1. Contact Details.................................p. ii
2. How to use Blackboard........................... p. iii
3. Course Aims.......................................p. iv
4. Course Outline....................................p. iv
5. Course Objectives.................................p. iv
6. Mandatory Course Requirements........... p. v
7. Electronic submission of written work...... p. vi
8. Penalties for lateness............................. p. vii
9. Work load.......................................... p. vii
10. Plagiarism......................................... p. vii
11. Aegrotats.......................................... p. viii
12. General University Requirements......... p. viii
13. Academic Grievances............................ p. viii
14. Disabilities coordinator....................... p. viii
15. Lecture Programme..............................p. x
16. Course Overview.................................p. xii
17. Course Reading....................................p. xiv
18. Course Assignments & Essay Questions....p. xiv
19. Tutorial Programme and Readings
   Week 2: Europe’s Push into Asia...............p. 1
   Week 3: British Annexation of India...........p. 20
   Week 4: India: Towards Freedom...............p. 34
   Week 5: Chinese Responses to Western Imperialism...p. 56
   Week 6: China’s Revolutionary Nationalists........p. 75
   Week 7: Writing Skills Workshop...............p. 94
   Week 8: Japan’s Meiji “modernization”........p. 98
   Week 9: Japanese Empire-building in Asia......p. 116
   Week 10: The Western Push into Southeast Asia..p. 134
   Week 11: Nationalism and Communism in Indochina...p. 158
   Week 12: Nationalism in Burma...............p. 176
20. General Reading Guide, pp. (i)-(xxix)........p. 194
1. CONTACT DETAILS

Lecturers: Dr Pauline Keating (course coordinator)
Old Kirk 418, Phone: 463 6760
email: pauline.keating@vuw.ac.nz
web page: http://www.vuw.ac.nz/history/staff/pauline.aspx

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

Office hours: The lecturers’ and tutors’ office hours will be posted on their office doors.

Timetable: Lectures: Tuesdays and Fridays at 2.10 p.m in Maclaurin (MC) Lecture Theatre 102

Tutorial times and locations will be arranged in the first week of the trimester and will be posted on the History Department notice-board by Friday 2nd March 2007

Information about any changes to the programme or timetable will be announced in lectures and posted on the departmental noticeboard as well as under “Announcements” in Blackboard.

ASSessment package

<table>
<thead>
<tr>
<th>Short exercise:</th>
<th>library and map exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>due at 5 p.m. on 12th March</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial paper:</th>
<th>on one tutorial topic (about 1200 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>due 10 days after presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay:</th>
<th>See choices, pp. xv – xxvi (1500 – 2000 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>due at 5 p.m. on 14th May</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam:</th>
<th>based on lecture &amp; tutorial content (2 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on a date to be announced</td>
</tr>
</tbody>
</table>
2. How to Use Blackboard

HIST116 is on-line in Blackboard. To access Blackboard:

- open an internet browser;
- go to the VUW Backboard Homepage: [http://www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz);
- Click on Login;
- Enter your SCS username in the Username field;
- Enter your Student ID in the Password field;
- Click on HIST116 under “My Courses”.

The HIST116 lecturers and tutors will regularly add material to the folders listed on this page. When new material is uploaded, we will post an announcement about it. Make a point of regularly checking the announcements to find important messages as well as news of new material.

**Announcements:** This is where lecturers and tutors will post announcements and reminders.

**Course Information:** Here you’ll find general information about course content, the course’s objectives, mandatory requirements for passing the course etc..

**Staff Information:** How to contact the lecturers and tutors.

**Lectures:** Lecture summaries can be accessed two days before each lecture.

**Resource Materials** referred to in the lectures, or links to the relevant resources, will be available here two days before each lecture.

**Assignments:** Full details of the (1) short exercise, (2) tutorial paper and (3) essay can be found here.

**Instructions about how to prepare and present your tutorial paper are also filed here.**

**Reading Lists:** A link to up-to-date lists, organised under topical headings, of the required and recommended readings for the tutorials and essay topics will be lodged here.

**Discussion Board:** Through the Discussion Board you can discuss, with other students and with the lecturers and tutors, any issues relating to course content, the assignments, the administration of the course etc..

**Tutorial Groups:** Each tutorial group gets its own space on Blackboard, and you are encouraged to use this space for, among things, collaborative work.
3. COURSE AIMS

HIST116 is designed as an introduction 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-trimester introductory course to focus on just one broad historical problem. That problem is the Western “push” into Asia from the sixteenth century onwards, and some of the responses in Asia to that push.

Very broadly, then, the aim of the HIST116 course is 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.

4. COURSE OUTLINE

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 x – xi for more detail.

5. COURSE OBJECTIVES

This course has two sets of objectives. The first relates to subject matter, and the second to the acquisition of skills that an historian needs.

Students passing HIST116 will:

- have a knowledge of the ways in which European powers penetrated and colonized parts of the Asian region from the sixteenth century onwards;
- have an understanding of the economic, political, social and cultural impact of the Western presence in Asia;
- be able to draw comparisons between the ways the “Western impact” 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 116 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 “East meets West” theme in a specific context (i.e. in one of the Asian countries studied during the course)
- The exam will test:
  - your general knowledge of the history of “East meets West” in six Asian countries from the 1800s to the 1970s
  - 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. MANDATORY REQUIREMENTS FOR PASSING THE COURSE**

For reasons of equity and fairness to all, the assessment requirements for HIST116 must be rigidly adhered to.

1. To pass the course each student must:
   a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). The assignments are:
(i) A library and map exercise (10%); deadline for submission is 5 p.m. Monday 12th March 2007

(ii) A tutorial paper to be submitted ten days after the tutorial at which it was presented and worth 25% of the final grade

(ii) ONE essay, (1500 - 2000) which is to be submitted on or before 5 p.m. on Monday 14th May and will be worth 35% of the final grade

(iii) One two-hour exam worth 30% of the final grade, on a date to be announced. The Trimester 1 examination period is from 11th to 25th June

b) Participation in at least 8 (out of the 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 8th June. A list of students who have completed the assigned work will be posted on the History Programme noticeboard.

PLEASE NOTE that 8th June 2007 is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 8th June must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for HIST116, will receive a K grade for the course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

7. ELECTRONIC SUBMISSION OF WRITTEN WORK

Electronic submission of written work is not normally acceptable, and is allowed only with the prior permission of the Course Co-ordinator. Exceptions may be granted where serious circumstances (e.g. illness) prevent you from submitting the essay in person. In this case a paper copy of the work must also be submitted by a date agreed with your lecturer. PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.
8. PENALTIES FOR LATENESS

To be fair to all students the essays should be handed in on or before the due date. Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

9. WORKLOAD

In accordance with Faculty guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST116. This includes two hours of lectures and one hour in a tutorial. We expect you, therefore, to spend at least 9 hours per week on tutorial preparation, research and essay-writing.

10. ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University

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

www.vuw.ac.nz/home/studying/plagiarism.html
11. AEGROTAT

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 first trimester courses in 2007, the starting point for this period is Monday, 14th May.

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 eg., if he/she has an ongoing illness, then an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

12. GENERAL UNIVERSITY REQUIREMENTS

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 available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:
www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:
www.vuw.ac.nz/policy/staffconduct

13. ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:
www.vuw.ac.nz/policy/academicgrievances
14. DISABILITIES CO-ORDINATOR

Students with Impairments
(see Appendix 3 of the Assessment Handbook)
The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070  email: disability@vuw.ac.nz

The Disabilities Co-ordinator for History is Giacomo Lichtner, OK424; phone: 463-6756; email giacomo/lichtner@vuw.ac.nz.

Student Support
Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, room 407. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga Programme
This programme offers:
1. Academic mentoring for all Maori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
2. Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
3. Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842

We are located at: 14 Kelburn Parade back court yard Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Maori Studies mentoring is done at the marae. Pop in and see us to register with the programme (and use our study spaces and computer suites and free cups of tea and coffee while you study)
15. LECTURE PROGRAMME

Introduction
Tues 27th Feb  Studying History; Studying Asian History
[Dr Keating/Prof Bandyopadhyay]

Topic 1:  East Meets West: an Overview
Fri 2nd Mar  Early East-West Encounters and the
beginnings of the European push into Asia
[Dr Keating]
Tues 6th Mar  For God, Gold and Empire: the high-tide of
Western imperialism in Asia [Prof Bandyopadhyay]

Topic 2:  India
Fri 9th Mar  India: Twilight of the Mughals
[Prof Bandyopadhyay]
Tues 13th Mar  India: Trade and Empire: The process of
British annexation [Prof Bandyopadhyay]
Fri 16th Mar  India: Indigenous Responses: Social change
in the early colonial period
[Prof Bandyopadhyay]
Tues 20th Mar  India: Revolt and Resistance: The emergence
of Indian nationalism
[Prof Bandyopadhyay]
Fri 23rd Mar  India: Gandhi and Freedom
[Prof Bandyopadhyay]

Topic 3:  China
Tues 27th Mar  China: From the Jesuits to the Opium Traders
[Dr Keating]
Fri 30th Mar  China: Carving up the Chinese Melon
[Dr Keating]
Tues 3rd Apr  China: The rise of Chinese nationalism
[Dr Keating]
Fri 6th Apr  Good Friday; university is closed

Mid-trimester Break

Topic 4:  Japan
Fri 27th Apr  Japan: From Francis Xavier to Commodore
Perry [Dr Keating]
Tues 1st May  Japan and the Western Powers in the 19th
century [Dr Keating]
Fri 4th May  Japan: Nationalism and the rise of militarism
[Dr Keating]
Tues 8th May  Japan: Democracy versus Militarism, 1920s -
1930s [Dr Keating]
Fri 11th May  Japan: Hiroshima and its Consequences
[Dr Keating]
### Topic 5: Southeast Asia

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 15&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Western colonization and nationalist stirrings in Southeast Asia</td>
<td>Dr Keating</td>
</tr>
<tr>
<td>Fri 18&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Nationalism in Southeast Asia: Indonesia</td>
<td>Prof Bandyopadhyay</td>
</tr>
<tr>
<td>Tues 22&lt;sup&gt;nd&lt;/sup&gt; May</td>
<td>Nationalism and Communism in Vietnam (1)</td>
<td>Prof Bandyopadhyay</td>
</tr>
<tr>
<td>Fri 25&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Nationalism and Communism in Vietnam (2)</td>
<td>Prof Bandyopadhyay</td>
</tr>
<tr>
<td>Tues 29&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Nationalism in Southeast Asia: Myanmar (Burma)</td>
<td>Prof Bandyopadhyay</td>
</tr>
<tr>
<td>Fri 1&lt;sup&gt;st&lt;/sup&gt; June</td>
<td>Revision</td>
<td>Dr Keating and Prof Bandyopadhyay</td>
</tr>
</tbody>
</table>

“East Meets West”?
# 16. Course Overview

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Assignments</th>
<th>Mid-trimester break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 27th Feb</td>
<td>1. <strong>Introduction</strong>: Studying History, Studying Asian History</td>
<td></td>
<td>No tutorials this week</td>
<td></td>
</tr>
<tr>
<td>Fri 2nd Mar</td>
<td>2. Early East-West encounters and the beginnings of the European push into Asia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>3. For Gold, God and Empire: The high-tide of Western imperialism in Asia</td>
<td></td>
<td><img src="https://example.com/100x100" alt="East Meets West" /></td>
<td></td>
</tr>
<tr>
<td>Tues 6th Mar</td>
<td>4. <strong>India</strong>: Twilight of the Mughals</td>
<td><img src="https://example.com/100x100" alt="Imperialism" /></td>
<td>The British Annexation of India</td>
<td></td>
</tr>
<tr>
<td>Fri 9th Mar</td>
<td></td>
<td><img src="https://example.com/100x100" alt="Nationalism" /></td>
<td>Indian nationalism and its complexities</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>5. <strong>India</strong>: Trade and Empire: The process of British annexation</td>
<td><img src="https://example.com/100x100" alt="Westernisation?" /></td>
<td>Chinese responses to foreign imperialism</td>
<td></td>
</tr>
<tr>
<td>Mon 12th Mar</td>
<td>6. <strong>India</strong>: Indigenous Responses: Social change in the early colonial people</td>
<td><img src="https://example.com/100x100" alt="Revolution" /></td>
<td>China’s revolutionary nationalists</td>
<td></td>
</tr>
<tr>
<td>Tues 13th Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 16th Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>7. <strong>India</strong>: Revolt and Resistance: The emergence of India nationalism</td>
<td></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Tues 20th Mar</td>
<td>8. <strong>India</strong>: Gandhi and Freedom</td>
<td><img src="https://example.com/100x100" alt="10%" /></td>
<td>[10%] due at 5 p.m.</td>
<td></td>
</tr>
<tr>
<td>Fri 23rd Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>9. <strong>China</strong>: From the Jesuits to Opium</td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Tues 27th Mar</td>
<td>10. <strong>China</strong>: Carving up the Chinese melon</td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Fri 30th Mar</td>
<td></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>11. <strong>China</strong>: The rise of Chinese nationalism</td>
<td></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Tues 3rd Apr</td>
<td></td>
<td></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
<tr>
<td>Fri 6th Apr</td>
<td></td>
<td></td>
<td><img src="https://example.com/100x100" alt="Exercise 1" /></td>
<td></td>
</tr>
</tbody>
</table>
## COURSE OVERVIEW (CONT.)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 24&lt;sup&gt;th&lt;/sup&gt; Apr</td>
<td>12. <strong>China</strong>: Revolutionary Nationalists: Chiang Kaishek and Mao Zedong</td>
<td><em>Essay writing workshops</em></td>
<td></td>
</tr>
<tr>
<td>Fri 27&lt;sup&gt;th&lt;/sup&gt; Apr</td>
<td>13. <strong>China</strong>: “The Chinese people stand up”</td>
<td>Essay writing skills</td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 1&lt;sup&gt;st&lt;/sup&gt; May</td>
<td>15. <strong>Japan</strong> and the Western powers 1927 - 1937</td>
<td>Discussion of essay topics</td>
<td></td>
</tr>
<tr>
<td>Fr 4&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>16. <strong>Japan</strong>: Nationalism and the rise of militarism</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 8&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>17. <strong>Japan</strong>: Democracy versus militarism, 1920s - 1930s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 11&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>18. <strong>Japan</strong>: Hiroshima and its consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 14&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>19. Western colonisation and nationalist stirrings in Southeast Asia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 15&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>20. Nationalism in SE Asia: Indonesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 18&lt;sup&gt;th&lt;/sup&gt; May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 22&lt;sup&gt;nd&lt;/sup&gt; May</td>
<td>21. Nationalism and Communism in Vietnam (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 25&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>22. Nationalism and Communism in Vietnam (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 29&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>23. Nationalism in SE Asia: Myanmar (Burma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 1&lt;sup&gt;st&lt;/sup&gt; June</td>
<td>24. <strong>Revision lecture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➞ date to be announced</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Victoria University of Wellington, History Programme. *HIST116: East Meets West: Asia in the Age of European Expansion, 1600s - 1900s, 2007/116/1*
17. COURSE READING

Essential text
HIST116 Book of Readings available at Student Notes

Recommended Texts
Colin Mackerras, Eastern Asia, an introductory history Melbourne: Longman, 1992

18. COURSE ASSIGNMENTS

1. Short Exercise 1
   **10%**
   **Due Date:** Monday 12th 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.

The exercise will be handed out at the first lecture, on Tuesday 27th February. 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) **25%**
   **Due Date:** Ten days after your tutorial presentation

This exercise is designed:

- To get you thinking about a “key concept” that is commonly used by historians and that is of direct relevance to the history of “East meets West” in the 19th and 20th centuries;
- To give you practice using some of the skills applied by historians to the study of the past (see below)
- As a training run for the next assignment – your essay

CHOOSING YOUR TOPIC

- The nine topics will be divided up among members of each groups at the first tutorial (week ending March 9th 2006).
- You might not get your first choice because we need an equal spread of one or two presenters at each tutorial
- Students who are allocated the Week 9 or Week 10 topics will be allowed to negotiate an essay deadline that puts a reasonable space between that and the tutorial paper submission deadline.

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

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 lead part of the discussion at ONE tutorial. This will entail presenting to that tutorial:
  - A definition of a “key concept”
  - A chronology (timeline)

+ Before the tutorial, post your definition and 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 (secondary and primary) and the tutorial discussion

YOU ARE TO SUBMIT FOR ASSESSMENT....:

… a tutorial paper that consists of:

- A definition of the week’s “key concept” drawn from one of the recommended dictionaries (see below)
- A chronology (timeline)
- A referenced answer to the tutorial question (“referencing” means using footnotes or endnotes), and your bibliography

You should 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:
    - refining their definition of the key concept
    - 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?

+ your understanding of a key concept related to the history of East meets West in the age of European expansion;

+ your 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:

2. The Lahore Resolution of the Muslim League, 24 March 1940, reproduced in *Hist 116 Course Reader*, 2006, p [*]
3. Ibid.
4. Stein, p. [*]

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

DEFINITIONS OF KEY CONCEPTS
When defining the week’s “key concept”, presenters must make use of one of the following dictionaries:

- **Oxford Reference Online** [accessed through the VUW Library databases]: *A Dictionary of World History:*

- **Oxford Reference Online** [accessed through the VUW Library databases]: *The Concise Oxford Dictionary of Politics:*


You may also use other dictionaries if you want to. But one of the above MUST be consulted.

---

3. **Essay** (1500 – 2000 words) 35%

**Due Date:** Monday 14th May 2007 at 5 p.m.

Select ONE of the 12 essay questions set out below, and write an essay of about 1500 words on that question.

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 between 14th August and 25th September (i.e. over 6 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 back of this book 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 …..**

   **And then read……**
   - **Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), ch. 1**

   **You’ll find relevant primary sources in ….**

   **Additional Reading:**
   The following authors are recommended:
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 …..**

- **And then read……**

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 …..**
And then read……


Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), ch.6


You’ll find relevant primary sources in ….


Additional Reading:


Brown, Judith M. *Gandhi: Prisoner of Hope* (New Haven & London, 1989), Ch.5


4. To what extent were Christian missionaries responsible for the outbreaks of collective protest and violence in rural China in the late nineteenth century? (limit your study to the 1890 – 1900 period)

**Essay Readings:**

*Start with …*


Chesneaux, Jean, Marianne Bastid and Marie-Claire Bergère, *China: From the Opium Wars to the 1911 Revolution* New York: Pantheon, 1976, pp. 273 – 87; 324 - 337

**And then read……**

Chesneaux, J., Jean, Peasant Revolts in China, 1840-1949 (Thames and Hudson, London, 1973), Chapter 3


[n.b. the page numbers will be slightly different in the 1999 edition]


**You'll find relevant primary sources in …..**


**Additional Reading:**


Ch’en, Jerome, *China and the West: Society and Culture, 1815 - 1937*, chapter 2


Franke, Wolfgang, *China and the West*, pp. 76 - 84.


See also *Hist 116 Reading Guide*, Section D2

The following authors are recommended:


Latourette, Lust
5. **Assess the attempts made to improve the lives of Chinese women from the late nineteenth century to about 1920. How important was the influence of the West in the area of reform for women?**

**ESSAY READINGS**

**Start with …**


**And then read……**

Beahan, Charlotte, “Feminism and Nationalism in the Chinese Women’s Press”, *Modern China*, vol. 1, No. 4 (October 1975)


6. **Can the May 4th Movement be described as a “mass movement”?**

**ESSAY READINGS:**

**Start with ...**


[reproduced in this Reader; see Week 6]

**You’ll find relevant primary sources in ...**


**Additional Reading:**

See Hist 116 Reading Guide.

The following authors are recommended:

Section D1: General Histories:

- Fairbank & Reischauer, pp. 763 - 74; Gray, chapter 9;
- Hsu, chapter 21; Sheridan chapter 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.
7. How successful was the attempt by reformers in the Meiji period (1868 – 1912) to build a modern Japanese democracy?

Essay Readings:

**Start with…..**


And then read……


**You’ll find relevant primary sources in …..**


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

**Additional Reading:**

See *Hist 116 Reading Guide*, Sections E1, E2, E3 & E4: The following authors are recommended:

Section E1: General Histories:


Section E2: Western Contact
8. In which period do you think Japanese women made most progress – the Meiji (1868 – 1912) or Taisho (1912 – 1926) periods?

ESSAY READINGS

Start with …


And then read……


You’ll find relevant primary sources in ….


Additional Reading

AMPO - *Japan Asia Quarterly Review* (ed.).

*Voices from the Japanese Women’s Movement* New York: M. E. Sharpe, 1996


See also Hist 116 Reading Guide, Section E6.

The following authors are recommended:

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

9. How do you explain the growth of Japanese militarism and expansionism in the 1920s and 1930s?

ESSAY READINGS

Start with …


pp. 808 - 817


And then read……


You’ll find relevant primary sources in ….


Additional Reading

See Hist 116 Reading Guide, Sections E1, E3 & E5:

The following authors are also recommended:


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 …


---

**And then read……**


---

**You’ll find relevant primary sources in …..**


---

**Additional Readings**

See *Hist 116 Reading Guide*, Section E1, E2 & E3

The following authors are recommended:

Section **F1**: General Histories:
- Abeyasekere, Batsin & Benda, Hall, *A History of Southeast Asia,
- Pluvian, 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:
Γ Start with…

Γ And then read……

Γ You’ll find relevant primary sources in ….

Γ Additional Reading:
See HIST 116 Reading Guide, Sections F1, F2 & F3
The following authors are recommended:
Osborne, Steinberg, Tarling, Woodman, Ba Maw.
Benda, H.J. et.al., The World of Southeast Asia, New York, 1967
Church, Peter, Focus on Southeast Asia, Australia: Allen & Unwin, 1995.

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:
Γ Start with…
**And then read……**


**KEY SECONDARY SOURCES**

**You’ll find relevant primary sources in ....**


**Additional Reading:**

See HIST 116 Reading Guide, Sections F1, F2 & F3

The following authors are recommended:


McAlister & Mus, Nguyen Khac Vi'en.