History 11B Final Examination Essay Review Questions
Winter 2019

The final will be held on Tuesday, March 19, 8:00 – 11:00 am in WS Young 4216 (regular classroom).

These review questions focus on some of the important themes we have encountered in the course. Use these themes to organize the material as you review 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 exam 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) Explain the rise of the Manchus and the establishment of the Qing dynasty. What were the cultural and institutional bases of their power? Which of these were adopted from the Ming/Chinese imperial system and which were Manchu innovations? How did the Qing dynasty “win over” the Chinese?

2) Evaluate the transformation of China’s political and intellectual elites from late imperial to modern times. What were the sources of their authority and legitimacy? How did they deploy their power in society? And what were the consequences of these various types of power for China’s historical development?

3) 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.

4) 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?

5) 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.

6) 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).
7) 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.

8) Analyze the emergence of nationalism and iconoclasm in 19\textsuperscript{th} - and 20\textsuperscript{th}-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.

9) 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?

10) 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?

11) 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.

12) 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).