

**The Global Chinese?: Chinese Migration, 1567-2007**  
**21G.075/21H.253**

meets with /21G.196 (for Chinese minors only, 13 units)

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Fall 2015  
TR1- 2:30 (14N-217)

Office Hours: Tuesdays 11-12 and by appointment

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Office Hours: Tuesdays 2:30-3:30

This subject will examine Chinese migration in historical and comparative perspective, beginning in 1567, the year in which the Chinese Imperial Government lifted its ban on private maritime trade. We will discuss Chinese migration to diverse locations such as Southeast Asia, Hawaii, North America, Latin America and the Caribbean, Australia, Europe, and Africa. For comparative purposes, we will also consider Han Chinese internal migration to frontier regions like Taiwan and to Hong Kong, and rural-urban migration. Topics may include the varied roles of Chinese migrants in colonial, settler and frontier societies, the coolie trade, Chinese exclusion movements, contributions of overseas Chinese to the Chinese Revolution, transnational networks, chain migration, women's roles, intermarriage, cultural hybridity and creole communities, and the "new migration." We will use primary and secondary sources, and also examine some material artifacts. The class will include a Chinatown fieldtrip and a food event. Taught in English. No background required.

**Intended learning outcomes**

By the time you complete this course, you should be able to:

- Demonstrate a basic understanding of the major factors driving Chinese migration historically, and of the continuities and differences between the eras of "old migration" and "new migration."
- Identify the major patterns of Chinese overseas migration historically, including "trade diaspora," "labor migration," "educational migration," "refugee migration," and "return migration."
- Explain the fundamental differences among the main "ecologies" that have shaped the Chinese emigrant experience in certain characteristic environments and historical periods.

- Demonstrate a basic understanding of models of cultural change or adaptation, including creolization or hybridity, assimilation, and isolation, and of the formation of diverse types of Chinese communities in particular venues.
- Use this knowledge to critically analyze the concept of a "global Chinese diaspora," or "tribe," with attention to the diverse flows of migration from particular regional "emigrant communities" in China, and to socioeconomic diversity.
- Effectively communicate your mastery of key class concepts through an original final project with both written and oral components, making use of digital humanities tools

#### Other key activities:

- An **archive workshop** with a MIT reference librarians designed to improve research skills, with emphasis on historical primary sources.
- A **Chinatown scavenger hunt** designed to promote student awareness of connections between class readings and local community development.
- In-class workshops with **hands-on use of digital humanities tools**.
- A **food event** designed to promote "hands-on" experience of cultural adaptation.

#### Class Texts

**Selected texts:** All readings are available through the library reserves (print or electronic). WE DO NOT require you to purchase any materials. Purchase at your discretion.

Recommended (also available as e-textbooks through MIT libraries):

Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times* (2008)

Michelle Loyalka, *Eating Bitterness: Stories from the Front Lines of China's Great Urban Migration* (2013)

(Interested students are encouraged to read one of these memoirs in full by the end of the semester)

Lisa See, *On Gold Mountain: The One-Hundred-Year Odyssey of My Chinese-American Family*  
OR

Shirley G. Lim, *Among the White Moon Faces: An Asian-American Memoir of Homelands*

**Films** (available through the humanities film office [directions at end of syllabus] or on Netflix):

*The Last Train Home*, dir. Lixin Fan (2009)

*Nasi Lemak 2.0*, dir. Namewee (2011)

*Chan is Missing*, dir. Wayne Wang (1982)

*The Search for General Tso* (2014), dir. Ian Cheney

All other readings are available through Stellar or Ning.

### Requirements

This class will meet twice weekly for an hour and a half each meeting. Lectures will generally be delivered on Tuesdays, with Thursdays reserved for discussion and in-class work.

This class requires all students to participate in a weekly discussion of the assigned reading, or research workshop with hands-on activities. This subject offers students substantial opportunity for oral expression, through presentations and class participation. Students will make informal presentations on designated discussion days, and may be asked to facilitate class discussion once during the semester. In addition, students will deliver a formal oral presentation at the end of the semester. The class will also require:

A short reading response (2-3 pp)

A final quiz

A Chinatown fieldtrip (on your own time)

And a final project (with graded subcomponents delivered throughout the term as noted below)

Our primary class website will be on **Ning, which will be accessible by invitation only to members of the class**. Ning will also contain resources such as maps, chronologies, videos, photographs, a discussion forum, and links to external resources. **Stellar** will be used for e-reserves and submitting any graded work. There is a link to Stellar through Ning, to provide you with "one-stop" access.

### Grading

Grade breakdown:

- Class participation: 25 points
- Reading response (2-3 pages): 10 points
- Map: 5 points
- Timeline: 5 points
- Chinatown field trip worksheet: 5 points
- Final project (includes revised map and timeline): 20 points
- Formal oral presentation: 10 points
- Final quiz: 20 points

All grading performed by Prof. Teng and Dr. Lee.

**Attendance is mandatory. \*\*\*No class absence, except in cases of illness or family emergency. Please inform us in advance by e-mail. Habitual tardiness will also be penalized. Please inform us in advance if it is necessary for you to be late to class (for example, you have a Harvard class).**

Class participation will be assessed on the basis of regular attendance, preparedness for and active participation in class discussion, demonstration of good listening skills when your classmates are speaking, active attention to lectures and other in-class presentations, and other forms of participation. In addition, each student will have turns to facilitate class discussion sessions and present draft ideas for the final project in class. In short, full points for class participation are earned by being an active and engaged member of our class community.

In preparation for the **final project**, each student is expected to work on their individual maps and timelines, using original research and concepts learned through class lectures and readings. These contributions will be considered building blocks for the final project, but will be graded separately from the final project.

**Week One Introduction**

Thursday, September 10	<p>Introduction to the Class</p> <p><u>Recommended Reading (not due this day):</u></p> <p>*Robert Guest, <i>Borderless Economics: Chinese Sea Turtles, Indian Fridges and the New Fruits of Global Capitalism</i> (2011) chapter 2 (“Bridges to China: Tales from the World's Greatest Diaspora”) and chapter 3 (“Diaspora Politics: How the Sea Turtles Will Turn China Democratic”)</p> <p>*Jianying Zha, "The Turtles," <i>Tide Players</i></p>
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**Week Two The “Nanyang” (Southeast Asia) -- Maritime Trade and Migration**

Tuesday, September 15	Lecture
Thursday, September 17	<p>Discussion session</p> <p><u>Readings</u></p> <p>*Wang Ta-hai, <i>The Chinaman Abroad: or, a Desultory Account of the Malayan Archipelago, Particularly of Java</i>; 1791 preface, 1849 translation from the Chinese, pp. x-xv, 28-41.</p> <p>*Captain Walter C Lennon, "Journal of a Voyage through the Straits of Malacca on an Expedition to the Molucca Islands... 1796," <i>Journal of the Royal Asiatic Society</i>, 1881, pp. 51, 54-59</p> <p>*Queeny Chang, <i>Memories of a Nonya</i>, 1981, pp 9-21, 31-35, 37</p>

	<p>*Yap Pheng Geck, <i>Scholar, Banker, Gentleman Soldier: The Reminiscences of Dr. Yap Pheng Geck</i>, 1982, 1-25</p> <p><u>Recommended:</u></p> <p>Kuhn, Chapter 1 (Maritime Expansion and Chinese Migration) and 2 (Early Colonial Empires and Chinese Migrant Communities)</p>
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### Week Three The Peranakans – Evolution of Creole Communities

<p>Tuesday, September 22</p>	<p>Map workshop (bring laptop to class—MIT laptops can be borrowed from the library ahead of time).</p>
<p>Thursday, September 24</p>	<p>Discussion session</p> <p><u>Readings</u></p> <p>*JD Vaughan, <i>The Manners and Customs of the Chinese of the Straits Settlements</i>, 1879, pp. 1-3, 6-8</p> <p>Isabella Bird, <i>The Golden Chersonese and the Way Thither</i>, 1883, pp. 145-151, 166-170  <a href="http://books.google.com/books?id=0G1_H8pon98C&amp;pg=PP1#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=0G1_H8pon98C&amp;pg=PP1#v=onepage&amp;q&amp;f=false</a></p> <p>*Peter Lee and Jennifer Chen, <i>The Straits Chinese House: Domestic Life and Traditions</i>, 2006, pp. 20-23, 56-58, 64</p> <p>*Ronald Knapp, <i>The Peranakan Chinese Home: Art and Culture in Daily Life</i>, 2012, pp. 16-27, 29, 32-34</p> <p>* Sharon Wee, <i>Growing up in a Nonya Kitchen: Singapore Recipes from My Mother</i>, 2012, selections [this is a cookbook memoir that traces the author's Peranakan heritage]</p> <p>On <b>Stellar</b> and <b>Ning</b>, view select images in the photos section from:</p> <p>*Datin Seri Endon Mahmood, <i>The Nyonya Kebaya: A Century of Straights Chinese Costume</i>,</p> <p>*Ronald G. Knapp, <i>Chinese Houses of Southeast Asia: The Eclectic Architecture of Sojourners and Settlers</i>, 16-17, 20-25, 90-101</p>

	<p><b>Map assignment due 1 PM</b></p> <p><u>Recommended:</u></p> <p>Kuhn Chapter 3 (Imperialism and Mass Emigration) and 4 (Communities in the Age of Mass Migration: I. Southeast Asia)</p>
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**Week four “Gold Mountain” -- Mass Migration to the Settler Societies**

Tuesday, September 29	Lecture
Thursday, October 1	<p>Discussion session</p> <p><u>Readings</u></p> <p>*Lee Chew, “Biography of a Chinaman,” <i>The Independent Magazine</i>, 1903, pp. 417-423.</p> <p>*Huie Kin, <i>Reminiscences</i>, 3-45</p> <p>*Sing Kum, “Letter by a Chinese Girl”</p> <p>*Selection from Samuel Gompers and American Federation of Labor, <i>Meat Vs. Rice: American Manhood Against Asiatic Coolieism, Which Shall Survive?</i> 1901 and 1908, in Gjerde, 275-283.</p> <p>*Yan Phou Lee, "The Chinese Must Stay," 1889</p> <p>*Petition 2, from Yun, Lisa, <i>The Coolie Speaks: Chinese Indentured Laborers and African Slaves of Cuba</i>. Philadelphia: Temple University Press, 2008, pp 243-245.</p> <p>Primary source documents from <i>The Chinese in the West Indies</i>, pp. 23-27, 39-40</p> <p><u>Recommended:</u></p> <p>Kuhn, Chapter 5 (Communities in the Age of Mass Migration: II. Exclusion From, and In, the Settler Societies)</p> <p>Elizabeth Sinn, “Bound for California: The Emigration of Chinese Women,”</p>

**Week five      Niches and Livelihoods: From Chinese Laundries to Restaurants**

Tuesday, October 6	Lecture, Heather Lee -- History of Chinese restaurants in the US, 1894-1949
Thursday, October 8	<p>Discussion session</p> <p><u>Readings:</u></p> <p>*Steve Kwok, "My Father Was a Paper Son"</p> <p>*James Watson, "Restaurants and Remittances: Chinese Emigrant Workers in London." in <i>Anthropologists in Cities</i>, edited by George M. Foster and Robert V. Kemper, Boston: Little, Brown and Company, 1974 (read the section on "The Restaurant Niche" pages 213-217)</p> <p>*Jennifer 8 Lee, <i>The Fortune Cookie Chronicles</i>, Chapter 8. The Golden Venture: Restaurant Workers to Go; and Chapter 13. Waizhou, U.S.A</p> <p><b>Timeline assignment due 1 PM</b></p> <p><u>Recommended:</u></p> <p>Paul Siu, <i>The Chinese Laundryman: A Study of Social Isolation</i> (1953), pp 1-4 (from Introduction), and and pp 137-140, 145-148, 150-55.</p> <p>Louis Beck, <i>New York's Chinatown</i> (1898) –  <a href="http://pds.lib.harvard.edu/pds/view/4023668">http://pds.lib.harvard.edu/pds/view/4023668</a> (Browse)</p>

**Week six      Corridors: Emigrant Communities, Immigrant Venues, and "In-between" Places**

Tuesday, October 13	No Class—Monday Schedule due to Columbus Day Holiday
Thursday, October 15	<p>Discussion session</p> <p><u>Readings:</u></p> <p>James Watson, <i>Emigration and the Chinese Lineage</i>, focus on chapters 4, 5, 7, 8, 9</p>

	<p>and 10</p> <p>*View pictures: Ronald G. Knapp, <i>Chinese Houses of Southeast Asia: the Eclectic Architecture of Sojourners and Settlers</i>, 37-39</p> <p><u>Recommended:</u></p> <p>*Sinn, Elizabeth. "Xin Xi Guxiang: A Study of Regional Associations as a Bonding Mechanism in the Chinese Diaspora. The Hong Kong Experience." <i>Modern Asian Studies</i> 31 (1997): 375–97.</p> <p>*Evelyn Hu-DeHart, "Chinatowns and Borderlands Inter-Asian Encounters in the Diaspora," <i>Modern Asian Studies</i>, vol. 46, part 2, March 2012</p>
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**Week seven Chinese Overseas students and the building of "New China"**

Tuesday, October 20	<p>Guest Lecture, Prof. Edward Rhoads, UT Austin</p>
Thursday, October 22	<p>Workshop in MIT archives – meet in the MIT archives 14N-118</p> <p><u>Readings:</u></p> <p>*www.earlychinesemit.mit.edu (draft website)</p> <p>Yung Wing, My Life in China and America – (choose your own selection to read)  <a href="http://books.google.com/books/about/My_Life_in_China_and_America.html?id=084NAAAAIAAJ">http://books.google.com/books/about/My_Life_in_China_and_America.html?id=084NAAAAIAAJ</a></p> <p>*Yan Phou Lee, <i>When I Was a Boy in China</i>, selection</p> <p>*Edward Rhoads, <i>Stepping Forth into the World</i>, selection</p> <p>View archival materials here:  The Thomas La Fargue Collection  <a href="http://content.wsulibs.wsu.edu/cdm/landingpage/collection/5983">http://content.wsulibs.wsu.edu/cdm/landingpage/collection/5983</a></p> <p>Kuhn Chapter 6 (Revolution and “National Salvation”)</p> <p><b>Incorporate an item from this workshop into your map or timeline</b></p> <p><u>Recommended:</u></p> <p>Carol Hamrin and Stacey Bieler eds. <i>Salt and Light: Lives of Faith That Shaped</i></p>

	<i>Modern China</i> , volumes 1 and 2 (choose one chapter to read on your own)
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**Week eight Contemporary Migrant Identities: Being "Chinese" Outside of China**

Tuesday, October 27	Film clip from <i>Nasi Lemack 2.0</i>
Thursday, October 29	<p>Discussion session</p> <p><u>Readings:</u></p> <p>*Olga R. Rodriguez, "Chinese-Mexicans celebrate repatriation to Mexico," <i>Associated Press</i>, Nov 24, 2012</p> <p>*Eric Liu, "Song for My Father"</p> <p>*Shirley Geok-lin Lim, "Pomegranates and English Education"</p> <p>*Lisa See, "The Funeral Banquet"</p> <p>*William Yang, "I Ask Myself, Am I Chinese?" <i>Art and Asia Pacific Quarterly Journal</i>, pp. 89-95, and video interview on blog</p> <p>*Lincoln Williams, "Autobiography of Lincoln Williams," pp. 314-321</p> <p>*Ien Ang, "On Not Speaking Chinese" in <i>On Not Speaking Chinese: Living between Asia and the West</i>, 2001, 21-36</p> <p>*Selections from Ien Ang, <i>On Not Speaking Chinese: Living between Asia and the West</i>, pp 52-57 (from "Indonesia on My Mind: Diaspora, the Internet and the Struggle for Hybridity") and pp 81-88 (from "Undoing Diaspora: Questioning Global Chineseness in the Era of Globalization")</p> <p><b>Short reading response (2-3 pages) due 1 PM</b></p>

**Week nine Frontier Migration – Chinese Settlers and Development in Taiwan and Tibet**

Tuesday,	Guest lecture, Dr. Melissa Brown, HJAS
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November 3	<p><u>Reading:</u> *Melissa Brown, <i>Is Taiwan Chinese? The Impact of Culture, Power, and Migration on Identities</i>, ch. 3</p> <p><b>discuss final project ideas</b></p>
Thursday, November 5	<p><b>No Class – attend evening event</b></p> <p>Guest Lecture: Prof. Emily Yeh, University of Colorado Boulder, “Taming Tibet: Migration, Development, and Landscape Transformation” <b>4:30 p.m., room TBA</b></p> <p><u>Reading:</u> *Yeh, Emily T. "Tropes of indolence and the cultural politics of development in Lhasa, Tibet." <i>Annals of the Association of American Geographers</i> 97.3 (2007): 593-612.</p> <p><b>Final project short description (250 words) due 1 PM</b></p>

**Week ten – The New Migration – Postcolonial Metropolises and The New Frontiers of Europe and Africa**

Tuesday, November 10	Lecture
Thursday, November 12	<p>Discussion session</p> <p><u>Readings</u></p> <p>*Frank Pieke et al., <i>Transnational Chinese: Fujianese Migrants in Europe</i>, 2004, pages 29-36 (case story of Luo family), 66-68 (case story of A Yong), 102-106 (case story of Wu siblings), 153-161 (case story of businessman in London)</p> <p>*Frank Pieke, “Recent Trends in Chinese Migration to Europe: Fujianese Migration in Perspective,” International Organization for Migration Research Series, no. 6, 2002 (free PDF download: <a href="http://publications.iom.int/bookstore/index.php?main_page=product_info&amp;products_id=255">http://publications.iom.int/bookstore/index.php?main_page=product_info&amp;products_id=255</a>)</p> <p>*Emmanuel Ma Mung Kuang. “The New Chinese Migration Flows to Africa.” <i>Social Science Information</i> 47, no. 4 (2008): 643-659.</p>

	<p>*Haugen, Heidi Ostbo and Jorgen Carling. “On the Edge of the Chinese Diaspora: The Surge of Baihuo Business in an African City.” <i>Ethnic and Racial Studies</i> 28, no. 4 (2005): 639-662.</p> <p><u>Recommended:</u></p> <p>Kuhn Chapter 8 (The New Migration)</p> <p>*Miri Song, “Children's labour in ethnic family businesses: the case of Chinese take-aways in Britain,” <i>Ethnic and Racial Studies</i>, Vol. 20, No. 4., October, 1997, 690-716.</p>
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**Week eleven                  Review Week**

Tuesday, November 17	Review session
Thursday, November 19	<b>Final quiz</b>

**Week twelve                  Chinatown as Ethnic Enclave**

Tuesday, November 24	<p><b>No class meeting: Chinatown field trip – on your own schedule (Write up due Dec. 1)</b></p> <p><u>Readings</u></p> <p>*Wing-kai To, <i>The Chinese in Boston: 1870-1965</i>, 2008, pp. 7-9, 124,</p> <p>*Peter Kwong, <i>The New Chinatown</i>, chapter 2 (“Economic Boom in New York's Chinatown”), 25-42, and excerpt from chapter 10 (“Unwelcome Newcomers: Chinatown in the 1990s”) 174-80 [some pages of this reading will not be available on Stellar due to copyright issues, try Googlebooks].</p> <p><u>Film:</u></p> <p><i>The Search for General Tso</i> (2014), dir. Ian Cheney (watch outside of class)</p>
Thursday, November	<b>Thanksgiving</b>

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**Week thirteen Internal Migration – From Countryside to City**

Tuesday, December 1	<p>Discussion session</p> <p><u>Reading:</u></p> <p>Choose two chapters from: Michelle Loyalka, <i>Eating Bitterness: Stories from the Front Lines of China's Great Urban Migration</i>, (2013) [hard copy on reserve in library]</p> <p>Film clip: <i>The Last Train Home</i>, dir. Lixin Fan (2009)</p> <p><b>*Last day to hand in your Chinatown assignment*</b></p> <p><u>Recommended:</u></p> <p>*Wu, Harry Xiaoying. "Rural to Urban Migration in The People's Republic of China." <i>China Quarterly</i> 139 (1994): 669-698.</p> <p>*Pun, Ngai, 2001. "Cultural Construction of Labor Politics: Gender, Kinship, And Ethnicity in a Shenzhen Workplace," <i>The Chinese Triangle of Mainland China, Taiwan, and Hong Kong: Comparative Institutional Analyses</i></p>
Thursday, December 3	<p><b>Oral presentations</b></p> <p><b>Final project due</b></p>

**Week fourteen**

Tuesday, December 8	<b>Oral presentations</b>
Thursday, December 10	<p><b>Oral presentations</b></p> <p>Class food event/subject evaluations</p>

The following books are on reserve in the library:

Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times* (2008)

Elizabeth Sinn, *Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong* (2012)

Michelle Loyalka, *Eating Bitterness: Stories from the Front Lines of China's Great Urban Migration*, (2013)

Carol Hamrin and Stacey Bieler eds. *Salt and Light: Lives of Faith That Shaped Modern China*, volumes 1 and 2

Ronald G. Knapp, *Chinese Houses of Southeast Asia: The Eclectic Architecture of Sojourners and Settlers*

Emily T. Yeh, *Taming Tibet: Landscape Transformation and the Gift of Chinese Development*, Cornell University Press (2013)

Lisa See, *On Gold Mountain: The One-Hundred-Year Odyssey of My Chinese-American Family*

Shirley G. Lim, *Among the White Moon Faces: An Asian-American Memoir of Homelands*

Lynn Pan, ed. *The Encyclopedia of the Chinese Overseas*

Jennier 8 Lee, *The Fortune Cookie Chronicles*

**Our class librarian is:**

**Michelle Baildon, [baildon@mit.edu](mailto:baildon@mit.edu)**

**Philosophy, History, Anthropology, and Science, Technology, & Society Librarian**

**Tel. 617-253-9352**

### **Attendance and Class Participation Policy**

Attendance is mandatory. You are not permitted to miss class except in cases of illness or family emergency. Please inform instructors in advance by e-mail. Unexcused absences will count against your class participation grade. Your class participation grade will be based on regular attendance, preparation, and active and thoughtful participation in class discussions, including active listening.

### **Late Assignment Policy**

No extensions will be granted, except in cases of serious illness or emergency, for which documentation from S3 is required.

### **Collaboration policy:**

You are expected to collaborate with others in this class. In terms of any graded assignments, you may discuss and work together with others. However, the expectation is that the final submitted work represents your own original writing, and yours alone.

### **Laptop/electronic device policy:**

Laptops, tablets and electronic reading devices are permitted in class for the sole purpose of classwork relevant to the subject. Use of e-mail, texting, etc. and any work related to other classes is not permitted. Use of cell phones is not permitted without permission of instructor. For privacy purposes, video or audio-taping is not permitted.

### **Inclement Weather and Emergency Closing Policy**

In case of inclement weather or other emergencies the following steps will be taken:

- **We will attempt to contact students to inform them if class is canceled. If MIT is closed, class is automatically canceled.**

**Makeup policy for snow days or other emergencies:** In the event that more than 2 classes need to be canceled for snow days or other emergencies, makeup classes or other substitutions will be offered. In the event that such makeup classes need to be scheduled outside of our regular class time, attendance will not be mandatory. If we need to conduct a makeup for the final quiz, every effort will be made to schedule that session during our regular class meeting time. In the event of class cancellation, all homework should still be handed in through Stellar on schedule (as weather and other conditions permit).

### **Films:**

## PLEX TV LOGIN INSTRUCTIONS

The films on the Plex.tv server are for classroom and research use only and are restricted to students currently registered for the class listed.

### YOUR CREDENTIALS

Username: 21G.075j

Password: chinesemigration

### ON CAMPUS

Verify that you are logged into the MIT Secure network.

In your web browser\*, navigate to <http://kubrick.mit.edu:2001/web/index.html>

Sign in with the credentials listed above.

Click your course number on the left of the page.

Hover your mouse over the film you want to watch and press play.

\*To preserve the proper aspect ratio of the film, please log in to the server using either Google Chrome or Safari, NOT Firefox.

If you have any questions or are experiencing any issues, please contact Laura Ryan at the MIT Film Office.  
[ryanl@mit.edu](mailto:ryanl@mit.edu)  
(617) 253-2873

### OFF CAMPUS

Log in to MIT's VPN network (<http://ist.mit.edu/vpn>), and then follow the instructions to the left.

For VPN issues, please contact IS&T  
[helpdesk@mit.edu](mailto:helpdesk@mit.edu)  
617-253-1101  
<http://ist.mit.edu/help>

## Other Useful Information

### Student Support Services

If you are dealing with a personal or medical issue that is affecting your ability to attend class, complete work, or take an exam, please discuss this with Student Support Services (S<sup>3</sup>). The deans in S<sup>3</sup> will verify your situation, and then discuss with you how to address the missed work. Students will not be excused from coursework without verification from Student Support Services. You may consult with Student Support Services in 5-104 or at 617-253-4861. Also, S3 has walk-in hours Monday-Friday 9:00-10:00am.

### Student Disability Services

MIT is committed to the principle of equal access. Students who need disability accommodations are encouraged to speak with Kathleen Monagle, Associate Dean, prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion. Even if you are not planning to use accommodations, it is recommended that you meet with SDS staff to familiarize yourself with the services and resources of the office. You may also consult with Student Disability Services in 5-104 or at 617-253-1674. If you have already been approved for accommodations, please contact us early in the semester so that we can work together to get your accommodation logistics in place.

**Another useful resource:** <http://resources.mit.edu>

### **Policy on academic integrity**

**Plagiarism and other forms of academic dishonesty are serious offenses and will be dealt with according to MIT policy and procedures.**

**All students are expected to be familiar with MIT's policies and guidelines on academic integrity as outlined in the Handbook on Academic Integrity: [integrity.mit.edu](http://integrity.mit.edu)**

Please review all the guidelines in the handbook, including the information on responsible paraphrasing.

### **Definition of grades:**

- A: Exceptionally good performance, demonstrating a superior understanding of the subject matter and skillful use of concepts and/or materials.
- B: Good performance, demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
- C: Adequate performance, demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.
- D Minimally acceptable performance, demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also containing deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

In accord with MIT Rules and Regulations of the Faculty section 2.62, we do not grade on a curve. Students are assessed individually, and there is no pre-determined grade spread in any subject. Consistent with this, after Drop Date, students who remain in a class are not in jeopardy of seeing their grades change due to the change in class composition.