**History 340: Modern China, 1800-present**

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| **Professor Tillman** | **Course Information** |
| Office: UNIV 128 | Spring, 2017 |
| Phone: 765-496-2651 | MWF 2:30-3:20 |
| Email: mtillma@purdue.edu | Location: UNIV 201 |
| Office Hours: M 11:30-12:30 and by appointment | Course Credit Hours: 3 |
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Course Description

This course provides students with the historical background necessary to become familiar with present-day China.

Learning Outcomes

By the end of the semester, students should be able to:

(1) describe and synthesize historical trends in modern Chinese history

(2) analyze scholarly articles in relation to historical narratives

(4) evaluate different types of historical sources, especially visual sources

(5) place particular events in the context of modern history

Required Texts

(1) Jonathan Spence, *The Search for Modern China*. Any edition.

(2) Additional texts on powerpoint.

(3) Additional scholarly articles on Blackboard: see below for details.

Course Requirements

**(1) [Elective assignments] 4 short one-page assignments \* 7 points = 28%**

Students must read four scholarly articles among those listed below. *Please note that the* *assignments each have deadlines that coincide with the pace of our class.*

In order to complete the assignment, students turn in a 1-to-2-page reading response to the scholarly article (in English, Times New Roman 12-point font, double-spaced page). The response should answer the following questions: What is the author’s major argument? What evidence does the author use to prove his or her point? What are the major terms that the scholar uses to discuss his or her findings?

*For the first section, students should select* ***four*** *of the scholarly articles:*

* Robert Bickers, “Shanghailanders: The Formation and Identity of the British Settler Community in Shanghai: 1843-1937. *Past and Present*, 1998 Vol. 159 (1), 161-212.
* Christopher Reed, “The Hub of the Wheel” in: *Gutenberg in Shanghai Chinese Print Capitalism, 1876-1937*. Contemporary Chinese Studies. Vancouver: UBC Press, 2004. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51563492030001081
* Wen-hsin Yeh, “Visual Politics and Shanghai Glamor,” From *Shanghai Splendor*, in: *Shanghai Splendor : Economic Sentiments and the Making of Modern China, 1843-1949* (Berkeley, US: University of California Press, 2007). ProQuest ebrary. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51621917900001081
* Joan Judge, “Everyday Experience,” in: *Republican Lens : Gender, Visuality, and Experience in the Early Chinese Periodical Press*. 2015. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51667652740001081
* Frederic Wakeman Jr. “The Shanghai Station,” in: *Spymaster : Dai Li and the Chinese Secret Service*. Berkeley: University of California Press, 2003. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA21494728570001081
* Wen-hsin Yeh, “From Patriarchs to Capitalists,” in: *Shanghai Splendor : Economic Sentiments and the Making of Modern China, 1843-1949* (Berkeley, US: University of California Press, 2007). ProQuest ebrary. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51621917900001081
* Aminda Smith, “The People Vs. Their Enemies,” in: *Thought Reform and China's Dangerous Classes* (Rowman & Littlefield Publishers, 2012). ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/purdue/detail.action?docID=1077406.
* Gail Hershatter, “Model,” in: *The Gender of Memory : Rural Women and China's Collective past.* Berkeley: University of California Press, 2011. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA21481855880001081
* Yang Kuisong, “How a ‘Bad Element’ Was Made: The Discovery, Accusation, and Punishment of Zang Qiren.” Students may either read the translation by Wee Kek Koon in *Maoism at the Grassroots*, or the original in Chinese.
* Cao Shuji, “ An Overt Conspiracy,” from *Maoism at the Grassroots*.
* Miriam Gross, “Building a New Scientific Society,” in: *Farewell to the God of Plague Chairman Mao's Campaign to Deworm China*. Berkeley: University of California Press, 2016. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51670741280001081
* Sigrid Schamlzer, “Pu Zhelong: Making Socialist Science Work,” in: *Red Revolution, Green Revolution Scientific Farming in Socialist China*. Chicago ; London: University of Chicago Press, 2016. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA51670932060001081
* Emily Honig, “Socialist Sex.” *Modern China*, 2003, Vol.29 (2), p.143-176
* Chen Jian, “Sino-American Reapproachment” in: *Mao's China and the Cold War*. New Cold War History. Chapel Hill: University of North Carolina Press, 2001. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:PURDUE\_ALMA21529042870001081
* Merle Goldman, “China’s Great Leap Backward.” *Journal of Democracy* 1, no. 1 (1990): 9-17. http://purdue-primo-prod.hosted.exlibrisgroup.com/PURDUE:everything:TN\_museS1086321490100096

**(2) 2 visual literacy papers / presentations \* 10 = 20%**

**2a)** In the first half of the class, students will examine the website “**Visual Shanghai**” (http://www.virtualshanghai.net/) to select a photograph or series of photographs (limit three) that they find especially evocative. The students will write a response that outlines:

What does this image depict? What indication is who took the photograph, and where and when it was taken? How does this image relate to one of the scholarly articles that the student read? How has reading the scholarly article

It is recommended that papers be roughly 2-5 pages. The paper will comprise 8% of the student’s grade. The presentation will be 2%. Papers and presentations will be due on: **Wednesday, March 8.**

**2b)** In the second half of the class, students will examine the website “**Everyday Life in Mao’s China**” (https://everydaylifeinmaoistchina.org/) to select a photograph or series of photographs (limit three) that they find especially evocative. The students will write a response that outlines:

What does this image depict? What indication is who took the photograph, and where and when it was taken? How does this image relate to one of the scholarly articles that the student read? How has reading the scholarly article

It is recommended that papers be roughly 2-5 pages. The paper will comprise 8% of the student’s grade. The presentation will be 2%. Papers will be due via Blackboard by **Sunday, April 23 by midnight.** Presentations will occur the following week.

**(3) 3 Blackboard multiple-choice tests \* 9 [one per section] = 27%**

These Blackboard tests are an alternative to in-class tests, and allow student additional time to ensure that they understand the major historical narrative. Questions on the exams are quantitative and are based on class lecture and the readings. The class will hold a review session prior to the opening of the tests, during which the multiple choice questions will be passed out. Attendance is not mandatory on review days. After the review session, Blackboard will release the tests. The tests are then **due within 48 hours**. Students have only one chance to take the test, so they must come to the exam prepared to answer questions correctly.

* First online midterm: The Decline of the Qing and the Challenge of the West.

Test covers: 1800-1911; chapters 6-11 of Spence

Review date: Wednesday, February 8 [multiple choice questions will be handed out in class]

Test released on Wednesday, February 8 at 3:30 AM.

Test due Friday, February 10 at 2:30 AM.

* Second online midterm: New Movements, New Political Parties

Test covers: 1911-1949; chapters 12-18 of Spence

Review date: Friday, March 10

Test released on Friday, March 10 at 3:30 AM

Test due Sunday, March 12 at 2:30 AM

* Third online midterm: From Mao’s China to Deng’s Authoritarian Capitalism

Test covers: 1949-present

Review date: Friday, April 21

Test released on Friday, April 21 at 3:30 AM

Test due on Sunday, April 23 at 2:30 AM

**(4) 5 Blackboard quizzes \* 2 = 10%**

Questions to the quizzes will be posted on Blackboard for students to review. Students will have one chance to complete the quiz.

* Syllabus quiz, due: Monday, Jan. 16 at midnight.
* Wakeman quiz, due: Monday, Jan 23 at midnight.
* Morning Sun quiz, due: Friday, April 7 at midnight
* Gate of Heavenly Peace quiz, due: Wednesday, April 19 at midnight
* Reflections quiz, due: April 28 at midnight

**(5) In-class participation, quizzes and activities = 15%**

In-class papers will be graded on a check (B = 85%), check-plus (A = 95-100%), check-minus system (50-75% based on the quality of the papers)

Students may “make up” up to four activities if they are absent from class through the alternative credit option (see below).

**(6) Alternative credit options**

In addition to regular coursework, there will be two types of opportunities for alternative credit. Alternative credit allows students some flexibility to make up points if they have been unable to come to class or to do as well as they liked. Thus, if a student missed or “bombed” an assignment, they have some limited opportunities to make up that credit.

In order to complete this, students must attend university lectures. The purpose of this alternative credit is to encourage students to engage in the life of the university. Therefore, *attending the university activity or lecture is a requirement for extra credit*.

Each extra credit option will take the place of one missed in-class activity and will be graded in the same manner (see no. 6 above). If students do more alternative credit than they need, an additional 1-3 points will be added to their in-class work grade (thus rendering it potentially over 100%).

Additional options may be announced, but the professor foresees the following possible university lectures in relation to the course:

* Dr. Charles Ross, Purdue University. Chinese Studies Lecture. Date and location TBA (Jan 19 or 26 or Feb. 2)
* Dr. Margaret Mih Tillman, Purdue University. “The Potential of Neglected Subjects in Chinese History.” Chinese Studies Lecture. February 23, 2013.
* Yuhan Huang, Purdue University. The Cultural Revolution in Art and Literature. Chinese Studies Lecture. Exact date and location TBA. March 23 or 30
* Dr. Elizabeth Nicole Barnes, Duke University. Stoval History Lecture. Date and location TBA. March or April.
* Additional options TBA.

*The written response is due within one week of the event. Students must email the professor the written response, and hand in a copy in class*.

How to Succeed in This Course

(1) Ask questions if you are confused. Come to office hours.

(2) Do the readings in preparation for attending class

(3) Take notes during class

(4) Review your notes in relation to the powerpoints

(5) If you cannot attend a class, earn partial or full credit by doing the activity outside of class. Opportunities for partial credit will expire one week after the class has been missed, so be timely in your awareness of these dates and activities

(6) Attend class on the optional test-review days so that you can be better prepared to take the Blackboard tests

(7) Take the Blackboard tests and quizzes **on a computer**, since Blackboard has historically caused “errors” for students who take tests and quizzes on cell phone and tablet

Class Schedule

Mon. Jan. 9. Introduction to the class. No readings.

Wed. Jan. 11. Geography and Politics

Fri. Jan. 13. Confucianism, Feudalism, and Meritocracy

Mon. Jan. 16. Martin Luther King, Jr.

Wed. Jan. 18. No meeting. Professor at a conference.

Fri. Jan. 20. No meeting. Professor is at a conference. Watch Wakeman, “Qing Culturalism and Manchu Identity.”

Optional reading: Spence Chs. 2-5

**Mon. Jan. 23. Qing China**

Recap.

Read Spence, Ch. 6

**Wed. Jan. 25. The Opium Wars**

Read Spence, Ch. 7

Alternative Assignment: Bickers, “Shanghailanders”

**Fri. Jan. 27. The Taiping Rebellion and Restoration**

Read Spence, Ch. 8-9

**Mon. Jan. 30. The Sino-Japanese War**

Read Spence, Ch. 10

**Fri. Feb. 3. The Boxer Uprising**

**Mon. Feb. 6. The Fall of the Qing**

Read Spence, Ch. 11

Alternative Assignment: Reed, “The Hub of the Wheel.”

**Wed. Feb. 8. Test Review**. (Attendance optional). Blackboard test opens after the end of class; due within 48 hours.

**Fri. Feb. 10. The Birth of the Republic**

Read Spence, Ch. 12

**Mon. Feb. 13. Yuan Shikai**

Read Spence, Ch. 13

**Wed. Feb. 15. The Warlord Period**

**Fri. Feb. 17. New Movements**

Read Spence, Ch. 14

Elective Assignment: Yeh, “Visual Politics and Shanghai Glamour”

**Mon. Feb. 20. The Woman Question**

Elective Assignment: Judge, “Everyday Experience”

**Wed. Feb. 22. The Return of the Nationalists**

**Fri. Feb. 24. The Nationalists in Power**

Read Spence, Ch. 15 (Experiments)

Elective Assignment: Wakeman, “The Shanghai Station”

**Mon. Feb. 27. The Long March**

Read Spence, Ch. 16 (Drift)

**Wed. March 1. World War II**

Spence, Ch 17 (WWII)

Elective Assignment: Yeh, “From Patriarchs to Capitalists”

**Fri. Mar. 3. Occupied China**

**Mon. Mar. 6. The Chinese Civil War**

Read Spence, Ch. 18 (GMD fall)

**Wed. Mar. 8. Visual papers due. Student Presentations.**

**Fri. Mar. 10. Test Review**. (Attendance optional). Blackboard test opens after the end of class; due within 48 hours.

Mon. Mar. 13. Spring Vacation.

Wed. Mar. 15. Spring Vacation.

Fri. Mar. 17. Spring Vacation. Note: Professor is at a conference.

**Mon. Mar. 20. The Establishment of the PRC**

Read Spence, Ch. 19 (Birth)

Elective Assignment: Smith, “The People vs. Their Enemies”

**Wed. Mar. 22. 1950s Reforms**

Elective Assignment: Hershatter, “Model”

**Fri. Mar. 24. The Hundred Flowers Campaign**

Read Spence, Ch. 20 (Planning)

Elective Assignment: Yang, “Bad Element”

Mon. Mar. 27. **The Anti-Rightist Campaign**

Elective Assignment: Cao, “Creating Rightists”

**Wed. Mar. 29. The Great Leap Forward**

 Read Spence, Ch. 21 (Deepening)

Elective Assignment: Gross, “Building a New Scientific Society”

**Fri. Mar. 31. The Atomic Age**

Elective Assignment: Schamlzer, “Pu Zhelong: Making Socialist Science Work”

**Mon. April 3. No meeting.** Professor is at a conference. At home, watch: Carma Hinton, “Morning Sun”

**Wed. Apr. 5. Film:** Carma Hinton, “Morning Sun.” (Attendance optional)

**Fri. Apr. 7. Discussion of the Cultural Revolution**

Elective Assignment: Hong, “Socialist Sex”

**Mon. Apr. 10. Détente**

Elective Assignment: Chen Jian, “Sino-American Reapproachment”

Read Spence, Ch. 22 (Reopening)

**Wed. Apr. 12. Economic Reforms of the 1970s and 1980s**

Read Spence, Ch. 23 and 24 (Redefining and Levels)

**Fri. Apr. 14. Film**: Carma Hinton, “The Gate of Heavenly Peace” (Attendance optional; also available via youtube)

**Mon. Apr. 17.** **Film**: Carma Hinton, “The Gate of Heavenly Peace” (Attendance optional; also available via youtube)

**Wed. Apr. 19. Discussion of the film**

Elective Assignment: Goldman, “China’s Great Leap Backward”

Read Spence, Ch. 25 (Testing)

**“Peace” quiz due by midnight.**

**Fri. Apr. 21. Test Review.** (Attendance optional). Blackboard test opens after the end of class; due within 48 hours.

**Sunday, April 23: Visual studies papers due by midnight.**

**Mon. Apr. 24. Student Presentations.**

**Wed. Apr. 26. Student presentations**

**Fri. Apr. 28. Beginnings and Endings**

*Addenda*

Note: May 4-7: Professor is at a conference

**Grades due at the end of Tuesday, May 9th**

Policies

**General Course Policies**

The professor welcomes additional questions about the material, and is available in office hours and via email. Complex issues should be discussed in person. The instructor will be away from email during periods of travel and often checks email once a day.

**Grading**

If the student is unable to come to an exam, it is the responsibility of the student for alerting the professor.

The professor does not evaluate work on the basis of students’ political philosophies, nor does she report students to higher governmental bodies on that basis. Political history is an important part of this class, and students are required to learn about imperialism, capitalism, and communism in the context of China’s engagement with the Cold War. They will be penalized if they refuse to explain readings about these subjects with the justification that they are uncomfortable with politics. However, if students do this work and then express opinions contrary to those of the professor, they will not be penalized on that basis alone. Any student who thinks that he/she has been unfairly graded on this basis is encouraged to come to the professor to see further explanation about his/her grade.

**Academic Dishonesty**

*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,* [*Student 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]*

Please see Purdue's student guide for academic integrity:

<https://www.purdue.edu/odos/academic-integrity/>

**Use of Copyrighted Materials**

The instructor provides copies of the powerpoint to students for aid in their study. In certain instances when images are borrowed from private collections, images will not be included in the downloadable powerpoint for students. Please do not photograph or record the instructor.

*Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. The University does not assume legal responsibility for violations of copyright law by students who are not employees of the University.*

*A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles.*

Please refer to University Regulations on policies: <http://www.purdue.edu/policies/academic-research-affairs/ia3.html>

**Attendance**

Absences may be excused, but students are still held responsible for doing the work that was covered. In other words, if the student has a military absence, funeral, etc., the student may be excused from class; however, if we covered a class activity, the student will receive a 0 for that work unless s/he makes up that assignment outside of class.

Lateness of more than 15 minutes of class will count as an absence and will penalize the student by 50% if there is an activity completed on that day. Students are encouraged not to use cell phones or other distracting electronic devices in class. Students may not talk during in-class quizzes or exams. They must not bring crib sheets or otherwise cheat.

Students must write to the professor if they cannot meet a deadline. Delay in taking the online tests, passed the due date, will be penalized for 5% (on the test, not the overall GPA) per each day of incompletion.

Please refer to Purdue’s policy for attendance:

*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.*

The link to the complete policy and implications can be found at: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

**Missed or Late Work**

Up to four in-class assignments may be replaced through alternative credit options.

If a student finds himself or herself unable to complete a major assignment (because he or she is unable to come to class that day), the student must alert the professor on or before the assignment is due in order to make-up the assignment. If the student has forgotten to take an online test, the student will incur a penalty of 5% (of the test score, not the overall GPA) points per day missed.

**Grief Absence Policy for Students**

Below is the University’s Grief Absence Policy for Students:

*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.*

See the University’s website for additional information: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

**Violent Behavior Policy**

Below is Purdue’s policy prohibiting violent behavior:

*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.*

See the University’s website for additional information:

<http://www.purdue.edu/policies/facilities-safety/iva3.html>

**Emergencies**

*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.*

See the University’s website for additional information: <https://www.purdue.edu/ehps/emergency_preparedness/>

**Students with Disabilities**

Students with disabilities are required to alert the professor with a note from the DRC. The professor is not allowed to make accommodations for students without these notes.

*Purdue University is committed to maintaining an inclusive community that 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, Purdue University seeks to develop and nurture its 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 views, evaluates and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications and other relevant characteristics.*

*Purdue University does not condone and will not tolerate Discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity or gender expression. Purdue University promulgates policies and programs to ensure that all persons have equal access to its employment opportunities and educational programs, services and activities. The principal objective of this policy is to provide fair and consistent treatment for all students and employees of the University. Purdue is committed to increasing the recruitment, selection and promotion of faculty and staff at the University who are racial or ethnic minorities, women, persons with disabilities and veterans. The University also is committed to policies and programs that increase the diversity of the student body.*

Here are relevant links:

<http://www.purdue.edu/policies/ethics/iiic2.html>

<http://www.purdue.edu/studentregulations/equal_opportunity/studentgrievance.html>

<https://www.purdue.edu/studentsuccess/specialized/drc/faculty/index.html>

**Nondiscrimination**

The professor will not report any student to any government body based on his/her political orientation. The professor also does not evaluate students on their personal opinions.

Below is Purdue’s plate for nondiscrimination:

*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.*

Please refer to Purdue’s nondiscrimination statement: <http://www.purdue.edu/purdue/ea_eou_statement.html>

Disclaimer

This syllabus is subject to change.

If you have read this syllabus, please email me a picture of a dinosaur. Thank you!