

China-US Relations (CHRE)

Course Goals

Factual

- Understand the historical context of the contemporary relationship between China and the US
- Investigate the manifestations of three enduring aspects of the China-US relationship: trade, cultural exchange, and balance-of-power diplomacy
- Appreciate the role of individuals in shaping, and being shaped by, historical processes

Technical

- Improve your ability to construct, convey, challenge, and defend historical arguments during classroom discussions and presentations
- Develop your skills in reading and analyzing various kinds of primary sources
- Augment your public speaking skills

Emotional

- Provide tools for processing your personal experiences in China
- Impart a sense of wonder at the vastness and complexity of human history

Books and Materials

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| <i>To Change China: Western Advisers in China</i> | Jonathan Spence (2002) |
| <i>A Great Wall: Six Presidents and China</i> | Patrick Tyler (2000) |
| <i>China Road: A Journey into the Future of a Rising Power</i> | Rob Gifford (2007) |
| “Please vote for me!” | Documentary film (2007) |
- Selected other readings and film clips provided by instructor and TA throughout the session.

Day 1:Arrival		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—TOPIC: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Prep			
2PM	Student Group 1 arrives			
10PM	Student Group 2 arrives			

Materials: Classroom must be set up— (1) desks arranged in circle/square, (2) space left aside for running lists, (3) Benjamin’s notebook, (4) confirm walking route

Study Hall Assignment: None

Day 2: Walking Tour		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—TOPIC: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Photocopying and classroom setup			
PM				
3:15 to 5:30	Walking tour. Begin in classroom—briefly introduce self, course. Discuss safety, etc, for trips outside. Task for walk: note 3 things which are surprising/curious/you have questions about. Can be anything. Debrief afterwards			

Materials: <i>Study Hall:</i> Interview your deskmate worksheet; CTY honor code and computer use forms
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Study Hall Assignment: First “formal” class meeting (1) Interview Your Deskmate/Introduce Deskmate to Class [Benjamin and I interview each other] (2) What do you know about China? Brainstorming words/phrases/ideas based on experiences so far. Leave on blackboard. (3) Tour debriefing and discussion.

Day 3: Intro and 1839-1894		
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Daily Diarist: (will report on Day 4)	Daily Reading Report: None
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Daily Biography—Rev. Walter Lowrie: Joshua and Benjamin
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Daily Writing: What do you think about the idea of “national humiliation”?

Time	Plan	Mechanism	Theme	Goal
AM	What is this course?—Walk students through syllabus		n/a	
	Why are you here? What big questions do you want answered—arrange on blackboard and sort into categories (economic, political, cultural)		n/a	
	Pre-Assessment	writing	n/a	
	Why study the past—reading primary sources on US knowledge of past and Chinese knowledge of the past; the original encounter—Macartney meets Qianlong, 1793	Document analysis		Students assess each country’s views of the past
PM	Introduce daily activities: writing, bio report, reading report	n/a	n/a	
	Daily Writing			
	Biography Report: Lowrie	Discussion	cultural	
	China and the West, 1839-1894	PPT lecture	econ	Study tea/opium/silver trade
	Share daily writing			

<p>Materials: <i>AM:</i> Syllabus, national humiliation readings, Macartney/Qianlong readings, Xu Jiyu/S. Wells Williams reading, <i>PM:</i> <i>Study Hall:</i> Train Reading for Biography Reporters</p>

<p>Study Hall Assignment: (1) Brief talk on reading skills—what are you looking for? What should be in your notes? (2) Spence, 34-56 (Peter Parker) and 57-74 (Frederick Ward)</p>

Day 4: 1895-1912		
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Daily Diarist: (will report on Day 5)	Daily Reading Report:
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Daily Biography—George Francis Train:
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Daily Writing: What, if any, is the connection between international trade and imperialism?
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Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report		n/a	
	Daily Biography and Discussion	Discussion and quote analysis	Econ	
	Daily Reading Report	Discussion	n/a	Review
	Were the Treaty Ports a form of “imperialism” or of “globalization?”: students will analyze two sides in a historical debate	Document Reading and discussion	Pol	Understanding historical arguments
	End of the Qing	PPT lecture	All 3	Factual
	Daily Writing	Journal	n/a	
PM	America’s “Open Door Policy”: How does it compare with the diplomatic system discussed in the morning? Is there a “special relationship”?	Document reading and discussion	Pol	Practice reading government documents
	Chinese observers of the US: Liang Qichao’s 1903 trip to America	Document reading and discussion	Cultural	Practice reading travel accounts

Materials: <i>AM:</i> (1) Fairbank/Hu Sheng Readings and Worksheet <i>PM:</i> (2) Liang Qichao Reading <i>Study Hall:</i> (4) Wu Tingfang material for Biography Reporters
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Study Hall Assignment: Spence, 129-140 and 157-160 (W.A.P. Martin) and Spence, 161-183 (Hume); if time 74-92 and 140-157

Day 5: 1912-1937		
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Daily Diarist: (will report on Day 6)	Daily Reading Report:
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Daily Biography—Wu Tingfang:

Daily Writing: Can outsiders make another country into a democracy?
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Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report		n/a	
	Daily Biography and Discussion	Discussion	Pol	
	Daily Reading Report	Discussion	n/a	
	Frank Goodnow and Yuan Shikai: A New Government for China— American Advice to China’s New President, 1912-1916	Close document reading Debate	Pol/cult	Discuss “democracy” as a value and as an export
	Daily Writing	Journal	Cult	
PM	May 4 th and China’s New Nationalism: The growth of nationalism in early 20 th century China	PPT lecture	Cult	
	Dictionary activity: tracking the introduction of new ideas in Chinese by analyzing old dictionaries	Comparativ e reading of documents	Cult	Interpret un-obvious source materials

<p>Materials:</p> <p><i>AM:</i> (1) Goodnow reading, (2) Goodnow worksheet</p> <p><i>PM:</i> (3) dictionary photocopies</p> <p><i>Study Hall:</i> Snow Reading for Biography Reporters</p>

<p>Study Hall Assignment:</p> <p>(1) Spence, 228-278 (Chennault, Stillwell, Wedmeyer)</p> <p>(2) Write me and Ben a brief note (1 para, more or less) about how you feel the course is going, with a particular focus on content that students did or didn’t get; meet with each student in study hall</p>

Day 6: 1937-1949		
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Daily Diarist: (will report on Day 9)	Daily Reading Report:
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Daily Biography—Edgar Snow:

Daily Writing: How much should the US be willing to do for an ally?
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Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Daily Biography and Discussion	Discussion		
	Daily Reading Report	Discussion		Review
	The War Against Japan, 1932-1945: students will understand the political, military, and economic background and implications of WWII in Asia	PPT lecture	Pol	
	The CCP in Yan'an: Potential American Allies?	Document analysis and ethics questions	Pol, Cul	Investigate difficulties and weaknesses of WWII alliances
	Daily Writing	Journal		
PM	“Losing China”: : students will understand the political and military dimensions of the collapse of GMD China and its impact on US politics	PPT lecture	Pol	
	Why did the CCP win? Reading two conflicting accounts of CCP capture of Beijing	Document Analysis	Pol	How to analyze conflicting evidence
	Could negotiations have worked? Students act out three-way negotiations between Mao, Chiang, and George Marshall	Acting Out	Pol	Understand the dynamics of negotiations
	First field trip? What have you learned this week that might be helpful for the trip?	Discussion		

Materials: <i>PM:</i> Time and Bodde readings

Study Hall Assignment: None

Day 7: Field Trip	
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Field Trip: Purple Mountain/Sun Yat-sen Tomb/Ming Taizu			
PM	Field Trip: Provincial Museum			

Materials: <i>Field Trip:</i>

Study Hall Assignment: None

Day 8: Field Trip		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Field Trip: Nanjing Massacre Museum			
PM	Field Trip: Temple			

Materials: <i>Study Hall:</i> (1) Zhou materials for biography reporters
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Study Hall Assignment: Tyler 5-43, 47-64, 80-86, 94-103
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Day 9: 1950-1971		
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Daily Diarist: (will report on Day 10)	Daily Reading Report:
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Daily Biography—Song Meiling:

Daily Writing: Was China a “rouge state” in the 1950s and 1960s?

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Field Trip Debriefing	discussion		
	Daily Biography and Discussion	discussion	Pol	
	Daily Reading Report	discussion		review
	The Cold War, Korea, and the Taiwan Strait (1950-1955):	PPT lecture		
	Visual Analysis of Korean War Propaganda	Group work/presentations	Pol	Analysis of visual sources
	Daily Writing	Journal		
PM	A Pariah State (?): American Non-recognition of the PRC: students will be able to explain US policy towards the PRC, 1949-1971	PPT	Pol	
	National Anthems of PRC and ROC compared: analyze ROC/PRC flags and anthems to explain differences between two sides in 1950s	Document analysis	Pol, Cul	Music analysis
	How should a “revolutionary” state be handled?	Debate		

Materials: <i>AM:</i> (1) Propaganda posters for each group <i>PM:</i> (2) Mao quotes <i>Study Hall:</i> (3) Nixon materials for biography reporters
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Study Hall Assignment: Tyler, 107-179
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Day 10: 1972		
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Daily Diarist: (will report on Day 11)	Daily Reading Report:
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Daily Biography—Richard Nixon:

Daily Writing: The CCP says that Mao was 70% correct and 30% incorrect. What do you think?

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Daily Biography and Discussion	discussion	Pol	
	Daily Reading Report	Discussion		Review
	China in Turmoil, 1958-1976: The Great Leap Forward & The Cultural Revolution: China in Chaos, 1958-1976: students will learn about the immense govt sponsored disruptions of the 1950s and 1960s	PPT lecture	Pol	
AM/ PM	Nixon goes to China, 1972: A New Relationship: students will analyze documents from this trip to understand both the factual and human sides of this event	Document analysis, skit		students present mini-bios of Mao, Nixon, Kissinger, and Zhou
	Daily Writing	Journal		
	The Shanghai Communique's statement about Taiwan	Doc analysis		Close reading of text
	Why is Taiwan such a sensitive issue?: Students will learn about the difficulties in constructing a policy toward Taiwan	Discussion	Pol, Cult	

Materials: <i>AM:</i> (1) Nixon/Mao transcript, (2) Masks <i>PM:</i> (3) Shanghai Communique excerpt <i>Study Hall:</i> (4) Materials for Chiang Ching-kuo biography report

Study Hall Assignment: Tyler, 229-285
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Day 11		
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Daily Diarist: (will report on Day 12)	Daily Reading Report:
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Daily Biography—Chiang Ching-kuo:
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Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Field Trip: Visit an English class at the New Oriental School and interact with the students there.	Field trip	Cul, Pol	
	Field trip debriefing in lounge: English education in China; popular opinions of history and politics	Discussion	Cul, Pol	
PM	Daily Diary Report			
	Daily Biography and Discussion			
	Daily Reading Report			
	ROC on Taiwan in 1960s and 1970s: students will understand key themes in Taiwan's development	PPT lecture		

Materials: <i>AM:</i> <i>PM:</i> <i>Study Hall:</i> Materials for Wang Dan biography report; final project worksheet
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Study Hall Assignment: Tyler, 343-379; introduce and assign final projects

Day 12: 1976-1989		
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Daily Diarist: (will report on Day 13)	Daily Reading Report:
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Daily Biography—Wang Dan:

Daily Writing: Should we still care about 6/4?

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Daily Biography and Discussion	Discussion	Pol	
	Daily Reading Report	Discussion		Review
	The PRC without Mao: Students will understand the origins of opening up and reform...and the road to Tiananmen Square	Brief lecture		
	Gate of Heavenly Peace: documentary film and discussion about 1989 Tiananmen Massacre	film	Pol, Cul	
	Daily Writing	Journal		
PM	Gate of Heavenly Peace: documentary film and discussion, continued: students will compare debate over US reaction to June 4 with previous US attitudes towards Chinese democratization	film	Pol, Cul	

Materials: <i>AM:</i> <i>PM:</i>

Study Hall Assignment: Go to Ninghai Road/Hankou Road Night Market to observe a descendant of Deng Xiaoping’s economic reforms; return and discuss “socialism with Chinese characteristics” in action
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Day 13: 1989, Continued		
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Daily Diarist: (will report on Day 14)	Daily Reading Report:
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Daily Biography—Li Yang:

Daily Writing: Is being rich a prerequisite for becoming democratic?

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Morning Study Hall: Read Tyler, 383-430			
	Daily Biography and Discussion			
	Daily Reading Report			
	Daily Writing	Journal		
PM	Bio project work in library: students identify sources that they need photocopied	Preparation		Students read primary source materials identified for them by teachers

Materials: <i>AM:</i> <i>PM:</i>

Study Hall Assignment: None

Day 14: Field Trip		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Field Trip: Wall Walk			
PM	Field Trip: Fuzimiao			

Materials: None

Study Hall Assignment: None

Day 15: Field Trip		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
	Field Trip			

Materials: None

Study Hall Assignment: Gifford—xiii-xxi, 14-27, 28-40, 41-50 [42]

Day 16: 1990-2008		
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Daily Diarist: (will report on Day 17)	Daily Reading Report:
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Daily Biography—Dalai Lama:

Daily Writing: Given the strength of 国耻, how can foreigners discuss contentions issues with Chinese?

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Daily Biography and Discussion	discussion	Pol, Cul	
	Daily Reading Report	discussion		review
	The Glories and Burdens of Wealth: Contemporary China, 1990-2008 (pictorial analysis and class discussion)	PPT discussion		visual analysis of pictures of contemporary China
	Daily Writing	Journal		
PM	Bio project work in library			Students finish reading/processing source materials and develop discussion questions

Materials: <i>AM:</i> <i>PM:</i>

Study Hall Assignment: Gifford—51-63, 71-75, 86-96, 125-139 [40]

Day 17: Chinese Students		
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Daily Diarist: (will report on Day 18)	Daily Reading Report:
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Daily Biography—Yao Ming:

Daily Writing:

Time	Plan	Mechanism	Theme	Goal
AM	Daily Diary Report			
	Daily Biography and Discussion	Discussion	Cul	
	Daily Reading Report	discussion	Review	
	Panel with Chinese High School Students	Q&A panel	All	Share thoughts about history, politics, and culture with Chinese high school students
PM	Debrief from Panel Discussion	Discussion		
	Read and discuss Wendy Xu essay on 9/11	Document analysis	Pol, Cult	Read a translated essay from a Chinese high school student

Materials: <i>AM:</i> <i>PM:</i> (1) Wendy Xu essay
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Study Hall Assignment: Final preparations for biography reports; if time: Gifford—140-152, 153-164, 177-193 (warn about this last chapter) [39]
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Day 18: Biography Reports		
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Daily Diarist: None	Daily Reading Report: None
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Biography Presentations	Students present	All	Practice discussion reading and document analysis skills
PM	Biography Presentations	Same	All	Same

Materials: <i>AM:</i> <i>PM:</i>

Study Hall Assignment: Biography Presentations

Day 19: Contentious Issues and Public Diplomacy		
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Daily Diarist: (will report on Day 20) Everyone	Daily Reading Report: None
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Daily Biography—None: N/A

Daily Writing:

Time	Plan	Mechanism	Theme	Goal
AM	Google 2007 Top Search Results: Compare Top Searches from US and PRC in order to reach conclusions about commonalities and differences in 2008	Document analysis	Cul, Pol	Solidify student understanding of how to read primary sources
	Abstract from students a set of suggestions for reading sources	Discussion		
	Primary Source Analysis Essay: Show students two sources (one text, one visual) and have them write explanations which place these sources in historical context	Writing	Cul, Pol	Collect a sample of each students ability to analyze sources in writing
	Group Analysis of a Chinese Youtube clip that aimed to persuade Western audiences of China’s rule over Tibet	Video analysis		Understand “public diplomacy”
PM	Making public diplomacy commercials: divide into groups, assign each a contentious issue (Tibet, Olympic pollution, US trade deficit), identify a goal within that theme, and try to change one specific attitude about something.			
	SPEs			

Materials: <i>AM:</i> <i>PM:</i> (1) Newspaper clippings for public diplomacy issues

Study Hall Assignment: Watch 大腕
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Day 20		
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Daily Diarist: None	Daily Reading Report:
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Daily Biography—None: None

Daily Writing: None

Time	Plan	Mechanism	Theme	Goal
AM	Post-test	Writing		
	Daily Diary Report: Everyone Share Stories			
	Daily Reading Report: Discuss 大腕	Discussion	Cul	
	Prep for session with China Modernization class	Group Work	All	Review
	Meet with Norty’s class: each class divided into groups and presents on aspect of what was studied to the other			Review
	Personal Stories and Debriefings: Write and Share a Biography of Your Own Time in China			Fun
PM	Watch “Please Vote for Me” and discuss connection to themes of our course	Video analysis	Cul	If time, only; look at “democratic thinking” in Chinese culture and draw links to other sources we have analyzed
	Hand out certificates			

Materials: <i>AM:</i> <i>PM:</i>

Study Hall Assignment: None
