The final will be held on Thursday, March 22, 3:00 – 6:00 pm in Kinsey Pavilion 1240B (our regular classroom).

The review questions below focus on some of the important themes we have encountered in the course. Use these themes to organize the material in the process of reviewing your notes and the readings. You will want to find a number of particular people, events, and institutions that illustrate each of the themes listed. The format of the exam will be similar to that of the midterm. It will consist of three parts: A) short-answer ID questions; B) one thematic essay question (out of a choice of two); C) one essay based on analysis of our primary source readings.

Review questions for Part B.

1) Discuss the importance of the civil service examination system in late imperial China. Explain the evolution of the official recruiting system from the Song dynasty on. What was the foundation of the examination curriculum? How did that change over time? What effects did the examination have upon the political system, social organization, gender relations, and Chinese high culture? What were the repercussions of the elimination of the examination system in 1905?

2) Discuss the dynamics between "foreign" and "native Chinese" dynasties over the period from the 11th to the 19th centuries. Name the "foreign" and "native" dynasties that governed China or parts of China over this period. What were the relative strengths and weaknesses of foreign and domestic political cultures? Identify some of the important cross-cultural influences on China. What were the political, institutional, and cultural consequences of non-Chinese rule over China?

3) Consider how the Chinese state administered its vast empire down to the local level. How did the state seek to preserve social order? How deeply into society did state influence penetrate? Below the level of direct state influence, how was local society governed? How did this change over time from dynastic to modern China?

4) Discuss the development of the various Neo-Confucian schools of thought from the Song through the Qing. How did these various strains of philosophy impact upon politics, society, and culture from the 12th through the 19th centuries?

5) Analyze the relationship between state and regional power from 1850 to 1950. Discuss the forces that tended to decentralize state authority and the efforts made to recapture it during this hundred-year period. Pay particular attention to the role of central governments (imperial and republican), local elites, and military organizations, and domestic and foreign actors in this changing dynamic.

6) Identify the significance of the following dates in Qing relations with the outside world: 1793, 1839-42, 1894-95, and 1900-1901. What sorts of changes took place in Sino-foreign relations between the late 18th century and the 1900s? What were the legacies or repercussions of Sino-foreign dynamics in the twentieth century?

7) Discuss the circumstances in which the concept of “Chinese learning as essence; Western learning for practical application” (ti/yong) emerged. How did this concept develop at the end of the 19th century (after the Self-Strengthening Movement) and into the 20th century? In answering
this question, identify some of the major thinkers and political actors associated with these trends. Is this still an issue in present-day China? Explain.

8) 1911, 1919, and 1949 are all considered seminal dates in modern Chinese history. Briefly describe the major events associated with these years. Which of these represents the most fundamental break with the past and why? What, if any, are the connections between these events? Which of the events associated with these dates had the most lasting impact on modern China? Are there other dates you would add to this list of important moments between 1900 and 2000? Defend your choice(s).

9) Discuss the changing nature of women's status in China from late imperial to modern times. How was this related to larger political, social, economic, and cultural trends? Did such trends impact all women in the same ways? Think about how such changes intersected with class hierarchies and urban/rural differences. Explain.

10) Analyze the emergence of nationalism and iconoclasm in 19th- and 20th-century China. What internal and external forces played a role in the development of these sentiments? Enumerate the various ways in which Chinese nationalism and iconoclasm were expressed during this period. How are these intellectual currents and social movements related to China’s struggle to modernize? Between nationalism and iconoclasm, which had the greater impact on the political and cultural transformation of modern China? Explain.

11) Discuss the origins and developments of both the Guomindang (Nationalist) and Communist Parties. How did the experiences of the First United Front, the Nanjing Decade, and the Second United Front influence the growth and structure of the two parties? What were the relative strengths and weaknesses of the Chinese Nationalists and the Chinese Communists on the eve of the Second Sino-Japanese War of 1937-45? What were their relative strengths and weaknesses at the end of the war? How do you account for these changes?

12) Political leadership by social elites has been valued in late imperial and modern China. Discuss the continuities and discontinuities in terms of the make-up of elites and their relationship with the state in both periods. Some questions you might want to consider in your answer are: Are the Communist cadres a kind of new Red gentry? How does the scholar-official ideal, or the Confucian “gentleman,” differ from the ideal Communist cadre?

13) There have been two major “cultural revolutions” in twentieth-century China: the New Culture/May Fourth Movement, and the Great Proletarian Cultural Revolution. May Fourth activists were determined to overthrow Chinese tradition. Cultural Revolution Red Guards were mobilized to destroy the past. Did this common aversion to aspects of ancient Chinese culture make them akin, if not identical? Please illustrate your answer by comparing these two historical movements in terms of their social origins, their intellectual influences, their political ideals, and their historical consequences.

14) 1911, 1919, and 1949 are important dates in the political history of modern China. Are these dates important to a history of women in modern China? Are there other dates you would choose to mark milestones in women’s history? Defend your choice(s).