

Asian Community

“Conflict, Memory and Reconciliation in East Asia”

Fall 2020 | TR 09:00-10:15 | Online

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Course Description

The history of Asia in the 20th century has experienced numerous conflicts both internally and externally. Although decades of time have passed since the last major war in the region, the wounds of conflicts from the last century remain strong in the memories and emotions of Asian countries and people. In this course we will address the issues evolving around the question of how past events affect the present and the future politics among nations and people. For the theoretical framework to tackle the question, the course relies on two main bodies of literature: *apologies in international politics* (Lind, 2008) and the *politics of memory* (Wang, 2018). Students will learn theories of apologies and memory in the context of political conflicts. Cases to be discussed in the class are mainly from past conflicts of South Korea, including comfort women, civilian massacre in Vietnam, memorialization of Korean War, history textbook controversies with Japan and China, and human security issues with North Korea.

Course Format and Pre-requisites

This course is redesigned for an asynchronous online course, in which students should complete assigned tasks on their own pace with given deadlines. All lectures videos are pre-recorded and available on the course Moodle. To complete each lecture, students must pass a quiz at the end of each module. Quiz questions cover both assigned readings as well as lecture videos.

There is *no pre-requisite* for this course. However, students are expected to be willing to learn critical thinking and essay writing in political science.

Course Learning Objectives

By the end of this course, students will be able to:

- Understand and demonstrate knowledge on the historical cases of conflict in East Asia (PLO1)
- Develop a critical evaluation of ongoing and/or past issues of collective memory in East Asia (PLO2)
- Write their own evidence-based arguments (PLO3)
- Apply relevant concepts and theories to explain international relations in East Asia (PLO4)
- Listen to and be tolerant of different ideas (PLO5)
- Use appropriate methods of collecting, organizing and interpreting evidence for their original arguments (PLO 6)

Textbooks

This course requires serious readings about both theoretical and empirical works across multiple disciplines, including political science, history, philosophy, and psychology. Each module gives required readings from journal articles and/or book chapters, as well as recommended readings for those interested in the topic. The followings books are frequently cited throughout the course:

- Lind, J.M. (2008) *Sorry States: Apologies in International Politics*, Cornell University Press (ISBN: 978-0801476280).
- Wang, Z. (2018) *Memory Politics, Identity and Conflict: Historical Memory as a Variable*, Palgrave Macmillan (ISBN: 978-3319626215).
- Philpott, D. (2012) *Just and Unjust Peace: An Ethic of Political Reconciliation*, Oxford University Press (ISBN: 978-0199827565).

Evaluation and Grading

This course is designed for a self-paced online course. Students should work on their own schedule to complete all modules and required evaluations (i.e. exams, quizzes, and writing assignments) to earn attempted credits.

- **Module completion (15%)** This is the basic requirement of the course and equivalent to class attendance. Since the course is asynchronous (i.e. students will watch pre-recorded lecture videos), each student should complete all modules and finish a short test following each lecture video. At the end of the semester (27 November 2020), a student's overall completion rate will be computed. If the overall completion rate is below 80%, your final grade will be *penalized by two letter grade deduction*.
- **Comprehension quizzes (15%)** Each module includes a comprehension quiz (usually 10-15 questions), available at the end of the module. Students must finish all lessons and lecture videos to take the quiz. Quiz questions cover both lesson videos/texts and required readings.
- **Exams (15+15%)** There will be two online exams via Moodle. The exam is to ensure that students should complete all lessons and understand assigned materials. Exam questions cover both lectures and required readings. Students must take each quiz during the assigned time window. Each exam has 25-30 questions covering several modules prior to the exam date. A missed exam will receive zero point and a make-up test will not be granted.
- **Writing assignments (20+20%)** There are two essays for writing assignments. In each essay, students must choose one topic or one case, related to the course topics (i.e. apologies, forgiveness, or memory politics). It is recommended students should consult with the professor for their essay questions before starting off for writing. An essay should be no shorter than 2,000 words and submitted via Moodle. All students should consult with Writing Fellows assigned to this course before submitting a final draft. See the *Writing Fellows* section of the syllabus for details.

Late submission I do *not* accept late submissions under any circumstances. Missing a deadline is equally treated as a missed assessment (see below).

Plagiarism/cheating This will never be tolerated. Students must be familiarized with the NU Student Code of Conduct and the university regulations about academic misconduct. If you don't agree with the penalty imposed by the instructor, you can appeal to the SSH Disciplinary Committee. See the *Academic Misconduct* section of the syllabus for details.

Re-grading Students can request re-grading of their assignments and quizzes within one week after it is graded. Such a request must be made by a written form and submitted to the professor's email with a full description of reasons for request. Note that the entire of the requested assignment, not a specific part(s), will be re-graded and that the new grade may be lower than the original one. There will be no re-grading of once re-graded assignments.

Missed assessments Students are responsible for all course assignments and assessments outlined in the syllabus, even if they have a legitimate excuse (i.e. medical emergency). Students who know they will miss a deadline for an assignment or an assessment, even if it is a School or University activity, must contact the professor before the deadline. If this is not possible, the professor must be contacted within 24 hours. Students must provide documentation for their missing deadlines. If a student fails to do so, the student may receive a zero for the assessment. If circumstances are so dire as to keep the student from making contact during this twenty-four-hour-window, then the student must provide substantial documentation corroborating the situation (a simple spravka will not suffice). If an assessment (e.g. a quiz or an exam) is missed, instructors can give a zero.

Final grade All assessments should be completed before the day final grades are due. No extra assignments are allowed. Only under exceptional circumstances (e.g. a long-term hospitalization) a grade of incomplete (I) may be given. Such grades are given only with the approval of the instructor and Vice Dean for Academic Affairs.

Writing Fellows

This course incorporates a Writing Fellow program for the writing assignments. Since Fellows are peer mentors, not graders, they serve as facilitators rather than judges for your writings. Building on the special trust that peers can share, they are in a unique position to advise, encourage, and challenge students on the emotional values that students may place on their own writing. By discussing writing with their peers, Fellows seek to de-mystify the conventions of academic writing and help students make informed decisions when revising their work. Fellows also serve as role models for their peers, by demonstrating their own commitment to collaboration, critical thinking, and writing.

Three writing fellows (Nigmyat Nurtaza, Khadisha Assemkulova, Aruzhan Auyez) will be assigned to this course. They will review your draft and give you feedback. Here is the generic procedure of a writing assignment in this course:

- 1) to discuss essay topic with the professor
- 2) to write an initial draft and submit to Moodle
- 3) the writing fellow reviews your draft (1 week)
- 4) to consult your draft with a writing fellow (if necessary)
- 5) to revise your draft and submit to Moodle (1 week)
- 6) to receive your graded assignment from the professor (1 week)

To take the full advantage of the Writing Fellows in this course, each writing assignment has two deadlines (2 weeks apart). The first deadline is for the draft to the Fellows (still submitted to Moodle). Fellows will review your first drafts. Note that Fellows are not going to fix grammatical errors but address structure and organization of your writings. They focus their comments on writing concerns, e.g. How well does this draft fulfill the requirements of the assignment? How clear is the thesis? How logically is this essay organized?

To make the best use of Writing Fellows, a completion of a writing assignment must fulfill the followings:

1. The first draft must be reviewed by a Writing Fellow. If not, your final draft will not be graded (i.e. you will get zero point for the assignment). The draft should be submitted via Moodle.
2. Within a week after the first draft is submitted, the Writing Fellow should provide the student with feedback. A video conference between students and Writing Fellows could be arranged if necessary.
3. For the final draft submission, the student must submit a revision note (1-2 pages) along with your final draft. In the revision note, the student must describe how the Writing Fellow's comments and suggestions are reflected in your final version. If no changes are made, you have to explain and convince me that your rejection of suggestions is legitimate and that your first draft has no errors or room for improvement. The revision note should cover all items brought by the writing fellow.

Academic Misconduct

Official documents Students must become familiarized with the NU Student Code of Conduct and Disciplinary Procedures, which is the official document outlining policies and procedures about academic misconduct. Here are links to important NU policies:

- Academic policies and procedures for undergraduate programs (English/Russian).
- Student code of conduct and disciplinary procedures (English/Russian).
- Undergraduate attendance policy and procedures (English).

Fraud This refers to any attempts to deceive the student's original status of works and/or efforts, including, but not limited to, cheating during any types of tests (i.e. quizzes and exams) and forgery of documents. If a student is suspected for this type of misconduct, a Category B misconduct will be filed.

Plagiarism A plagiarism is defined as "an act of using someone else's ideas or words as if they were your own without appropriate acknowledgement or quotation marks." Following the NU guidelines and the Student Code of Conduct, I use three categories of punishment.

- Category A is to be led when minor plagiarism is suspected (e.g. one paragraph, or 3-4 consecutive sentences). For category A, the student will get zero point for that assignment.
- Category B is to be led when a significant amount of the student's assignment/work is suspected to be plagiarized (e.g. more than one paragraph). For category B, the student will fail this course and possible disciplinary actions (e.g. suspensions of stipend payment till the end of next semester) will be enforced by the University.

Special notes for online misconduct In the last Spring semester, observed was a sharp increase of misconduct related to cheating. Although I give my full respect for and confidence on my students, there will be strict rules for exams to prevent any misconduct:

- Do not (attempt to) communicate with other students during exams or quizzes. Exam and quiz questions are randomly pulled from a large pool of questions. If there is any evidence of communicating during an exam or a quiz, all students involved in that communication will be reported for a Category B misconduct.
- The time window for an exam will be strictly enforced to prevent unnecessary misunderstanding or mistrust. Students must be prepared for exams (stable connection to Moodle). It will not be accepted as an excuse that students have connection issues during an exam.
- Moodle log file will be used and accepted as evidence of misconduct. In previous courses, students are caught for cheating online but not punished for insufficient evidence of such misconduct. From this semester, Moodle's activity log file will be sufficient to prove a student's online misconduct. For instance, I will monitor each student's Moodle activity in real time and report any suspicious activity record on Moodle for misconduct.

Course Topics and Readings

This course is a self-paced online course that students should work on their own schedule. However, there are deadlines by which students should complete each module (lectures and comprehension quizzes). To complete each module, students should take all lessons and pass the end-of-module comprehension quiz with 80% or above. You have two attempts for each comprehension quiz.

Prologue

Module 1. About this course

- 1) “What are expected in this course?”
- 2) “Why does past history matter and how?”
- 3) “How to make your writing look professional and academic?”

Readings [required]:

- Course syllabus
- Pomian (2009) “Memory Wars” in H. Swoboda and J.M. Wiersma eds. *Politics of the Past: The Use and Abuse of History* (Renner Institut).
- King, C. (1999) *How to Think and How to Write*
- King, C. (1997) *Writing a Political Science Essay*

Module 2. Historical background

- 1) Studying East Asia “Why do we study East Asia?”
- 2) Conflicts in East Asia “What has formed the present East Asia?”
- 3) History as Imperative of East Asia IR “Why does past history matter for East Asian countries?”

Readings [required]:

- Johnston, Alastair I. (2012) “What (if anything) does East Asia tell us about IR theory?” *Annual Review of Political Science*, 15:53-78.
- Kim, W. (2002) “Power parity, alliance, dissatisfaction, and wars in East Asia, 1860-1993,” *Journal of Conflict Resolution*, 46(5): 654-71.
- [video] Heldmark, T. and Wrangert, R. (2016) *East Asia’s Surprising Peace*, Department of Peace and Conflict Research, Uppsala University (available at YouTube: www.youtube.com/watch?v=PZLQ0vmxi68)

Part I. Apologies, Forgiveness, and Reconciliation

Module 3. Apologies in International Politics

- 1) State apologies “What does apology mean for international relations?”
- 2) Consequences of apologies “Remembrance and threat perception”
- 3) Ontological security and state apologies “Why do states apologize their past?”

Readings [required]:

- Lind, J. (2009) “Apologies in international politics,” *Security Studies*, 18(3): 517-556.
- Weyeneth, R.R. (2001) “The power of apology and the process of historical reconciliation,” *The Public Historian*, 23(3):9-38.

Recommended readings:

- Field, N. (1997) “War and apology: Japan, Asia, the fifties, and after,” *Positions*, 5(1): 1-49.
- Avruch, K. and Wang, Z. (2005) “Culture, apology, and international negotiation: the case of the Sino-US “Spy Plane” crisis,” *International Negotiation*, 10: 337-53.
- Corntassel, J. and Holder, C. (2008) “Who’s sorry now? Government apologies, truth commissions, and indigenous self-determination in Australia, Canada, Guatemala, and Peru,” *Human Rights Review*
- Lowenheim, N. (2009) “A haunted past: requesting forgiveness for wrongdoing in international relations,” *Review of International Studies*, 35(3): 531-55.

Module 4. Political Forgiveness and International Politics

- 1) Forgiveness in political contexts “What is political forgiveness?”
- 2) Problems of Forgiveness “What are problems of applying forgiveness to politics?”
- 3) Defining forgiveness in international politics “Can states forgive or be forgiven?”

Readings [required]:

- Diegeser, P.E. (1998) “Forgiveness and politics,” *Political Theory*, 26(5): 700-724.
- Diegeser, P.E. (2004) “Forgiveness, the unforgivable and international relations,” *International Relations*, 18(4): 480-97.

Recommended readings:

- Andrews, M. (1999) “The politics of forgiveness,” *International Journal of Politic, Culture, and Society*, 13(1): 107-24.
- Newberry, P (2004) “The three dimensions of forgiveness,” *Philosophy in the Contemporary World*, 11(2): 73-79.
- Zaibert, L. (2009) “The paradox of forgiveness,” *Journal of Moral Philosophy*, 6: 365-93.
- MacLachlan, A. (2012) “The philosophical controversy over political forgiveness” in B.A.M. Stokkom et al. *Public Forgiveness in Post-Conflict Contexts* (Intersentia Press).

Module 5. For Reconciliation in East Asia

- 1) Reconciliation as justice “Is reconciliation compatible with justice?”
- 2) Complexity of reconciliation “Why is reconciliation difficult?”
- 3) From conflict resolution to reconciliation “How to build peace through reconciliation?”

Readings [required]:

- Philpott, D. (2012) “Reconciliation as a concept of justice,” in *Just and Unjust Peace: An Ethic of Political Reconciliation*, Oxford University Press
- Philpott, D. (2012) “Is reconciliation fit for politics?” in *Just and Unjust Peace: An Ethic of Political Reconciliation*, Oxford University Press

Recommended readings:

- Auerbach, Y. (2004) “The role of forgiveness in reconciliation” in Bar-Siman-Tov, Y. ed. *From Conflict Resolution to Reconciliation*, Oxford University Press.
- Cohen, R. (2004) “Apology and reconciliation in international relations” in Bar-Siman-Tov, Y. ed. *From Conflict Resolution to Reconciliation*, Oxford University Press.
- Eisikovits, N. (2004) “Forget forgiveness: On the benefits of sympathy for political reconciliation,” *Theoria: A Journal of Social and Political Theory*, 105: 31-63.
- Kriesberg, L. (2007) “Reconciliation: aspects, growth, and sequences,” *International Journal of Peace Studies*, 12(1): 1-21.
- Philpott, D. (2012) *Just and Unjust Peace: An Ethic of Political Reconciliation*, Oxford University Press.
- Cahan, J.A. (2013) “Reconciliation or reconstruction? Further thoughts on political forgiveness,” *Policy*, 45(2): 174-97.
- Wu, C. and Yang, F. (2016) “Reconciliation and peace building in international relations; an empirical analysis of five cases,” *Chinese Political Science Review*, 1: 645-669.

Part II. Politics of Memory

Module 6. Collective/historical Memory as a Concept

- 1) Defining historical memory “What is historical memory and why does it matter?”
- 2) (Ab)use of historical memory “How historical memory is formed and used?”
- 3) Collective memory as a research paradigm “How do we study memory in political science?”

Readings [required]:

- Wang, Z. (2018) “Historical memory as an omitted variable?” in Wang, Z. (2018) *Memory Politics, Identity and Conflict: Historical Memory as a Variable*, Palgrave Macmillan.
- Hilton, D.J. and Liu, J.H. (2017) “History as the narrative of a people: from function to structure and content,” *Memory Studies*, 10(3): 297-309.

Recommended readings:

- Olick, J.K. and Robbins, J. (1998) “Social memory studies: from “collective memory” to historical sociology of mnemonic practices,” *Annual Review of Sociology*, 24, 105-140.
- Roberts, R. (2000) “History and memory: the power of statist narratives,” *The International Journal of African Historical Studies*, 33(3): 513-22.
- Russell, N. (2006) “Collective memory before and after Halbwachs,” *The French Review*, 79(4): 792-804.
- Luna, I. and Rosa, A. (2012) “Memory, history and narrative: Shifts of meaning when (re)constructing the past,” *Europe’s Journal of Psychology*, 8(2): 300-10.
- Verovsek, P.J. (2016) “Collective memory, politics, and the influence of the past: the politics of memory as a research paradigm,” *Politics, Groups, and Identities*, 4(3): 529-543.
- Maurantonio (2017) “The politics of Memory” in Kenski, K. and Jamieson, K.H. eds. *The Oxford Handbook of Political Communication*, Oxford University Press.

Module 7. Collective/historical Memory and Politics

- 1) Collective memory and national identity “How do collective memories work for identity formation of a nation?”
- 2) Historical memory and its controversies “How does historical memory works in a political context?”
- 3) Foreign policy making under collective memory “What roles does collective memory play in foreign policy decision making?”

Readings [required]:

- Wang, Z. (2018) “Collective memory and national identity” in Wang, Z. (2018) *Memory Politics, Identity and Conflict: Historical Memory as a Variable*, Palgrave Macmillan.
- Wang, Z. (2018) “The four dimensions of historical memory,” in Wang, Z. (2018) *Memory Politics, Identity and Conflict: Historical Memory as a Variable*, Palgrave Macmillan.
- Bachleitner, K. (2019) “Diplomacy with memory: how the past is employed for future foreign policy,” *Foreign Policy Analysis*, 15, 492-508.

Recommended readings:

- Langenbacher, E. (2014) “Does collective memory still influence German foreign policy?” *The Brown Journal of World Affairs*, 20(2): 55-71.
- Lebow, R.N. (2008) “The future of memory,” *The Annals of the American Academy of Political and Social Science*, 617, 25-41.
- Qui, J. (2006) “The politics of history and historical memory in China-Japan relations,” *Journal of Chinese Political Science*, 11(1): 25-53.

Part III. Case Studies

Module 8. The Comfort Women Movement and Its Controversies

- 1) Historical background “Who are comfort women?”
- 2) Remembrance “The Comfort Women Movement”
- 3) Apologies and after “Japanese apologies and South Korean responses”
- 4) Politics of memory “Controversies over memory of comfort women”

Recommended readings:

- Sand, J. and Sand, J. (1999) “Historians and public memory in Japan: the “comfort women” controversy,” *History and Memory*, 11(2): 116-28/
- Park, Y. (2013) “How we should consider the comfort women issue based on discussions between Ikuhiko Hata and Yoshiaki Yoshimi”
- [video] The ‘comfort women’ scene from *The City of Life and Death*, a film written and directed by Lu Chuan (available at www.youtube.com/watch?v=YzOgk32g8dk)

Module 9. Diverging Remembrance of the Vietnam War in South Korea

- 1) Historical background: South Korea’s decision to the Vietnam War
- 2) Commemoration of the Vietnam War in South Korea
- 3) Civilian massacre in Vietnam by South Korean soldiers
- 4) The role of civil society in reconciliation: “Sorry, Vietnam” Movement

Recommended readings:

- Ashplant, T.G., Dawson, G. and Roper, M. (2000) “The politics of war memory and commemoration: contexts, structures and dynamics” in Ashplant, Dawson and Roper. eds. *Commemorating War*, Routledge.
- Armstrong, C.K. (2001) “America’s Korea, Korea’s Vietnam,” *Critical Asian Studies*, 33(4): 527-40.
- Do, H. (2020) “The forgotten history of South Korean massacres in Vietnam,” *The Diplomat*
- [video] BBC News. (2020) “Ghost of the Vietnam War.” Available at www.youtube.com/watch?v=zixaHx0yPH8

Module 10. The History Textbook Controversies and Reconciliation

- 7) Historical background: Why does a textbook matter?
- 8) Changing perception of the past in Japan
- 9) Comparing societal and governmental remembrance
- 10) The role of experts and scholars in resolving history controversies

Recommended readings:

- Beal, T., Nozaki, Y. and Yang, J. (2001) “Ghost of the past: the Japanese history textbook controversy,” *New Zealand Journal of Asian Studies*, 3(2): 177-88.

- Schneider, C. (2008) “The Japanese history textbook controversy in East Asian perspective,” *The Annals of the American Academy of Political and Social Science*, 617, 107-22.
- Gries, P.H., Zhang, Q., Masui, Y. and Lee, Y.W. (2008) “Historical beliefs and the perception of threat in Northeast Asia: colonialism, the tributary system, and China-Japan-Korea relations in the twenty-first century,” *International Relations of the Asia-Pacific*, 9:245-265.
- Shin, G. (2010) “Historical disputes and reconciliation in Northeast Asia: the US Role,” *Pacific Affairs*, 83(4): 663-73.
- Han, U. (2015) *History Education and Historical Reconciliation in East Asia: Focusing on the History Textbook Dialogues between South Korea and Japan*, Northeast Asian History Foundation.

Module 11. Memory and Perception of North Korea Among South Koreans

- 1) Historical background “The post-war history of South Korea”
- 2) Legitimation of authoritarian government “Anti-Communism in South Korea”
- 3) Embracing the northern neighbor “Changing perception of North in South”
- 4) Division within South “Politics of division along diverging memories”

Recommended readings:

- Armstrong, C.K. (2005) “Inter-Korean relations in historical perspective,” *International Journal of Korean Unification Studies*, 14(2): 1-20.
- Ko, N.C. (2018) “South Korea’s collective memory of past human rights abuses,” *Memory Studies*, online
- Ku, Y. “Inter-Korean relations and reunification” in Ku, Yangmo, Inyeop Lee, and Jongseok Woo. eds. *Politics in North and South Korea: Political Development, Economy, and Foreign Relations*, Routledge.
- Park, Y.H. (2014) “South and North Korea’s views on the unification of the Korean Peninsula and inter-Korean relations,” *KRIS*, 1-21.
- Oberdorfer, D. (2001) “Where the wild birds sing,” *The Two Koreas: A Contemporary History*, Basic Books.

Module 12. Historical Memory in post-Soviet Central Asia (participatory)

This module is optional. Students can participate in collecting data, reviewing the literature, building arguments, and writing a paper together about the following topics:

- 1) Historical background “The post-Soviet society of Central Asia”
- 2) Defining history and historical memory in Central Asia
- 3) State narratives on the Soviet era and the post-Soviet era
- 4) Moving forward “What to be remembered and how?”

Recommended readings:

- Gorshenina, S. and Tolz, V. (2016) “Constructing heritage in early Soviet Central Asia: the politics of memory in a revolutionary context,” *Ab Imperio*, 4/2016: 77-115.

- Kundakbayeva, Z. and Kassymova, D. (2016) “Remembering and forgetting: the state policy of memorializing Stalin’s repression in post-Soviet Kazakhstan,” *Nationalities Papers*, 44(4): 611-27.
- Surucu, C. (2002) “Modernity, nationalism, resistance: identity politics in post-Soviet Kazakhstan,” *Central Asian Survey*, 21(4): 385-402.
- Lennon, J.J. and Tiberghien, G. (2020) “Kazakhstan Gulag heritage: dark tourism and selective interpretation,” *International Journal of Tourism*, 22, 364-74.
- Denison, M. (2009) “The art of the impossible: political symbolism, and the creation of national identity and collective memory in post-Soviet Turkmenistan,” *Europe-Asia Studies*, 61(7): 1167-87.
- Isaacs, R. and Polese, A. (2015) “Between “imagined” and “real” nation-building: identities and nationhood in post-Soviet Central Asia,” *Nationalities Papers*, 43(3): 371-82.
- Williams, B.G. (2000) “Commemorating “The Deportation” in post-Soviet Chechnya: the role of memorialization and collective memory in the 1994-96 and 1999-2000 Russo-Chechen Wars,” *History and Memory*, 12(1): 101-34.
- Kasikçi, M.V. (2019) “The Soviet and the post-Soviet: street names and national discourse in Almaty,” *Europe-Asia Studies*, 71(8): 1345-66.
- Dadabaev, T. (2016) “Evaluations of perestroika in post-Soviet Central Asia: public views in contemporary Uzbekistan, Kazakhstan, and Kyrgyzstan,” *Communist and Post-Communist Studies*, 49, 179-92.

Important Dates

All deadlines will be strictly enforced. For lessons and lectures, each module must be completed by the below stated deadline. An uncompleted module will remain open for students to access by the end of the semester. However, it cannot be completed after the deadline. For exams and assignments, there will be no exception granting extensions or make-ups.

Date	Expected tasks
22 August	Module 1 completed
29 August	Module 2 completed
2 September	Topic submission for essay 1
5 September	Module 3 completed
12 September	Module 4 completed
19 September	Module 5 completed; Essay 1 draft submitted (for Writing Fellow)
24 September	Exam 1 (modules 2 through 5)
26 September	Module 6 completed
3 October	Module 7 completed
9 October	Essay 1 final draft and revision note submitted (for grading)
17 October	Topic submission for essay 2
17 October	Module 8 completed
24 October	Module 9 completed
31 October	Module 10 completed; Essay 2 draft submitted (for Writing Fellow)
7 November	Module 11 completed
12 November	Exam 2 (modules 6 through 11)
21 November	Module 12 completed (optional)
26 November	Wrap-up meeting (zoom conference)
28 November	Essay 2 final draft and revision note submitted (for grading)