**Blackboard Essay and Conversation:** What do you see as uniquely Chinese about doing business in China? What are the market opportunities in the mobile Internet sector?

**WEEK 6: June 22 - 27: The Internet, Political Contention, and Cybercontrols:** The burgeoning of China's Internet population over the last decade has intensified the debate over the impact of online life on Chinese social norms, cultural patterns, and political institutions. Is democratization happening? If so, what form is it taking? Is there room for liberal activists like Ai Weiwei? Or is the Party-state norm itself morphing into something more acceptable to Internet users who are increasingly senior citizens and perhaps therefore more accepting of Internet controls?

**Readings:** Xiaoyan Chen, "The Internet Police in China: Regulation, Scope and Myths," in Herold ed., *Online Society in China*, 40-50; Patricia Thornton, "Manufacturing Dissent in Transnational China," in *Popular Protest in China*, (ed. O'Brien), 179-204; Thornton, *Chinese Politics*, ed. Gries and Rosen, 179-194.

**Videos/PPTs:** Lecture - The Chinese concept of "Internet Sovereignty" and how Internet controls work.

**Multimedia:** Gady Epstein, "China's Internet: A Giant Cage," Apr 6 2013: watch Gady Epstein interview <http://www.youtube.com/watch?v=003EZFLH-90>

Interview with artist/celebrity blogger Ai Weiwei:

<http://www.youtube.com/watch?v=29tk6vQXV64> (listen to parts in English)

Defending Authoritarian regime online: Rise of Voluntary Fifty Centers in Chinese Cyberspace [www.youtube.com/watch?v=-6e2zg4QC5](http://www.youtube.com/watch?v=-6e2zg4QC5)

From 'fart people' to citizens on China's Internet [www.youtube.com/watch?v=hx28EUiKEUc](http://www.youtube.com/watch?v=hx28EUiKEUc)

**Quiz** on China's Internet websites

**Blackboard essay and conversation:** How far is the Chinese government willing to go in allowing individual dissent?

**WEEK 7: June 29 - July 4: Civic Activism and Popular Nationalism Online** As a facilitator of social networks and the free flow of information, the Internet is usually viewed as a democratizing instrument, inherently opposed to the type of one-party system that exists in China. In actual fact the China case is more complex than that. While the jury is out on its ultimate political impact, the Internet in China to date has served to moderate state-society tensions by allowing netizen groups to air complaints and press for policy changes and the government to distribute information and mobilize public opinion in support of its goals. Popular nationalism--expressions of patriotic spirit-- is tolerated and robust. But this new, primarily youth-inspired nationalism is a double-edged sword. It can be a unifying device supportive of party-state legitimacy or turn against the regime for perceived weaknesses in protecting China's sovereign rights.

**Readings:** “The Sichuan Earthquake and the Changing Landscape of CSR in China,” [www.knowledge.wharton.upenn.edu/printer\\_friendly.cfm?articleid=2213](http://www.knowledge.wharton.upenn.edu/printer_friendly.cfm?articleid=2213)  
Johan Lagerkvist, “New Media Entrepreneurs in China: Allies of the Party-State or Civil Society?” *Journal of International Affairs*, Vol. 65; Peter Marolt, “Grassroots Agency in a Civil Sphere?: Rethinking Internet Control in China,” *Online Society in China*, (ed. Herold), 52-65; David Kurt Herold, “Human Flesh Search Engines,” *Online Society in China*, 127-140; Lagerkvist, *After the Internet, Before Democracy*, 191-225; Breslin/Shen, *Online Chinese Nationalism*, 263-282.

**Videos/PPTs:** Lecture/PowerPoint - Civic activism and popular nationalism

**Multimedia:** Link TV, “Anger Rising over Wenzhou Train Crash,” (July 2011)

<http://www.youtube.com/watch?v=swtVNXU952E>

Xinjiang riot/Guardian UK [www.youtube.com/watch?v=RKYLU528LWE](http://www.youtube.com/watch?v=RKYLU528LWE)

China blames US for Hong Kong protests [www.youtube.com/watch?v=cp2a4v3hBVg](http://www.youtube.com/watch?v=cp2a4v3hBVg)

**Blackboard essay and conversation:** Do the instances of civic activism and popular nationalism we’ve studied point to a uniquely Chinese form of democracy or no democracy at all, at least in the Western definition of the term?

**WEEK 8: July 6 - 11: Cyber risks to doing business in China:** The case of Google versus China points up sharply not only the day-to-day operational complexities of doing business in China but also the big unresolved question of global Internet governance: will it/should it follow the Google business model (privatized control as some would call it), the Chinese authoritarian network model or something in between? To put it differently, is the Internet changing China or is China changing the Internet?

**Readings:** Lieberthal, *Managing the China Challenge*, 59-115; Johan Lagerkvist, “The Google Mirage: Global Business Norms versus Internet Sovereignty,” *After the Internet, Before Democracy*, 227-259; “Chinese Censors Slow the Net—and U.S. Businesses,” April 4, 2013 <http://www.businessweek.com/articles/2013-04-01/chinese-censors-slow-the-net-and-with-it-u-dot-s-dot-businesses>

New Rules in China Upset Western Tech Companies

[http://www.nytimes.com/2015/01/29/technology/in-china-new-cybersecurity-rules-perturb-western-tech-companies.html?\\_r=0](http://www.nytimes.com/2015/01/29/technology/in-china-new-cybersecurity-rules-perturb-western-tech-companies.html?_r=0)

**Videos/PPTs:** Lecture - Google vs China

**Multimedia:** Google in China, Censorship vs Economic Gain [www.youtube.com/watch?v=aD-D0iHZUoE](http://www.youtube.com/watch?v=aD-D0iHZUoE)

**Blackboard essay and conversation:** What do you think: is the Internet changing China or is China changing the Internet?

**WEEK 9: July 13 - 18: Cybersecurity:** Readings for this session are intended to stimulate sober, analytical discussion of the American and Chinese positions on cybersecurity and global

Internet governance generally. Is there room for accommodation on these issues so enormously important to the future of US-China relations?

**Readings:** Kenneth Lieberthal and Peter Singer, *Cybersecurity and US-China Relations*, brookings.org, 2012; “Joint Ventures by US Tech Firms with China Pose Cyberwar Risk,” [www.csoonline.com/article/701857](http://www.csoonline.com/article/701857); Adam Segal, “Chinese Computer Games: Keeping Safe in Cyberspace,” *Foreign Affairs* (March/April 2012), 14-20; “Mutually Assured Cyberdestruction?” [www.nytimes.com/2012/06/03/sunday-review/mutually-assured-cyberdestruction.html?pagewanted=all](http://www.nytimes.com/2012/06/03/sunday-review/mutually-assured-cyberdestruction.html?pagewanted=all); “China’s ‘Internet Sovereignty’ in the Wake of WCIT-12” [www.chinausfocus.com/peace-security-chinas-internet-sovereignty-in-the-wake-of-wcit-12/](http://www.chinausfocus.com/peace-security-chinas-internet-sovereignty-in-the-wake-of-wcit-12/); U.S.-China Strategic and Economic Dialogue, July 2013 [http://www.nytimes.com/2013/07/12/world/asia/us-and-china-to-discuss-investment-treaty-but-cybersecurity-is-a-concern.html?\\_r=0](http://www.nytimes.com/2013/07/12/world/asia/us-and-china-to-discuss-investment-treaty-but-cybersecurity-is-a-concern.html?_r=0)

**Videos/PPTs:** Guest speaker Q&A

**Multimedia:** U.S.-China Strategic and Economic Dialogue Meeting (S&ED) <http://www.c-spanvideo.org/program/SChinaStr>  
China Forum #87: Cybersecurity and US-China Relations [www.youtube.com/watch?v=jTkaXGIEDrU](http://www.youtube.com/watch?v=jTkaXGIEDrU)  
Cybersecurity: US and China Seek to Enhance Cooperation [www.youtube.com/watch?v=Veo72bvtztc](http://www.youtube.com/watch?v=Veo72bvtztc)

**Blackboard Essay and Conversation:** Is it possible for China and the U.S. to come to some common understanding on cybersecurity?

**WEEK 10: July 20 - 25:** Mandatory Google Hangout with students on an individual basis so that the instructor can review progress on research projects and provide guidance in project completion

**WEEK 11: July 27 - August 1:** Mandatory Google Hangout with the entire class so that students may share their research findings with the rest of the class

**WEEK 12: August 3 - 7: Final project reports to be submitted online**