Course Description:
This course examines the tangled relations between the United States and China in the competitive geopolitics from the early 19th century to the recent past. The intensity of U.S.-China partnership and rivalry can be discerned in a wide range of national and international events such as the colonial expansion and imperialist invasion in the 19th century, the nationalist movement and cultural modernization in the early 20th century, the Pacific War and the Cold War, the pro-democracy movement in China and the human rights debate, and China’s economic reform and its rise as a global economic and political power in the 21st century. By drawing on scholarship in political and social history and area studies, this course analyzes both the historical context and contemporary developments of US-China relations. It helps students better understand the formation and transformation of Sino-American relations and its impacts on domestic, regional, and global history.

Textbooks:

Course Evaluations:
- Class participation: 10%
- Online response posts: 2% X 10 = 20%
- Event essays: 10% X 2 = 20%
- Final Paper: 50%

Class Participation: Regular class attendance is mandatory. The class participation grade will be based on the students' preparation for and contribution to class discussion. To that end, all students are required to complete the assigned readings before their scheduled sections. Obviously, students cannot contribute to class discussion if they are absent; consequently, repeated unexcused absences from lectures will be reflected in the class participation grade. Each student is allowed a maximum of two and no more than two unexcused absences during the semester. For each unexcused absence thereafter, five points are deducted from your final grade. You are responsible for keeping the professor informed of any situation that prevents you from attending class. Students who have more than five unexcused absences will not pass the course.

Online Response Posts: Each student is required to write online response posts in no fewer than 10 different weeks of the semester. Your comments should address the week's readings and must be posted on the course website discussion forum no later than Sunday by 6 p.m. each week to receive credit. You are encouraged to read and respond to your classmates' postings. Doing so on a regular basis may boost your overall response grade by up to an entire letter. Each post should be a short paragraph (150–250 words) that follows one of these formats:
Close Reading (title your post "Close reading: [name of author(s)]"): Identify a passage from one of the readings that excites or puzzles you; briefly explain how or why it does so; and pose an open-ended discussion question that might help your fellow classmates follow your inspiration or address your concern.

Crosstalk (title your post "Crosstalk: [topic or theme]"): Situate the week’s readings within the context of the course as a whole. What new elements do they bring to our exploration of material culture in modern China? Which previous readings do they build upon, which do they omit? How do they speak to course themes?

Event Essays: This exercise aims at encouraging students to integrate the culture of intellectual growth on Washington University campus and the greater St. Louis metropolitan area. WashU has many programs and departments which thrive on organizing events, conferences, and talks. There is also the Contemporary China Speaker Series held at the Confucius Institute at Webster University. You are encouraged to take advantage of these opportunities during the semester. After you attend your selected event (preferably related to the course even broadly), submit an essay critically reflecting on the event. Each essay is expected to be 800-1,000 words and is due one week after you attend the event.

Final Paper: Students in this class have explored the enormous literature that documents the exchanges and interchanges of Chinese and Americans in order to build an awareness of how these exchanges have developed through time. More importantly, we will develop a sensitivity to the nuances in expression that reveal breakthroughs in understanding as well as misconceptions, ignorance, and stereotyping on both sides. For the final paper project, you are asked to select ONE individual and focus on ONE historical moment in the historical and current interchanges between China and America. You will scrutinize a number of primary “texts” (films and cartoons also being considered texts because of their multiple levels of meaning) as well as scholarly studies of this individual and his/her cross-cultural interactions. Your paper will investigate the individual and those moments of interactions to explore the cross-cultural knowledge and recurring patterns of (mis)understanding.

1. Proposal (30% of project grade): The proposal of your paper is due in class on Wednesday, October 9. It should consist of a brief description of your proposed topic and an annotated bibliography. After submitting the proposal, each student will be required to meet me to discuss the project.

2. Presentation (20% of project grade): Each student will prepare a 5-7 minute multimedia presentation to be given during the last week of class (December 2 & 4). The presentation should demonstrate your theme and contextualize your chosen individual.

3. Final Paper (50% of project grade): One hard copy due December 11 by 5 p.m. in Professor Ma's mailbox (Busch Hall). The final paper should be 10-12 pages.

Academic Integrity: Each student in this course is expected to abide by the Undergraduate Student Academic Integrity Policy (http://www.wustl.edu/policies/undergraduate-academic-integrity.html). This includes explicit guidelines on avoiding plagiarism. Plagiarism is the use of someone else's work, words, or ideas without attribution. In all of your assignments, including your response posts and paper drafts, you must always make clear where you have borrowed from others by identifying the original source and extent of your use of another’s work. This obligation holds whether the sources are published or unpublished and whether they are in print or on the Internet. Plagiarism or other breaches of academic integrity will be reported to the academic integrity officer of the College of Arts and Sciences and can result in a failing grade for the course.
Please note this syllabus is subject to change.
It is your responsibility to check the course website on a regular basis for the most updated version.

Class Schedule

I. PATTERNS OF ENCOUNTERS

Week 1. (8/26, 8/28) US-China Relations: A Chronology
- Pomfret, *The Beautiful Country and the Middle Kingdom*, “Prologue.”
- Westad, *Restless Empire*, “Empire.”
Field trip to the Soldiers Memorial (1315 Chestnut St, St. Louis, MO 63103) on August 28

Week 2. (9/4) Round Table Discussion: US-China Academic Exchange – Challenges and Opportunities
Moderator: Nancy Hellerud, J.D. Vice Provost, Webster University
Hannah C. Verity, Director of Global Program Development, Webster University
Joel Glassman, Director, International Studies and Programs, University of Missouri-St. Louis
Joseph Lee, Professor of History and US Director of the Confucius Institute at Pace University
Grant M. Chapman, Associate Provost, Kansas State University
- Elizabeth Redden, “State Department’s Top Education Official Says Chinese Students Are Welcome, but ...” *Inside Higher Education* (July 31, 2019)
- James Wertsch, “Are Chinese Students still Welcome in America?”
Conference at Webster University on September 4

Week 3. (9/9, 9/11) Money and Market: John Perkins Cushing
- Pomfret, *The Beautiful Country and the Middle Kingdom*, chapters 1 and 2.

Week 4. (9/16, 9/18) Body and Soul: Peter Parker
- Westad, *Restless Empire*, chapter 2.

- Pomfret, *The Beautiful Country and the Middle Kingdom*, chapters 4 and 8.
- “John Hay’s Open Door Note” (September 6, 1899) (http://china.usc.edu/john-hay-andrew-white-first-open-door-note-sept-6-1899).
Week 6. (9/30, 10/2) The Rise of Nationalism: Sidney Gamble
- Pomfret, The Beautiful Country and the Middle Kingdom, chapters 7, 10, and 11.
- Westad, Restless Empire, chapter 5.

Week 7. (10/7, 10/9) Revolution: Pearl Buck and Edgar Snow
- Pomfret, The Beautiful Country and the Middle Kingdom, chapters 12 and 16.
- Westad, Restless Empire, chapter 8.
- Pearl S. Buck, Good Earth (New York: The John Day Company, 1931), Chapters 4-6.

Week 8. (10/16) Final Paper Advising Session

II. USEFUL ENEMIES

Week 9. (10/21, 10/23) “Who Lost China”: John K. Fairbank
- Pomfret, The Beautiful Country and the Middle Kingdom, chapters 23, 28, and 29.

Week 10. (10/28, 10/30) Rapprochement: Henry Kissinger
- Pomfret, The Beautiful Country and the Middle Kingdom, chapters 30, 35, and 36.
- Westad, Restless Empire, chapter 9.

Week 11. (11/4, 11/6) Global Maoism and Its End: Mark Selden
- Pomfret, The Beautiful Country and the Middle Kingdom, chapter 33.

- Pomfret, The Beautiful Country and the Middle Kingdom, chapters 13, 38, 42.
- Westad, Restless Empire, chapter 10.
Week 13. (11/18, 11/20) At the Crossroads: Orville Schell
- Pomfret, *The Beautiful Country and the Middle Kingdom*, chapter 46.
- Westad, *Restless Empire*, chapter 11.
CHINA Town Hall on November 18 (https://www.ncuscr.org/program/china-town-hall)

- Pomfret, *The Beautiful Country and the Middle Kingdom*, chapter 47.
- Westad, *Restless Empire*, “Modernities.”

Week 15. (12/2, 12/4) Final Paper Presentations