

GENERAL STUDIES COURSE PROPOSAL COVER FORM (ONE COURSE PER FORM)

Polytechnic, Tempe, and West campuses

1.) DATE: 02/10	/09	2.) COMMUNITY	COLLEGE: M	aricopa Co. Co	mm. College	District	
3.) COURSE PRO	POSED: Prefix:	HIS Number: 114	Title: History	of Eastern Civ	ilization 1850	To Present Cr	edits: 3
CROSS LIST	ED WITH: Prefix:	Number:	; Prefix:	Number:	; Prefix:	Number:	;
	Prefix:	Number:	; Prefix:	Number:	; Prefix:	Number:	
	COLLEGE INITIAT 2 787 7896	OR: DR. VASWA	TI GHOSH			PHONE: 602 787	7194
ELIGIBILITY: Cour not eligible for the		urrent Course Equiva ogram.	lency Guide (Cl	EG) evaluation. Co	urses evaluated	as NT (non-transfe	rable are
MANDATORY RE	/IEW:	***************************************					
		dergoing Mandatory Awareness Area, ple					
courses every five	years, to verify tha	il (GSC-T) Policies a t they continue to me y as the General Stu	et the requirem	ents of Core or Awa	of previously ap areness Areas a	proved community fready assigned to t	college hese
may satisfy a core two core or aware	area requirement ness areas simulta	L SERVE: A course and an awareness ar neously, even if appr he General Studies r	ea requirement oved for those a	concurrently, a cou reas. With departr	rse may not be unental consent, a	used to satisfy requ	irements in
1 /		RE AREA OR AN AW					
		Fine Arts (HU)					the course
is being propose	• •	That is allowed by the second					
	otion s st for the area nts from the textbo	ok required and/or lis criteria as stated in it		dings/books			
	CURRENTLY TF	ANSFERS TO ASU	***************************************				
Effective date:	2009 Fall Cou	se Equivalency G	Suide				
Is this a multi-s	ection course?	⊠ yes	☐ no				
Is it governed b	y a common sy	ʻllabus? ⊠ ye:	s 🗌 no				
Chair/Director:			Chair/Director	Signature:			
AGSC Action:	Date action take	n:	Approved	☐ Disappro	ved		
	Effective Date:						

New

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA						
HUM. th	HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.					
YES	NO		Identify Documentation Submitted			
		 Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. 	Course comps 2, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 7, 8, 10, 11, 14, 16 Murphey text 12, 13, 14, 15, 16, 17, 18, 19, 20 Spodek text 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review			
		2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Course comps 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16 Murphey text 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 17, 18, 19, 20 Spodek text 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review			
	The state of the s	 Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. 	Course comps 3, 4, 5, 7, 8, 9, 13, 17 Syllabus weeks 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16 Murphey text 13, 14, 15, 16, 18, 20 Spodek text 16, 20, 21			

		ASU - [HU] CRITERIA	
\boxtimes		4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
		a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Course comps 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15 Syllabus weeks 1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 16 Murphey text 14, 15, 16, 17, 18 Spodek text 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review
		b. Concerns aesthetic systems and values, literary and visual arts.	
		c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
		d. Deepen awareness of the analysis of literature and the development of literary traditions.	
	1	THE FOLLOWING ARE NOT ACCEPTABLE:	
		Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
		Courses devoted primarily to developing skill in the use of a language — However, language courses that emphasize cultural study and the study of literature can be allowed.	
		Courses which emphasize the acquisition of quantitative or experimental methods.	
		Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
HIS	114	HISTORY OF EASTERN CIVILIZATION 1850 TO PRESENT	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	The course provides a comprehensive survey of the study of diverse cultures, history, religion, ethics, and philosophy of South Asia, Southeast Asia and the Middle East from mid-nineteenth century to the present. Through this course students develop an understanding of the dynamics of control, conflict and assimilation in British India, knowledge of complex human thought and experiences through the study of Japan, Vietnam, Korea, the rise of Communist China, forces of nationalism and independence movement in India and Pakistan, Japan's military tradition, expansionism, and transformation in post war era. Of particular importance to the study of humanities are the development of human thought and religious systems and its impact through the study of the colonial legacy on Modern Middle East and the growth of nationalism in present day Turkey, Iran and Iraq. Thus students are provided with unique insights into the development of historical, religious, ethical and philosophical trends in the non-Western world.	Course comps 2, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 7, 8, 10, 11, 14, 16 Murphey text 12, 13, 14, 15, 16, 17, 18, 19, 20 Spodek text 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Throughout the course students are provided with a deep understanding of human heritage and historical development by analyzing written texts such as Sun Yat-Sen's writings of the San Min Chu-I (Three Principles), V. D. Savarkar's Presidential Address at the 20th Session of the All-India Hindu Mahasabha, 1938, and the writings of Kato Shidzue on the female perspective of the rise of militarism in Japan and their constitutional legal rights in postwar Japan and their significance to non-western societies and cultures.	Course comps 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 17, 18, 19, 20 Spodek text 19, 20, 21 Cleveland text 10, 19, 22
3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development	The course meets the criteria for humanities studies as it emphasizes student engagement in the analysis of historical images and primary sources documents. Students are engaged in the methods of crticical enquiry by interpreting pictures, contemporary political cartoons, and material objects such as examining pictures of the 'Raj', and colonial historiography such as the British and Indigenous (Indian) interpretations of the Revolt of 1857, a critical task in the development of a historian's mind and to the understanding of the dynamics of hegemonic control of the colonizers over the colonized.	Course comps 3, 4, 5, 7, 8, 9, 13, 17 Syllabus weeks 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16 Murphey text 13, 14, 15, 16, 18, 20 Spodek text 16, 20, 21
4. a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	The critical aspect of the class is to provide students with a deep awareness of evolutions of philosophical and religious systems of thought in eastern societies by studying contemporary historical writings such as Mahatma Gandhi's autobiography, 'My Experiments with Truth,' and its influences on the present world, and thereby promoting the application of student learning to present societies and cultures.	Course comps 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15 Syllabus weeks 1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 16 Murphey text 14, 15, 16, 17, 18 Spodek text 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review

JUSTIFICATION FOR HUMANITIES AND FINE ARTS (HU) DESIGNATION

HIS 114 - 'History of Eastern Civilization from 1850 to Present fulfills all the requirements for the Humanities criteria as designated by ASU by providing a comprehensive survey of the study of diverse cultures, history, religion, ethics, and philosophy of South Asia, Southeast Asia and the Middle East from mid-nineteenth century to the present. Through this course students develop an understanding of the dynamics of control, conflict and assimilation in British India, knowledge of complex human thought and experiences through the study of Japan, Vietnam, Korea, the rise of Communist China, forces of nationalism and independence movement in India and Pakistan, Japan's military tradition, expansionism, and transformation in post war era. Throughout the course students are engaged in the methods of historical enquiry by analyzing images, material objects, and their historical development through analysis of historical texts, pictures of the 'Raj', and primary source documents such as the Colonial (British) and Indigenous (Indian) interpretations of the Revolt of 1857, a critical task in the development of a historian's mind and to an understanding of their significance to colonial society and culture. Students are provided with a deep understanding of human heritage and political philosophy by analyzing written texts such as Sun Yat-Sen's writings of the San Min Chu-I (Three Principles), V. D. Savarkar's Presidential Address at the 20th Session of the All-India Hindu Mahasabha, 1938, and the writings of Kato Shidzue on the female perspective of the rise of militarism in Japan and their constitutional legal rights in postwar Japan. Above all the class provides the students with a deep awareness of philosophical and religious systems of thought in eastern societies by studying contemporary historical writings such as Mahatma Gandhi's autobiography, 'My Experiments with Truth,' and its influences on the present world, thereby promoting the application of student learning to contemporary societies. Of particular importance to the study of humanities are the development of human thought and religious systems and its impact through the study of the colonial legacy on Modern Middle East and the growth of nationalism in present day Turkey, Iran and Iraq.

Official Course Description: MCCCD Approval: 05/24/94

HIS114 19946-99999

LEC 3 Credit(s) 3 Period(s)

History of Eastern Civilizations 1850 to Present

Examination of characteristics and development of civilizations of Middle East, India, Far East, and Southeast Asia, from mid-nineteenth century to present. Prerequisites: None.

Go to Competencies Go to Outline

MCCCD Official Course Competencies:

HIS114 19946-99999 History of Eastern Civilizations 1850 to Present

- 1. Identify and locate the various Asian states on a map. (I-IV)
- 2. Describe the people, culture, and society of China in the mid-nineteenth century, including the role of the imperial government. (I)
- 3. Describe the interaction between China and the European barbarians and its impact on Chinese society and government. (I)
- 4. Describe the movement of Japan from isolation to world power, and examine the challenges that this posed for Japanese society and government. (I)
- 5. Describe the expansionist efforts of Japan in the era prior to World War I with particular emphasis on the Russo Japanese War. (I)
- 6. Describe the relationship between the British and the population of India prior to World War I. (II)
- 7. Describe the developments taking place in the Islamic world prior to World War I. (II)
- 8. Describe the nature and impact of imperialism in the region of southeast Asia prior to World War I. (II)
- 9. Describe the changes taking place in China through the 1920's. (III)
- 10. Describe the struggle between China and Japan, the rise of communism, and the resulting collapse of the Kounintang. (III)
- 11. Describe the modernization and imperialistic actions of Japan prior to World War II. (III)
- 12. Describe events in Japan during World War II and the post war era. (III)
- 13. Describe the forces of nationalism and the independence movements in the Indian subcontinent and the establishment of an independent India and Pakistan. (IV)
- 14. Describe the modernization of Turkey and the political developments up to the present. (IV)
- 15. Describe the changing face of Iran and the Middle East following World War I. (IV)
- 16. Describe the growing nationalism and the independence movements in Indonesia and the Philippines. (IV)
- 17. Describe developments in Indo China from the French era to the present. (IV)

Go to Description Go to top of Competencies

MCCCD Official Course Outline:

HIS114 19946-99999 History of Eastern Civilizations 1850 to Present

- I. Asia in the era prior to World War I
 - A. China the middle land
 - 1. Land and people
 - 2. Culture and society
 - 3. Role of imperial government
 - B. China and the barbarians
 - 1. Early contact with the east
 - 2. The Canton trade
 - 3. The opium war
 - 4. The treaty settlements
 - C. Manchu China on the defensive
 - 1. Rebellion and revolt
 - 2. More foreign trouble
 - 3. Failure of T'ai P'ing
 - 4. Other rebel movements
 - 5. Efforts at revival and reform
 - D. Chinese diplomatic system under stress
 - 1. China and her neighbors
 - 2. The plight of Korea
 - 3. The Sino-Japanese war
 - 4. The scramble for concessions
 - E. Chinese attempts to meet the new challenges
 - 1. Initial efforts at reform
 - 2. The boxer rebellion
 - 3. Boxer settlement and results
 - F. Japan: land of the rising sun
 - 1. Early Japan
 - 2. Contact with other lands
 - 3. The opening of Japan
 - G. Movement toward change and modernization
 - 1. Downfall of the Shogunate
 - 2. The Meiji restoration
 - 3. Reorganization and resistance
 - H. The growing new order in Japan
 - 1. New rules and democratic movement
 - 2. The crisis of 1881
 - 3. Development of political parties
 - 4. Preparations for constitution
 - 5. An era of change in Japan
 - I. Expansion of the empire
 - 1. Russo-Japanese rivalry
 - 2. Reasons for Japanese expansion
 - 3. Russo-Japanese war
 - 4. Results of the war
- II. South Asia and the Middle East prior to World War I
 - A. India the subcontinent

- 1. The land and people
- 2. The West comes to India
- 3. Indian hostility and Seppy revolt
- 4. British india-latter 19th Century
- B. Efforts at Indian nationalism before World War I
 - 1. A restless people
 - 2. A wind for change
 - 3. Efforts to counter Hindu movements
- C. Middle East world
 - 1. The land and people
 - 2. Village, city, and tribe
 - 3. Early historical development
- D. Development of the Islamic world
 - 1. The rise and spread of Islam
 - 2. The Moslem middle ages
- E. The 19th Century Moslem world
 - 1. The Ottoman empire
 - 2. Persia-Iran and Afghanistan
 - 3. The Egyptian state
 - 4. The Maghrib region
 - 5. The Arab part of Asia
- F. The lands of southeast Asia
 - 1. The land and people
 - 2. The early history
 - 3. Contact with the west
- G. Imperialism in southeast Asia
 - 1. Case of the Philippines
 - 2. The Netherlands East Indies
 - 3. British areas of southeast Asia
 - 4. French Indo-China
 - 5. The unique experience of Siam

III. East Asia in the 20th Century

- A. China in turmoil
 - 1. The end of the old regime
 - 2. China through World War I
 - 3. Rising Koumintang power
 - 4. Challenge to religion and culture
- B. The early challenge of communism
 - 1. Forces encouraging communism
 - 2. Early Chinese communist movement
- C. China at war
 - 1. The Manchurian situation
 - 2. Japanese aggression Chinese reaction
- D. China and Japan at war
 - 1. The undeclared war
 - 2. The internal situation in China
 - 3. Growing communist power
- E. The World War II era in China

- 1. The war years
- 2. Diplomacy among the allied powers
- F. The collapse of the Koumintang
 - 1. Post war confusion
 - 2. Fall of the Koumintang
- G. Japan to 1919
 - 1. Korea and Manchuria after 1905
 - 2. Japanese government to 1918
 - 3. Japan in World War I
- H. Party government in Japan 1918 to 1931
 - 1. Aftermath of World War I
 - 2. The era of party government
 - 3. Downfall of the party government
- I. The Japanese road to war
 - 1. Militarism and Manchuria
 - 2. Japan in the 1930's
 - 3. The road to war
 - 4. Japan expands south
 - 5. Breakdown of Japanese western rel.
- J. Japan in World War II
 - 1. The move to war
 - 2. The war years
- K. Japan after World War II
 - 1. The occupation era
 - 2. Changes in law and government
 - 3. Economic changes in Japan
 - 4. Economic rehabilitation
 - 5. The peace treaty
- IV. South Asia and the Middle East in the 20th Century
 - A. British India and change
 - 1. The World War I era
 - 2. Gandhi and Indian nationalism
 - 3. The era of transition
 - B. Movement toward independence
 - 1. Extension of self rule
 - 2. Problems from the minorities
 - 3. The ear of British rules
 - 4. Movement toward partition
 - 5. Agreement on partition
 - C. India and Pakistan after independence
 - 1. The union of India
 - 2. Indian governmental system in action
 - 3. Pakistan a Moslem land
 - D. The modernization of Turkey
 - 1. The young Turks.
 - 2. Turkey and World War I
 - 3. The Middle East and peace conference
 - 4. Allied domination and Turk reaction

- 5. Turkey and World War II
- 6. Turkey moves toward democracy
- 7. Crisis with Greece and Cyprus
- 8. Modern Turkish politics
- E. Iran in the twentieth century
 - 1. Unrest and revolution
 - 2. The Iran of Shah Reza
 - 3. Occupation of Iran
 - 4. Imperialism and nationalism
 - 5. Iran and the West
- F. The lands of the Fertile Crescent
 - 1. The French in Lebanon and Syria
 - 2. The land of Iraq
- G. The postwar Fertile Crescent
 - 1. Republic of Lebanon
 - 2. Republic of Syria
 - 3. The land of Iraq
- H. Arabia, Palestine, and Jordan
 - 1. Saudi Arabia
 - 2. The land of Palestine
 - 3. The land of Jordan
- I. The Indonesian Islands
 - 1. The Netherlands East Indies
 - 2. The impact of war and peace
 - 3. The Republic of Indonesia
- J. The Philippine Islands
 - 1. The era of American control
 - 2. War era in the Philippines
 - 3. Republic of the Philippines
- K. The Indo Chinese peninsula
 - 1. Indo China under the French
 - 2. Wartime Indo China and the postwar era
 - 3. Cambodia, the Khmer land
 - 4. The problems of Laos
 - 5. The two Vietnams

Go to Description Go to top of Competencies Go to top of Outline

Syllabus for HIS 114: HISTORY OF EASTERN CIVILIZATIONS 1850 TO PRESENT

Paradise Valley Community College

Instructor: Dr. Vaswati Ghosh

email:- vaswati.ghosh@pvmail.maricopa.edu

<u>IMPORTANT</u>:--If you are sending me an email, please make sure to write "HIS 114 student", in the subject line, so I know that you are one of my students from my HIS 114 class.

Office Location: M 291 Office Phone # 602 787 7194

Office Hours: Mondays & Wednesdays 11:00 AM to 1:00 PM, Tuesdays and Thursdays

1:30 PM to 2:30 PM.

TEXTBOOKS:

Rhoads Murphey. A History of Asia, Fifth Edition, Longman Publication (Second Half of the Book from Chapter 12 to Chapter 21)

Howard Spodek. The World's History, Vol. II: Since 1100, Third Edition.

BOOK REVIEW:-

"An autobiography: the story of my experiments with truth / Mohandas K. Gandhi"; translated from the original in Gujarati by Mahadev Desai

Copies of the book are available in the PVCC Library and other public libraries. Purchasing this book is not a requirement.

Recommended Reading: William Cleveland, A History of Modern Middle East, THIRD EDITION.

COURSE DESCRIPTION:

The strong connections of the American economy with the Asian market, and its people make it highly relevant to study Asia today. This course attempts to address the above through the study of the political and social history of South Asia, Southeast Asia and the Middle East from midnineteenth century to the present. The course balances a global approach with attention to the unique character and development of the political history, religion, society, and culture in the non-western world. The key elements of the course is to trace the rise of Communist China, the dynamics of colonial control and conflict in British India, the forces of nationalism and independence movement in India and Pakistan, Japan's military tradition, expansionism, colonial policies in Korea and Vietnam and political transformations in post war era. This course also surveys the history and civilization of the Modern Middle East from its colonial legacy up to the twentieth century. Considerable attention will be paid on the study of the growth of nationalism, which primarily includes the present day Turkey, Iran and Iraq. A primary objective of the course is to help students become acquainted with the tools and methodologies utilized in historical study in particular and in social sciences in general. Prerequisites: None

COURSE COMPETENCIES: Upon completion of this course, students will be able to:

- 1. Identify and locate the various Asian states on a map.
- 2. Describe the people, culture, and society of China in the mid-nineteenth century, including the role of the imperial government.
- 3. Describe the interaction between China and the European barbarians and its impact on Chinese society and government.
- 4. Describe the movement of Japan from isolation to world power, and examine the challenges that this posed for Japanese society and government.
- 5. Describe the expansionist efforts of Japan in the era prior to World War I with particular emphasis on the Russo Japanese War.

- 6. Describe the relationship between the British and the population of India prior to WorldWar I.
- 7. Describe the developments taking place in the Islamic world prior to World War I.
- 8. Describe the nature and impact of imperialism in the region of southeast Asia prior to World War I.
- 9. Describe the changes taking place in China through the 1920's.
- 10. Describe the struggle between China and Japan, the rise of communism, and the resulting collapse of the Koumintang.
- 11. Describe the modernization and imperialistic actions of Japan prior to World War II.
- 12. Describe events in Japan during World War II and the post war era.
- 13. Describe the forces of nationalism and the independence movements in the Indian subcontinent and the establishment of an independent India and Pakistan.
- 14. Describe the modernization of Turkey and the political developments up to the present.
- 15. Describe the changing face of Iran and the Middle East following World War I.
- 16. Describe the growing nationalism and the independence movements in Indonesia and the Philippines.
- 17. Describe developments in Indo China from the French era to the present.

COURSE REQUIRMENTS: Students are expected to read the textbooks, read the instructor's introductions on each module, post answers to the instructor's questions on the Discussion Board for every module, watch the films on social, religious, and culture of aspects of Asian civilizations, and perform satisfactorily on all tests and complete written projects. There would be three Exams, and one book review, and two article reviews for this course. It is a requirement for this class that students read national and international newspapers carrying articles on Asia and the Middle East and bring them into class for discussions.

COURSE OUTLINE:

You are required to complete your readings for each section as stated below before coming to class:-

WEEK ONE:

Read Murphey, chapter 12, The West Arrives in Asia, and Spodek, 16, The Industrial Revolution

Motives for Expansion

Portuguese interests in Asia

Spanish in the Philippines

WEEK TWO:

Read Murphey, chapter 12, Matteo Ricci: Missionary to the Ming Court

The Dutch in Asia

The English in Asia

WEEK THREE:

Read Murphey, chapter 13, Mancho China and Tokugawa Japan, and Spodek, 20, China and India

Qing Qlory

The Opium War

Shogunate

WEEK FOUR:

Exam One

WEEK FIVE:

Read Murphey, chapter 14, The Rise of British Power in India, and Spodek, 20, China and India

Robert Clive and the Beginnings of British India

From Tolerance to Arrogance

The Revolt of 1857

The Consolidation of British Empire in India

WEEK SIX:

Read Murphey, chapter 15, The Triumph of Imperialism in Asia, and Spodek, 20, China and India

British Imperial India

New Delhi: Indian Summer of the Raj

WEEK SEVEN:

Read Murphey, chapter 15, China Besieged, and Spodek, 19, Japan

Japan Among the Powers

Ito Hirobumi: Meiji Statesman

Asian Women in the New Imperialist Age

WEEK EIGHT:

Read Murphey, chapter 19

Korea and Southeast Asia in the Modern World

WEEK NINE:

Exam Two

WEEK TEN:

Read Murphey, chapter 16, Subjugation, Nationalism, and Revolution in China

China in Decay, chaos and warlordism

Prominent figures in May Fourth Movement

WEEK ELEVEN:

Read Murphey, chapter 16, Subjugation, Nationalism, and Revolution in India

Indian under Colonial Rule

The Beginnings of Indian Nationalism

Enter Gandhi

WEEK TWELVE:

Read Murphey, chapter 17, The struggle for Asia, 1920-1945, and Spodek 19 and 20, Japan,

China and India

India moves towards Independence

China in the 1920s and 1930s

Japan from 1920 to 1941

The war in China

WEEK THIRTEEN:

Read Murphey, chapter 18, Revival, Revolution and Independence in Asia, and chapter 20, South Asia: Independence, Political Division, and Development.

The Revival of Japan

China in Revolution

Partition, Independence and Post-Independence in India

WEEK FOURTEEN:

Read Spodek, 21 and Cleveland, PART III, The Struggle for Independence, Turkey and Iran The Interwar Era to the end of World War II, pp. 171-173

. Chapter 10: Authoritarian Reform in Turkey and Iran, pp. 175-192

WEEK FIFTEEN

Exam Three

WEEK SIXTEEN

Read Spodek 21 and Cleveland, Chapter 19, (The Regimes of Hafiz al-Asad and Saddam Husayn), Iraq in the Era of Saddam Husayn and the Ba'th", pp 408-421,

Chapter 22: The Palestinian Uprising and the Gulf War,

The Gulf Crisis of 1990-1991, pp. 478-490

Complete 2 Article Reviews (Pertinent newspaper or magazine)

CLASS REQUIRMENTS:

- 1. IN THIS CLASS ALL STUDENTS ARE EXPECTED TO WORK IN GROUPS. Throughout the semester, the class would be divided into groups of 4. The instructor will form new groups so that all students have the opportunity to participate equally and develop their skills on leadership and teamwork. The intension is to promote an in-depth knowledge of the subject through critical thinking and "cause and effect", by utilizing active, collaborative, and problem based learning strategies. Remember the most learning takes place when the students are actively engaged with the course.
- 2. Students are expected to read and complete their homework after every class, so that they can be prepared for the class review/discussion that will take place at the beginning of each class. The instructor will call upon students to answer questions in order to review and assess learning.
- 3. ATTENDANCE: Attendance to every class is important as grades are allotted for class participation. The Instructor will pass around an attendance sheet for you to sign in everyday when you come to class. You are expected to sign the attendance sheet within the first 10 minutes of the beginning of the class. If you are not present when the sheet is being passed around, then you will miss your attendance. Students must stay in class throughout the class period. No attendance and points will be given to tardy students or students who leave during the class time without informing the instructor.
- 4. The instructor is willing to make reasonable accommodations for limitations due to any disabilities. Please see me before or after class to discuss any special needs that you may have. Student Services in the College: Please make sure to utilize the tutoring, advising, financial aid, student life, personal and career counseling services in the college.

BOOK REVIEW:-

The name of the book is "An autobiography: the story of my experiments with truth / Mohandas K. Gandhi"; translated from the original in Gujarati by Mahadev Desai.



The book is available in the community college libraries or public libraries. As you are reading, mark significant passages in the book or make notes on a separate sheet of paper. Look for major themes or ideas; and keep track of major events or turning points. This book is Gandhi's autobiography. In the history of the East, Mahatma Gandhi is a towering figure among the modern political ideologists, freedom fighters and philosophers. Gandhi's autobiography provides you with explicit details about his early life, and how he came to believe in his strong philosophies, which later influenced other great political figures. You will come to know Gandhi first as a human being and then as an outstanding philosopher, along with learning about the

depth and richness of Indian culture. Feel free to consult reviews of the book, and if you take material from a published review be certain to give a full citation in your review.

In your review, summarize the book, highlighting the major events that you found interesting, and give your reasons. Include your comments on the value of the book and what did you learn from it about Gandhi. Also include your analysis of Gandhi's philosophy on the political movement of non-violence under Nelson Mandela in South Africa. The review should be double spaced, at least 6 pages long, single spaced. Please proof read and use proper grammar and a clear style. Cite all your quotations.

TWO NEWS ARTICLE REVIEWS FOR WEEK SIXTEEN ON IRAQ

You are expected to research and write TWO Article Reviews

Each typed review should be at least 3 pages each, total 6 pages, single spaced.

After completing your readings, chose your topics related to what has been covered in Cleveland's' chapter 19 and 22. You should select <u>TWO</u> articles from a prominent national newspaper. Your review should follow the guidelines mentioned below:-

- 1. Write atleast One page summary of the article
- 2. Then write atleast Two pages on either agreeing and defending **OR** disagreeing and attacking the article giving your reasons why.
- 3. Each review should be at least 3 pages each, with a total of 6 pages (for both articles). Total 2 articles should be reviewed.
- 4. You are expected to provide the reference of the article that you are reviewing, the name of the newspaper, political science journal or magazine, the date and place of publication, along with the author's name and page numbers. If you find the article through online sources, please provide the web link address, the date of the article published and the author's name. Only national newspapers or international newspapers must be used to write your news articles.
- 5. Copies of your articles have to be submitted along with your reviews.

You can check with the instructor about the topics, before beginning your review. You can also email a draft review to the instructor before submitting the final article review.

PLEASE WRITE YOUR ARTICLE REVIEWS IN YOUR OWN WORDS, SIMPLY COPYING THE ARTICLES WILL NOT GIVE YOU ANY POINTS AND WILL BE REGARDED AS PLAGERISM.

GRADING POLICY

3 Exams x 100 Points = 300 Points	A = 450 - 500
	•
1 Book Review = 100 Points Two Article Reviews x 50 = 100 Points	B = 400 - 449
Total = 500 Points	C = 350 - 399
•	D = 300 - 349
	F = 0 - 299

The final grade is contingent upon the student's completion of all assignments: exams, research papers, and onsite visit. IMP:- If you are receiving Financial Aid, please check with the Financial Aid office about your grade requirements.

The current syllabus could be changed at the discretion of the instructor. Any changes would be announced in class and should be considered adequate notification to all class enrollees, whether present or not. It is the student responsibility of remaining informed of all class matters.

A HISTORY OF A SIA

FIFTH EDITION

RHOADS MURPHEY

Brief Contents

Detailed Contents v
Contents by Country or Region x
List of Maps xi
List of Documents xii
Preface xiii
Author's Note to the Reader xvii

About the Author xix

A Note on the Spelling of Asian Names
and Words xx

Wade-Giles/Pinyin Equivalents xxi

Map: Monsoon Asia xxii

Chronology xxiv

Introduction • Monsoon Asia as a Unit of Study 1

- 1 Prehistoric Asia 10
- 2 Asian Religions and Their Cultures 21
- 3 The Traditional Societies of Asia 43
- 4 The Civilization of Ancient India 64
- 5 The Civilization of Ancient China 89
- 6 Medieval India 112
- 7 Early and Medieval Southeast Asia 126
- 8 China: A Golden Age 141
- 9 Early, Classical, and Medieval Japan and Korea 162
- 10 Mughal India and Central Asia 185
- 11 New Imperial Splendor in China: The Ming Dynasty 206
- 12 The West Arrives in Asia 229
- 13 Manchu China and Tokugawa Japan 249
- 14 The Rise of British Power in India 277
- 15 The Triumph of Imperialism in Asia 302
- 16 Subjugation, Nationalism, and Revolution in China and India 330
- 17 The Struggle for Asia, 1920–1945 357
- 18 Revival and Revolution in Japan and China 388
- 19 Korea and Southeast Asia in the Modern World 418
- 20 South Asia: Independence, Political Division, and Development 449
- 21 Asia at the Start of the Twenty-First Century 477

Acknowledgments A1

Index 11

Second Edition 🔷 Volume II: Since 1100 (MANAGEMENT) SPODEK

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BRIEF CONTENTS

reface ntroduction PART 5	I3 I8	16 THE INDUSTRIAL REVOLUTION 1740–1914 The Global Consequences of Industrial Expansion and Imperialism	517
World Trade 11002176 Channels of Communication: The Exchange of Commodities, Diseases, and Culture		17 SOCIAL REVOLUTIONS 1830–1914 Urbanization, Gender Relations, and Nationalism West and East PART 8	557
.2 ESTABLISHING WORLD TRADE ROUTES .100–1500 The Patterns and Philosophies of Early Economic Systems	372	Exploding Technologies	
.3 THE UNIFICATION OF WORLD TRADE .500–1776 The Invisible Hand Reaches Out: A Capitalist Vorld System Appears	409	1914–2000 Contested Visions of a New International Order 18 TECHNOLOGIES OF MASS-PRODUCTION AND DESTRUCTION 1914–2000	594
Migration: Free People and Slaves		What is a Technological System and Why is it Important? 19 THE SOVIET UNION AND JAPAN 1914–2000	640
"Be Fruitful and Multiply, Fill up the Earth and Subdue It": Demographic Changes in a New Global Ecumene		Playing Technological Catch-Up With the West 20 CHINA AND INDIA 1914–2000	677
14 DEMOGRAPHY AND MIGRATION .300–1750 The Movement of Peoples Around the Earth PART 7	444	The Giant Agrarian Nation-Worlds 21 THE MIDDLE EAST AND NORTH AFRICA 1880s–2000 Nationalism, Culture, and Technology	713
Social Change 1688-1914 Western Revolutions and Their Export		22 Sub-Saharan Africa 1914–2000 Colonialism, Independence, and their Aftermath	741
15 POLITICAL REVOLUTIONS IN EUROPE AND THE AMERICAS 1688–1850 The Birth of Human Rights in the Age of Enlightenment	478	23 LATIN AMERICA 1870–2000 The Search for an International Policy on Economics and Technology and a Domestic Policy on Ethnicity and Culture	774

A History of the MODERN MIDDLE EAST

THIRD EDITION



WILLIAM L. CLEVELAND

PART THREE

	nd of World War II	171
10	Authoritarian Reform in Turkey and Iran	175
11	The Arab Struggle for Independence: Egypt, Iraq, and Transjordan from the Interwar Era to 1945	193
12	The Arab Struggle for Independence: Syria, Lebanon, and Saudi Arabia from the Interwar Era to 1945	217
13	The Palestine Mandate and the Birth of the State of Israel	239
The	RT FOUR Independent Middle East from the End of	273
	Vorld War II to the 1970s	
14	Democracy and Authoritarianism: Turkey and Iran	275
15	The Middle East in the Age of Nasser: The Egyptian Base	301
16	The Middle East in the Age of Nasser: The Radicalization of Arab Politics	323
17	Israel and the Palestinians from 1948 to the 1970s	345
A'	RT FIVE Time of Upheaval and Renewal: The Middle East From the 1970s to the 1990s	369
18	Changing Patterns of War and Peace: Egypt and Lebanon in the 1970s and 1980s	373
19	The Consolidation of Authoritarian Rule in Syria and Iraq: The Regimes of Hafiz al-Asad and Saddam Husayn	397
20	The Iranian Revolution and the Resurgence of Islam	423
21	The Arabian Peninsula in the Petroleum Era	451

		_ontents	VII
22	Challenges to the Existing Order: The Palestinian Uprising and the Gulf War		473
23	A Peace So Near, A Peace So Far: Israeli-Palestinian Relations Since the Gulf War		499
24	Patterns of Continuity and Change in the Central Middle Essince the Gulf War		519
Epilo	ogue		541
Gloss	sary		549
Seleci	t Bibliography		555
Index	×.		579

