Bachelor of Arts in Liberal Studies
BLHV 393-40
China and the Internet: Challenging America in Cyberspace
Summer 2017
This course fulfills the non-Western requirement

Instructor Information:

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Course date/location:

Tuesdays May 23-Aug 20
5: 15 pm-8:15 pm
640 Mass Ave
C213

Course Description

With Chinese hacking, new Internet restrictions, and the standoff with Facebook making headline news these days, Americans in 2017 are ever more aware that the Internet in China is a powerful force, fueling an economic giant now rivaling the U.S. Less well understood are the unique characteristics of China's Internet growth path, who the big Internet businesses are, the leadership's rationale for Internet governance, and what China's more than 700 million "netizens" want from their own online experience in this era of unprecedented connectivity. BLHS 393-40 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.

Course Details and Expectations

   The course format will consist of lectures, in-class PowerPoints, discussion, and guest speakers. Each class will begin with what I call a "China Now" segment, a chance for students to bring to everyone's attention China Internet-related articles they have come across during the week.

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 knowledgeably 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) produce a well written, mature research paper or PowerPoint presentation that develops a logical argument backed by evidence from reliable sources.

Course Activities and Assignments
All activities for this course will be available on the syllabus or Blackboard. As part of this course you will be:

*reading articles/book chapters available through Lauinger e-reserves

*watching videos of Internet conferences, book talks, interviews with China's Internet leaders

*discussing ideas with fellow students in class or online

*working on individual assignments and quizzes/exams

Expectations of students
You are expected to attend all lectures.

You are expected to spend at least 3 hours per week before each class doing the readings and watching assigned videos so that you can contribute to in-class discussion and Q and A.

Your responsibilities include completing all assignments, taking course quizzes, posting essays on Blackboard's discussion board, and completing the final research project.

If you follow through on the above, I expect and hope that you will very much enjoy the course and your transformation into a budding China expert!

Research Project
The foundational work of the course in the early weeks will enable you to home in on a specialized research topic to be selected by week 5 from a list I've drawn up. Following the last class each project will be summarized in a 10-15 minute PowerPoint presentation *or* 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 the written option you 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 very 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.

Class participation
Class participation will account for 20% of the final grade. The key factor here is not simply how often you speak up in class, but the *quality* of your input—namely, that your comments demonstrate thorough reading and thinking about the assigned materials.

Grading
Course requirements and their relative weights in the final grade are as follows:
>   1. online discussions/assignments on Blackboard: 25%
>   2. two "knowledge check" quizzes: 20%%
>   3. China Now and general class participation: 20%
>   4. PowerPoint presentation or research paper: 35%

The course grading system is as follows:
95-100%=A, 90-94%=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.

Re: absences: Since we have only a limited number of sessions to cover a lot of important material, it's essential that you plan to attend each and every class. From a practical standpoint, too, the participation grade obviously depends on being present and contributing to discussions. Work conflicts, illness and other emergencies will be treated sympathetically, but more than three absences during the semester will result in a substantial drop in the final grade.

Means of Communication
Communication with Instructor: I check emails daily. If you have a concern and send me a message, you can expect a rapid response. If you'd like to have a lengthier conversation with me, we can arrange that using Zoom.

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 announcements 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

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.

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

Georgetown Support Services, Codes of Ethics, and Standard Operating Procedures

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

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

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
http://scs.georgetown.edu/academic-affairs/honor-code, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

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.

Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Plagiarism

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 may receive a grade of F for the course.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

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.

Library Support Services

Students enrolled in 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 (video conferencing 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

Subject to Change

WEEK 1, May 23: China basics: What Everyone Needs to Know. Big items on the agenda for our introductory session are: 1) to make sure everyone understands the syllabus, and 2) to provide a China briefing through PowerPoint presentations on China's geography/resources, system of governance, and economy. Mastery of these China facts at the outset is very important. I will post the PPTs on Blackboard for your reference throughout the course.

WEEK 2, May 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. The aims of this session are: 1) to encourage you to think about the different approaches to Internet control in China and the U.S., and 2) to introduce you to some of the popular websites in China comparing them to their U.S equivalents.

Readings: (e-reserves) Goldsmith and Wu, "Introduction: Yahoo!," in *Who Controls the Internet: Illusions of a Borderless World*; Herold, "Conclusion: Netizens and Citizens," in *Online Society in China;* Paul Mazur, "U.S. Adds China's Internet Controls to List of Trade Barriers," https://www.nytimes.com/2016/04/08/business/international/china-internet-controls-us.html?_r= 0

Browse through a few Chinese websites (with their approximate US equivalents given in parenthesis) to get a sense of their "look":

a) Search engines: **baidu.com** (China's leading search engine, cf Google. Type "news" in search box.);

b) portals: www.qq.com, www.tencent.com, www.sina.com.cn;

c) e-commerce: www.alibaba.com, www.taobao.com, www.alipay.com; http://about.tmall.com/tmallglobal (part of Alibaba Group=Google + Amazon + eBay +PayPal rolled into one);

d) social networking: www.renren.com (=Facebook); http://www.sinaweibo.com (=Twitter); **youku.com** (video sharing=youtube); WeChat (weixin in Chinese) http://blog.wechat.com/ (mobile voice and text app like WhatsApp)

Multimedia: Commentary on China's Internet industry:
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

Weekly Conversation: what do you see as the similarities and differences in presentation/function of Chinese and U.S. websites? What are your initial views on how the Internet is managed in each case?

Knowledge check quiz

WEEK 3, June 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 20ᵗʰ and early 21ˢᵗ century China in societal attitudes, state-society relations, and patterns of institutional and technical borrowing from abroad.

Readings (e-reserves): Yongming Zhou, "Introduction," "Telegraph Power," and "China and the Internet: Proactive Development and Control," in *Historicizing Online Politics*; Lieberthal, "Where China Wants to Go," *Managing the China Challenge*; "China's Internet Controls Will Get Stricter, to Dismay of Foreign Business" www.nytimes.com/2016/11/08/business/international/china-cyber-security-regulations.html

Multimedia: Davos 2015: The Global Impact of China's Economic Transformation
www.youtube.com/watch?v=QbLtlbESxvA
Internet Financial System in China Ebank: Alibaba Tencent Baidu challenge Chinese banks
https://www.youtube.com/watch?v=yjQkhIwoSlk

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

WEEK 4, June 13: Who Uses the Internet in China? In this session, we'll start with a bird's-eye view of Internet use in China based on the CNNIC national statistical overview, then zero in on China's urban/rural digital divide and the reality of Internet use in an individual's everyday life.

CNNIC (China Internet Network Information Center) Statistical Report on Internet Development in China, July, 2015
http://www1.cnnic.cn/IDR/ReportDownloads/201601/P020160106496544403584.pdf and browse through 2014 report for comparative data
http://www1.cnnic.cn/IDR/ReportDownloads/201411/P020141102574314897888.pdf), noting scope, methodology main conclusions.

Readings: (e-reserves) Qiu, "The People of Have-Less," in *Working Class Network Society*; Liu, "The Internet in the Everyday Life World," in *Urban Youth in China: Modernity, the Internet and the Self*; Herold, "Introduction: Noise, Spectacle, Politics: Carnival in Chinese Cyberspace," and Lindtner, "China's Many Internets," in *Online Society in China*.

Guest speaker: Dr. Jiao Wang, World Resources Institute, Beijing

Multimedia: Chinese Internet: "I know we're being suppressed but it doesn't affect me" (BBC news) www.youtube.com/watch?v=QohBE1xPmOI; How China is Curing Teens of Internet Addiction: www.youtube.com/watch?v=gDug6sgeNIE; Wireless wonder - Connecting China's Villages www.youtube.com/watch?v=pPRkqev0wF0

Weekly conversation: How would you compare your use of the Internet on a daily basis with that of ordinary Chinese netizens (hours spent online overall, professional use, social media visits, entertainment and so on)?

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

Readings: (e-reserves) Fanin, "China's Next Generation Tech Stars," in *Startup Asia*; Lieberthal, "Necessary Changes in MNC Strategy" in *Managing the China Challenge*. **(online)** "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 "Ours, all ours: a wealth of Internet businesses with Chinese characteristics," http://www.economist.com/news/special-report/21574638-wealth-internet-businesses-chinese-characteristics-ours-all-ours

Multimedia: Davos 2015 Jack Ma Interview www.youtube.com/watch?v=2kzGKVLslE0
Breakingviews: China's Internet 'godzillas' stomp overseas:
http://www.sciencedaily.com/videos/666271.htm; and Martin Lau, President of Tencent
https://www.youtube.com/watch?v=ZJ_X3HdhLhA

Weekly conversation: What can you identify as uniquely Chinese about Chinese business practices/models? How do some of the key Chinese Internet entrepreneurs handle relations with the government? What is their vision for 'going global'? What are the market opportunities in the mobile Internet sector?

***Select a topic for your research project and prepare to announce in class June 27.**

WEEK 6, June 27: Promoting the Internet, controlling the public sphere: 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. What tools has the government employed to try to manage the risks of Internet openness? How does the party-state deal with celebrity bloggers, online criticism from ordinary netizens, online challenges from minority group activists? Are Internet users likely to forgo engagement in online politics in exchange for expanded opportunities for e-shopping, entertainment, travel and social connectivity? This session looks at government Internet policy, the tools of censorship and control, and online expressions of dissent.. Week 7 takes up Internet activism in a different dimension: anti-foreign nationalism supportive of the Party-State and public activism tolerated, even encouraged, to further specific goals of the current leadership.

Readings: King, Pan, Roberts, "How Censorship in China Allows Government Criticism but Silences Collective Expression,"
http://gking.harvard.edu/publications/how-censorship-china-allows-government-criticism-silences-collective-expression
"More Tightening of Internet Restrictions by China" " China's Maodun: a Free Internet Caged by the Chinese Communist Party"
http://www.jamestown.org/single/?tx_ttnews%5Bswords%5D=8fd5893941d69d0be3f37857626 1ae3e&tx_ttnews%5Bany_of_the_words%5D=PKK&tx_ttnews%5Bpointer%5D=3&tx_ttnews %5Btt_news%5D=43797&tx_ttnews%5BbackPid%5D=7&cHash=b8c68b7f68f982922d5798a5 b50da33f#.VWXxhM9VhHw
http://www.wsj.com/articles/web-preaches-jihad-to-chinas-muslim-uighurs-1403663568 (must google article title to get full report)

Guest speaker: Ching-Ching Ni, Executive Editor, New York Times website (Chinese language)

Weekly conversation: To what extent does China's party-state tolerate diverse views, politically "incorrect" commentary, criticism of government policies, and organized political/social activity on the Internet?

WEEK 7, July 4 (online session during the week of July 4-TBD) 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 while enabling 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: (e-reserves) Liu, "From Political Indifference to Vehement Nationalism;" Breslin/Shen, "Online Chinese Nationalism(s)", "The Two Americas Dichotomy," Pan (read in conjunction with recent figures in http://www.pewglobal.org/database/indicator/1/country/45/)
(online): Environmental activism—promoted by the government:
http://www.chinafile.com/reporting-opinion/environment/blue-sky-app-gets-chinas-public-thinking-about-pollution-solutions

Multimedia: Link TV, "Anger Rising over Wenzhou Train Crash," (July 2011)
http://www.youtube.com/watch?v=swtVNXU952E
Jeffrey Wasserstrom on anti-Japanese protest
https://www.youtube.com/watch?v=oI3ZZlMaZDE
Hong Kong protest 2014 https://www.youtube.com/watch?v=MyPi0FYihjE

Weekly 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, or something in between?

<p style="text-align:center;color:red;font-weight:bold;">Knowledge check quiz</p>

WEEK 8, July 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?

Readings: (e-reserves): "From Exploitation to Innovation" Lindsay, Cheung, in *China and Cybersecurity: Espionage, Strategy, and Politics in the Digital Domain* **(online)** Lee, Liu/ Li, "Searching for Internet Freedom in China: A Case Study on Google's China Experience," http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2243205 (need to copy/paste url to get access to paper)

http://thediplomat.com/2014/05/us-indicts-5-pla-officers-for-hacking-economic-espionage/

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://thediplomat.com/2015/05/china-slams-us-over-economic-espionage-charges/

Greg Austin, "What the US Gets Wrong about Chinese Cyberespionage,"
http://thediplomat.com/2015/05/what-the-us-gets-wrong-about-chinese-cyberespionage/
http://ewipolicy.tumblr.com/post/62325267109/chinas-cyber-espionage-priorities

Multimedia: Said Vaidhyanathan, *The Googlization of Everything*
https://www.youtube.com/watch?v=_hvXUhh-K0o

"Cyberspace Spirit" https://www.techinasia.com/internet-censors-spirit-propaganda/

Weekly conversation: What do you think: is the Internet changing China or is China changing the Internet?

WEEK 9, July 18: Cybersecurity: US and China Perspectives. 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: (e-reserve) Lindsay, Cheung, "Introduction—China and Cybersecurity: Controversy and Context" (in *China and Cybersecurity: Espionage, Strategy, and Politics in the Digital Domain*)
(online) Lieberthal/Singer, *Cybersecurity and US-China Relations*
http://www.brookings.edu/~/media/research/files/papers/2012/2/23-cybersecurity-china-us-singer-lieberthal/0223_cybersecurity_china_us_lieberthal_singer_pdf_english.pdf

Report: Threat Intelligence, FireEye, Inc.
http://www.uscc.gov/sites/default/files/Weedon%20Testimony.pdf

David Dollar on US-China Strategic & Economic Dialogue, June 2015
http://www.brookings.edu/blogs/order-from-chaos/posts/2015/06/29-sed-chinese-american-media-dollar-wang

"Joint Ventures by US Tech Firms with China Pose Cyberwar Risk,"
www.csoonline.com/article/701857

Multimedia:
Cybersecurity: US and China Seek to Enhance Cooperation
www.youtube.com/watch?v=Veo72btvtzc

Adam Segal – "A Relationship of Deep Irritation: US-China Cyber Relations"
https://www.youtube.com/watch?v=CBDhrROEx9U

<p style="text-align:center">**Knowledge check quiz**</p>

WEEK 10, July 25: Continuation of Cybersecurity discussion

http://thediplomat.com/2015/09/review-china-and-cybersecurity-espionage-strategy-and-politics-in-the-digital-domain/

Austin GD; McConnell B; Neutze J, 2015, Promoting International Cyber
Norms: A New Advocacy Forum, EastWest Institute, New
York/Brussels/Moscow, EastWest Institute,
https://cybersummit.info/sites/cybersummit.info/files/BGCyberNorms_FINAL.pdf

Prof Greg Austin China's Diplomacy for the Information Age ...
www.internationalaffairs.org.au › Australian Outlook › Interviews
14 https://www.youtube.com/watch?v=JNhDig_nclw

Weekly conversation: Is it possible for China and the U.S. to find common ground on cybersecurity?

WEEK 11, Aug 1: What's Ahead? We'll use this session to summarize course themes and speculate on the likely path forward for China's Internet businesses, social media, cybersecurity network, and, above all, the Chinese model of Internet governance.

   "Getting to Yes with China in Cyberspace" (Rand Corporation) 2016
http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1335/RAND_R
R1335.pdf
    AmCham China: 2016 China Business Climate Survey Report
http://www.bain.com/Images/2016_China_Business_Climate_Survey_Report.pd
   Scott Kennedy, "How the United States and China Can Avoid Greater Tensions,"
https://www.csis.org/analysis/how-united-states-and-china-can-avoid-greater-tensions

WEEK 12, Aug 8: Students will present 5 minute summaries of research projects; class will comment and offer suggestions for revisions.

WEEK 13: Aug 15: student final presentations. Final projects (papers/PPTs) to be submitted online by Aug 20

<p style="text-align:center">**There is no final exam for this course**</p>