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| **Professor Tillman** | **Course Information** |
| Office: UNIV 128 | Spring 2016 |
| Phone: 765-494-4132 | MWF 12:30-1:20 |
| Email: mtillma@purdue.edu | ARMS 1109 |
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**History 340: Modern China, 1800-2008**

Spring 2016

**Course Content:** The history of modern China, from 1800 to the present, is often characterized as a shift from domestic governance to an international search of wealth and power. This shift was accompanied by other transitions: from empire to nation-state, and from subject to citizen and then comrade. How did modern reformers try to overcome the difficulties of traditional governance? What were the unique ways that Chinese reformers attempted to gain greater wealth and power, and what has “influence and affluence” meant for “the people”?

**Course Objectives:**

1. to impart familiarity with the politics and society of modern China
2. to encourage creative and critical thinking, especially through the development of historical imagination
3. to guide students in assessing primary-source archival and newspaper documents
4. to impart a nuanced understanding of different processes of modernization and their consequences

**Learning Objectives**

1. to assess sources:
	1. to understand the differences between fiction and non-fiction, and among different types of sources
	2. to see what different types of sources can reveal, and what their limitations are
	3. to be able to outline the construction of different kinds of archives
	4. to become familiar with one particular archive
2. to evaluate information:
	1. to read primary sources closely
	2. to interpret information in light of context, chronology, causality, contingency, and complexity
	3. to relate biographical materials or case studies to larger trends in history
	4. to identify different interpretive paradigms for understanding history
3. to write evidence-based arguments:
	1. to write theses that are tenable, argumentative, and relevant
	2. to draw upon sources that are offered in class and in assigned reading
	3. to relate those arguments to the historical narrative
	4. to use reasoned logic, especially regarding context, causality, contingency, and complexity

**Class Reading (Available at the bookstore & course reserve):**

Spence, Jonathan D. *The Search for Modern China*. **First edition** on **course reserve**: 951.03 Sp32s 1990.

Chinese speakers may read the Chinese translation of the book 《追尋現代中國》臺北市 : 時報文化出版企業股份有限公司, 2001.

*The Search for Modern China Documentary Collection*, third edition, available at the campus bookstore, and on course reserve.

**\* Plus, additional materials on Blackboard**.

*Finances should not be a consideration when taking this course. If a student is concerned about the cost of materials, he or she is encouraged to see the professor.*

**Course Elements**

**Participation**

* in-class work (tickets, g-handouts, participation): 35%
* at-home quizzes: 5% (lowest score dropped)

**Written Assignments**

* (one) short review of an article 5%
* (one) research assignment 25%

**Exams** (mandatory)

* Midterm: 15%
* Final Exam: 25%

Total: 100%

|  |  |
| --- | --- |
| 94-100% = A 90-93 = A-87-89 = B+84-86 = B80-83 = B-77-79 = C+ | 73-76 = C 70-72 = C-67-69 = D+63-66 = D60-62 = D-< 60% = F |

**Schedule and Readings**

|  |  |  |
| --- | --- | --- |
| (1) Mon, Jan. 11 | What is history? |  |
| (2) Wed, Jan. 13 | Chinese political philosophy | *Readings on philosophy***(1) Online syllabus quiz due by midnight** |
| (3) Fri, Jan. 15 | The Civil Service Exams**(1) Exit Ticket** | Miyazaki, “Civil Service Exam” |
| **Mon. Jan. 18** | **NO SCHOOL** | **MLK, Jr. DAY**  |
| (4) Wed., Jan. 20 | The Manchu Conquest | *Spence, Ch. 2**Dorgon, Queue Edict* |
| (5) Fri, Jan. 22 | The Many Faces of Kangxi**(2) Entry Ticket** | Spence, Ch. 3*Kangxi, Valedictory Edict* |
| (6) Mon. Jan. 25 | Qing Institutions | Spence, Ch. 4-5**(2) Online map quiz due by midnight** |
| (7) Wed., Jan. 27 | Tribute and Trade | Spence, Ch. 6*Qianlong, Two Edicts**Macartney to George III* |
| (8) Fri., Jan. 29 | The Opium Wars**(1) G-handout** | Spence, Ch. 7*Memorials Banning Opium**Lin to Victoria I**Nanjing Treaty* |
| (9) Mon. Feb 1 | Missionaries in China **(3) Entry Ticket** | Harrison, “A Penny” |
| (10) Wed. Feb. 3 | Taiping Rebellion  | Spence, Ch. 8*Taiping Economic Program* |
| (11) Fri. Feb. 5 | Restoration  | Spence, Ch. 9*Yung Wing’s Interview with Zeng Guofan* |
| (12) Mon. Feb 8 | The Chinese in the Americas**(4) Exit Ticket** | Hu-DeHart, “Social Control”  |
| (13) Wed. Feb 10 | The Sino-Japanese War  | Spence, Ch. 10 |
| (14) Fri. Feb. 12 | 100 Days Reform  | **(3) Online Quiz: Selection of Research Topic***Kang Youwei, Three Proposals* |
| (15) Mon. Feb. 15 | The Boxer Uprising **(2) G-handout** | *Four Accounts of Miss Han* |
| (16) Wed Feb 17 | The Fall of the Qing  | Spence, Ch. 11*Qing Abdication Edict* |
| (17) Fri Feb 19 | Midterm Review |  |
| (18) Mon Feb. 22 | **MIDTERM** |  |
| (19) Wed Feb. 24 | The Birth of the Republic  | Spence, Ch. 12 (New Republic)*Lin Juemin, Letter to my wife* |
| (20) Fri Feb 26 | Yuan Shikai **(5) Entry Ticket** | *Japan’s 21 Demands**Yuan Pledges* *Chen Duxiu, “Call to Youth”* |
| (21) Mon Feb 29 | The Warlord Period  | Spence, Ch. 13 (A Road) (1) *Feng Yuxiang, “Praising the Lord”*(2) Zhang Zongchang, “With Pleasure Rife” |
| (22) Wed March 2 | New Movements |  |
| (23) Fri March 4 | The Woman Question**(3) G-handout** | *Selecting a Wife; Self-Emancipation; Nora* |
| (24) Mon March 7 | Imperialism and the May Thirtieth Movement  | Spence, Ch. 14 (Clash) |
| (25) Wed March 9 | The Return of the Nationalists**(6) Entry Ticket** | Wen-hsin Yeh, “The Clock and the Compound” |
| (26) Fri March 11 |  | **(4) Online Quiz: Research Progress**  |

**MARCH 14-19: SPRING BREAK**

|  |  |  |
| --- | --- | --- |
| (27) Mon. Mar 21 | Nationalists in Power | Spence, Ch. 15 (Experiments)*Chiang, “Why I am a Christian* |
| (28) Wed. Mar. 23 | The Long March and Yan’an | Spence, Ch. 16 (Drift) (1) *Three documents on the Long March*(2) *Liu Shaoqi, How to be a Good Communist* |
| (29) Fri. Mar. 25 | World War II**(7) Exit Ticket** | Spence, Ch. 17 (WW II)Wakeman, “Blue Shirts” |
| (30) Mon. Mar. 28 | The Chinese Civil War | Spence, Ch. 18 (GMD Fall)*General Marshall: The Mediator’s View* |
| (31) Wed. Mar. 30 | Academic Honesty and Plagiarism | **(5) Complete online quiz on academic honesty** |
| (32) Fri. April 1 | **Film: To Live (available on Blackboard)** |  |
| (33) Mon. April 4  | **Film: To Live** |  |
| (33) Wed. April 6 | **Film: To Live** |  |
| (34) Fri. April 8 | **Film: To Live** | **(6) Online quiz on the film** |
| (35) Mon. April 11 | The 1950s**(8) Entry Ticket** | Spence, Ch. 19 (Birth)Yang Kui-song, “Counterrevolutionaries” |
| (36) Wed. April 13 | Hundred Flowers and Anti-Rightest Campaigns | Spence, Ch. 20 (Planning) *Yin Zeming, “Strength of Masses”* |
| (37) Fri. April 15 | The Great Leap Forward and Presidency of Liu Shaoqi | Spence, Ch. 21 (Deepening)*Liu Shaoqi, How to be a good Communist* |
| (38) Mon. April 18 | The Cultural Revolution**(9) Exit Ticket** | *Bombard the Headquarters, Lin Biao; Down with Stinking Intellectuals* |
| (39) Wed. April 20 | Détente and the 1970s**RESEARCH PROJECTS DUE** | Spence, Ch. 22 (Reopening) *The Shanghai Communique* |
| (40) Fri. April 22 | Deng Xiaoping’s Reforms**(10) Entry Ticket** | Spence, Ch. 23 (Redefining) |
| (41) Mon. April 25 | The 1980s**(4) G-handout** | Spence, Ch. 24 (Levels)*Interview with Deng Xiaoping (Dec 13, 1973)* |
| (42) Wed. April 27 | 2008 | Spence, Ch. 25 (Testing) |
| (43) Fri. April 29 | Exam Review |  |

**Final Exam TBA.**

*Note: this syllabus is a living document, and the professor reserves the right to change the syllabus*

**Assessment**

**Participation** consists of performance on in-class assignments, entry tickets, exit tickets, and at-home quizzes. Participation assesses *in-class* performance and may not be “made-up.”

Participation grades include an element of civility in the classroom. The professor wishes to encourage an environment in which students may speak without fear that their classmates will disparage them. Do not order the professor to prevent a particular student from speaking in class. Participation grades are entirely subject to the will of the professor, and in cases of repeated and/or gross violations of civility, the professor reserves the right to completely revoke the student’s *entire* participation score (40% of the total grade). Please visit Purdue’s Nondiscrimination Policy for more information: <http://www.purdue.edu/purdue/ea_eou_statement.html>

**Exams** include 1 essay (a thesis statement; at least one body paragraphs, depending on the concision of the writer; and a conclusion) and 10 short-answer questions (a phrase to sentence).

In accordance with the directives of the Board of Regents at Purdue University, the **research project** provides students with the rudimentary skills to begin conducting research. The research materials will be provided by the professor. Students will write a 2-3 page report on primary-sources, answering these questions: how would they contextualize the sources, describe the contents and information in the sources, and what is the potential significance of the material.

Two options will be available for students:

1. English-language archival material, selected by the professor

2. Chinese-language (in traditional characters) newspaper articles, selected by the professor

\* Students may discuss other possibilities with the professor

**General Grading Rubrics**

*Grades are based on (1) familiarity with the material and (2) interpretive skill; NOT on (1) language ability or (2) political viewpoint.*

***Online Quizzes***

Grade is based on the correct answers that are completed by the student. Some questions (as per the research update) will be graded as correct as long as the student is able to provide an answer. The syllabus quiz, the map quiz, and the academic honesty quiz will require correct answers. Do **not** take the quiz on your cell phone or iPad; the instructor is not responsible for the “0” that you will receive if you do.

***G-handouts.***

Grades are assigned communally (for your entire group), and are based on whether or not you are able to complete the questions accurately in class. Questions are provided in the reading list. Groups will be assigned on Blackboard.

***Entry tickets.***

9-10 points: the student does an exemplary job of answering the questions, with insights grounded in information from the reading material

6-8 points: the student demonstrates having read the material and gone to lecture

5 points: student admits to not having read the assignment

2-4 points: the student includes some accurate information that is extraneous or incomplete

1 point: student’s name is written on the paper, thus signifying attendance; the sheet is blank

0 points: student does not come to class.

***Exit tickets.***

9-10 points: the student does an exemplary job of answering the questions, with insights grounded in information from the reading material

5-8 points: the student demonstrates listening to parts of the lecture

2-4 points: the student includes some accurate information that is extraneous or incomplete

1 point: student’s name is written on the paper, thus signifying attendance; the sheet is blank

0 points: student does not come to class.

***Participation in class.***

A: student answers questions when called upon, even when s/he is not able to provide the right answer, participates in class esp. in group activities (“g-handout” days)

B: student is civil, pays attention, plays well with others

C: student distracts others by coming in late, surfing online, etc;

D-F: student is disruptive and hostile in class; refuses to respond when called upon; has private conversations in class; does not correct behavior when called out

***Article Review.***

A: the student thoughtfully and accurately answers connects the argument with the evidence provided and places the scholarship in the context of the themes of the course; provides a reasoned evaluation of the article

B: the student accurately answers these questions: what was the main argument of the article; what evidence did the author use to support his or her thesis; with what topics does it relate to the course; what is the student’s response

C: inaccurately answers some of the above questions based on a misreading of the text

D: inaccurately answers a majority of the above questions based on a lack of awareness of what the text is about

F: answers the questions in a vague or non-committal way that makes accuracy difficult to evaluate

0: the student does not complete the assignment

*The student may select ONE of the secondary source readings (Miyazaki, Harrison, Hu-DeHart, Luo, Yeh, Wakeman, Yang, Wu) for the article review. The review is due at midnight BEFORE class. Late assignments will not be accepted (just do the next article!)*

***Research Project.***

A: the student demonstrates a thoughtful review of the primary-source material, is able to identify the bias and perspective of the generators of that information, shows ways in which the primary sources illuminate the course material

B: the student demonstrates accurate and proficient understanding of the primary-source material and is able to situate the primary sources in the context of the class

C: the student misunderstands parts of the primary-source material, but demonstrates familiarity with the source material

D: the student’s errors point to unfamiliarity with the primary sources

F: incomplete

0: never submitted

*Additional information will be given about the research project in class. Late assignments will be penalized 5% per day late.*

***Essay Exams.***

A: student demonstrates a nuanced understanding of the question, and provides a full and complete response with thoughtful reflections on the readings and lectures

B: student answers the question proficiently with information learned from the readings and the lectures

C: student demonstrates some familiarity with the readings, but not complete; answers the question with limited knowledge or knowledge gleaned from popular fiction or film

D: student attempts to answer the question but does not demonstrate familiarity with the readings, lectures, or subject matter

F: significant errors in understanding, incomplete exam

0: student does not take the exam

**Policies**

**Exams:**

If students need to reschedule a midterm or exam, they should provide a documentable excuse. Students sit in assigned seating during exams. Midterm review sheets will be given in class (not via email or Blackboard); if students are caught cheating, and other students do not report on the offender, midterm review sheets will discontinue for the entire class.

**Note on Flexibility:**

The syllabus is a “living document” and subject to change according to the discretion of the professor. The professor will give students advanced notice of any changes to the syllabus.

**Regulations regarding Personal Information:**

If students wish to allow the instructor to disclose information such as grades in letters of recommendation, they must provide written consent according to FERPA. Also because of FERPA, faculty cannot email grades to students or to students’ parents.

**Emergency Announcements:**

In the event of a campus emergency or school closure, classes or assignments may be cancelled. Remember to check your school email, connected through Blackboard, for updates.

*In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.*

**Students with Disabilities**

Please meet with the professor as soon as possible to discuss ways to accommodate your specific learning needs. (All students, regardless of disability, are very welcome to discuss ways to study and learn more effectively.)

*Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.*

**Media Policy**

Students are discouraged from using laptops and cell phones in class except on “G-handout” days. Cell phones may not be used during exams for any reason, or else students will forfeit their grade for the exam. After a *second* infraction, students will forfeit their *entire* participation grade in addition.

**Google Cooperative Work.**

“G-handouts,” using are an experiment to help students discuss material and study together. Passwords for the Google docs are given in class, and then, for a period of time in class, students will break into small groups to write notes. G-handouts are graded for completeness. Students may download the read-only spreadsheet until midnight of that night.

**Attendance Policy.** Attendance is strongly correlated with student performance on assessments. The professor follows the “University's expectation that students should be present for every meeting of a class/laboratory for which they are registered.”

*Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible…For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students,* (<http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>).

**Grief Absence for Students**

Students must present a signed document from the Dean in order to be granted grief absence.

*Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student’s family.*

**Missed or Late Work**

Because the optional assignment is optional, it may not be submitted late. If the student has a documented and acceptable reason for missing an in-class exam, the student will need to notify the professor in advance of, or during, the exam, and reschedule. Up to two “tickets/quizzes” may be made-up during the final exam; they will not be the same “tickets” as the ones originally offered.

**Use of Copyrighted Materials**

*Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.*

*Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.*

**Violent Behavior Policy**

*Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.*

**Academic Honesty and Plagiarism**

Social scientists have shown that students cheat when they feel that other students are cheating and they would be disadvantaged by not doing so. The professor wishes to create an environment in which students feel comfortable doing their own work, because only by doing so will they be able to develop the skills that they need to assess sources, evaluate information, and write arguments.

The instructor thus has regulations that discourage cheating, and penalties are incurred for not obeying those regulations, rather than cheating per se. The exams for this course are closed-book in order to help students avoid cheating. Students caught with outside material or cell phones will receive a “0” for that assignment, and a second offense will result in the loss of the student’s participation score (thus, the student could receive grade reduction of 25-40%, simply for being caught with a cell phone). The Dean of Students’ Office provides a useful guide entitled "Academic Integrity: A Guide for Students" (<http://www.purdue.edu/ODOS/osrr/integrity.htm>). The website lists as cheating: altering grade records, which includes attendance sheets; copying another student’s work; not attributing authorship to sources. There is no guarantee that any student caught cheating will pass the class.

*Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a,* [*University Regulations*](http://www.purdue.edu/univregs/)*] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]*

**Reassessing Grades**

Sometimes errors in grading occur. Students would be well advised to check against grading rubrics before discussions with the professor, which could result in either a higher or lower grade.

**Nondescrimination**

*Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.*

*Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in* [*Executive Memorandum No. D-1*](http://www.purdue.edu/policies/pages/human_resources/d_1.html)*, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit* [*www.purdue.edu/report-hate*](http://www.purdue.edu/report-hate) *to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.*

**Google-handouts**

*Students should “read along” with class lecture, but they will be responsible for discussing 1-2 particular readings on these days. Check Blackboard to see what your group/reading.*

Friday, January 29: Power and Diplomacy

|  |  |  |  |
| --- | --- | --- | --- |
|  | In what context was this document written? (When was it written? What sort of document is it? Who was the audience?) | What is the viewpoint of the person writing it? | What evidence does the writer use to support his viewpoint? |
| Qianlong’s Edict (1) |  |  |  |
| Qianlong’s Edict (2) |  |  |  |
| Macartney to George III |  |  |  |
| Memorial to Legalize Opium |  |  |  |
| Memorial to Ban Opium |  |  |  |
| Lin to Victoria I |  |  |  |

Monday, February 15: Historical Biography

|  |  |  |  |
| --- | --- | --- | --- |
|  | Describe the character of this person | How and why do you come to these conclusions? | Is there something missing from our accounts? |
| Zeng Guofan |  |  |  |
| Kang Youwei |  |  |  |
| Miss Han |  |  |  |

Friday, March 4: Dialectical Relationships

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is the context for this document? | How are the authors trying to change their relationships? What sort of relationships do they want? | How do others influence these people (or how do they hope to be influenced)? |
| Lin Juemin |  |  |  |
| Japan, 21 Demands |  |  |  |
| Yuan Pledges |  |  |  |
| Feng Yuxiang |  |  |  |
| Zhang Zongchang |  |  |  |
| Chen Duxiu |  |  |  |

Friday, March 4: Gender Problems

|  |  |  |  |
| --- | --- | --- | --- |
|  | What problems do women and men encounter in the old system? | How should women’s roles change? | What obstacles do women and men face in changing gender roles? |
| Selecting a wife |  |  |  |
| Nora |  |  |  |
| Self-emancipation |  |  |  |

Wednesday, April 20: Negotiating Ideology

|  |  |  |  |
| --- | --- | --- | --- |
|  | How would the author define or categorize him or herself? | What is the author’s view of Communism? | How should revolutionaries deal with non-revolutionaries? |
| Yin Zeming |  |  |  |
| Lin Biao |  |  |  |
| Liu Shaoqi |  |  |  |
| “Down With Stinking Intellectuals” |  |  |  |
| The Shanghai Communique |  |  |  |
| Interview with Deng Xiaoping |  |  |  |

**Readings not in the Documentary Collection**

DUE: Wednesday, January 13

<http://afe.easia.columbia.edu/ps/cup/confucius_analects.pdf>

<http://afe.easia.columbia.edu/ps/cup/xunzi_human_nature.pdf>

<http://afe.easia.columbia.edu/ps/cup/hanfei_five_vermin.pdf>

<http://afe.easia.columbia.edu/ps/cup/zhuangzi_caring_for_life.pdf>

DUE: Friday, January 15

Ichisada Miyazaki, “The Chinese Civil Service Exam System”

<http://www.gcisd-k12.org/cms/lib4/TX01000829/Centricity/Domain/811/The%20Chinese%20Civil%20Service%20Exam.pdf>

DUE: Wednesday, January 27

*Qianlong, Two Edicts*

<http://afe.easia.columbia.edu/ps/china/qianlong_edicts.pdf>

DUE: Friday, January 29

*“Treaty of Nanjing,”* excerpts

<http://afe.easia.columbia.edu/ps/china/nanjing.pdf>

DUE: Monday, Feburary 1

Harrison, Henrietta. 2008. “A penny for the little Chinese: The French Holy Childhood Association in China, 1843- 1951.” *American Historical Review* 113, no. 1: 72-92.

<https://dash.harvard.edu/bitstream/handle/1/3228646/Harrison.pdf?sequence=2>

DUE: Wednesday, February 3

*Taiping Economic Program,* excerpts

<http://afe.easia.columbia.edu/ps/cup/taiping_economic_pgm.pdf>

DUE: Monday February 8

Evelyn Hu-Dehart, “Chinese Coolie Labor in Cuba in the Nineteenth Century: Free Labor of Neoslavery”

<http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1081&context=cibs>

Recommended Reading:

Philip Kuhn, “Why China Historians Should Study the Chinese Diaspora”

<http://muse.jhu.edu/journals/journal_of_chinese_overseas/v002/2.2kuhn.html>

DUE: Wednesday, March 9

Yeh, Wen-hsin. 2007. “The Clock and the Compound,” in *Shanghai Splendor: Economic Sentiments and the Making of Modern China, 1843-1949*. California. Available online via Ebrary on Purdue Campus.

DUE: Monday, March 21

Chiang Kaishek. “Why I am a Christian.”

Blackboard

DUE: Monday, April 11

Yang Kuisong, “Reconsidering the Campaign to Suppress Counterrevolutionaries.” *The China Quarterly* 193 (2008) 101-121.

<http://www.jstor.org/stable/20192166>

DUE: Monday, April 25

Interview with Deng Xiaoping (Blackboard)