



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

History Programme

Trimester One 2009

(Monday 2 March 2009 – Wednesday 1 July 2009)

HIST117: Empires and Peoples: Selected Asian Case Studies

CRN 13081

1. The basics (course lecturers, timetable etc.).....p.	2	15. Lecture Programme.....p.	7
2. Course Aims.....p.	2	16. Assignments	
3. Course Content.....p.	2	Short Exercise (15%).....p.	9
4. Course Delivery.....p.	3	Tutorial Paper (20%).....p.	9
5. Learning Objectives.....p.	3	Essay (30%).....p.	10
6. Expected Workload.....p.	4	17. Weekly Tutorial Programmep.	22
7. Course Readings.....p.	4	Week 2, ending 13th March.....p.	23
8. Assessment.....p.	4	Week 3, ending 20th March.....p.	24
9. Penalties for late submissions.....p.	5	Week 4, ending 27th March.....p.	26
10. Mandatory Course Requirements.....p.	5	Week 5, ending 3 rd April.....p.	27
11. Academic integrity and Plagiarism.....p.	6	Week 6, ending 9 th April.....p.	29
12. General University Requirements.....p.	6	Week 7, ending 1 st May.....p.	31
13. Aegrotats.....p.	6	Week 8, ending 8th May.....p.	34
14. Students with impairments.....p.	6	Week 9, ending 15th May.....p.	35
		Week 10, ending 22 nd May.....p.	37
		Week 11, ending 29 th May.....p.	38
		Week 12, ending 5 th June: Final test (35%)	

1. THE BASICS

Course Coordinator:

Professor Sekhar Bandyopadhyay
 Old Kirk 411, Phone: 463 6772
 email: sekhar.bandyopadhyay@vuw.ac.nz
 web page: <http://www.vuw.ac.nz/history/staff/sekhar.aspx>

Lecturers:

Professor Sekhar Badyopadhyay (see above)

Dr Pauline Keating
 Old Kirk 418, Phone: 463 6760
 email: pauline.keating@vuw.ac.nz
 web page: <http://www.vuw.ac.nz/history/staff/pauline.aspx>

Office hours:

The lecturers' and tutors' office hours will be announced at the first lecture. They will also be posted outside the co-ordinator's office and on Blackboard. You are welcome to telephone or email the lecturers with questions about the course.

Lecture times and location:

Tuesdays & Thursdays, 1 – 2 p.m.
 Easterfield (EA) LT006

Tutorials:

Tutorial times and locations will be arranged in the first week of the trimester and will be posted on the History notice-board (outside OK405) by Friday 6th March 2009

Communication of additional information

Information about any changes to the programme or timetable will be announced in lectures and posted on the departmental noticeboard. It will also be posted on HIST 117's Blackboard site, under "Announcements".

Blackboard and email

There is a HIST 117 Blackboard site. We will be using Blackboard extensively during this course for specified tasks and assignments. Blackboard will also be used to host the course outline (should you misplace it), link to additional material, and to contact the class via email. The Blackboard class-email function uses your student email (XXXXXXxxxx@myvuw.ac.nz).

Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages and visiting the HIST 117 Blackboard website to see the announcements.

2. COURSE AIMS

HIST 117 will introduce you to the recent history of selected Asian societies. Because the territory we define as "Asia" is so vast and is peopled by such a great variety of ethnic groupings with very different cultural and historical traditions, we have time in a one-semester introductory course to focus on just a few broad historical problems. First, we investigate how Western powers were able to build empires in Asia from the 16th century, and particularly in the 19th century. Second, we examine some of the responses by Asian peoples to Western imperialism and colonisation, especially their struggles for independence in the 19th and 20th centuries.

Very broadly, then, the aims of the HIST 117 course are to understand the meaning of Western imperialism and colonialism in different Asian contexts, to appreciate the variety of East-West interactions in the "age of imperialism", and to begin a study of some of the responses by Asian peoples to European expansion into Asia.

3. COURSE CONTENT

The course begins with an examination of the way in which industrializing Western powers pushed their way into the Asian region from the sixteenth century, and particularly in the 18th and 19th centuries. We will focus on **six countries** – **India** (in the South Asia region), **China** and **Japan** (in the East Asia region), and **Myanmar** (Burma), **Indonesia** and **Vietnam** (in Southeast Asia).

We will examine the major developments in each country that related to foreign imperialism. In particular, we will examine the rise of anti-colonial nationalist movements, and seek to understand what “nationalism” meant in different sectors of society (among for example, rural villagers, women, the “intelligentsia”, ethnic minorities, religious groups, merchant entrepreneurs, soldiers and so on). Some consideration will also be given to the rise of independence movements after the first and second world wars, and to post-colonial nation-building.

See the **lecture programme** on pages 6 - 7 below for more detail.

4. COURSE DELIVERY

Students enrolled in HIST 117 are expected to attend two one-hour lectures each week and participate in a one-hour tutorial. The course consists of 23 lectures in total and 11 weekly tutorials. To successfully complete the course, students need to participate in a minimum of 8 tutorials, submit three assignments and do an in-course test (**assignment details** are below, on pages 8 - 20).

5. LEARNING OBJECTIVES

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research

- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

Understand the development of the historical discipline.

Other than those mentioned above, this course has two specific sets of objectives. The first relates to subject matter, and the second to the acquisition of skills that an historian needs.

Students passing HIST117 will:

- have a knowledge of **the ways** in which European powers penetrated the Asian region from the sixteenth century onwards and built empires in Asia
- have an understanding of the economic, political, social and cultural **impact** of Western empire-building in Asia;
- be able to **draw comparisons** between the ways in which Western imperialism was experienced in different Asian countries;
- have an appreciation of the **varieties** of Asian responses to the Western challenge;
- understand that “nationalism” has **different meanings** in different Asian contexts and be able to think critically about the contributions of “the West” to the rise of nationalist movements in Asia.

A range of specific skills that are highly relevant to employment outside the university and necessary to historians will be progressively introduced and developed during undergraduate work in history. History graduates will be able to:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. formulate arguments convincingly and concisely

6. write in a clear, logical and lively way
7. present an oral argument with lucidity and conviction
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline

The HIST 117 course will introduce these skills in **tutorials** and through **written assignments**, giving experience in:

1. gathering information for essays
2. reading and making notes efficiently and purposefully
3. planning and writing an essay, with due attention to documentation of sources
4. presenting information and ideas orally in tutorials
5. evaluating different types of historical evidence from past societies
6. the correct use of terms and concepts such as imperialism, colonialism, nationalism, revolution, modernisation, westernisation, class, militarism.....
7. constructing dependable and useful generalizations based on available evidence, and discriminating between reliable and unreliable generalizations

Relationship between assessment and course objectives

- ✦ Two short written exercises will focus on information gathering and writing skills.
- ✦ The third assignment, an essay, will give you an opportunity to apply these skills by making a study and analysing a specific topic related to the “Empires and Peoples” theme in a specific context (i.e. in one of the Asian countries studied during the course)
- ✦ The final test will test:
 - your general knowledge of the history of Western expansion in **six Asian countries** from the 1800s to the 1970s, and the rise of a Japanese empire
 - your ability to draw **comparisons** between those **six** Asian countries

- your understanding of the different kinds of **nationalist movements** to be found in those six Asian countries in the modern era.

6. EXPECTED WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST 117. This includes 2 hours of lectures and a one-hour tutorial per week.

7. COURSE READINGS

Essential text

HIST117 Book of Readings is required reading, and will be available for purchase at the Student Notes Shop on the ground floor of the Student Union Building.

Recommended Texts

For further background on material covered in lectures and tutorials we recommend the textbook *A History of Asia* by Rhoads Murphey. The library's copy is on Closed Reserve.

8. RELATIONSHIP BETWEEN ASSESSMENT, LECTURES, TUTORIALS, LEARNING OBJECTIVES AND SKILLS DEVELOPMENT

The HIST 117 assignments are:

- (i) **ONE library and map exercise** (15%); deadline for submission is 5 p.m. Monday 16th March 2009
Aim: to develop information-gathering skills and an ability to navigate your way around a map of the Asian region
- (ii) **ONE tutorial paper** to be submitted ten days after the tutorial at which it was presented and worth 20% of the final grade
Aim: to develop your ability to interpret historical documents (primary sources) and to give practice at writing a cogent answer to a question about the documents

- (iii) **ONE essay**, (1500 - 2000) which is to be submitted on or before 5 p.m. on Monday 11th May and will be worth 30% of the final grade
Aim: to give you practice at applying the seven skills listed on pages 3 – 4 above
- (iv) **ONE 50-minute test** worth 35% of the final grade; you will complete the test at your tutorial time in Week 12.
Aims: to test your general knowledge of Western empire-building in Asia from the 1800s, your understanding of the different forms that Western expansion took in different countries, and your understanding of the nationalist movements that emerged in Asian countries during the “age of imperialism”

Return of assignments

Assignments will normally be returned at tutorials. Information about when and where to collect the week 12 test will be posted on Blackboard during week 12

9. PENALTIES FOR LATE SUBMISSIONS

Students will be penalized for late submission of essays—a deduction of:
5% for the first day late and,
2% thereafter for a **maximum of 8 days** (including weekend days);

Thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other unexpected emergencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges – not just before a deadline. Obtain an extension form from the History Programme Administrator (OK405) and agree to a new due date for the assessment.

10. MANDATORY COURSE REQUIREMENTS

For reasons of equity and fairness to all, the assessment requirements for HIST117 must be rigidly adhered to.

To pass the course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work).

AND

- b) Participate in at least eight (**8**) out of the eleven (11) tutorials. Faculty guidelines allow you to miss up to 25% of the tutorials (i.e. 3) without penalty. In other words, you are allowed a **MAXIMUM** of 3 weeks “sick leave”. Extra absences will result in a student failing the course, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. **THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES.** You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

All assigned work must be completed and submitted by Friday 12th June. A list of students who have completed the assigned work will be posted on the History Programme noticeboard.

The **FINAL DATE** on which any written work can be accepted in this course is 5pm, **Friday 12 June**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of the History Programme, Dr. Glyn Parry, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.

11. ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work

that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

12. GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

13. AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2008 the starting point for this period is **Monday 18 May 2009**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

14. STUDENTS WITH IMPAIRMENTS

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, phone: 463-6070 or email: disability@vuw.ac.nz.

The Disabilities Coordinator for the History Programme is: Glyn Parry, Old Kirk 504, ph. 463 6776.

15. LECTURE PROGRAMME

Introduction

Tues 3rd Mar Studying History; Studying Asian History
[Prof Bandyopadhyay/Dr Keating]

Topic 1: East Meets West: an Overview

Thurs 5th Mar Early East-West Encounters and the beginnings of the European push into Asia
[Dr Keating]

Tues 10th Mar For God, Gold and Empire: the high-tide of Western imperialism in Asia [Prof Bandyopadhyay]

Topic 2: India

Thurs 12th Mar India: Twilight of the Mughals
[Prof Bandyopadhyay]

Tues 17th Mar India: Trade and Empire: The process of British annexation [Prof Bandyopadhyay]

Thurs 19th Mar India: Indigenous Responses: Social change in the early colonial period
[Prof Bandyopadhyay]

Tues 24th Mar India: Revolt and Resistance: The emergence of Indian nationalism
[Prof Bandyopadhyay]

Thurs 26th Mar India: Gandhi and Freedom
[Prof Bandyopadhyay]

Topic 3: China

Tues 31st Mar China: From the Jesuits to the Opium Traders [Dr Keating]

Thurs 2nd Apr China: Carving up the Chinese Melon
[Dr Keating]

Tues 7th Apr China: The rise of Chinese nationalism
[Dr Keating]

Thurs 9th Apr China: Revolutionary Nationalists: Chiang Kai-shek and Mao Zedong
[Dr Keating]

Mid-trimester Break

Tues 28th Apr China: "The Chinese people stand up"
[Dr Keating]

Topic 4: Japan

Thurs 30th Apr Japan: From Francis Xavier to Commodore Perry [Dr Keating]

Tues 5th May Japan and the Western Powers in the 19th century [Dr Keating]

Thurs 7th May Japan: Nationalism and the rise of militarism [Dr Keating]

Tues 12th May Japan: Democracy versus Militarism, 1920s - 1930s [Dr Keating]

Thurs 14th May Japan: Hiroshima and its Consequences
[Dr Keating]

Topic 5: Southeast Asia

- Tues 19th May Western colonisation and nationalist stirrings in Southeast Asia [Dr Keating]
- Thurs 21st May Nationalism in Southeast Asia: Indonesia [Prof Bandyopadhyay]
- Tues 26th May Nationalism and Communism in Vietnam (1) [Prof Bandyopadhyay]
- Thurs 28th May Nationalism and Communism in Vietnam (2) [Prof Bandyopadhyay]
- Tues 2nd June Nationalism in Southeast Asia: Myanmar (Burma) [Prof Bandyopadhyay]

Fukuzawa Yukichi, 1835 – 1901
A major figure in Japan's Meiji period (1868 – 1912)



16. COURSE ASSIGNMENTS

1. Short Exercise 1	15%
Due Date:	Monday 16th March at 5 p.m.

This exercise will provide you with an opportunity to familiarise yourself with information gathering procedures in the library and with ways of making optimal use of the resources available to you in the field of Asian history. It will also help you to become familiar with a basic map of Asia.

The exercise instructions will be handed out at the first lecture, on Tuesday 2nd March. It can also be downloaded from Blackboard (Click on the "Assignments" button). But note – you need to submit a **hard** copy.

2. Tutorial Paper (about 1200 words)	20%
Due Date:	Ten days after your tutorial presentation

This exercise will give you practice at:

- ✦ establishing the *narrative* (i.e. sequence of events) that underpins the short "slice of history" being studied
- ✦ using primary sources
- ✦ using some of the skills applied by historians to the study of the past (see under "Skills development" below)

This exercise, therefore, is a training run for the next assignment – your essay

CHOOSING YOUR TOPIC

- ✦ **Four** topics [for weeks 3, 4, 5 and 6] will be divided up among members of each group at the first tutorial (week ending 5th March).

- ✦ You might not get your first choice because we need an equal spread of presenters at each tutorial

REQUIRED READING:

The required readings for this assignment are the tutorial materials for the tutorial to which you make your presentation, that is:

- One secondary reading (usually a book chapter)
- A collection of primary documents (usually six or seven extracts)

You can read more widely than this if you want to, but it will be possible to get to an A grade with a careful reading of just the required texts.

YOUR ROLE AS PRESENTER:

- ✦ You are to help lead part of the discussion at ONE tutorial. This will entail presenting to that tutorial:
 - A chronology (timeline) based on the secondary source
 - What you find in any ONE of the primary sources
- ✦ **Two days before** the tutorial, post your chronology in your tutorial group's "File Exchange" folder on Blackboard
- ✦ **After** the tutorial, you are to write an answer to a question on the week's topic using the required readings (the secondary source and ALL of the primary sources – not just the one that you chose to discuss at the tutorial). You should also use what you learned from the tutorial discussion.

YOU ARE TO SUBMIT FOR ASSESSMENT.....:

... a tutorial paper that consists of:

- A chronology (timeline)
- A **referenced** answer to the tutorial question ("referencing" means using footnotes or endnotes)
- A bibliography

We recommend that you post a draft of your answers in your tutorial group's "File Exchange" folder on Blackboard so that other members of your tutorial group can comment on it and make suggestions for improvement before you submit it.

SUBMISSION DATE

Your tutorial paper is to be submitted **TEN DAYS AFTER** your tutorial presentation

COLLABORATION

- ✦ An aim of this exercise is to encourage collaborative work among members of each tutorial group
- ✦ Presenters should expect to get help from other members of their group both **DURING** the tutorial and **AFTERWARDS**.
 - DURING the tutorial, the presenters will get help with:
 - improving their chronologies
 - developing an answer to the tutorial question
 - AFTER the tutorial, group members can continue to help the presenters by commenting on the draft answers posted on the group's "File Exchange" (on Blackboard).

SKILLS DEVELOPMENT

What does this exercise test?

- ✦ an ability to construct a timeline – that is, to list in chronological order a series of events, within a specific timeframe, that are relevant to the topic you are studying
- ✦ an ability to analyse primary sources, and to discuss their meaning and implications;
- ✦ an ability to construct an answer to the set question;
- ✦ an ability to write clear and correct English;
- ✦ an ability to cite sources (i.e., **use footnotes or endnotes**) and construct a **bibliography**)

FOOTNOTES AND BIBLIOGRAPHY

Because your reading for this exercise is limited to the material in the *Course Reader*, your footnotes and bibliography need to follow the format in these examples:

1. Burton Stein, *A History of India*, reproduced in *HIST117 Course Reader*, 2006, pp. [**] (use *Course Reader* page numbers)
2. The Lahore Resolution of the Muslim League, 24 March 1940, reproduced in *HIST117 Course Reader*, 2008, p [*]
3. Ibid.
4. Stein, p. [*]

Your **Bibliography** should use the **full format**, as illustrated in the reading lists for each tutorial.

3. Essay (1500 – 2000 words) **30%**
Due Date: **Mon 11th May 2009 at 5 p.m.**



*Make sure that you consult and follow the advice in **Writing History Essays** as you research, plan, draft and write your essay.*

For each of the 13 essay topics we offer advice about.....

1. Introductory Readings

The readings listed under the "Start with...." heading are introductory texts, and we recommend that you start your research for your essay by reading those sources.

2. Key Secondary Sources

- ♦ In the "Key Sources" boxes are listed readings that we judge to be essential
- ♦ We do not specify a fixed number of readings for each essay.

- ♦ You should aim to read as much as you can on your topic 16th March and 11th May (i.e. over 8 weeks).
- ♦ You should consider about six sources to be the *absolute minimum*.
- ♦ A piece of writing based on just three or four sources is *not an essay*.

3. Primary Sources

- ♦ When grading your essay we will look to see if you know how to use primary sources properly
- ♦ For each essay topic we have indicated the document collections in which you are likely to find primary material relevant to that topic

4. Additional Readings

- ♦ You are urged to read as widely as possible. You can never read “enough”. What will limit your range of reading is the deadline (i.e. the time you have to read and write), not the amount of relevant sources available.
- ♦ Use the *General Reading Guide* at the front of the *Course Reader* to find additional readings on your topic
- ♦ Consult your tutor if you find a source that is NOT listed in the *Reading Guide* but that you think is useful for your topic.

ESSAY TOPICS

INDIA

1. **Would you argue that the political instability in eighteenth century India caused by the disintegration of the Mughal empire, more than any other factor, explains the rapid British imperial expansion in India?**

Start with

Bose, S. and Jalal.A., *Modern South Asia*, London &NY: Routledge, 1998, chapter 9.

Stein, Burton, *A History of India*, Oxford: Blackwell, 1998, Chapter 5.

And then read.....

- Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), ch. 1
- Fisher, Michael, (ed), *The Politics of the British Annexation of India* Delhi: Oxford University Press, 1993, Introduction.
- Lawson, P., *The East India Company: A History* London: Longman, 1993.
- Marshall, Peter J. (ed), *The Oxford History of the English Empire*, Vol. 2 (NY: OUP, 1998)
- Marshall, Peter J., 'British Expansion in India in the Eighteenth Century: A Historical Revision', *History*, Vol. 60, No. 198, 1975, pp. 28-43.
- Rothermund, Dietmar, *Asian Trade and European Expansion in the Age of Mercantilism*, New Delhi: Manohar, 1981, Chapters 10, 11, 13.
- Wolpert, Stanley, *A New History of India*, fifth edition, New York: Oxford University Press, 1997, Chapters, 12-15.

KEY SECONDARY SOURCES

You'll find relevant primary sources in

Fisher, Michael, (ed), *The Politics of the British Annexation of India* Delhi: Oxford University Press, 1993.

Marshall. Peter J. , (ed), *Problems of Empire: Britain and India, 1757-1813*, New York: Barnes & Noble Books, 1968.

Additional Reading:

See **HIST 117 Reading Guide**, pp.2-4.

The following authors are recommended:

Barnett, Bayly, *Indian Society and the Making of the British Empire*, Bearce, Chaudhuri, Hopkins, Marshall, *Bengal: The British Bridgehead*, Moon, Nightingale

Marshall. Peter J. , (ed), *Problems of Empire: Britain and India, 1757-1813*, New York: Barnes & Noble Books, 1968.

Mukherjee, R., *The Rise and Fall of the East India Company*, Bombay: Popular Prakashan, 1973

Spear, Percival, *The Oxford History of Modern India 1740-1947*, Oxford University Press, London, 1965, Book I-II.

2. Why did the sepoys and the civilian population in India revolt against British rule in 1857? Would you characterise the Revolt as a nationalist movement?

ESSAY READINGS:**Start with**

Bose, S. and Jalal.A., *Modern South Asia*, London &NY: Routledge, 1998, chapter 9.

Stein, Burton, *A History of India*, Oxford: Blackwell, 1998, Chapters. 5.

And then read.....

Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge: Cambridge University Press, 1997, Chapter 6.

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), ch.3.

Robb, Peter, *A History of India* (London, Palgrave, 2002), chapter 5.

Taylor, P.J.O. (ed.), *A Companion to the 'Indian Mutiny' of 1857* (Delhi: OUP, 1996)

Metcalf, T.R., *The Aftermath of Revolt*, Princeton: Princeton University Press, 1965, chapter 2.

Wolpert, Stanley, *A New History of India*, fifth edition, New York: Oxford University Press, 1997, Chapter, 15

You'll find relevant primary sources in

Embree, A. T. (ed.), *1857 in India: Mutiny or War of Independence?*, Boston: Heath, 1963.

Taylor, P. J. O., *A Companion to the "Indian Mutiny" of 1857* Delhi: Oxford University Press, 1996

Additional Reading:

Chaudhuri, S.B., *Civil Rebellion in the Indian Mutinies 1857-1859*, Calcutta: World Press, 1957.

Joshi, P.C., (ed.), *Rebellion 1857: A Symposium*, Calcutta: K.P.Bagchi, 1986.

Stokes, Eric, *The Peasant and the Raj*, Cambridge: Cambridge University Press, 1978, Chapters 5-8.

See also **HIST 116 Reading Guide**, Section **C2**:

The following authors are recommended:

Metcalf, Stokes, Majumdar, Taylor

3. **Why did the Indian masses respond so overwhelmingly to Mahatma Gandhi's call to participate in the nationalist movement? Did they always follow the Gandhian path of non-violent resistance?**

Use any particular Gandhian movement to illustrate your answer.

ESSAY READINGS:

Start with ...

- Brown, Judith M., *Modern India: The Origins of an Asian Democracy*, New York: Oxford University Press, 1994, Chapter 4.
 Masselos, J., *Indian Nationalism: A History*, New Delhi: Sterling, 1985. (earlier edition: *Nationalism on the Indian Subcontinent*, Melbourne: Thomas Nelson, 1972), Chapter 9-11

And then read.....

- Arnold, David, *Gandhi: Profile in Power* (London: Longman, 2001).
 Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), ch.6
 Brown, Judith M., *Gandhi's Rise to Power: Indian Politics 1915-1921*, Cambridge: Cambridge University Press, 1972, chapters 1-2.
 Dalton, Denis, (ed.), *Mahatma Gandhi: Non-Violent Power in Action*, New York: Columbia University Press, 1993, Chapter 1-2.
 Hees, Peter, *India's Freedom Struggle*, Delhi: Oxford University Press, 1988.

KEY SOURCES

You'll find relevant primary sources in

- Dalton, Dennis. (ed), *Mahatma Gandhi: Selected Political Writings*, Indianapolis: Hackett Pub. Co, 1996.
 Mukherjee, Rudrangshu. (ed.), *The Penguin Gandhi Reader*, New Delhi, New York: Penguin Books, 1993.
 Pandey, B.N. (ed.), *The Indian Nationalist Movement, 1885-1947, Select Documents*, London, Macmillan, 1979.

Additional Reading:

- Bose, S. and Jalal.A., *Modern South Asia*, London &NY: Routledge, 1998, chapter 13.
 Brown, Judith M. *Gandhi: Prisoner of Hope* (New Haven & London, 1989), Ch.5
 Stein, Burton, *A History of India*, Oxford: Blackwell, 1998, Chapters. 7.
 Wolpert, Stanley, *A New History of India*, fifth edition, New York: Oxford University Press, 1997, Chapter, 20, 21, 22.

CHINA

4. **Make a study of the Boxer rebellion from 1898 to 1900, analysing its causes and immediate consequences. Can the Boxers rebels be described as Chinese nationalists?**

ESSAY READINGS:

Start with

- Hsu, Immanuel C. Y., *The Rise of Modern China* London: Oxford University Press, 1975, chapter 16
 Chesneaux., Jean, Marianne Bastid and Marie-Claire Bergère, *China: From the Opium Wars to the 1911 Revolution* New York: Pantheon, 1976, pp. 324 – 337

And then read.....

- Buck, David (ed.), *Recent Chinese Studies of the Boxer Movement* (M.E. Sharpe, N.Y., 1987).
- Chesneau, J., Jean, *Peasant Revolts in China, 1840-1949* (Thames and Hudson, London, 1973), Chapter 3
- Cohen, Paul, 'Christian missions and their impact to 1900', *Cambridge History of China*, vol.10, pp. 543 - 590.
- Schoppa, R. Keith, *Revolution and its Past: Identities and Change in Modern Chinese History* Upper Saddle River, NJ: Prentice-Hall, 2002, pp. 115 - 120
- Spence, Jonathan, *The Search for Modern China* 2nd edition, New York: W. W. Norton, 1999, pp. 229 – 36 [n.b. the page numbers will be slightly different in the 1990 edition]
- Harrison, Henrietta, *Inventing the Nation: China* London: Arnold, 2001, pp. 77 - 86

KEY SECONDARY SOURCES

You'll find relevant primary sources in

- Cheng, Pei-kai and Michael Lestz (eds), with Jonathan Spence, *The Search for Modern China: A Documentary Collection* New York: W.W. Norton, 1999, pp. 184 - 189
- Sharf, Frederic A., and Peter Harrington, *China 1900: The Eyewitnesses Speak* London: Greenhill Books, 2000
- Pelissier, Roger. *The Awakening of China* New York: Capricorn Books, 1970, pp. 215 - 299
- Teng Ssu-yu & J. K. Fairbank, *China's Response to the West: A Documentary Survey*(Harvard UP, Cambridge, Mass., 1950).
- Fei Ch'i-hao, "The Boxer Rebellion, 1900", in *Modern History Sourcebook*. <http://www.fordham.edu/halsall/mod/1900Fei-boxers.html> (accessed on 15th May 2006)

Additional Reading:

- Cameron, *Barbarians and Mandarins: Thirteen Centuries of Western Travellers in China*, Chicago: University of Chicago Press, 1970, chapter 8
- Chesneau, Jean, *Secret Societies in China in the 19th and 20th Centuries* Hong Kong: Heinemann Educational Books, 1971, pp. 115 - 125

- Esherick, Joseph, *The Origins of the Boxer Uprising* Berkeley: University of California Press, 1987
- Scalapino, Robert and George Yu, *Modern China and its Revolutionary Process: Recurrent Challenges to the Traditional Order 1850-1920*, Berkeley: University of California Press, 1985, pp. 94 - 108

See also **Hist 117 Reading Guide**, Section **D2**

The following authors are recommended:

Boardman, Boyd, Cohen, *Christianity in China*, Cohen, "Ch'ing China ...", Fairbank, *The Missionary Enterprise*, Latourette, Lust

5. **Qiu Jin [Ch'iu Chin] was executed in 1907 and is remembered in China today as a heroine. To which movement do you think she made her most important contributions – the early Chinese women's movement or the republican revolutionary movement?**

ESSAY READINGS**Start with ...**

- Gipoulan, Catherine, 'The Emergence of Women in Politics in China', *Chinese Studies in History*, Winter, 1989 - 90
- Spence, Jonathan, *The Gate of Heavenly Peace* Boston: Faber & Faber, 1981, pp. 50 - 60

And then read.....

- Beahan, Charlotte, "Feminism and Nationalism in the Chinese Women's Press", *Modern China*, vol. 1, No. 4 (October 1975)
- Borthwick, Sally, 'Changes in the Status of Women from the Late Qing to the May 4th Period', in David Pong & E. S. K. Fung (eds), *Ideal and Reality: Social and Political Change in Modern China, 1860-1949* NY: Univ press of America, Lanham, 1985, pp. 63 – 91

KEY SECONDARY SOURCES

Edwards, Louise, *Gender, politics and democracy: Women's suffrage in China* Stanford: Stanford University Press, 2008, chapter 2+

Ono Kazuko, *Chinese Women in a Century of Revolution, 1850 - 1950* Stanford: Stanford University Press, 1989, chapters 2 - 4

Rankin, Mary, 'The Emergence of Women at the end of the Ch'ing: the Case of Ch'iu Chin', in M. Wolf & R. Witke (eds), *Women in Chinese Society*, pp. 39 - 66.

KEY SECONDARY SOURCES

You'll find relevant primary sources in

Dooling, Amy D. and Kristina M. Torgeson, *Writing Women in Modern China: An Anthology of Women's Literature from the early twentieth century* New York: Columbia University Press, 1998, pp. 39 - 78

Ebrey, Patricia (ed.), *Chinese Civilization and Society: A Sourcebook* New York: the Free Press, 1981, pp. 342 - 44

Gentzler, J. Mason, *Changing China: Readings in the History of China from the Opium Wars to the Present* New York: Praeger, 1977, pp. 97 - 100, 120 - 24

Li Yuning (ed.), *Chinese Women Through Chinese Eyes* New York: M. E. Sharpe, 1992

Additional Reading:

See **Hist 117 Reading Guide**, Section **D4**

The following authors are recommended:

Croll (1978), chaps 1 & 2; Gilmartin, (1995); Karl and Zarrow, chaps 6, 7 and 8

6. **What, in your judgement, was the most important aspect of the May 4th Movement in the 1915 - 1921 period - the nationalist drive to "save China", or the drive to create a "new culture"?**

ESSAY READINGS:

Start with ...

Bianco, Lucien, *The Origins of the Chinese Revolution, 1915 - 1949*, chapter 2

Schoppa, R. Keith, "Constructing a New Cultural Identity: The May Fourth Movement", chapter 9 of *Revolution and Its Past* Upper Saddle River, NJ: Prentice-Hall, 2002 [reproduced in this Reader; see Week 6]

And then read.....

Chow Tse-tung, *The May Fourth Movement: Intellectual Revolution in Modern China* London: Oxford University Press, 1960, especially chapters 4 - 5

Meisner, Maurice, *Mao's China and After*, New York: Free Press, 1986, chapter 2

Schwarcz, Vera, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919* Berkeley: UCP, 1986, chap.1

Wasserstrom, Jeffrey, *Student Movements in Twentieth Century China: The View from Shanghai* Stanford: Stanford University Press, 1991, chapters 2 - 3

KEY SECONDARY SOURCES

You'll find relevant primary sources in

de Bary, William and Richard Lufrano (eds), *Sources of Chinese Tradition* Volume 2, 2nd edition, New York: Columbia University Press, 2000, chapter 33

Ebrey, Patricia (ed.), *Chinese Civilization and Society: A Sourcebook* New York: the Free Press, 1981: Document 77

Li, Dun J., *China Since 1912* New York: Van Nostrand, 1969.

Pelissier, Roger, *The Awakening of China* New York: Capricorn, 1971, chapter 8

Additional Reading:

See **HIST 117 Reading Guide**

The following authors are recommended:

Section D1: General Histories:

Fairbank & Reischauer, pp. 763 - 74; Gray, chapter 9; Hsu, chapter 21; Sheridan chap 4, Spence, *The Search*, pp. 310 - 19

Section D3: The Rise of Nationalism

J. T. Chen; Dirlik; Feigon; Grieder; Hsueh, part 3; Kagan; Meisner.

Section D5: Chinese Students:

Schwartz; Wasserstrom & Liu Xinyong; Yin Ka-che.

JAPAN

7. **Make a study of the Meiji “modernisation” from 1868 to 1900. In which area do you think the modernisers had most success – the economic, or the military or the political sphere?**

Essay Readings:**Start with.....**

Fairbank, J. K., E. Reischauer and A. Craig, *East Asia: Tradition and Transformation*, London: George Allen & Unwin, 1973, pp. 534 - 552, 682 - 702

Reischauer, E., *Japan: the Story of a Nation* New York: Knopf, 1974, chapter 9

Storry, Japan, *A History of Modern Japan* Harmondsworth: Penguin, 1969, chapters 4 - 5

And then read.....

<p>Borton, J., <i>Japan's Modern Century: From Perry to 1970</i> New York: The Ronald Press, 1970, chapters 8 and 11</p> <p>Giffard, Sydney, “The development of democracy in Japan”, <i>Asian Affairs</i> [Great Britain], No. 27, Vol. 2 (1996), pp. 275 - 84</p> <p>Hirakawa Sukehiro, “Japan’s Turn to the West” in M. Jansen (ed.), <i>Cambridge History of Japan</i> vol. 5, Cambridge: Cambridge University Press, 1989, pp. 432 - 498</p> <p>Jansen, Marius, “The Meiji Restoration”, in M. Jansen (ed.), <i>Cambridge History of Japan</i> vol. 5, Cambridge: Cambridge University Press, 1989, pp. 308 - 366</p>	KEY SECONDARY SOURCES
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You’ll find relevant primary sources in

Tsunado, Ryusaku et al. (eds), *Sources of Japanese Tradition* New York: Columbia University Press, 1964

Centre for East Asian Cultural Studies, *The Meiji Japan through Contemporary Sources*, Tokyo, 1969 - 72, vol. 1, 2 and 3

Additional Reading:

See **Hist 117 Reading Guide**, Sections **E1, E2, E3 & E4**:

The following authors are recommended:

Section E1: General Histories:

Beasley, *The Modern History of Japan*, Hane, *Modern Japan*, Thomas.

Section E2: Western Contact

Barr, Bernstein

Section E3: The Rise of Nationalism:

Fujitani, Nagai, Pyle, *The New Generation*, Storry, *The Double Patriots*, Wilson, *Patriots and Redeemers*.

Section E4: Building Democracy:

Arima

8. How important was the role played by “male feminists” in the Japanese women’s movement during the Meiji period?

ESSAY READINGS

Start with ...

- Fujitani, T., *Splendid Monarchy: Power and Pageantry in Modern Japan* Berkeley: University of California Press, 1996, 184 – 87
- Vavich, Dee Ann, “The Japanese Women’s Movement: Ichikawa Fusae, Pioneer in Women’s Suffrage”, *Monumenta Nipponica* 22: 3 - 4 (1967), pp. 402 – 36

And then read.....

- Bingham, Marjorie Wall, and Susan Hill Gross, *Women in Japan*. St. Louis Park, MN: Glenhurst Publications, 1987.
- Borton, J., *Japan’s Modern Century: From Perry to 1970* New York: The Ronald Press, 1970, chapters 8 and 11
- Hirakawa Sukehiro, “Japan’s Turn to the West” in M. Jansen (ed.), *Cambridge History of Japan* vol. 5, Cambridge: Cambridge University Press, 1989, pp. 432 - 498
- Jansen, Marius, “The Meiji Restoration”, in M. Jansen (ed.), *Cambridge History of Japan* vol. 5, Cambridge: Cambridge University Press, 1989, pp. 308 – 366
- Mackie, Vera, *Feminism in modern Japan: citizenship, embodiment, and sexuality* Cambridge: Cambridge University Press, 2003
- Nolte, Sharon & Sally Ann Hastings, “The Meiji State’s Policy towards Women, 1890 – 1910”, in Gail Lee Bernstein, *Recreating Japanese Women, 1600 – 1945* Berkeley: University of California Press, 1991

KEY SECONDARY SOURCES

You’ll find relevant primary sources in

- Kiyooka Eiichi, *Fukuzawa Yukichi on Japanese Women: Selected Works* Tokyo: University of Tokyo Press, 1988

Additional Reading

- AMPO - *Japan Asia Quarterly Review* (ed.).
Voices from the Japanese Women’s Movement New York: M. E. Sharpe, 1996
- Garon, Sheldon, “‘Women’s Groups and the Japanese State’: Contending Approaches to Political Integration, 1890 - 1945”, *Journal of Japanese Studies* 19:1 (1993), pp. 5 - 41
- Nishikawa Shunsaku, “Fukuzawa Yikichi, 1835 – 1901”, <http://www.ibe.unesco.org/publications/ThinkersPdf/fukuzawe.pdf>
- Robins-Mowry, Dorothy, *The Hidden Sun: Women of Modern Japan* Boulder, Colorado: Westview Press, 1983, chapter 2
- Tokuza, Akiko, *The Rise of the Feminist Movement in Japan* Tokyo: Keio University Press, 1999
- Tsurumi, E. P., “Feminism and Anarchism in Japan: Takamura Itsue, 1894 - 1964”, *Bulletin of Concerned Asian Scholars* 17:2 (Apr - June 1985), pp. 2 – 19

See also **Hist 117 Reading Guide, Section E6.**

The following authors are recommended:

Bernstein, Fujimura-Fanselow et al., Sachiko Kaneko, Sievers.

9. Do you agree with the contention that the Greater East Asia Co-prosperity Sphere was “a good idea that went wrong”?

ESSAY READINGS

Start with ...

- Fairbank, J. K., E. Reischauer and A. Craig, *East Asia: Tradition and Transformation* London: George Allen & Unwin, 1973. pp. 808 - 817
- Murphey, Rhoads, *A History of Asia* New York: Harper Collins, pp. 354 - 57
- Storry, Japan, *A History of Modern Japan* Harmondsworth: Penguin, 1969, chapter 9

And then read.....

Beasley, W. *Japanese Imperialism, 1894 - 1945* Oxford: Clarendon, 1987, chapters 13 - 16

Brown, Delmer Myers, *Nationalism in Japan: An Introductory Historical Analysis* New York: Russell & Russell, 1971, chapter 10

Crowley, J. B., "A New Deal for Japan and Asia: One Road to Pearl Harbour", in J. B. Crowley (ed.), *Modern East Asia: Essays in Interpretation* New York: Harcourt, Brace and World, 1970, pp. 235 - 264

Elsebree, Willard, *Japan's Role in Southeast Asian Nationalist Movements 1940 -1945* Cambridge, Mass.: Harvard University Press, 1953, especially chapters 1 - 2

KEY SECONDARY SOURCES

You'll find relevant primary sources in

Tsunado, Ryusaku et al. (eds), *Sources of Japanese Tradition* New York: Columbia University Press, 1964, pp. 801 - 805

Additional Reading

See **Hist 117 Reading Guide**, Sections **E1, E3 &E5**:

The following authors are also recommended:

Agoncillo, Anderson, Beasley, *The Modern History of Japan*, Benda, Borton, Duus, *The Japanese Informal Empire*, Hane, *Modern Japan*, Thomas, Iriye, *The Origins....*, Lebra (ed.), *Japan's Greater ...*, Myers, *The Japanese Colonial Empire*, Pluvier, Pyle, "Some Recent Approaches...", Reischauer, *The Story of a Nation*

SOUTHEAST ASIA**INDONESIA**

10. How did Western education and Western ideas contribute to the development of Indonesian nationalism? What were the major challenges that the Indonesian leaders had to face while organising the nationalist movement in the 20th century?

ESSAY READINGS**Start with ...**

Borthwick, Mark, *Pacific Century: The Emergence of Modern Pacific Asia* 2nd edition, Boulder, Col.: Westview press, 1998, pp. 170 - 72

Osborne, Milton. *Southeast Asia: An Introductory History*, St Leonards, NSW: Allen & Unwin, 1997

Ricklefs, Merle, *A History of Modern Indonesia*, 2nd edition, London: Macmillan, 1981

And then read.....

Batson, Ben & Paul Kratoska, "Nationalism and Modernist Reform", in N. Tarling (ed.), *The Cambridge History of Southeast Asia*, Volume 2, Cambridge: CUP 1992.

Ingelson, John, *The Road to Exile: The Indonesian Nationalist Movement, 1927 - 1934* Heinemann, 1979

Knight, Nick. *Understanding Australia's Neighbours*. Cambridge: CUP 2004.

Laffan, Michael, *Islamic Nationhood and Colonial Indonesia: The Umma Belwo the Winds* NY: Routledge, 2002

Legge, J. D., *Indonesia* Sydney: Prentice-Hall, 1977

KEY SECONDARY SOURCES

You'll find relevant primary sources in

Benda, Harry & John A. Larkin, *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967

Additional Readings

See **Hist 117 Reading Guide**, Section **E1, E2 & E3**

The following authors are recommended:

Section F1: General Histories:

Abeyasekera, Batsin & Benda, Hall, *A History of Southeast Asia*, Pluvier, Steinberg, Tarling, *A Concise History of Southeast Asia*

Section F2: Western Contact:

Chandler & Ricklefs, Ingelson, Taylor.

Section F3: The Rise of Nationalism:

Drake, Frederick, Kahin, *Nationalism and Revolution in Indonesia*, Legge, Sukarno, Moenander.

MYANMAR (BURMA)**11. Critically evaluate the role of the Buddhist religion and the monastery in the development of nationalist movement in Burma.****ESSAY READINGS:****Start with...**

Ghosh, Parimal, *Brave Men of the Hills: Resistance and Rebellion in Burma, 1852 – 1932*, Honolulu: University of Hawaii Press, 2000

SarDesai, D. R., *Southeast Asia: Past and Present*, Boulder: Westview, 1997, chapter 15.

Taylor, Robert H., *The State in Burma*, Honolulu: University of Hawai'i Press, 1988, chapter 3.

And then read.....

Ghosh, Parimal, *Brave Men of the Hills: Resistance and Rebellion in Burma, 1852 – 1932*, Honolulu: University of Hawaii Press, 2000

Gravers, Mikael, *Nationalism as Political Paranoia in Burma*, Richmond: Curzon Press, 1999, chapters 3, 5.

Mascotti, Albert D., *British Policy and the Nationalist Movement in Burma, 1917-1937*, Honolulu: University Press of Hawai'i, 1974, chapters 2-3.

Steinberg, D.J., (ed.), *In Search of Southeast Asia: A Modern History*, New York: Praeger, 1971.

Tarling, N., *A Concise History of Southeast Asia*, New York: Praeger, 1971.

Trager, Frank N., *Burma From Kingdom to Republic*, New York: Frederick A. Praeger, 1966, chapters 3-4.

KEY SECONDARY SOURCES

You'll find relevant primary sources in

Smith, R. M. (ed.), *Southeast Asia: Documents of Political Development and Change* Ithaca: Cornell University Press, 1974

Additional Reading:

See **HIST 117 Reading Guide**, Sections **F1, F2 & F3**

The following authors are recommended:

Osborne, Steinberg, Tarling, Woodman, Ba Maw.

Ba Maw, *Breakthrough in Burma*, New Haven: Yale University Press, 1968.

Benda, H.J. et al., *The World of Southeast Asia*, New York, 1967

Cady, John F., *A History of Modern Burma*, Ithaca: Cornell University Press, 1958, Part III, especially Chapters VII & IX.

Church, Peter, *Focus on Southeast Asia*, Australia: Allen & Unwin, 1995.

Hall, D.G.E., *A History of South-East Asia*, Fourth edition, London: Macmillan, 1981, Chapter 44.

Sathyamurthy, T.V., 'Some Aspects of Burmese Nationalism', in Michael Leifer (ed.), *Nationalism, Revolution and Evolution in South-East Asia*, Switzerland: Inter-Documentation Co., 1969.

VIETNAM

12. **How did communism influence the development of nationalism in Vietnam? How did Cold War affect the course of the nationalist movement in Vietnam?**

ESSAY READINGS:***Start with...***

Knight, Nick. *Understanding Australia's Neighbours*.

(Cambridge University Press, 2004).

Mackerras, Colin (ed.), *Eastern Asia: An Introductory History*,

Melbourne: Longman, 1992, chapter 18.

And then read.....

Buttinger, Joseph, *A Dragon Defiant: A Short History of Vietnam*, Newton Abbot: David and Charles, 1973, chapter 4.

Hall, D.G.E., *A History of South-East Asia*, Fourth edition, London: Macmillan, 1981, pp. 885-890, 913-923.

Karnow, Stanley., *Vietnam: A History*, New York: Penguin, 1983.

Kolko, Gabriel, *Vietnam: anatomy of War, 1940-1975*, London: Unwin, 1987.

SarDesai, D. R., *Southeast Asia: Past and Present*, Boulder: Westview, 1997, pp. 188-195.

SarDesai, D. R., *Vietnam: Trials and Tribulations of a Nation*, Long Beach: Long Beach Publications, 1988.

KEY SECONDARY SOURCES***You'll find relevant primary sources in***

Cameron, R. M. (ed.), *Viet-nam Crisis: A Documentary History*

Ithaca: Cornell University Press, 1971

Smith, R. M. (ed.), *Southeast Asia: Documents of Political*

Development and Change Ithaca: Cornell University Press,

1974

Additional Reading:

See **HIST 117 Reading Guide**, Sections **F1, F2 & F3**

The following authors are recommended:

Buttinger, *Vietnam: A Dragon Embattled*, Fitzgerald, McAlister.

McAlister & Mus, *Nguy'en Khac Vi'en*.

17. WEEKLY TUTORIAL PROGRAMME

TUTORIAL PREPARATION (before the tutorial):

- Read the secondary source and use it to compile a **chronology** (see specific instructions for each week)
- Read the primary sources (documents)
- Make a careful study of at least one primary source and look for answers in it to the “document study”

THERE ARE NO TUTORIALS IN WEEK 1

Week ending Friday 6th March 2009

THE WEEKLY TUTORIAL (50 MINUTES)

A. Chronologies - 15 minutes

We will discuss the chronologies that you have prepared and then work at improving them

B. Document Study - 30 minutes

a. *The question:*

We need first to make sure that the question is clearly understood

b. *The evidence:*

We will comb each document for evidence that can support an answer to the “document study” question

C. Looking ahead to next week - 5 minutes

Each student will be asked to take responsibility, in the next tutorial, for talking about at least one document in that week’s readings.

In weeks 3, 4, 5, 6 and 7, about three or four students in each tutorial group will be preparing a “Tutorial Paper” (Exercise 2) on the week’s topic. These students’ chronologies will be looked at carefully. The same students will be asked to lead off the document study with comments on, or questions, about one of the documents.

TUTORIAL WEEK 2
Week ending Friday 13th March 2009
EUROPE'S PUSH INTO ASIA

REQUIRED READING

Rhoads Murphey, "The West Arrives in Asia", and "The Triumph of Imperialism in Asia", chapter 11 & part of chapter 14 of *A History of Asia* New York: Harper, 1996, pp. 212 - 231 and pp. 280 - 83

Document 1

Rudyard Kipling,
"The White Man's Burden", 1899,
in Rhoads Murphey, *A History of Asia* New York: Harper, 1996, p. 284.

Document 2

Jules Ferry (1832 - 1893),
"On French Colonial Expansion", 1884,
in *Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/1884ferry.html>, last
accessed 8/11/2008

Document 3

Wilfrid Scawen Blunt
"Britain's Imperial Destiny", 1896 - 1899,
in *Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/1899blunt.html>, last
accessed 8/11/2008

Document 4

A Chinese Tract of the Mid-19th Century, in E. P. Boardman, *Chinese Influence on the Ideology of the Taiping Rebellion* Madison: University of Wisconsin Press, 1952, p. 129.

Document 5

Liang Qichao (Liang Ch'i-ch'ao)
"On Nationalism", 1901,
in Colin Mackerras (ed.), *Imperialism, Colonialism and*

Nationalism in East Asia: History through documents Melbourne: Longman Australia, 1994, pp. 27 - 28

Document 6

M. K. Gandhi
"Why was India Lost",
Chapter 7 of *Hind Swaraj or Indian Home Rule* Ahmedabad: Navajivan Publishing House, 1938, pp. 38 - 41

TUTORIAL PREPARATION AND DISCUSSION**A. CHRONOLOGY (OR "TIME-LINE")**

'Chronologies' are the 'bare bones' of historical narratives and analysis. They help to chart **processes** of change. They list, in chronological order, the events that historians point to when *explaining* why and how changes occurred. And so when you are 'breaking your way into' a completely new topic, it is often useful to jot down, as you read, a chronology of the events you think you will need to remember. Building a chronology requires being *selective*. That is, you do not need to (and cannot possibly) note down *everything* that happened! You have to *select* the events that you think are important and that might have been 'historical turning points'.

As you read Murphey's chapter 11, draw up a chronology of '**The West arrives in Asia**' from 1487 to 1762, and bring your chronology to the tutorial. Limit your list to **12** items.

Here's a start..... (and the stopping point):

1487	Dias (Portugal) sailed around the tip of Africa
1498	da Gama (Portugal) reached Calicut (India)
1510	Portuguese made Goa (India) their chief Asian base
.....
.....
1762	English made Canton (China) their regular trade base

B. USING PRIMARY SOURCES

Historians gather their information from various types of primary sources (also referred to as “documents” and “primary material”). But in order to use these sources effectively, they have to assess their reliability, keeping in mind their biases and the different perspectives that their authors express. Therefore, they have to ask a number of questions about these documents.

Ask the following questions of each of the six documents prescribed as readings for this week’s tutorial:

1. **WHAT** is this document? Is it a private letter, an official report written by a bureaucrat, a newspaper report, a speech or a propaganda pamphlet? Each of these different types of sources can reflect different kinds of perspectives.
2. **WHO** produced this document? This question is important, because the author’s relationship with the event narrated determines his/her biases or sympathies.
3. **WHY** was this document produced? The intention of the author for producing a particular document has bearing on the interpretation s/he offers.
4. **TO WHOM** was the document addressed, or for whom was it intended? This is an important question, because we often say what our intended audience wants to hear. Thus the nature of the audience and their relationship with the author affect the account itself.
5. **WHEN** was the document produced? Is it a contemporary account or written later, with the author enjoying the benefit of hindsight or influenced by a different set of values of a different period?
6. **HOW** is the author’s view presented? The manner in which the document is presented tells us a lot about its nature. Is it written in a passionate language or in a detached way? Is it unduly critical of others or presents a balanced view? Is it partisan or impartial?

TUTORIAL WEEK 3
Week ending Friday 20th March 2009
IMPERIALISM:
THE BRITISH ANNEXATION OF INDIA

REQUIRED READING

Sugata Bose and Ayesha Jahal, *Modern South Asia*
 London/New York: Routledge, 1998, chapter 6

DOCUMENTS

Document 1

Robert Clive

Letter to William Pitt, 7 January, 1759

in Michael Fisher (ed.), *The Politics of the British Annexation of India*, Delhi: OUP, 1993, pp. 60-64.

Document 2

Edmund Burke

‘Speech on Mr Fox’s East India Bill’, 1 December 1783

in P. J. Marshall, *Problems of Empire*, London: Allen & Unwin, 1968, pp.174-175.

Document 3

Arthur Wellesley, Duke of Wellington

‘Memorandum on the Treaty of Bassein’, 1804

in Douglas M. Peers, *India under Colonial Rule 1700-1885*, London: Pearson Longman, 2006, pp. 105-06.

Document 4

James Mill,

Excerpt from *The History of British India*, 1818

in Douglas M. Peers, *India under Colonial Rule 1700-1885*, London: Pearson Longman, 2006, pp.109-110.

Document 5

James Fitzjames Stephen

‘Kaye’s History of the Indian Mutiny’, 1864

in Douglas M. Peers, *India under Colonial Rule 1700-1885*, London: Pearson Longman, 2006, pp.95-96

Document 6

Thomas Babington Macaulay

'Minute on Education' 1835

in W.T.de Bary (ed), *Sources of Indian Tradition*, Vol. II, New York and London: Columbia University Press, 1958, pp.44-46.

GLOSSARY

Mughal	The name of the dynasty that founded an empire in India in 1526 and politically unified almost the whole of the subcontinent by the end of the seventeenth century.
Nawab	The Persian term for a Mughal provincial governor.
Diwan	The Persian term for a Mughal revenue collector.

TUTORIAL DISCUSSION**A. CHRONOLOGY**

Compile a chronology of British imperialism in India from 1750s to 1850s (limit your list to 12 entries)

PRESENTERS

At least 48 HOURS before your tutorial, post your chronology in your group's "File Exchange" folder.

EVERYONE

In preparing your chronology, you can consult the chronologies that presenters will load into your group's "File Exchange" folder on Bb..

DISCUSSION

Are the key events listed?
What might be added?
What might be cut?

B. DOCUMENT STUDY

On the evidence that you find in this week's readings, what arguments did the British use to justify their conquest and colonisation of India?

Group discussion of primary sources:

Ask the same 6 questions of each document:

1. **WHAT** is the document? (E.g. a private letter, an official report written by a bureaucrat, a newspaper report, a speech or a propaganda pamphlet? ...)
2. **WHO** produced this document?
3. **WHY** was this document produced?
4. **TO WHOM** was the document addressed, or for whom was it intended?
5. **WHEN** was the document produced?
6. In the view of the author, why should Britain establish and expand its power in India?

TUTORIAL WEEK 4
Week ending Friday 27th March 2009
NATIONALISM
INDIA: TOWARDS FREEDOM

Required Reading

Extract from

Peter Robb, *A History of India* London: Palgrave, 2002, pp. 177-190

Document 1

The Azimargh Proclamation, 1857

in A. T. Embree (ed.), *1857 in India* Boston: D. C. Heath, 1963, pp. 1-3

Document 2

Dadabhai Naoroji

'The Pros and Cons of British Rule', (1871)

in W. T. de Bary (ed.), *Sources of Indian Tradition*, Vol. II, New York and London: Columbia University Press, 1958, pp. 113-117.

Document 3

A.O.Hume

On the aims and objects of Congress, 30 April 1888

in B. N. Pandey, (ed.), *The Indian Nationalist Movement, 1885-1947: Select Documents*, London: Macmillan, 1979, pp. 6-7.

Document 4

Sir Syed Ahmed Khan

On Congress, 28 December 1887

in B. N. Pandey, (ed.), *The Indian Nationalist Movement, 1885-1947: Select Documents*, London: Macmillan, 1979, pp. 14-15.

Document 5

M. K. Gandhi

Excerpts from *Hind Swaraj*

in W. T. de Bary (ed.), *Sources of Indian Tradition*, Vol. II, New York and London: Columbia University Press, 1958, p. 267.

Document 6

'Pledge taken on Independence Day, 26th January 1930,

in B. N. Pandey, (ed.), *The Indian Nationalist Movement, 1885-1947: Select Documents*, London: Macmillan, 1979, pp. 64-65.

Document 7

M.K. Gandhi

On Hindu-Muslim unity – excerpts from his *Collected Works* dated between 1921 and 1925

in D. Dalton, (ed.), *Mahatma Gandhi: Selected Political Writings*, Indianapolis: Hackett Publishing, 1996, pp.114-117

Document 8

The Lahore Resolution of the Muslim League, 24th March 1940

in B. N. Pandey, (ed.), *The Indian Nationalist Movement, 1885-1947: Select Documents*, London: Macmillan, 1979, pp. 154 - 55

GLOSSARY

<i>Zamindar</i>	Landlord.
<i>Satyagraha</i>	A novel method of political agitation devised by Gandhi. Its major feature was non-violent resistance. He defined it as "truth force".
<i>Satyagraha</i>	A novel method of agitation devised by Gandhi, who defined it as 'truth-force'.

TUTORIAL PRESENTATIONS AND DISCUSSION**A. CHRONOLOGY**

Compile a chronology of the rise of Indian nationalism from 1885 to 1947 (limit your list to 12 entries)

PRESENTERS

At least 48 HOURS BEFORE your tutorial, post your chronology in your group's "File Exchange" folder.

EVERYONE

In preparing your chronology, you can consult the chronologies that presenters will load into your group's "File Exchange" folder on Bb.

DISCUSSION

Are the key events listed?
What might be added?
What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week's readings, what do you think were the major factors that contributed to the development of a nationalist movement in India? What were the main challenges of nation building that the Indians faced and how did they propose to overcome them?

Group discussion of primary sources:

After noting the authorship of each document and the context in which it was produced, we will look for evidence related to:

- The causes of the rise of Indian nationalism
- The problems that the nationalist movement confronted

TUTORIAL WEEK 5
Week ending Friday 3rd April 2009
WESTERNISATION?
CHINESE RESPONSES TO
WESTERN IMPERIALISM

Required Reading

Patricia Buckley Ebrey, *China: A Cultural, Social and Political History* Boston & New York: Houghton Mifflin Company, 2006, chapter 10

Document 1

Wei Yuan

"Statement of a Policy for Maritime Defence", 1842,
in Ssu-yu Teng and J. K. Fairbank, *China's Response to the West*
New York: Atheneum, pp. 30 - 31.

Document 2

Feng Gui-fen [Feng Kui-fen]

"On the Adoption of Western Learning", 1860
in Wm Theodore de Bary & Richard Lufrano (Compilers),
Sources of Chinese Tradition, Volume 2, 2nd edition, New York:
Columbia University Press, 1994, pp. 237 - 38

Document 3

Li Hongzhang [Li Hung-chang]

"Defence of building steamships", 1872, in Ssu-yu Teng and J. K. Fairbank, *China's Response to the West* New York: Atheneum, p. 109

Document 4

Wang Tao [Wang T'ao]

"On reform", 1898,
in Ssu-yu Teng and J. K. Fairbank, *China's Response to the West*
New York: Atheneum, pp. 138 - 39

Document 5

Zhang Zhidong [Chang Chih-tung]

"Exhortation to learn", 1898

in Wm Theodore de Bary & Richard Lufrano (Compilers), *Sources of Chinese Tradition, Volume 2*, 2nd edition, New York: Columbia University Press, 1994, pp. 247 - 48

Document 6

Liang Qichao [Liang Ch'i-ch'ao]

"The renovation of the people", 1902

in Ssu-yu Teng and J. K. Fairbank, *China's Response to the West* New York: Atheneum, pp. 221 - 23

Glossary

Macartney, Lord George	leader of the 1793 British mission to China that attempted to win trade concessions from the Chinese government; the mission failed
Qing [Ch'ing]	the Chinese dynasty founded by the Manchus in 1644; overthrown in 1911
Tribute System	the framework within which the Chinese government conducted its foreign relations with, for example, Japan (until the 1600s), Korea, Vietnam, Burma...
Treaty ports	ports opened to foreign trade by the treaties of 1842 - 1860 and later treaties

TUTORIAL PREPARATION AND DISCUSSION

A. CHRONOLOGY

Compile a chronology of reform initiatives in China from the 1840s to about 1900 (limit your list to 12 entries)

PRESENTERS

At least 48 HOURS BEFORE your tutorial, post your chronology in your group's "File Exchange" folder.

EVERYONE

In preparing your chronology, you can consult the chronologies that presenters will load into your group's "File Exchange" folder on Bb.

DISCUSSION

Are the key events listed?
What might be added?
What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week's readings, did Chinese reformers in the nineteenth century aim to "westernise" China?

Group discussion of primary sources:

1. Identify the authorship of each document and the context in which it was written
2. In the context of the mid- and late 19th century in China, what might be considered to be evidence of "westernisation"?
3. What attitude to the West is expressed in the document?
4. Does the author propose reforms that would "westernise" China?

TUTORIAL WEEK 6
 Week ending Thursday 9th April 2009
REVOLUTION
CHINA'S REVOLUTIONARY NATIONALISTS

REQUIRED READING

Wilbur, C. Martin, "The May Fourth Movement" in Brian Hook (ed.), *The Cambridge Encyclopedia of China* Cambridge: Cambridge Univ. Press, 1982, pp. 254 - 55

Schoppa, R. Keith, "Constructing a New Cultural Identity: The May Fourth Movement", chapter 9 of *Revolution and its Past: Identities and Change in Modern China* Upper Saddle River, NJ: Prentice-Hall, 2002, pp. 160 - 77

Document 1

Hu Hanmin

"Basic Principles of the Revolutionary Alliance", 1906
 in Wm Theodore de Bary & Richard Lufrano (Compilers),
Sources of Chinese Tradition, Volume 2, 2nd edition, New York:
 Columbia University Press, 1994, pp. 317 - 18

Document 2

He Zhen [Ho Chen]

"What Women Should Know about Communism", 1907
 in Wm Theodore de Bary & Richard Lufrano (Compilers),
Sources of Chinese Tradition, Volume 2, 2nd edition New York:
 Columbia University Press, 1994, pp. 390 - 91

Document 3

Chen Duxiu [Ch'en Tu-hsiu]

"Call to Youth", 1915
 in Alan Lawrence, *China since 1919 - Revolution and Reform: A Sourcebook* London & New York: Routledge, 2004, p. 2

Document 4

Li Dazhao [Li Ta-chao]

"A Clarion Call", 1916

in Alan Lawrence, *China since 1919 - Revolution and Reform: A Sourcebook* London & New York: Routledge, 2004, p. 4

Document 5

Sun Yatsen

"China's Plight", 1924

in Wm Theodore de Bary & Richard Lufrano (Compilers),
Sources of Chinese Tradition, Volume 2 (2nd edition) New York:
 Columbia University Press, 1994, pp. 317 - 18

Document 6

Mao Zedong [Mao Tse-tung]

"The Peasant Movement in Hunan", 1927

in Alan Lawrence, *China since 1919 - Revolution and Reform: A Sourcebook* London & New York: Routledge, 2004, pp. 45 - 47

Document 7

Chiang Kai-shek

excerpt from *China's Destiny*, New York: Roy Publishers, 1947
 (originally written in Chinese in 1942/1943), pp. 42 - 43.

GLOSSARY

Middle Kingdom

China. "Middle Kingdom" is the literal translation of the Chinese word for China (*Zhongguo* 中国)

Boxer rebellion, 1898 - 1900

a rural rebellion in north China that the Manchu conservatives tried to use against the foreign powers;

Tong-meng-hui 同盟会 (T'ung Meng Hui)

Revolutionary Alliance; a revolutionary organisation founded by Sun Yatsen in 1905, and forerunner of the Guomintang [Kuomintang]

Imperial Reforms, 1901 - 1908

Radical forms initiated by the Manchu government in an attempt to save the dynasty

Yuan Shikai (Yuan Shih-k'ai)
 President of the Republic of China from 1912 to 1916; sometimes described as "the first of the warlords")

TUTORIAL PRESENTATIONS AND DISCUSSION

A. CHRONOLOGY

Compile a chronology of the growth of revolutionary nationalism in China from about 1900 to 1928 (limit your list to 12 entries)

PRESENTERS

At least 48 HOURS BEFORE your tutorial, post your chronology in your group's "File Exchange" folder.

EVERYONE

In preparing your chronology, you can consult the chronologies that presenters will load into your group's "File Exchange" folder on Bb..

DISCUSSION

Are the key events listed?
 What might be added?
 What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

The seven documents were written at different times and by revolutionaries who ended up on one or other side of a bitter divide – that is, on either the Nationalist (GMD) or Communist (CCP) side. Do you find points of agreement among the seven? Do the documents provide evidence of the divisions that so seriously split the revolutionary movement after 1927?

Group discussion of primary sources:

Ask these questions of each document:

1. Who wrote the document and in what context was it written?
2. What did the author want to get rid of?
3. What vision of a "new China" did the author project (i.e. what did he or she want a revolution achieve?)



May 4th Student Demonstrators

Sculpted frieze at the base of the Memorial to the Revolutionary Martyrs in Tian'anmen Square

TUTORIAL WEEK 7
Week ending Friday 1st May 2009
WRITING SKILLS WORKSHOP

Required Reading

Read *at least ONE* of the recommended "introductory" sources for the topic that you have chosen for the **essay assignment** (see *Course Reader*, pp. xvii to xxvi, for a list of essay topics and readings).

The "introductory" readings are marked with an asterisk (*). There are usually two or three for each topic. They will help you break your way into your chosen topic.



SKILLS WORKSHOP**A: FOOTNOTING**

Consider this essay question:


In what ways did British rule in India provoke the opposition expressed in the massive revolt of 1857?

The 6 paragraphs on the next three pages are the beginning of an essay on this question. They are based on the extract from Peter Robb's book and some of the documents prescribed for **Week 4**.

All footnotes have been removed.

- (1)  Insert numbers where you think footnotes are needed.
- (2)  On a separate piece of paper, write the list of missing footnotes (so, if you write, for example, 9 numbers into the sample essay text, you need to bring a list of **9 footnotes** to your

tutorial; if you insert 16 numbers, you need to bring a list of 16 footnotes, and so on).

- (3)  Take care to **format** the footnote texts properly. Consult the *Writing History Essays* booklet [6.1 to 6.7] to find the footnoting style recommended by the History Department.

The first six paragraphs of a**SAMPLE ESSAY**

The Indian revolt of 1857 is still referred to as a "mutiny" in most history books. The use of the term "mutiny" endorses the official British view that the revolt was an act of disloyalty initially on the part of the Indian soldiers or sepoys and then by the people who owed loyalty, who were obliged to be loyal, to the British government of India. But such a view disregards Indian understandings of the revolt and fails to acknowledge the legitimate grievances, both short- and long-term, that people from different sectors of Indian society had against British rule in the mid-nineteenth century.

The immediate causes of the revolt are well known. Sepoy soldiers, both Hindu and Muslim, objected to the British practice of using animal fat to lubricate rifle cartridges. They were also aggrieved because of the new service rules and were afraid of an alleged conspiracy to destroy their religions. So the troops refused to use the lubricated ammunition, and their revolt was quickly followed by military "mutinies" in other parts of northern India. Soon a number of major cities were under rebel control. They turned to Bahadur Shah, the old Mughal emperor in Delhi and other deposed local rulers for leadership, and were joined by the peasants and local landlords in various parts of northern and central India. As Peter Robb mentions, the British responded with, "a spirit of revenge" and "brutality". The revolt was ruthlessly suppressed by the middle of 1858.

The speed and energy with which the 1857 revolt spread indicates that its causes were much deeper than the "animal-fat" issue. For one thing, the British, from the time of first contact, had been careless of Indian religious and cultural sensibilities. The Christian missionaries had started their missions in the interior of India for the purpose of promoting conversions. The reformist administrators, on the other hand, inspired by their "civilising mission", initiated a series of social reforms. "Secular" Indian nationalists might later have congratulated the British for their reform efforts in these areas, but the old elements of Indian society could hardly accept these radical changes. And the revolt of 1857, as Peter Robb describes it, "was a final upheaval of the old order in northern India".

But more important even than the cultural factors behind the 1857 revolt were the political and economic problems created by the British in India since the mid-eighteenth century. The grievances of the zamindars and taluqdars or local landlords and the annexation of Awadh all added to the fury of the rebels. British rule in India continued to be driven by the original motive behind annexation - the economic exploitation of as much of the subcontinent as it could penetrate. Robert Clive underlined this motive in his 1759 letter to Prime Minister William Pitt. Arguing that the Crown should take over, from the East India Company, the government of India, he said:

Now I leave you to judge, whether an income yearly of two million sterling, with the possession of three provinces abounding in the most valuable productions of art, be an object deserving the public attention; and whether it be worth the nation's while to take the proper measures to secure such an acquisition - an acquisition which, under the management of so able and distinguished a minister, would prove a source of immense wealth to the kingdom

By 1857, the negative economic and political consequences of British rule for the people of India were manifold. And these negative consequences were documented in many of the 1857 proclamations by Indian leaders who, that year, called their people to take up arms against the British. The Azimargh Proclamation, for example, listed the harm done by the British to the "Zemindars", the merchants, public servants, artisans and religious leaders.

..... [a bit of detail from the document and one or two quotations].....

B: WRITING AN ESSAY'S INTRODUCTION

Consider this essay topic:

In the process of "attempting to defend itself from Western imperialism", Japan became "an important imperialistic power itself" (Fairbank, p. 552). **Discuss**

- (a) Read and take notes from the **required reading** with that essay topic in mind.
- (b) Read *Writing History Essays* sections 3.3 and 4.8 on "Planning your introduction" and "Polishing your introduction".
- (b) Now consider each of the following 'sample introductions' to an essay on that topic. In the tutorial, we will evaluate each of them by identifying their strengths and weaknesses. Decide before the tutorial which you think is the best of the four examples.

Introduction A

It is true that Western imperialism in the nineteenth century stoked Japan's own imperialist ambitions. This essay will demonstrate the direct relationship between the two imperialisms.

Introduction B

Japan was opened to Western trade by the "unequal treaties" of the 1850s. The might and power of Western countries like Britain had been demonstrated in the 1839 - 42 and 1856 - 60 Opium Wars with China, and served to warn Japan of the need to strengthen and modernise its military forces. Indeed, by the 1880s, Japanese leaders believed that the only way in which their country could win the respect of Western powers was by overseas expansion.¹ Japan's annexation of the Ryukyu Islands in 1875 began a process of imperialistic expansion that was to end with the atomic bombing of Hiroshima and Nagasaki in August 1945.

Introduction C

Why did Japan become an imperialist power in the first half of the twentieth century? Historians have debated this question for many years and are still not in agreement. Was Japan forced to develop a powerful military in order to prevent Western powers from forcing their way into the country as colonising powers? Perhaps it was. But this does not explain why the Japanese used their powerful armies to seize and colonise overseas territories. Why did they do this? Were they trying to imitate Western imperialist powers? Or are there other reasons for Japanese expansionism? It is difficult to find precise answers to these questions.

Introduction D

Japan is exceptional among Asian countries in that it not only escaped being colonised by Western powers but it became an imperialist power itself. Why? Most explanations of Japanese expansionism from the 1870s to 1945 link it directly to Western imperialist advances in the mid-nineteenth century; Japan needed to defend itself against the West by building a modern army, and it

proved its military might by acquiring overseas possessions, just as the Western powers did. But we need to go further. There were also geopolitical and economic factors behind Japan's drive to expand. Furthermore, helping to give shape and impetus to modern Japanese nationalism were age-old ultra-nationalist and "cult of the emperor" traditions that owed nothing to the influence of the West.

C: RESEARCHING YOUR HIST117 ESSAY

You will be asked at the tutorial to say which of the 13 essay questions you have chosen to answer (so it is important that you decide on your topic and do some of the preliminary reading on that topic *before* your tutorial).

Help will be given with things like:

- the essay's time-frame
- the "nub" of the question; the *problem(s)* to be analysed.....
- balancing narrative (based on chronology) and analysis
- key sources, including key primary material
- achieving a good balance of general readings and specialist readings
- designing an argument
- (any questions you want to raise)

¹ Mackerras, *East Asia*, p. 187, in *Hist 116 Book of Readings*, p. 127

TUTORIAL WEEK 8
 Week ending Friday 8th May 2009
MODERNISATION:
MEIJI JAPAN

REQUIRED READING

J. K. Fairbank & Owen Reischauer, "Japan's Response to the West" and "Modernization in Meiji Japan", extracts from chapters 17 and 18 of *East Asia: Tradition and Transformation*, pp. 484 - 92, 513 - 14, 523 - 25, 526 - 28, 552 - 57.

Document 1

Yokoi Shonan
 "Enriching the Country", 1860
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, pp. 641 - 42

Document 2

"Imperial Rescript on the Abolition of the Han"
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 676

Document 3

Kido Takayoshi
 "Observations of Education in the United States", 1872
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 678

Document 4

Fukuzawa Yukichi
 "Eastern and Western Civilisations", mid-1870s

in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, pp. 705 - 06

Document 5

Itagaki Taisuke
 "On Liberty", 1882,
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, pp. 735 - 36

Document 6

Inoue Tetsujiro
 "The Extended Meaning of the Imperial Rescript on Education", 1890?
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 781 - 82

Document 7

Fukuzawa Yukichi
 From his Autobiography, 1898
 in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 658 - 82

GLOSSARY

Chosen	The Japanese name for Korea
Daimyo	lords of feudal domains in Japan, vassals of the Shogun
Ito Hirobumi	a lower status samurai who helped engineer the Meiji restoration
Samurai	Japan's warrior class
Shogun	hereditary ruler of Japan under the feudal system
Tokugawa	the name of the shogunate that came to power in 1600, and ruled Japan until 1868
Yamagata Aritomo	appointed Army Minister in 1873
Zaibatsu	literally means "the financial clique"; ;the great business conglomerates that dominated in the Japanese economy in the early 20th century

TUTORIAL PRESENTATIONS AND DISCUSSION

A. CHRONOLOGY

Compile a chronology of modernising initiatives taken by the Meiji government 1868 to about 1900 (limit your list to 12 entries)

PRESENTERS

At least 48 HOURS BEFORE your tutorial, post your chronology in your group's "File Exchange" folder.

EVERYONE

In preparing your chronology, you can consult the chronologies that presenters will load into your group's "File Exchange" folder on Bb.

DISCUSSION

Are the key events listed?
What might be added?
What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week's readings, did "modernisation" in Meiji Japan take the form of "westernisation"?

Group discussion of primary sources:

1. Identify the authorship of each document and the context in which it was written
2. Did the author advocate a "westernising" modernisation or a modernisation that was distinctively Japanese?

TUTORIAL WEEK 9

Week ending Friday 15th May 2009

NATIONALISM AND MILITARISM: JAPANESE EMPIRE-BUILDING IN ASIA

Required Reading

J. K. Fairbank and E. Reischauer, *Tradition and Transformation*, pp. 703 - 724

Document 1

Tokutomi Soho
Reaction to the Triple Intervention, 1896
in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 805

Document 2

Kato Genchi
"Mikadosim, 1926
in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, p. 795

Document 3

An Anniversary Statement by the Amur Society, 1930
in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, pp. 951 - 53

Document 4

Tokutomi Soho
Rejecting the West and Withdrawing from the League of Nations, 1933
in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition*, vol. II, 2nd edition, New York: Columbia University Press, 1994, pp. 806 - 807

Document 5

Hashimoto Kingoro

“Addresses to Young Men”, 1939

in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition, vol. II*, 2nd edition, New York: Columbia University Press, 1994, pp. 989 - 90

Document 6

Arita Hachiro

“The Greater East Asian Co-Prosperity Sphere”, 1940

in Wm Theodore de Bary et al (Compilers), *Sources of Japanese Tradition, vol. II*, 2nd edition, New York: Columbia University Press, 1994, p. 1006

GLOSSARY

Education Rescript

issued in 1890;
defined the aims of study as the promotion of loyalty
and filial piety

Guandong [Kwantung] army

the Japanese troops assigned to protect Japanese
interests in Manchuria and the Liaodong peninsular

Manchuguo [Manchukuo]

the name used for Manchuria after the Japanese seized
control of the area in 1931

Konoe Fumimaro Prime Minister; resigned in October 1941

Tojo Hideki War Minister; became Prime Minister in October 1941;
resigned in July 1944

TUTORIAL DISCUSSION**A. CHRONOLOGY**

Compile a chronology of the growth of Japanese militarism in the 1920s – 1941 period (limit your list to 12 entries)

DISCUSSION

Are the key events listed?

What might be added?

What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week’s readings, do you think that Japanese militarists of the 1920s and 1930s sought world domination?

Group discussion of primary sources:

1. Identify the author of each document and the context in which it was written.
2. **WHAT VIEW** of Japan’s role on the “world stage” is articulated in each document?

TUTORIAL WEEK 10
 Week ending Friday 22nd May 2009
IMPERIALISM AND COLONIALISM:
THE WESTERN PUSH INTO IN SOUTHEAST ASIA

Required Reading

Milton Osborne, "The European Advance and Challenge", chapter 5 of *Southeast Asia: An Introductory History* 6th edition, Allen and Unwin, 1995.

Document 1

John Stuart Mill
 "On Colonies and Colonization", 1848
 in *Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/1849jsmill-colonies.html>,
 last accessed 21/11/2006

Document 2

E. Douwes Dekker
 "On the Cultivation System in the Dutch East Indies", 1868
 in Harry J. Benda and John A. Larkin (eds), *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967, pp. 124 - 28

Document 3

Francis Garnier
 French Cochinchina, 1865 - 65
 in Harry J. Benda and John A. Larkin (eds), *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967, pp. 128 - 29

Document 4

William Henry Furness III
 A Visit to a Head-Hunter of Borneo, 1901
 in *Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/1901borneo.html>, last
 accessed 21/11/2006

Document 5

Report of Dutch Commission of Inquiry into West Java
 Rebellion, 1927
 in Harry J. Benda and John A. Larkin (eds), *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967, pp. 134 - 35

Document 6

Sir Charles Innes
 Report on Rebellion in Burma, 1931
 in Harry J. Benda and John A. Larkin (eds), *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967, pp. 142 - 43

Document 7

American Anti-Imperialist League
 Platform of the American Anti-Imperialist League, 1899
 in *Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/1899antiimp.html>, last
 accessed 21/11/2006

GLOSSARY

Batavia	Dutch name for Jakarta
Straits Settlements	Britain's 3 colonial bases on the fringe of the Malay peninsular: Penang, Singapore and Malacca

TUTORIAL DISCUSSION**A. CHRONOLOGY**

Compile a chronology of the growth of European colonies in Southeast Asia from the mid-19th century to 1941(12 entries)

DISCUSSION

Are the key events listed?
 What might be added?
 What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week's readings, how did Western colonisers in Southeast Asian countries view the "colonised"?

Group discussion of primary sources:

1. Identify the author of each document and the context in which it was written?
2. **WHAT ATTITUDE** to local people is expressed in the document?

TUTORIAL WEEK 11
Week ending Friday 29th May 2009
REVOLUTION AND COMMUNISM
IN INDOCHINA

Required Reading

Norman G. Owen (ed), *The Emergence of Modern Southeast Asia*, Honolulu: University of Hawai'i Press, 2005, pp.335-49.

Document 1

Declaration of Independence by the Democratic Republic of Viet-Nam,

2 September 1945

in Roger M. Smith, (ed.), *Southeast Asia: Documents of Political Development and Change*, Ithaca and London: Cornell University Press, 1974, pp.313 - 15.

Document 2

"Declaration of the Government of the Democratic Republic of Viet-Nam to the Governments of the Countries All over the World", 14 January 1950

in A. W. Cameron, (ed.), *Viet-Nam Crisis: A Documentary History*, Vol.I, Ithaca & London: Cornell University Press, 1971, pp.106-107.

Document 3

President Dwight D. Eisenhower's press conference on April 7, 1954, in William A. Williams, et.al. (eds), *America in Vietnam: A Documentary History*, New York: Anchor Books, 1985, pp. 156-57.

Document 4

Ho Chi Minh, "Appeal on the Signing of the Geneva Agreement, 22 July 1954

in Roger Smith, (ed), *Southeast Asia: Documents of Political Development and Change*, Ithaca and London: Cornell University Press, 1974, p. 326.

Document 5

'The American Response to the Geneva Declarations, 3 July 21, 1954 in Neil Sheehan and others (eds.), *The Pentagon Papers*, pp. 52-53, web: <http://vietnam.vassar.edu/doc.3.html>.

Document 6

'State Department white Paper on Vietnam, February 27, 1965, 'Vietnam Online',

http://www-c.pbs.org/wgbh/amex/vietnam/psources/ps_north.html.

Document 7

President Lyndon B. Johnson's statement, April 7, 1965, 'Vietnam Online',

http://www-c.pbs.org/wgbh/amex/vietnam/psources/ps_policy.html.

Document 8

The North Vietnamese position, April 1965,

New York Times, April 14, 1965,

in William A. Williams, et.al. (eds), *America in Vietnam: A Documentary History*, New York: Anchor Books, 1985, pp.244-45.

GLOSSARY

Cochin-China:	The French used this name for South Vietnam with its capital at Saigon
Viet Minh:	The abbreviated form of Viet Nam Doc Lap Dong Minh Hoi or the Vietnam Independence League, which was founded in 1941 to coordinate the activities of all the political groups agitating for the independence of Vietnam

TUTORIAL DISCUSSION

A. CHRONOLOGY

Compile a chronology of political developments in Vietnam from 1945 to 1975 (limit your list to 12 entries)

DISCUSSION

Are the key events listed?
 What might be added?
 What might be cut?

B. DOCUMENT STUDY

Students writing a tutorial paper on this topic are asked to answer the following question:

On the evidence that you find in this week's readings, how do you think communism influenced the course of Vietnam's struggle for national independence and national unity?

Group discussion of primary sources:

1. Identify the author of each document and the context in which it was written
2. What kind of emphasis does the document place on the importance of communism in Vietnam?

TUTORIAL WEEK 12

Week ending Friday 5th June 2009
 Final Test