

APPLICATION FOR NEW COURSE

Prefix and Number

printed name

Cross-listing Department Chair

signature

5. Requested effective date (term/year): Spring / 2009
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
As an intergral component to China Studies and International Studies
9. a. By whom will the course be taught? Liang Luo
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
50
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
International Studies Students, and students fulfilling cross-cultural credit requirements, as well as those interested in China in general, will be drawn to this course.
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? cross-cultural
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 9/08/08

Department/Division proposing course: Modern and Classical Languages, Literatures, and Cultures

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CHI 331

b. Title* Introduction to Chinese Culture, 1840 to Present

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Intro Chin Cult, 1840-pres

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

() CLINICAL () COLLOQUIUM (x) DISCUSSION () LABORATORY (x) LECTURE
() INDEPEND. STUDY PRACTICUM RECITATION RESEARCH () RESIDENCY
() SEMINAR () STUDIO explain: _____
() OTHER – Please _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course introduces students to modern Chinese history, society, and culture from 1840 to the present, with a special focus on developments in the twentieth century. We will investigate three sets of major problems: (1) China is often seen as an ethnically and culturally homogenous society, but what is China and (Han) Chinese? (2) How did China transition from a multi-ethnic empire to a modern nation state? (3) What does modernity mean in the Chinese context? Aside from these specific objectives, this course will also teach students to analyze written and visual texts found in various genres. No prior knowledge of Chinese history, culture, or language required.

h. Prerequisite(s), if any:

none

i. Will this course also be offered through Distance Learning? YES NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: _____ / _____

APPLICATION FOR NEW COURSE

If YES[†], list below the programs that will require this course:

[†]In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: doug slaymaker Phone: 257-7557 Email: dslaym@uky.edu

20. Signatures to report approvals:

<p style="text-align: center; margin: 0;"><u>9-12-08</u></p> <p style="margin: 0;">DATE of Approval by Department Faculty</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;"><u>THEODORE FIEDLER</u></p> <p style="margin: 0; font-size: small;">printed name</p> </td> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;">/ Theodore Fiedler</p> <p style="margin: 0;">Reported by Department Chair</p> </td> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;"><i>Theodore Fiedler</i></p> <p style="margin: 0; font-size: small;">signature</p> </td> </tr> </table>	<p style="margin: 0;"><u>THEODORE FIEDLER</u></p> <p style="margin: 0; font-size: small;">printed name</p>	<p style="margin: 0;">/ Theodore Fiedler</p> <p style="margin: 0;">Reported by Department Chair</p>	<p style="margin: 0;"><i>Theodore Fiedler</i></p> <p style="margin: 0; font-size: small;">signature</p>
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<p style="text-align: center; margin: 0;">1-20-2009</p> <p style="margin: 0;">* DATE of Approval by Undergraduate Council</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;">/</p> <p style="margin: 0; font-size: small;">printed name</p> </td> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;">/</p> <p style="margin: 0;">Reported by Undergraduate Council Chair</p> </td> <td style="width: 33%; text-align: center; vertical-align: bottom;"> <p style="margin: 0;">/</p> <p style="margin: 0; font-size: small;">signature</p> </td> </tr> </table>	<p style="margin: 0;">/</p> <p style="margin: 0; font-size: small;">printed name</p>	<p style="margin: 0;">/</p> <p style="margin: 0;">Reported by Undergraduate Council Chair</p>	<p style="margin: 0;">/</p> <p style="margin: 0; font-size: small;">signature</p>
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<p style="margin: 0;">* DATE of Approval by Senate Council</p>	<p style="text-align: center; margin: 0;">/</p> <p style="text-align: center; margin: 0;">Reported by Office of the Senate Council</p>			
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*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: CHI 331

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

Course proposal**Liang Luo****September 9, 2008****CHI 331****INTRODUCTION TO CHINESE CULTURE, 1840 TO PRESENT****Spring 2009****Course Objectives:**

This course will provide a general orientation to modern Chinese history, society, and culture from 1840 to the present, with a special focus on developments in the twentieth century. We will investigate three sets of major problems: (1) China is often seen as an ethnically and culturally homogenous society, but what is China and (Han) Chinese? (2) How did China transition from a multi-ethnic empire to a modern nation state? (3) What does modernity mean in the Chinese context? Aside from these specific objectives, this class will also teach students to critically analyze written and visual texts found in various genres.

Course Objectives (Student Learning Outcomes):

Upon completion of this course, students should be able to:

- Explain and demonstrate in writing that China has a long and diverse history, in which men and women of different ethnicity and diverse linguistic background have played a key role.
- Critically evaluate, analyze and integrate texts from a variety of periods and sources, and demonstrate an understanding of the complexity of existing debates in a historically informed way.
- Demonstrate in oral presentation and writing the ability to communicate and apply an understanding that many Western stereotypes about China have valid historical and cultural roots, however, they also over-simplify a vast inventory of culture that is constantly redefining itself.
- Apply their ability to conduct scholarly research in the humanities in general and in Chinese studies in particular in an interdisciplinary environment involving literary, historical, anthropological, sociological and other approaches.

Course Requirements:

Class participation is one of the most rewarding aspects of a humanities course. You must complete ALL of the assigned readings before class and participate in discussions in a meaningful way (i.e. asking questions or providing comments that indicate that you have completed and thought about the readings). Class attendance and participation are a significant part of your grade.

10% Attendance

20% Participation

20% Weekly web response
20% Take-home midterm exam
20% Final project
10% Final presentation

Grading scales:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
E: under 60 (failing grades)

Required book:

Jonathan Spence, *The Search for Modern China* (New York: Norton, 1999), available at Amazon.com. This book will be on reserve for 24-hour loan in the W. T. Young Library DS754.S65 1999

Recommended background viewing:

Sue Williams dir., *China: A Century of Revolution* (1997, an excellent documentary film, 6 hours), available at Amazon.com.

Class schedules:

Week 1: Class Introduction and Orientation

W 1/14/09: Class Introduction

Week 2: The Qing Dynasty

Topics to be Covered: Manchu Ethnicity, Ethnic Policies in the Post-Conquest Qing Empire, Anti-Manchu Responses, the Qing as a Multi-Ethnic, Multi-Religious Empire, Perspectives from the Han Collaborators; the Taiping Rebellion.

M 1/19/09: MLK Day, no class.

W 1/21/09: The Manchus – Another Chinese Dynasty or a Foreign Occupation?

Readings:

For Wednesday:

- (1) Jonathan Spence, *The Search for Modern China*, pp. 26-48 and pp.117-137.
- (2) Wm. De Bary and Richard Lufrano, *Sources of Chinese Tradition: From 1600 through the Twentieth Century*, pp. 26-41.

Week 3: The “Opening” to the West

Topics to be Covered: Unequal Treaties, Narratives of “Chinese” Xenophobia, the “Effete” Chinese Mandarin, Market Forces and Political Decision-Making, Contemporary Uses of the Opium War

M 1/26/09: The Opium War and its Aftermath

Weekly web response due every Wednesday on Blackboard before class starting 1/28/09

W 1/28/09: The Opium War as Symbols of Humiliation and Heroism – Then and Now

Readings:

For Monday:

- (1) Jonathan Spence, *The Search for Modern China*, pp. 145-166 and pp. 192-214.
- (2) Wm. De Bary and Richard Lufrano, *Sources of Chinese Tradition: From 1600 through the Twentieth Century*, pp. 201-209.

For Wednesday:

- (3) Frederic E. Wakeman, “San-yuan-li: The Politics of Patriotism 1819-1841,” in *Strangers at the Gate: Social Disorder in South China, 1839-1861* (Berkeley: University of California Press, 1966), pp. 11-41.

Week 4: Ethnic Nationalism and the Birth of the Chinese Nation

Topics to be Covered: Anti-Manchu Sentiments, Republican Revolution, Missionary Discourses and the Issue of Foot-binding, and the Japan Factor

M 2/2/09: Ethnic Nationalism and the 1911 Revolution

W 2/4/09: The Late Qing Imagination

Readings:

For Monday:

- (1) Jonathan Spence, *The Search for Modern China*, pp. 243-263 and pp. 271-289.

For Wednesday:

- (2) Wm. De Bary and Richard Lufrano, *Sources of Chinese Tradition: From 1600 through the Twentieth Century*, readings by Liang Qichao, Sun Yat-sen, Hu Hanmin, Hu Shi, and Chiang Kai-shek [Jiang Jieshi]). pp. 314-346

Week 5: The May Fourth Movement

Topics to be Covered: Social Darwinism, Marxism, Japanese Imperialism, Chinese Students in Japan, the Guomindang, May Fourth, Chinese Communist Party, Recent Re-evaluations of the May-Fourth Movement

M 2/9/09: Japanese Imperialism and the May Fourth Movement

W 2/11/09: The New Culture of Internationalism

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 290-313 and pp. 314-341.

For Wednesday:

(2) Vera Schwarcz, "A Curse on the Great Wall: The Problem of Enlightenment in Modern China," *Theory and Society* 13.3 (1984), pp. 455-70.

(3) Lu Xun, "Preface" and "Diary of a Madman," in William Lyell, tr. *Diary of A Madman and Other Stories* (Honolulu: University of Hawaii Press, 1990), pp. 21-41.

Week 6: Republican Modern

Topics to be Covered: Nanjing Government, Shanghai Modernism, Popular Novels, Urban Entertainment and Prostitution

M 2/16/09: The Guomindang in Power

W 2/18/09: Modernism and Urban Culture

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 342-374.

For Wednesday:

(2) Timothy Wong: *Stories for Saturday, Twentieth Century Chinese Popular Fiction* (selections)

Week 7: Party Rivalry and Sino-Japanese War

Topics to be Covered: The Chinese Poor, the Rural Soviets, the Long March, Xi'an Incident, Narratives of Wartime Memory and National Suffering, the Nanking [Nanjing Massacre], Manchukuo.

M 2/23/09: The Japanese Invasion and its Aftermath

W 2/25/09: "Shanghai Modern" – Collaboration Revisited

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 419-458.

For Wednesday:

(2) Eileen Chang, "Love in a Fallen City." Trans. Karen Kingsbury. *Renditions*. 45 (Spring 1996), pp. 61-92.

Week 8: The Chinese Civil War and 1949 Revolution

Topics to be Covered: The Japanese Surrender, Land Reform, Cold War Dynamics, National Imaginings, Maoism and Communism with "Chinese" Characteristics, State-Sponsored Feminism

M 3/2/09: Civil War and the 1949 Revolution

W 3/4/09: Gender in Revolution

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 459-488.

For Wednesday:

(2) Xie Bingying. Lily Chia Brissman and Barry Brissman, trs. *A Woman Soldier's Own Story*. New York: Berkeley Books, 2001, pp. 51-91.

Week 9: The Establishment of the People's Republic of China

Topics to be Covered: Countryside and Town, Structure of the New Government, Korean War, Mass Campaigns, First Five-Year Plan, Foreign Policy and National Minorities, The Hundred Flowers

Take-home midterm exam due on Monday 3/9/09 before class

M 3/9/09: The Glorious Beginning

W 3/11/09: Representing the Mao Years

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 489-513 and pp. 514-543.

For Wednesday:

(2) De Bary and Lufrano, *Sources of Chinese Tradition*, selections from Li Dazhao, Mao Zedong, Liu Shaoqi, and Ding Ling from the 1920s through the mid-1950s, pp. 396-449.

Week 10: Spring Vacation

M 3/16/09: No class

W 3/18/09: No class

Week 11: The Cultural Revolution

Topics to be Covered: Roots and Chronology of the Cultural Revolution, Contested Narratives, "Scar" Literature, and Representations of the Cultural Revolution in China and in America

M 3/23/09: The Great Leap Forward and the Cultural Revolution

W 3/25/09: The Cultural Revolution and Narratives of the "P"

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 544-564 and pp. 565-586.

For Wednesday:

(2) Wang Zheng, "Call me *qingnian* but not *funü*: a Maoist Youth in Retrospect," *Some of Us: Chinese Women Growing Up During the Mao Era*. Edited by Xueping Zhong, Wang Zheng, and Bai Di. New Brunswick: Rutgers University Press, 2001, pp. 27-52.

Week 12: The Deng Era

Topics to be Covered: China's Second "Opening," The Nixon Visit, The Four Modernizations, Democracy Wall, Deng's Reform

M 3/30/09: Post-Mao Reform Era

W 4/1/09: The Cultural Milieu of the 1980s

Readings:

For Monday:

(1) Jonathan Spence, *The Search for Modern China*, pp. 595-617 and pp. 618-645.

For Wednesday:

(2) Bei Dao, *August Sleepwalker*, tr. Bonnie McDougall. New Directions Publishing Corporation, 2001. pp. 1-48.

Week 13: The June Fourth Movement and the Economic Shift

Topics to be Covered: Anti-Corruption Sentiments, Democratic Movements, The June Fourth, Tiananmen, Popular Culture, Role of Intellectuals and the Chinese Diaspora, Deng's 1992 Southern Tour

M 4/6/09: The June Fourth Movement

W 4/8/09: The Economic Turn

Readings:

For Monday:

(1) Dingxin Zhao, "State-Society Relations and the Discourses and Activities of the 1989 Beijing Student Movement," *The American Journal of Sociology*, vol. 105, no. 6 (May 2000), pp. 1592-1632.

For Wednesday:

(2) Jonathan Spence, *The Search for Modern China*, pp. 677-704.

Week 14: Post-89 Developments – Is China a Threat?

Topics to be Covered: Economic Inequality, Gender, Birth Control and Sexual Politics, Religious Tension, Economic Liberalization, Cyber Nationalism and International Relations

M 4/13/09: Economic Reform and Cultural Retrenchment

W 4/15/09: The Beijing Olympics in Perspective

Readings:

For Monday:

(1) Xudong Zhang, "Nationalism, Mass Culture, and Intellectual Strategies in Post-Tiananmen China," *Social Text* 55 16, 2 (Summer 1998): pp. 109-40.

For Wednesday:

(2) Guoqi Xu, *Olympic Dreams: China and Sports, 1895-2008* (selections)

Week 15: Redefining China

Topics to be Covered: National Sovereignty, The Taiwan Question, Redefining Chineseness, Hong Kong, Macau, and the Chinese Diaspora, Resurgence of Ethnic Nationalism, the Xinjiang [Uighur] Question, Tibet

M 4/20/09: Problems in Defining the Chinese Nation State

W 4/22/09: Cultural Perspectives on Chineseness (from the Periphery)

Readings:

For Monday:

(1) Zhu Tianwen [Chu Tien-wen], "Fin-de-siècle Splendor," in Joseph S. M. Lau and Howard Goldblatt eds., *The Columbia Anthology of Modern Chinese Literature*. New York: Columbia University Press, 1995. pp. 444-459.

For Wednesday:

(2) Tu Wei-ming, "Cultural China: The Periphery as the Center." *The Living Tree: The Changing Meaning of Being Chinese Today*. Ed. Tu Wei-Ming. Stanford: Stanford University Press, 1994. pp. 1-34.

Week 16: Final Presentations

M 4/27/09: Final presentations

W 4/29/09: Final presentations

Final project due on Friday 5/1/09 at 5 pm