

History 395: Junior Research Practicum

Purdue's "Formosa Project": The US and China, Taiwan & Hong Kong

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Fall 2023 ; TuThu 1:30-2:45

Classroom: Schleman (Recitation) 113

Consultative experts :

Archivist : Ms. Adriana Harmeyer aharmey@purdue.edu

Digital historians : Dr. Stewart stewa443@purdue.edu

Course Goals

In this class, the instructor will mentor students in the process of developing research skills—in other words, how approach different bodies of information and begin to analyze those sources for answers to historical questions.

For more information, see this online video introducing the class; at the bottom of the syllabus, there is also a more detailed explanation of the specific steps of this process. The instructor has tried to help you find bodies of sources to research; please see the “research groups” at the end of the syllabus.

Course Schedule

Week One: This week, you will be exploring the archives as an introduction to the course. Please watch the online video here for further information about the course.

Tu 8/22 Meet in Schleman (Recitation) 113 before 1:30. Dr. Brownell will have an attendance sheet and will walk you to the Purdue University Archives on the fourth floor of the HSSE Library (located within the Stewart Center), led by Ms. Harmeyer.

Thu 8/24 Meet on the fourth floor of the HSSE Library (located within the Stewart Center) for an archival activity, led by Ms. Harmeyer.

Some things to note:

You may go online to visit the Purdue Archives website: <https://archives.lib.purdue.edu>, either by going there in person or doing so online. Please bring your Purdue ID with you. You will be asked

to put your backpack and coats in lockers. There are locks on the lockers, so please don't worry about leaving your things.

Optional reading: Schmidt, Laura. "Using Archives: A Guide to Effective Research," Society of American Archivists, 2011. <https://www2.archivists.org/usingarchives>

Ms. Harmeyer will give you an in-class assignment.

Week Two: Technology transfer in the Cold War

Learning outcome: Enter a historiographical conversation / analyze narratives

Skills:

- (1) Read secondary scholarship on technology transfer in the Cold War
- (2) Identify large historiographical questions
- (3) Find "They say/I say" statements
- (4) Categorize and follow citations

Tuesday 8/29: Meet in Schleman (Recitation) 113.

Read James Lin, "Sowing Seeds and Knowledge: Agricultural Development in Taiwan and the World, 1925–1975," *East Asian Science, Technology and Society* 9, no. 2 (June 1, 2015): 127–49.
<https://doi.org/10.1215/18752160-2872116>

In-class workshop: following an argument and examining citations.

- How do we ascertain what someone is arguing?
- What key words or phrases help us understand the argument?
- How does the organization of an article or book chapter help to present that argument?
- How do the author's use of citations help us understand the author's argument?

Preview: Teams of two will be assigned in class on Tuesday to read particular chapters of *Technology Transfer*. If you are unable to come to class, please contact the instructor before midnight on Tuesday about being assigned a chapter OR read the entire thing.

Reflection due on **Wednesday 8/30 at midnight (before class on Thursday)**: Read your assigned material from *Technology Transfer*. Based on your reading of *Technology Transfer* and "Sowing Seeds," write one page on the following questions: In what ways are these authors in a conversation with each other?

What common questions or issues do they hope to answer? What original ideas, arguments, or sources do they hope to contribute to the conversation? **(Submit on BrightSpace)**

Thursday 8/31: Meet in Schleman (Recitation) 113 to discuss technology transfer during the Cold War.

Read the introduction and one assigned chapter from Fuller, D. B., & Rubinstein, M. A. (2013). *Technology transfer between the US, China, and Taiwan : moving knowledge*. Routledge.
<https://doi.org/10.4324/9780203080658>

Week Three: The View from Purdue

Learning outcome: Analyze sources

Skills:

1. Read secondary scholarship about Purdue's history
2. Think about how this history relates to the history of the Cold War from last week
3. Consider how individuals contribute to larger historical narratives.
- 4.

Tuesday 9/5: Meet in Schleman (Recitation) 113.

Reading: Hovde, Frederick. "Challenges of Recent Years," in Horton Budd Knoll, *The Story of Purdue Engineering* (West Lafayette: Purdue University Studies, 1963), 112-156 ([online](#) or [here](#)).

In-class workshop: Taking notes

- What is the difference between a record and a note?
- What electronic tools are out there for notetaking? -- example: Zotero; MS Word; Scribner
- What are different ways of organizing notes?
- What is the benefit of a research diary?
- What is the benefit of retrievable vs. printed/analog notes?

Reflection due on **Wednesday (9/6) at midnight**: Write at most 300 words on **one** of the following questions:

What did the interviewer do effectively? What questions elicited good responses? Does Hovde have a similar or different perspective than Shreve's? **(BrightSpace)**

Thursday 9/7: Meet in Schleman (Recitation) 113.

Come to class having searched Shreve's interview for mentions of Taiwan; for example, try to read around those areas.

- <https://earchives.lib.purdue.edu/digital/collection/mso2/id/3689/rec/3>
- <https://earchives.lib.purdue.edu/digital/collection/mso2/id/3428/rec/4> (p. 16-17)

Preview: Teams will be assigned to read sections of [Bliss Wiant's diary](#). If you are unable to attend class, please contact the instructor before midnight on Thursday about being assigned a group OR read the entire thing.

- Team 1 will read pages 1-101, ending with Good Friday, 1949;
- Team 2 will read pages 101-200, starting with Good Friday, 1949;
- Team 3 will read pages 201-301, starting with Sunday November 27, 1949 and ending with July 11;
- Team 4 will read pages 301-399, starting with July 11.

Week Four: Navigating personal sources

Due **Monday** at midnight: Write about either group (1) or (2):

1. How is a diary different from an interview, as a source? What kinds of considerations would you make for evaluating a diary or an interview? In your response, refer to specific examples.
2. What do you find interesting about the diary? Refer to specific examples. Why do these examples surprise you? Do they challenge what you thought you knew before?

Tuesday 9/12: Meet in Schleman (Recitation) 113. Discuss a section of Bliss Wiant's diary (assigned in teams).

Due **Wednesday (9/13)** at midnight. Contribute to the online excel sheet: [Bliss Wiant](#)

1. Write a research *question* based on your reading of the diary
2. Create a list of *keywords* that are pertinent to that question
3. Identify key *people* mentioned in the diary
4. Identify key *places* mentioned in your section of the diary

Thursday 9/14: *Meet in Computer Lab (WTHR 115)

In-class workshop (we will be discussing these in class):

- *How do you create a word cloud (from Bliss Wiant's diary, Shreve's interview)?*
- *How do you do an "advanced search" in Google? What parameters do you use?*
- *How do you search online archives through advanced google search or library's own search engines? (Example: Yale's United Board archives for information about Bliss Wiant; Yale and IUPUI's visual searches)*

Reflection (written in-class)

- *How does the word cloud compare with the keywords that you anticipated? If there are any discrepancies, how do you account for them?*
- *Are there ideas/concerns/perspectives that we have today that Shreve and Wiant didn't have? Is it fair for us to use their data (such as the cost of coal in Wiant's diary) for historical research that they wouldn't have cared about? Why or why not?*

Week Five: Archives. Here, we will work separately but together in the archives. You will go over particular files to take general notes, and then you will add information to this common excel spreadsheet: [Group notes on the Formosa Project](#) or this one: [Group notes on Chinese Student Associations](#). Add your name in the rows that you enter for credit.

Tuesday 9/19: *Meet in the HSSE Archives

Thursday 9/21: *Meet in the HSSE Archives

Week Six: Archives and wrap-up

Tuesday 9/26: *Meet in the HSSE Archives

Homework due on **Wednesday (9/27)** by midnight: Reflection response – What have you learned from going to the Purdue Archives? How were those records created and kept? What did you learn from them that you did not already know? Refer to specific references in your notes, and be able to present your notes in some form to the class.

Thursday 9/28: Reflection day. Meet in Schleman (Recitation) 113.

Agenda

1. Discuss/Review: What are we learning, intuitively, from our archival files? What have you found in this process that has surprised you – both about the subject matter and about the process of doing research?
2. Synthesize: Does our digital analysis accord with the intuitive findings we discussed last week? Is there information collected from your colleagues that surprises you? How does the larger picture change with these smaller pieces? How does our information
3. Evaluate: Are there things that we could have done differently and better? Moving forward in the semester, how could you potentially take better notes or to learn more from these sources?

Week Seven:

Homework due on **Monday** by midnight: Make sure that your notes are correct on the group excel sheet.

Tuesday 10/3: *Meet in Computer Lab (WTHR 114)

In class workshop using our homework:

- *How do you create a networking map?*
- *How do you create a simple google map depicting travel?*
- *How do you create a timeline of important events?*

Homework due on **Wednesday (10/4)** at midnight after reading Tiffert. Write about the following:

1. This is an example of a digital humanities project. What did Tiffert do well? Is there something that you could borrow from his model?
2. Tiffert researches an overt case of censorship. Are there ways that archives could potentially provide problematic or incomplete information about particular topics?

Thursday 10/5: Schleman (Recitation) 113

Come to class having read: Glenn Tiffert, "Peering down the Memory Hole: Censorship, Digitization, and the Fragility of Our Knowledge Base," *The American Historical Review*, Volume 124, Issue 2, April 2019, Pages 550–568, <https://doi.org/10.1093/ahr/rhz286>

Agenda

1. Reflect/Review. Does our digital analysis accord with the intuitive findings we discussed last week?
2. Synthesize: How do we account for any discrepancies?
3. Discuss online sources, especially in reference to Tiffert's article. How and why does the collection and maintenance of sources shape the type of research that we are able to do?
4. Evaluate: How does Tiffert use digital analysis and tools to prove his points? What are his larger claims?
5. Preview. Preview the list of available online sources and decide what set of sources you would like to work with next. What research question motivates you?

Week Eight: Working Week

Tuesday 10/10: Indigenous People's Day. No class

Thursday 10/12: **Working Day: Meet in Computer Lab (WTHR 114)**

Week Nine: Working Week: Meet with instructor (at least mandatory one meeting)/at other times work independently. Sign up for an individual meeting with the instructor to discuss your preliminary findings; when you are not meeting with the instructor, you have time to WFH.

We will discuss: What have you found so far? What is going well? What is going poorly?

Homework due **Monday (10/16)** at midnight: Select and read one scholarly article related to your research topic/interest. Provide a citation for the article, and the following: One sentence each identifying the major thesis of the article; its sources; its methods; then, in two to four sentences, state your reaction, what surprised you, and how the article relates to the body of material that you are currently examining.

Tuesday 10/17: [WebEx](#) with your Boilerlink Key.

Thursday 10/19: [WebEx](#) with your Boilerlink Key.

Midnight before your meeting, submit a brief statement about your interests in an independent project (due on BrightSpace)

Week Ten: Working Week

Monday (10/23): annotated bibliography due on BrightSpace

Tuesday 10/24: ***Workshop/Working Day, Meet in Computer Lab (WTHR 114)**

In-class workshop (short) with additional time left for individual work

- How can we use visual data, such as photographs, to enrich our understanding? What are some different genres of photographs or other visual depictions of people and places?
- What would a “digital narrative” look like and how might it be different from a traditional article? We’ll look at VirtualShanghai as a demonstration.

Post-class reflection, due **Wednesday 10/25**.

- How does a physical understanding of space change the way that we think about historical factors and forces?

Thursday 10/26: ***Workshop/Working Day, Meet in Computer Lab (WTHR 114)**

In-class workshop (short) with additional time left for individual work

- How can we use videos or moving film as sources? Is there a difference in genre among missionary documentaries, films, and recorded speeches?
- Demonstration: Using the CNN archives for Covid coverage

Week Twelve

Tuesday 10/31: ***Working Day, Meet in Computer Lab (WTHR 114) OR submit a short request to the instructor for outside work (at the archives, or to conduct oral interviews)**

Thursday 11/2: Working day, no class meeting.

Week Thirteen: Creating a timeline

Tuesday 11/7: Election Day. ***Working Day, Meet in Computer Lab (WTHR 114) OR submit a short request to the instructor for outside work (at the archives, or to conduct oral interviews)**

Thursday 11/9: Online workshop: Meet on [WebEx](#) with your Boilerlink Key.

In this online workshop, you will be presenting one of your small digital humanities projects with the class, and making it available for other students to access.

<https://whereresearchbegins.com/worksheets/help-someone-else/>

Week Fourteen: Meet with instructor (one mandatory meeting)/work independently.

Sign up for an individual meeting with the instructor to discuss your preliminary findings; when you are not meeting with the instructor, you have time to WFH.

In our individual meetings (10-15 minutes), we'll discuss the next step: thinking synthetically about how two or three projects (timelines, networking maps, spatial maps, or other visual or oral data that you come up with) might be brought together to tell a single story. Among the projects that you've seen this semester, which ones speak to you the most? What story do they tell? Do you want to layer these data together and present them in a visual format? Do you want to write a paper that draws on them?

At the end of this meeting, students should have a plan for their final project or reflection paper.

Sign up on Calendly: <https://calendly.com/d/4nz-zsz-pfh/individual-meetings>

Meet on [WebEx](#) with your Boilerlink Key.

Week Fifteen: Thanksgiving Holiday.

Week Sixteen: Final papers/projects due.

Due **Monday** at midnight: Final papers/projects.

Tuesday 11/28: Online workshop: Meet on [WebEx](#) with your Boilerlink Key.

Thursday 11/30: Online workshop: Meet on [WebEx](#) with your Boilerlink Key.

Q: Where are we meeting?

List of Days at the Archive

Tu 8/22

Thu 8/24

Tue 9/19

Thu 9/21

Tue 9/26

List of Days at the Computer Lab, WTHR 114 (7 sessions)

Date	Allocated Time	Location
Thu 09/14, 2023	1:30p – 2:45p	WTHR 114
Tue 10/03, 2023	1:30p – 2:45p	WTHR 114
Thu 10/12, 2023	1:30p – 2:45p	WTHR 114
Tu 10/24, 2023		
Thu 10/26, 2023	1:30p – 2:45p	WTHR 114
Tu 10/31, 2023		
Tue 11/07, 2023	1:30p – 2:45p	WTHR 114

Presentation Days on [WebEx](#) with your Boilerlink Key

Digital Humanities Project: Thursday 11/9: Online workshop: Meet on [WebEx](#) with your Boilerlink Key.

Final Project: Week of Tuesday 11/28: Online workshop: Meet on [WebEx](#) with your Boilerlink Key.

Q: What does my reading load look like? A: It's *deceptively* short.

Lin, James. "Sowing Seeds and Knowledge: Agricultural Development in Taiwan and the World, 1925–1975." *East Asian Science, Technology and Society* 9, no. 2 (June 1, 2015): 127–49.

<https://doi.org/10.1215/18752160-2872116>

Fuller, D. B., & Rubinstein, M. A. (2013). *Technology transfer between the US, China, and Taiwan : moving knowledge*. Routledge. <https://doi.org/10.4324/9780203080658> (The introduction and one chapter, assigned in class).

Hovde, Frederick. "Challenges of Recent Years," in Horton Budd Knoll, *The Story of Purdue Engineering* (West Lafayette: Purdue University Studies, 1963), 112-156 ([online](#) or [here](#)).

[Bliss Wiant's Diary](#) (Subsections assigned in class).

Glenn Tiffert, "Peering down the Memory Hole: Censorship, Digitization, and the Fragility of Our Knowledge Base," *The American Historical Review*, Volume 124, Issue 2, April 2019, Pages 550–568,

<https://doi.org/10.1093/ahr/rhz286>

In class, you will be assigned to read:

- Archival files from Purdue
- Digitized print sources from Purdue

In addition, you will select:

- Archival files or digitized archives
- Oral interviews, interviews, or a diary
- At least two scholarly articles on your topic

Q: How do you figure out my grade? All assignments are either due by midnight, or, if in italics, are in-class

Week one: in-class assignment (10 points)

Wednesday (8/30): one-page reflection on technology transfer (50 points)—due on BrightSpace

Wednesday (9/6): 200-300 words on Hovde and Shreve (25 points)—due on BrightSpace

Thursday (9/7): homework on Shreve (20 points)—due on Word 365:

Wednesday (9/13): online excel spreadsheet on Bliss Wiant (40 points)—due on Word 365:

Thursday (9/14): in-class assignment, word cloud (25 points)

Wednesday (9/27) : Purdue Archives reflection (10 points)—due on BrightSpace

Monday (10/2): finalize notes on group archival project—due on Word 365 (100 points): [Group notes on the Formosa Project](#) or this one: [Group notes on Chinese Student Associations](#)

Tuesday (10/3): in-class assignment, networking map (25 points)

Wednesday (10/4) : 200-300 words reflection Tiffert (20 points)—due on BrightSpace

Thursday (10/12): in-class assignment, timeline (25 points)

Monday (10/16) : synopsis of one scholarly article (50 points)—due on BrightSpace

Week of 10/16: meet with instructor virtually (1 point); beforehand, submit brief statement about your interests in an independent project (10 points)—due on BrightSpace

Thursday 10/19: annotated bibliography (50 points)—due on BrightSpace

Wednesday 10/26: in-class assignment, annotated map/visual data (25 points)

Wednesday 11/8: Digital Humanities project due (100 points)

Thursday 11/9: Peer workshop presentation (10 points); feedback to other students (5 points)

Week of 11/13: Meet with instructor (1 point)

Monday 11/27: final project due: (100 points)

Tuesday 11/28-30: Online workshop presentation (10 points)

Participation in class discussions: 23 points

Total points: 735 points

Q: What if I have some emergency and cannot make class during an in-class assignment?

A: I will take that into account by changing the overall total score of your grade.

Class work

1. It's hard to do research for the first time. When you visit an archive and are confronted with handwriting -- sometimes very *messy* handwriting -- it can be disorienting. There's also the question of how to approach that information, which can seem insignificant. In order to help students with this process, we're going to do one round of assignments together: we'll read secondary scholarship together; we'll look at archives together; we'll do a series of digital humanities projects that will help students begin to analyze the materials together. These are prototypes, perhaps very basic ones, that will help students to figure out the basic idea.
2. But students might not be interested in the information that's most readily available in the Purdue Archives -- Purdue's decade-long engagement with Taiwan as a form of technology transfer during the Cold War. As we work on this collective project, students will select their own topic(s), and we will guide them through a series of digital humanities projects that will help them begin to further analyze materials and which will ultimately culminate in a paper or reflection:
 - **Preliminary parameters** to help set your course
 - o Selecting a *topic* of original importance and historical interest
 - o Proposing a *research question* in relation to that topic, which will help you to navigate through primary sources
 - o Generating a *list of keywords* in relation to your topic
 - A series of short *journal entries* that will help you reflect on the process of research:
 - o What are the limits of your sources? Where are the omissions? To what degree are they able to answer your questions, but unable to fully answer them?
 - **Small digital humanities projects** that will allow you to process your findings. We will host a series of **virtual workshops** in which students share their information with one another and give and receive feedback on the projects.

As you examine a set of archival sources (see **resource group 1** below), note whatever catches your eye, but especially pay attention to a few important questions:

Who keeps coming up in these records? What roles do they have, whom do they know, what are they trying to communicate? What types of records are these, and why are they being generated? What important dates help to structure these archives -- what events generate the need to create records, or what dates or events do the actors look back on as important?

When you feel that you can talk with another classmate and answer these questions with reasonable skill, create the following digital humanities projects:

- *A **networking map** of important or **key players** involved in these records.* Where possible, the map should include a copy of the photographs of the people and a diagram of their relationships to one another. If ArcGIS doesn't work, you can try <https://nmap.org>, or even create a map on paper – just be sure that you have moveable parts so that you can add people and space as you need. I'd put names on index cards and shuffle them around.
- *A **timeline or digital narrative** of important **events**.* These events should be related to each other in some way: cause and effect, case studies, a “turning point,” etc. Be sure to explain how these events relate to one another. Try using <https://timeline.knightlab.com> but you can start out with just an excel spreadsheet.
- *A **list of keywords and reflection**.* The first step is to create a list of keywords that you anticipate will be pertinent to your project. The second step is to create a **word cloud**, what is the most dominant words using online textual analysis tools. If you do not have digitized sources, look at your notes: What words, concerns, or ideas continue to appear in these records? How do they relate to the keywords that you identified earlier? When you do another search for these keywords in other databases, how many sources come up? Are these sources useful to you? Are they too broad or too narrow?
 - Create a *word cloud* of digitized print materials (resource group 6).
- As you examine a set of visual sources (see **resource group 2 and/or group 3** below),
 - *An annotated map.* Where were these records produced? Who traveled where, and in which directions? What happened where? Could you go back to your timeline to add a sense of what happens where? When you revisit your networking map, do connections make more sense based on who traveled where? Try <https://storymap.knightlab.com> or google maps.
- *An annotated bibliography*, in which primary and secondary sources are summarized and properly cited. The instructor will offer advice on finding scholarly articles.
- Contextualization of *personal interview or account*. Students could interview people who had first-hand experience (such as faculty or classmates who lived through Covid), or select a first-hand account from **resource group five** below.

At the end of this process, we will take a look at all of the information that we've gathered, individually and perhaps even collectively. If it's possible (if there is coherence among sources), try to amend your digital humanities projects through cross-referencing. Where do people travel? What personal accounts or interviews do you have to flesh out who they are? What is their timeline? Take a step back to look at the bigger picture to see if things add up to something more than these small puzzle pieces. If they don't cohere, try to think about why they don't, and what some possible relationships among the pieces might be.

3. These shorter assignments will, we hope, culminate into a larger project that can be Ultimately, we aim for the completion of a research project that illustrates or demonstrates analysis of primary sources in relation to a scholarly research question. This project allows students to showcase what they have learned in the course to the outside world, either at the Purdue Undergraduate Research Forum, through submission to journals, etc.

The research project must demonstrate sophisticated analysis of primary sources in relation to a research question and add some original understanding to a conversation about the past. The research project *should build upon information and data from the digital humanities projects above, but should also*

provide additional research or information as a result of feedback from the workshops. The project may different forms:

- A magazine-style article or blogpost, of at least 3,000 words of written text, double-spaced and properly cited.
- A research poster or online exhibit, with illustrations, graphs, and visual materials, as well as the articulation of a research question that connects with historiographical conversation.
- A video documentary with illustrations, graphs and visual materials, as well as the articulation of a research question that connects with historiographical conversation.

The final project will be graded on the following criteria: (1) proper citations; (2) originality or creativity; (3) engagement with the sources; (4) an unfolding or developing understanding of the materials.

Resources

Resource Group One: Paper and Digitized Archives

- Purdue University Archives (**common endeavor**)
 - o **Purdue University Chinese Students Collection** MSP 155 Box 1 12 B 5 : letters from the Purdue Club of China in the 1950s; Chinese Students Alliance of the Midwest ; includes alumni news and provides a way of identifying students.
 - o **The Formosa Project.** Engineers in residence in Taiwan:
 - R. Norris Shreve
 - L.E. Conrad
 - JH Bowman
 - TC Doody
 - PB Eaton
 - LM Gilbreth
 - HR Hanley
 - WI Freel
 - MM McClure
 - Louise E. Rorabacher
 - CE Bullinger, J McCallum
 - PE Soneson
 - RW Lefler
 - HV Fairbanks
 - WH Tucker, etc.
 - o Purdue Taiwan Project, Engineering Education at Cheng Kung University, 1959: MSP 122: 12/4 A comprehensive report – good to begin with this, as it provides an overview of progress made, also contains lists, copies of photographs of workshops. Second folder also contains letters to the engineering staff
 - o Newspaper from Journal and Currier in 1953, conferral of awards
 - o Letters and awards bestowed upon Purdue faculty, problems with the English level of students coming to Purdue
 - o AA Potter Papers, Box 9 Folder 13: includes some photographs of people. Also extended some of these projects to the Philippines as well.
- RG-11 Archival materials from the United Board of Higher Education: (digitized at Yale University). These are records from Christian colleges in China, and reported back to the funding board, including letters and other items. Some important people include: John Leighton Stuart, CW Luh, Bliss Wiant, Yi-fang Wu

- Foreign Office Files for China (Purdue Database). I also have some uploaded to this folder: [British Foreign Ministry](#) and [British Files](#)
- UNRRA China Files, Hoover Institution, Stanford University (photographed by the instructor)
- UNESCO Science and Technology files, UNESCO House, Paris (photographed by the instructor)
- Archives Unbound: Chinese Civil War and U.S.-China Relations: Records of the U.S. State Department's Office of Chinese Affairs, 1945-1955, and US intelligence on China: https://go.gale.com/ps/exploreCollections?userGroupName=purdue_main&inPS=true&prodId=GDSC&category=AsianStudies
- China and the Modern World: The Sino-Japanese War and its Aftermath, 1931-1949, China and the Modern World; War and Colonial Department and Colonial Office: Hong Kong, Original Correspondence; Hong Kong, Britain and China, 1941-1951; Missionology and Sinology, 1817-1949 https://go.gale.com/ps/start.do?p=CFER&u=purdue_main
- Diplomatic Archives from Academia Sinica: [MHI](#)
- Select sources from [Academia Historica 2](#) (Chinese)

Resource Group Two: Film and Visual Sources

- Western Medicine in China, IUPUI: <https://ulib.iupui.edu/digitalcollections/WMIC>
- Missionary film (includes medical missions): Curated by Joseph Ho, <https://deepblue.lib.umich.edu/handle/2027.42/167718?mibextid=Zxz2cZ>
- China Mission Archive, curated by Anthony Clark: <https://cicarchiveprototype.wordpress.com/digital-archive/>
- Chinese Christian Posters: <https://ccposters.com/pg/home/> (Includes Nationalism and Nationalist Campaigns, medical missions)
- Virtual Shanghai: <https://www.virtualshanghai.net> (primarily photographs and maps)
- Virtual Beijing: <http://beijing.virtualcities.fr> (primarily photographs and maps)
- Photographs at Yale University: <https://findit.library.yale.edu>
- On the Nanjing Massacre: Visual History Archive (Purdue Library)
- Socialism on Film (Purdue Database)
- Cultural Revolution Posters: <https://chinese posters.net>
- China Visual Arts Project Archives, Westminster University <https://westminster-atom.arkivum.net/cpc>
- Covid-19 Posters: <https://dpul.princeton.edu/eastasian/catalog/6w924n13w>

Resource Group Three: Space

- Virtual Shanghai: <https://www.virtualshanghai.net> (primarily photographs and maps)
- Virtual Beijing: <http://beijing.virtualcities.fr> (primarily photographs and maps)
- 19th century maps of Taiwan: <https://rdc.reed.edu/c/formosa/home/>
- Current maps of Taiwan: <https://www.nlsc.gov.tw/en/cp.aspx?n=2131>

Resource Group Four: Additional Sources for Special Topics

Childhood and Youth at the Cotsen Children's Collection

- <https://dpul.princeton.edu/cotsen/browse/japanese-materials> Japanese materials in the Cotsen Children's Collection
- <https://dpul.princeton.edu/cotsen/browse/japanese-game-boards> Japanese Board Games in the Cotsen Children's Collection

- <https://dpul.princeton.edu/cotsen> : Chinese Children’s materials at the Cotsen Children’s Collection, Princeton University
- Books photographed from [Stanford](#)
- Digitized print books on [Childhood](#)

Overseas/Diaspora

- **Chinese migrant laborers in Cuba**
- https://repository.library.brown.edu/studio/collections/id_754/
- <https://prism.lib.asu.edu/collections/77077> Chinese migrant laborers in Cuba
- **Japanese Internment Camps in the US**
- <https://prism.lib.asu.edu/collections/70180>

Edges of Empire

- <https://prism.lib.asu.edu/collections/41059>
- <https://dss.lafayette.edu/collections/east-asia-image-collection/> (Colonial Japan)
- <https://rdc.reed.edu/c/formosa/home/> Illustrations, photographs, and maps of Formosa/Taiwan in the 19th Century, housed in Reed College
- <https://prism.lib.asu.edu/collections/41033> Photographs of Tibet by AT Steele housed in Arizona State University
- <https://prism.lib.asu.edu/collections/76809> Snapshots of Yunnan, housed in Arizona State University
- <https://prism.lib.asu.edu/collections/76486> Photographs of Laos, housed in Arizona State University

For more information, see: <https://guides.library.duke.edu/c.php?g=541281&p=3707996>

Resource Group Five (personal experience)

- Interview with Shreve (**common endeavor**)
- Diary of Bliss Wiant (common endeavor, instructor’s personal papers)
- Letters of fellow in 1950 – from RG –11 papers; need to look at this.
- Nym Wales, “Notes on My Yan’an Notebooks”
<https://app.box.com/s/yq53aeszph61knk6qcrse1h471q2ijte> compared to : [Helen Foster Snow, *Inside Red China*](#) ; [Kelly Ann Long](#) for reference
- Oral interviews. The most important thing in oral interviews is to be engaging, and to solicit good stories. If you select this option, you need to record the interview, and also to structure it a little bit. Look to your historical question, and try to figure out what your interviewee’s personal experiences were. Consider how old they were and what they were doing at the time of the historical events. Try to cross reference your interviewee with your sources.
 - o Covid/Lockdown policies – putting China into context – tracing lockdown policies – across space and time
 - o Family/neighborly experiences

Resource Group Six (digitized print sources -- periodicals)

- Purdue’s student newspaper *The Exponent* (common endeavor)
- Christian Educational Association [Christian Educational Association](#)

Learning Objectives (called **“Expected Outcomes”**)

Foundational Outcomes in the Humanities

1. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts. (Please note that I am defining disciplinary methodologies as numbers 7-13 below, which are expected outcomes from *Foundational Outcomes in Information Literacy*.)
2. Analyze and evaluate texts, works, objects, events, or ideas in their cultural, intellectual, or historical contexts.
3. Create, interpret, or reinterpret artistic and/or humanistic works through performance, analysis, or criticism.
4. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Foundational Outcomes in Information Literacy:

5. Identify a line of inquiry that requires information, including formulating questions and determining the scope of the investigation.
6. Locate information using effective search strategies and relevant information sources.
7. Evaluate the credibility of information.
8. Synthesize and organize information from different sources in order to communicate.
9. Attribute original ideas of others through proper citing, referencing, paraphrasing, summarizing, and quoting.
10. Recognize relevant cultural and other contextual factors when using information.
11. Observe ethical and legal guidelines and requirements for the use of published, confidential, and/or proprietary information