

## Security: A Few Basic Things to Consider:

- Not requiring that videos be turned on for discussions;
- Allowing students to discuss potentially sensitive topics one-on-one rather than in group discussions;
- Not recording and distributing discussions sections, texts in the chat box, or office hours;
- Including a warning on your syllabi that the class contains potentially sensitive material and offering to talk with student individually before they enroll;
- Encouraging students to enroll in the class after we've returned to face-to-face instruction if the class is not required and contains potentially sensitive material;
- Taking note of the difficulty students on the Chinese mainland may have accessing some materials (e.g., YouTube is blocked and so are all Google platforms; there are ways to get around the block, but it is sometimes tricky to do so).
- (Some of these suggestions could apply to students from places other than the PRC, of course. Some of the issues will still be with us when we return to in class meetings. Some of the issues are relevant to all sorts of settings.)

### Resources -- Three links:

A Politico roundtable on "Protecting Chinese Students at U.S. Schools," which is just 10 minutes and has a particularly valuable last few minutes in which political scientist Sheena Greitens explains clearly why this may seem like a Chinese studies issues but is much broader: [Link](#)

A roundtable of written comments on the issues put up by the Asia Society's China File: [Link](#)

Remote Teaching  
Teaching Students in China (and other countries)

Two hypotheticals:

If you held a discussion in a general class on colonialism on the idea that police in various non-colonial cities through history and across space have sometimes been seen as acting like colonial armies of occupation, a Hong Kong student saying she thought of the police in her city that way could be subject to arrest for saying that. Her comments would be unlikely to cause her problems, but they could qualify as sedition under the new law, and that crime is punishable by up to life in prison.

If you were discussing the differences between the ways that countries with different political systems have handled COVID-19, making clear that you thought there was a lot of blame to go around as all sorts of countries had made mistakes, a student participating in Shanghai might feel special pressures. He might worry about his parents overhearing what he said and not agreeing with him. He might worry about Chinese classmates feeling he was unpatriotic if he criticized the initial coverup of the pandemic, as there have been some cases of organized online shaming of people who criticize the government in China, yet also feel worried that staying silent about this cover-up would lead his professor or his classmates to assume he was doing so because of being brainwashed and hypernationalistic.

**Case Examples**

**#1:**

The student wrote "another student and I cannot appear in the same picture together"

**Response:**

Is participant video required for this class?

If no, can the student turn off video and participate in Zoom Meetings? This is the most effective solution. The student can change their Zoom name to not be their full name.

If the suggestion above doesn't work, can we upgrade your account to a Zoom Webinar for the remainder of the quarter? This upgrade would eliminate all student video from appearing on the screen. Only you and your shared connect (or a designee) could appear on the screen to students. A webinar can be simultaneously broadcasted through Facebook or YouTube.

**#2:**

My student cannot access Zoom from China

**Response:**

For the student who is having trouble connecting with Zoom, have them connect to the UCI VPN first then connect with Zoom. VPN information can be found here: [Link](#)