

Polytechnic, Tempe, and West campuses

1.) DATE: 01/20/09	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HIS Number: 114 Title: History of Eastern Civilization from 1850 to Present Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: DR. VASWATI GHOSH PHONE: 602 787 7194 FAX: 602 787 7896	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> Social and Behavioral Sciences (SB) <u>Awareness Areas:</u> Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHIS prefix <input type="checkbox"/> Elective Effective date: 2009 Fall Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: JANICE MILLER Chair/Director Signature: <i>Janice Miller</i>	

AGSC Action: Date action taken: Approved Disapproved
Effective Date:

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

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

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
X	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course comps 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 10, 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 18, 19, 20 Spodek text 16, 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review
X	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Course comps 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 10, 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 18, 19, 20 Spodek text 16, 19, 20, 21 Cleveland Text 10, 19, 22 Gandhi Book Review
		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 		
X	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	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 Gandhi Book Review

ASU--[SB] CRITERIA			
X	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>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</p>
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p>	
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. 	
		<ul style="list-style-type: none"> • Courses with primarily natural or physical science content. 	
		<ul style="list-style-type: none"> • Courses with predominantly applied orientation for professional skills or training purposes. 	
		<ul style="list-style-type: none"> • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
HIS	114	HISTORY OF EASTERN CIVILIZATION 1850 TO PRESENT	SOCIAL AND BEHAVIORAL

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)
Course is designed to advance basic understanding and knowledge about human interaction.	Through this course students develop an understanding of the dynamics of control, conflict and assimilation in British India, knowledge of human interactions through the study of Japan, Vietnam, and Korea, deep social and behavioral perspectives through the exploration of the rise of Communist China, the forces of nationalism and independence movement in India and Pakistan, Japan's military tradition, expansionism, and transformation in post war era. Students are provided with a unique insight into the character and development of political, historical, social, cultural and religious trends in the non-Western world.	Course comps 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 10, 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 18, 19, 20 Spodek text 16, 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review
Course content emphasizes the study of social behavior such as that found in: HISTORY .	This course provides a survey of the socio-political history of South Asia, Southeast Asia and the Middle East from mid-nineteenth century to the present. Of particular importance to the social-behavioral studies is the colonial legacy in British India and the growth of nationalism in present day Turkey, Iran and Iraq.	Course comps 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 10, 12, 13, 14, 16 Murphey text 12, 13, 14, 15, 16, 18, 19, 20 Spodek text 16, 19, 20, 21 Cleveland text 10, 19, 22 Gandhi Book Review

<p>Course emphasizes: b. the distinct methods of inquiry of social and behavioral sciences.</p>	<p>Throughout this course students are provided with the comparative analysis of historiography such as the Colonial (British) and Indigenous (Indian) interpretations of the Revolt of 1857, a critical task in the development of an historian's mind. The course meets the criteria for social and behavioral studies as it emphasizes student engagement in the historical analysis of primary source documents such as Sun Yat-Sen's writings of the <i>San Min Chu-I</i> (Three Principles), V. D. Savarkar's Presidential Address at the 20th Session of the All-India Hindu Mahasabha, 1938, and the contemporary writings of Kato Shidzue on the female perspective of the rise of militarism in Japan and their constitutional legal rights in postwar Japan.</p>	<p>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 Gandhi Book Review</p>
<p>Course illustrates use of social and behavioral science perspectives and data.</p>	<p>The class provides the students with a broad and global perspective on cause and effect by studying contemporary historical data such as Mahatma Gandhi's autobiography, 'My Experiments with Truth,' and its influences on the World. Students are exposed to the stimulus of historical discovery and interpretation of data through the study of news articles on contemporary Asian and Middle Eastern issues through national and international news articles.</p>	<p>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</p>

JUSTIFICATION FOR SOCIAL AND BEHAVIORAL SCIENCE DESIGNATION

HIS 114 – ‘History of Eastern Civilization from 1850 to Present provides a comprehensive survey of the socio-political history 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 human interactions through the study of Japan, Vietnam, and Korea, deep social and behavioral perspectives through the exploration of the rise of Communist China, the forces of nationalism and independence movement in India and Pakistan, Japan’s military tradition, expansionism, and transformation in post war era. Above all the class provides the students with a broad and global perspective on cause and effect by studying contemporary historical data such as Mahatma Gandhi’s autobiography, ‘My Experiments with Truth,’ and its influences on the World. Of particular importance to the social-behavioral studies is the colonial legacy on Modern Middle East and the growth of nationalism in present day Turkey, Iran and Iraq. Throughout the course students are trained in the tools of historical inquiry through comparative analysis of historiography 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. The course meets the criteria for social and behavioral studies as it emphasizes student engagement in the historical analysis of primary source documents 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 contemporary writings of Kato Shidzue on the female perspective of the rise of militarism in Japan and their constitutional legal rights in postwar Japan.

Official Course Description: MCCCCD 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.

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MCCCCD 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)

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MCCCCD 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

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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

IMPORTANT:- *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 mid-nineteenth 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 World War 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 REQUIREMENTS: 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 **TWO** 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

B = 400 - 449

Two Article Reviews x 50 = 100 Points

C = 350 - 399

Total = 500 Points

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.



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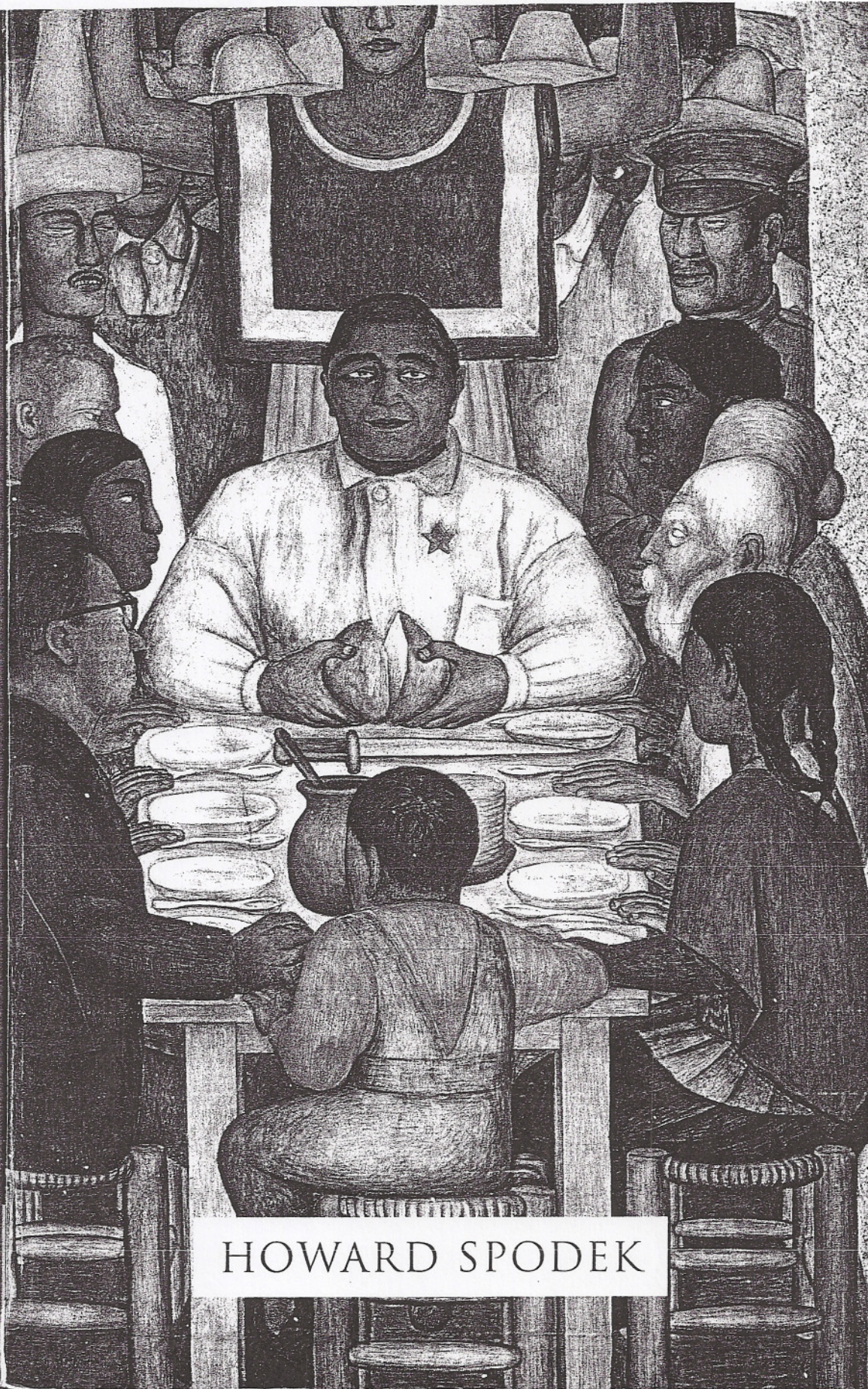
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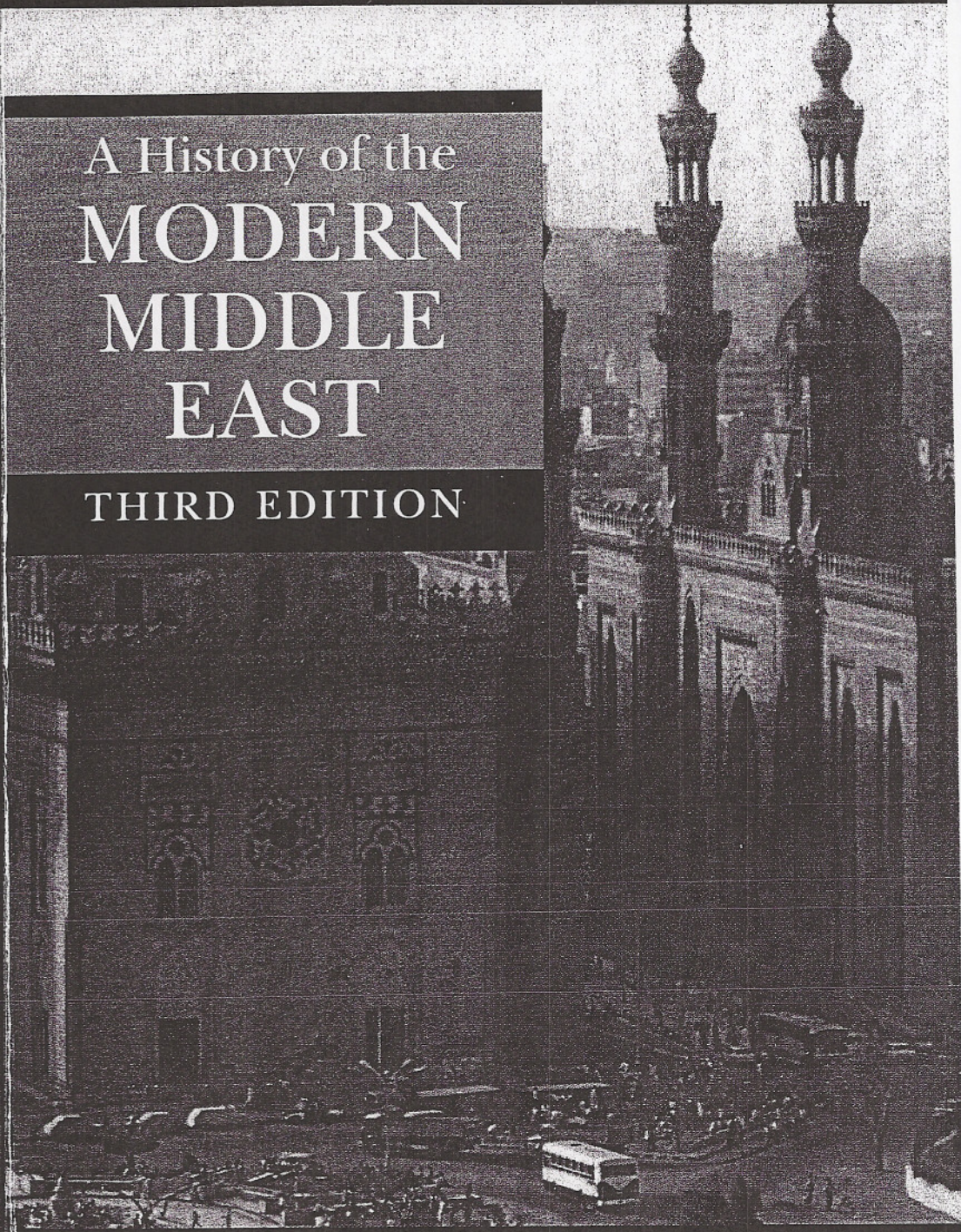
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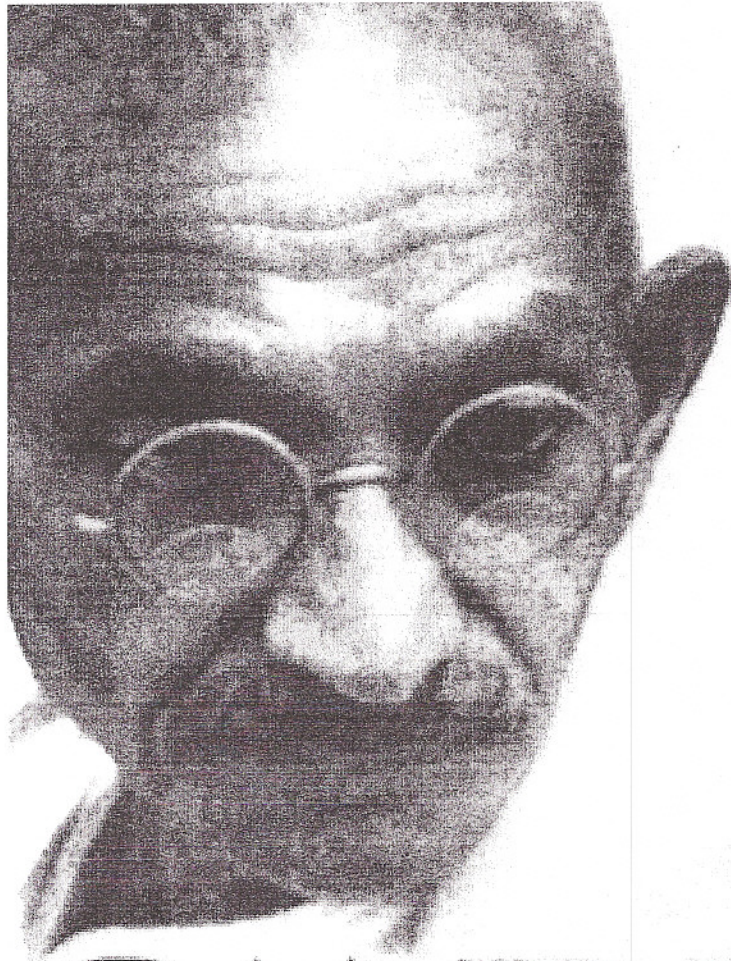
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