

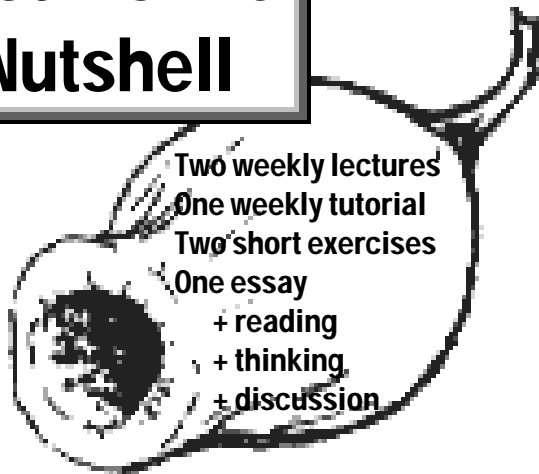
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20. General Reading Guide..... p. (i)

Hist 116 in a Nutshell



ASSESSMENT PACKAGE

Exercise 1:	library and map exercise <i>due on 24th July</i>	<i>worth 10%</i>
Exercise 2:	on Indian nationalism (about 1200 words) <i>due on 14th August</i>	<i>worth 25%</i>
Essay:	See choices, pp. xv – xxvi (1500 - 2000) <i>due on 25th September</i>	<i>worth 35%</i>
Exam:	based on lecture content (2 hours) <i>on a date to be announced</i>	<i>worth 30%</i>

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>

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

Tutors: Dr Vanessa Ward
Old Kirk 419 Phone: 463-6774
Email: vanessa.ward@vuw.ac.nz

Peter Carter
Old Kirk 421; Phone 463-6759
Email: peter.carter@vuw.ac.nz

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

Timetable: Lectures: Tuesdays at 4 p.m. and Wednesdays at 5 p.m. in **Hunter** (HU) Lecture Theatre 323

Tutorial times will be arranged in the first week of term and will be posted on the History Programme noticeboard by Friday 14th July

Information about any changes to the programme or timetable will be announced in lectures and posted on the Programme's noticeboard as well as under "Announcements" in Blackboard.



2. HOW TO USE BLACKBOARD

HIST116 is on-line in Blackboard.

To access Blackboard:

- ◆ open an internet browser;
- ◆ go to the VUW Blackboard Homepage:
<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 2 exercises and the essay can be found here.

Instructions about written preparation for each tutorial 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..



You will find click-on buttons with these headings on the left-hand side of HIST116's home page in Blackboard

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.

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 **skills 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, revolution, status, class, society, ideology, nationalism.....
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

History 116 is an internally assessed course, but for reasons of equity and fairness to all, the assessment requirements 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 (worth 10% of the total grade); deadline for submission is 24th July
 - (ii) A “chronology and short account”, due to be submitted on or before 14th August and worth 25% of the final grade
 - (iii) ONE **essay**, (1500 – 2000 words) which is to be submitted on or before the 25th September 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 2 examination period is from 20th October to 11th November
 - 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 20th October. A list of students who have completed the assigned work will be posted on the History Programme noticeboard.

PLEASE NOTE that **20th October** 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 **20th October** 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 REponsibility 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 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. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and

ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

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

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 second trimester courses in 2006, the starting point for this period is **Monday, 25th September**.

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 Examination Statute 6-10 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 those regarding assessment and course of study requirements, and formal academic grievance procedures.

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 can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the 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 or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with 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:

www.vuw.ac.nz/policy/AcademicGrievances.

14. DISABILITIES CO-ORDINATOR

Students with Disabilities

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

Telephone: 463-6070 Email: disability@vuw.ac.nz

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you

concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Ann McDonald, Student Support Co-ordinator	2 Wai-te-ata Road
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/ Email: student-services@vuw.ac.nz.

VUWSA employs two 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 is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984 Email:
education@vuwsa.org.nz.

The Disabilities Co-ordinator for History is Pauline Keating, OK418; phone: 463-6760; email pauline.keating@vuw.ac.nz.

15. LECTURE PROGRAMME

Introduction

Tues 11th July Studying History; Studying Asian History
[Dr Keating/Dr Bandyopadhyay]

Topic 1: East Meets West: an Overview

Wed 12th July Early East-West Encounters and the beginnings of the European push into Asia
[Dr Keating]

Tues 18th July For God, Gold and Empire: the high-tide of Western imperialism in Asia [Dr Bandyopadhyay]

Topic 2: India

Wed 19th July India: Twilight of the Mughals
[Dr Bandyopadhyay]

Tues 25th July India: Trade and Empire: The process of British annexation [Dr Bandyopadhyay]

Wed 26th July India: Indigenous Responses: Social change in the early colonial period
[Dr Bandyopadhyay]

Tues 1st August India: Revolt and Resistance: The emergence of Indian nationalism
[Dr Bandyopadhyay]

Wed 2nd August India: Gandhi and Freedom
[Dr Bandyopadhyay]

Topic 3: China

Tues 8th August China: From the Jesuits to the Opium Traders [Dr Keating]

Wed 9th August China: Carving up the Chinese Melon
[Dr Keating]

Tues 15th August China: The rise of Chinese nationalism
[Dr Keating]

Wed 16th August China: Revolutionary Nationalists: Chiang Kai-shek and Mao Zedong
[Dr Keating]

Mid-trimester Break

Tues 5th Sep China: “The Chinese people stand up”
[Dr Keating]

Topic 4: Japan

Wed 6th Sep Japan: From Francis Xavier to Commodore Perry [Dr Keating]

Tues 12th Sep Japan and the Western Powers in the 19th century [Dr Keating]

Wed 13th Sep Japan: Nationalism and the rise of militarism
[Dr Keating]

Tues 19th Sep Japan: Democracy versus Militarism, 1920s - 1930s [Dr Keating]

Wed 20th Sep Japan: Hiroshima and its Consequences
[Dr Ward]

Topic 5: Southeast Asia

- Tues 26th Sep Western colonization and nationalist stirrings in Southeast Asia [Dr Keating]
- Wed 27st Sep Nationalism in Southeast Asia: Myanmar (Burma) [Dr Bandyopadhyay]
- Tues 3rd October Nationalism in Southeast Asia: Indonesia [Dr Bandyopadhyay]
- Wed 4th October Nationalism and Communism in Vietnam (1) [Dr Bandyopadhyay]
- Tues 10th October Nationalism and Communism in Vietnam (2)
- Wed 11th October Revision [Dr Keating and Dr Bandyopadhyay]



“East Meets West”?

16. COURSE OVERVIEW

	Dates	Lectures	Tutorials	Assignments
Week 1	Tues 11 th Jly Wed 12 th Jly	1. Introduction: Studying History, Studying Asian History 2. Early East-West encounters and the beginnings of the European push into Asia	No tutorials this week	[Distribution of Short Exercise 1]
Week 2	Tues 18 th Jly Wed 19 th Jly	3. For Gold, God and Empire: The high-tide of Western imperialism in Asia 4. <u>India</u> : Twilight of the Mughals	East Meets West <i>Reading and note-taking</i> <i>Types of sources</i>	
Week 3 →	<u>Mon 24th Jly</u> Tues 25 th Jly Wed 26 th Jly	5. <u>India</u> : Trade and Empire: The process of British annexation 6. <u>India</u> : Indigenous Responses: Social change in the early colonial people	The British annexation of India <i>Footnoting</i>	Exercise 1 [10%] due at 6 p.m.
Week 4	Tues 1 st Aug Wed 2 nd Aug	7. <u>India</u> : Revolt and Resistance: The emergence of India nationalism 8. <u>India</u> : Gandhi and Freedom	India: Towards Freedom <i>Reading and note-taking</i> <i>Help with Short Exercise 2</i>	
Week 5	Tues 8 th Aug Wed 9 th Aug	9. <u>China</u> : From the Jesuits to Opium 10. <u>China</u> : Carving up the Chinese melon	Foreign imperialism in China <i>Paragraphing</i>	
Week 6 →	<u>Mon 14th Aug</u> Tues 15 th Aug Wed 16 th Aug	11. <u>China</u> : The rise of Chinese nationalism 12. <u>China</u> : Revolutionary Nationalists: Chiang Kaishek and Mao Zedong	The rise of Chinese nationalism The <i>meanings</i> of nationalism and revolution	Exercise 2 [25%] due at 6 p.m.
:				
Mid-trimester break				

COURSE OVERVIEW (CONT.)

	Dates	Lectures	Tutorials	Assignments
Week 7	Tues 5 th Sep Wed 6 th Sep	13. <u>China</u> : “The Chinese people stand up” 14. <u>Japan</u> : From Francis Xavier to Commodore Perry	<i>Feedback on Exercise 2</i> Discussion of essay topics	
Week 8	Tues 12 th Sep Wed 13 th Sep	15. <u>Japan</u> and the Western powers 1927 - 1937 16. <u>Japan</u> : Nationalism and the rise of militarism	Japan’s Meiji modernisation <i>Interpreting the essay question</i> <i>Introductions</i> <i>Constructing an argument</i>	
Week 9	Tues 19 th Sep Wed 20 th Sep	17. <u>Japan</u> : Democracy versus militarism, 1920s - 1930s 18. <u>Japan</u> : Hiroshima and its consequences	Japanese empire-building <i>Constructing an argument</i>	
Week 10 →	Mon 25 th Sep Tues 26 th Sep Wed 27 th Sep	19. Western colonisation and nationalist stirrings in Southeast Asia 20. Nationalism in SE Asia: <u>Myanmar</u> (Burma)	The West arrives in SE Asia <i>Note-taking</i> <i>Constructing an argument</i> <i>Types of sources</i>	Essay [35%] Due at 6 pm
Week 11	Tues 3 rd Oct Wed 4 th Oct	21. Nationalism in SE Asia: <u>Indonesia</u> 22. Nationalism and Communism in <u>Vietnam</u> (1)	Nationalism in SE Asia: Myanmar <i>Reading wisely and selectively</i>	
Week 12	Tues 10 th Oct Wed 11 th Oct	23. Nationalism and Communism in <u>Vietnam</u> (2) 24. Revision lecture	Nationalism and Communism in Vietnam <i>Reading wisely and selectively</i>	
→ <i>date to be announced</i>				Exam [30%]

17. COURSE READING

Essential text

HIST116 Book of Readings available at Student Notes

Recommended Texts

Rhoads Murphey, *A History of Asia* N. Y.: Harper Collins, 1996

Burton Stein, *A History of India* Oxford: Oxford University Press, 1998

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

Milton Osborne, *Southeast Asia: an introductory history* St Leonards, NSW: Allen and Unwin, 1995.

John K. Fairbank, Owen Reischauer and Albert Craig, *East Asia: Tradition and Transformation* Revised edition, Boston: Houghton Mifflin, 1989.

18. COURSE ASSIGNMENTS

1. Short Exercise 1

Due Date:

10%

Monday 24th July

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 11th July. It can also be downloaded from Blackboard (Click on the “Assignments” button...). But note – you need to submit a hard copy.

2. Short Exercise 2 (about 1200 words)

25%

Due Date:

Monday 14th August

This exercise is designed to get you practising some of the essential skills you need to apply to the study and written analysis of historical events and problems.

REQUIRED READING:

You are required to use ONLY the tutorial materials for Week 4 (India: Towards Freedom).

QUESTION:

The exercise is based on the following question:

How did the internal divisions in Indian society affect the development of nationalist movement in India in the late nineteenth and early twentieth centuries?

1. **CHRONOLOGY** (worth 20%): about 200 words
Using the extracts by Burton Stein, Peter Robb and Peter Hees, prepare a chronological table of major events related to the rise of nationalism in India between the 1880s and 1947.
2. **SHORT ACCOUNT** (worth 80%): about 1000 words
Explain the role of British colonial rule in the development of Indian nationalism, and discuss the various forms of social divisions (that is, religion, class and caste) that created problems for the nationalist movement in India between the 1880s and her independence and partition in 1947.

In this exercise we want to see you applying some **specific skills** listed in the *Course Reader* on pp. iv - v. In particular, you are asked to demonstrate:

- your understanding of the meaning of the term "nationalism", its different forms and its inherent "contradictions", as they developed in India in the late nineteenth and early twentieth centuries;
- a clear understanding of the role of different factors, particularly of religion, in helping or impeding the growth of nationalism in India;
- an ability to analyse primary sources, and to discuss their meaning and implications;
- an ability to relate historians' account to the relevant primary material;
- an ability to construct an answer to the set question;
- an ability to write clear and correct English;
- an ability to cite sources (i.e., **use footnotes or endnotes**) and construct a **bibliography**)

Footnotes and Bibliography

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

1. Burton Stein, *A History of India*, reproduced in *Hist 116 Course Reader*, 1999, pp. [**] (use *Course Reader* page numbers)
2. The Lahore Resolution of the Muslim League, 24 March 1940, reproduced in *Hist 116 Course Reader*, 1999, p [*]
3. Ibid.
4. Stein, p. [*]

Your **Bibliography** should use the **full format**, as illustrated in the Tutorial Programme for Week 4.

3. **Essay** (1500 – 2000 words) Due Date:

30%
Monday 25th September

Select **ONE** of the 13 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.

Γ ESSAY TOPICS Γ

INDIA

1. Would you argue that it was primarily the trading interests of the English East India Company which dictated a policy of territorial conquest in India?

ΓStart with

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

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

ΓAnd then read.....

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

ΓYou'll find relevant primary sources in

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

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

ΓAdditional Reading:

See **HIST 116 Reading Guide**, pp.2-4.

The following authors are recommended:

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

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

Mukherjee, R., *The Rise and Fall of the East India Company*, Bombay: Popular Prakashan, 1973
 Spear, Percival, *The Oxford History of Modern India 1740-1947*, Oxford University Press, London, 1965, Book I-II.

2. Why did the *sepoys* and sections of the civilian population in India rise in revolt in 1857? Was it a revolt against the forces of modernisation?

ESSAY READINGS:

Γ *Start with*

Bose, S. and Jalal.A., *Modern South Asia*, London & NY: Routledge, 1998, chapter 9.
 Stein, Burton, *A History of India*, Oxford: Blackwell, 1998, Chapters. 5.

Γ *And then read.....*

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

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

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

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

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

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

KEY SECONDARY SOURCES

Γ *You'll find relevant primary sources in*

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

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

Γ *Additional Reading:*

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

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

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

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

The following authors are recommended:
 Metcalf, Stokes, Majumdar, Taylor

3. Would you argue that Mahatma Gandhi's main contribution to Indian nationalism was to transform it from elite politics to mass politics?

ESSAY READINGS:

Γ *Start with ...*

Brown, Judith M., *Modern India: The Origins of an Asian Democracy*, New York: Oxford University Press, 1994, Chapter 4.

Masselos, J., *Indian Nationalism: A History*, New Delhi: Sterling, 1985. (earlier edition: *Nationalism on the Indian Subcontinent*, Melbourne: Thomas Nelson, 1972), Chapter 9-11

And then read.....

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

KEY SOURCES

You'll find relevant primary sources in

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

Additional Reading:

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

See also **HIST 116 Reading Guide**, Section C3:

The following authors are recommended:

- Dalton, Denis, (ed), *Mahatma Gandhi*: Kapil Kumar, Krishna, Low, Pandey, B.N. (ed), *The Indian Nationalist Movement*, Sisson and Wolpert.



Source:

<http://www.mapsofindia.com/tourism/places-related-to-gandhi.jpg>



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

ESSAY READINGS:

Start with

Hsu, Immanuel C. Y., *The Rise of Modern China* London: Oxford University Press, 1975, chapter 16

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

ΓAnd then read.....

Buck, David (ed.), *Recent Chinese Studies of the Boxer Movement* (M.E. Sharpe, N.Y., 1987).

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

Cohen, Paul, ‘Christian missions and their impact to 1900’, *Cambridge History of China*, vol.10, pp. 543 - 590.

Schoppa, R. Keith, *Revolution and its Past: Identities and Change in Modern Chinese History* Upper Saddle River, NJ: Prentice-Hall, 2002, pp. 115 - 120

Spence, Jonathan, *The Search for Modern China* 2nd edition, New York: W. W. Norton, 1999, pp. 229 – 36 [n.b. the page numbers will be slightly different in the 1990 edition]

Harrison, Henrietta, *Inventing the Nation: China* London: Arnold, 2001, pp. 77 - 86

KEY SECONDARY SOURCES

ΓYou’ll find relevant primary sources in

Cheng, Pei-kai and Michael Lestz (eds), with Jonathan Spence, *The Search for Modern China: A Documentary Collection* New York: W.W. Norton, 1999, pp. 184 - 189

Sharf, Frederic A., and Peter Harrington, *China 1900: The Eyewitnesses Speak* London: Greenhill Books, 2000

Pelissier, Roger. *The Awakening of China* New York: Capricorn Books, 1970, pp. 215 - 299

Teng Ssu-yu & J. K. Fairbank, *China’s Response to the West: A Documentary Survey* (Harvard UP, Cambridge, Mass., 1950).

Fei Ch’i-hao, “The Boxer Rebellion, 1900”, in *Modern History Sourcebook*. <http://www.fordham.edu/halsall/mod/1900Fei-boxers.html> (accessed on 15th May 2006)

ΓAdditional Reading:

Cameron, *Barbarians and Mandarins: Thirteen Centuries of Western Travellers in China*, Chicago: University of Chicago Press, 1970, chapter 8

Chesneaux, Jean, *Secret Societies in China in the 19th and 20th Centuries* Hong Kong: Heinemann Educational Books, 1971, pp. 115 - 125

Esherick, Joseph, *The Origins of the Boxer Uprising* Berkeley: University of California Press, 1987

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

See also **Hist 116 Reading Guide**, Section **D2**

The following authors are recommended:

Boardman, Boyd, Cohen, *Christianity in China*, Cohen, “Ch’ing China ...”, Fairbank, *The Missionary Enterprise*, Latourette, Lust

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

ESSAY READINGS

ΓStart with ...

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

ΓAnd then read.....

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

Borthwick, Sally, 'Changes in the Status of Women from the Late Qing to the May 4th Period', in David Pong & E. S. K. Fung (eds), *Ideal and Reality: Social and Political Change in Modern China, 1860-1949* New York: University Press of America, Lanham, 1985, pp. 63 – 91

Croll, Elizabeth, *Feminism and Socialism in China* London: Routledge & Kegan Paul, 1978, chapters 1 to 3

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

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

KEY SECONDARY SOURCES

ΓYou'll find relevant primary sources in

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

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

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

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

ΓAdditional Reading:

See **Hist 116 Reading Guide, Section D4**

The following authors are recommended:

Gilmartin, (1995), Karl and Zarrow, chaps 6, 7 and 8

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

ESSAY READINGS:

ΓStart with ...

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

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

ΓAnd then read.....

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

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

Schwarz, Vera, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919* Berkeley: University of California Press, 1986, chap. 1

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

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

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

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

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

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

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

Essay Readings:**ΓStart with.....**

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

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

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

ΓAnd then read.....

Borton, J., *Japan's Modern Century: From Perry to 1970* New York: The Ronald Press, 1970, chapters 8 and 11

Giffard, Sydney, “The development of democracy in Japan”, *Asian Affairs* [Great Britain], No. 27, Vol. 2 (1996), pp. 275 – 84

Hirakawa Sukehiro, “Japan's Turn to the West” in M. Jansen (ed.), *Cambridge History of Japan* vol. 5, Cambridge: Cambridge University Press, 1989, pp. 432 - 498

Jansen, Marius, “The Meiji Restoration”, in M. Jansen (ed.), *Cambridge History of Japan* vol. 5, Cambridge: Cambridge University Press, 1989, pp. 308 - 366

KEY
SECONDARY
SOURCES

ΓYou'll find relevant primary sources in

Tsunado, Ryusaku et al. (eds), *Sources of Japanese Tradition*
New York: Columbia University Press, 1964
Centre for East Asian Cultural Studies, *The Meiji Japan
through Contemporary Sources*, Tokyo, 1969 – 72, vol. 1, 2
and 3

ΓAdditional Reading:

See **Hist 116 Reading Guide**, Sections **E1, E2, E3 & E4**:

The following authors are recommended:

Section E1: General Histories:

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

Section E2: Western Contact

Barr, Bernstein

Section E3: The Rise of Nationalism:

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

Section E4: Building Democracy:

Arima

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

ESSAY READINGS**ΓStart with ...**

Fujitani, T., *Splendid Monarchy: Power and Pageantry in Modern
Japan* Berkeley: University of California Press, 1996, 184 –
87

Vavich, Dee Ann, “The Japanese Women’s Movement: Ichikawa
Fusae, Pioneer in Women’s Suffrage”, *Monumenta Nipponica*
22: 3 - 4 (1967), pp. 402 – 36

ΓAnd then read.....

Bingham, Marjorie Wall, and Susan Hill Gross, *Women in
Japan*. St. Louis Park, MN: Glenhurst Publications, 1987.

Borton, J., *Japan’s Modern Century: From Perry to 1970*
New York: The Ronald Press, 1970, chapters 8 and 11

Hirakawa Sukehiro, “Japan’s Turn to the West” in M. Jansen
(ed.), *Cambridge History of Japan* vol. 5, Cambridge:
Cambridge University Press, 1989, pp. 432 - 498

Jansen, Marius, “The Meiji Restoration”, in M. Jansen (ed.),
Cambridge History of Japan vol. 5, Cambridge:
Cambridge University Press, 1989, pp. 308 – 366

Mackie, Vera, *Feminism in modern Japan: citizenship,
embodiment, and sexuality* Cambridge: Cambridge
University Press, 2003

Nolte, Sharon & Sally Ann Hastings, “The Meiji State’s
Policy towards Women, 1890 – 1910”, in Gail Lee
Bernstein, *Recreating Japanese Women, 1600 – 1945*
Berkeley: University of California Press, 1991

ΓYou'll find relevant primary sources in

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

ΓAdditional Reading

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

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

Garon, Sheldon, ““Women’s Groups and the Japanese State’:
Contending Approaches to Political Integration, 1890 - 1945”,
Journal of Japanese Studies 19:1 (1993), pp. 5 - 41

Nishikawa Shunsaku, “Fukuzawa Yikichi, 1835 – 1901”, [http://
www.ibe.unesco.org/publications/ThinkersPdf/fukuzawe.pdf](http://www.ibe.unesco.org/publications/ThinkersPdf/fukuzawe.pdf)

Robins-Mowry, Dorothy, *The Hidden Sun: Women of Modern
Japan* Boulder, Colorado: Westview Press, 1983, chapter 2

Tokuza, Akiko, *The Rise of the Feminist Movement in Japan*
Tokyo: Keio University Press, 1999
Tsurumi, E. P., “Feminism and Anarchism in Japan: Takamura
Itsue, 1894 - 1964”, *Bulletin of Concerned Asian Scholars*
17:2 (Apr - June 1985), pp. 2 – 19

See also **Hist 116 Reading Guide**, Section **E6**.

The following authors are recommended:

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

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

ESSAY READINGS

ΓStart with ...

Fairbank, J. K., E. Reischauer and A. Craig, *East Asia: Tradition and Transformation* London: George Allen & Unwin, 1973.
pp. 808 - 817

Murphey, Rhoads, *A History of Asia* New York: Harper Collins,
pp. 354 - 57

Storry, Japan, *A History of Modern Japan* Harmondsworth:
Penguin, 1969, chapter 9

ΓAnd then read.....

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

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

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

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

KEY
SECONDARY
SOURCES

ΓYou'll find relevant primary sources in

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

ΓAdditional Reading

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

The following authors are also recommended:

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

SOUTHEAST ASIA

INDONESIA

10. How did internal social and political divisions pose a challenge for the Indonesian leadership organising the nationalist movement in the twentieth century? How did Sukarno propose to overcome them?

ESSAY READINGS

ΓStart with ...

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

Osborne, Milton. *Southeast Asia: An Introductory History* 7th
edition, St Leonards, NSW: Allen & Unwin, 1997 (use
Index entries for “Indonesia”)

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

Γ *And then read.....*

- Batson, Ben & Paul Kratoska, “Nationalism and Modernist Reform”, in N. Tarling (ed.), *The Cambridge History of Southeast Asia*, Volume 2, Cambridge: Cambridge University Press, 1992.
- Ingelson, John, *The Road to Exile: The Indonesian Nationalist Movement, 1927 – 1934* Singapore: Heinemann, 1979
- Knight, Nick. *Understanding Australia's Neighbours*. (Cambridge University Press, 2004).
- Laffan, Michael, *Islamic Nationhood and Colonial Indonesia: The Umma Belwo the Winds* New York: Routledge, 2002
- Legge, J. D., *Indonesia*, 2nd ed., Sydney: Prentice-Hall, 1977

KEY SECONDARY SOURCES

Γ *You'll find relevant primary sources in*

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

Γ *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*,
Pluvier, Steinberg, Tarling, *A Concise History of Southeast Asia*

Section F2: Western Contact:

- Chandler & Ricklefs, Ingelson, Taylor.

Section F3: The Rise of Nationalism:

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

MALAYA/MALAYSIA

- 11. Narrate and explain the process of decolonisation in Malaya in the mid-twentieth century. Why was Malaya slower to achieve independence than other countries in the Southeast Asia region?**

ESSAY READINGS:

Γ *Start with...*

- Osborne, Milton, *Southeast Asia: An Introductory History* 7th edition, St Leonards, NSW: Allen & Unwin, 1997 (use Index entries for “Malaysia”)
- Pluvier, Jan. *Southeast Asia from Colonialism to Independence* Kuala Lumpur: Oxford University Press, 1974
- SarDesai, D. R., *Southeast Asia: Past and Present* Boulder, Colorado: Westview Press, 1980, pp. 196 – 200

Γ *And then read.....*

- Andaya, Barbara, and Leonard Andaya, *A History of Malaysia*, London: Macmillan, 1982, chapters 6 & 7
- Milner, Anthony, *The Invention of Politics in Colonial Malaya: Contesting nationalism and the expansion of the public sphere* Cambridge & New York: Cambridge University Press, 1995
- Ongkili, James p., *Nation-building in Malaysia, 1946 - 1974* Singapore: Oxford University Press, 1985, chapter 1
- Roff, William, *The Origins of Malay Nationalism* New Haven: Yale University Press, 1967

KEY SECONDARY SOURCES

Γ *You'll find relevant primary sources in*

- Benda, Harry & John A. Larkin, *The World of Southeast Asia: Selected Historical Readings* New York: Harper & Row, 1967
- Learning Curve: Education Services Workshop, “Decolonisation: Malaya and the Gold Coast, 1940 – 1960”,

<http://www.learningcurve.gov.uk/workshops/decolonisation/doc2only.pdf>

Γ **Additional Reading**

See **Hist 116 Reading Guide**, Sections **F1 & F3**

The following authors are recommended:

Section F1: General Histories

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

Section F3: The rise of Nationalism

Drake, Frederick, Kahin, *Nationalism and Revolution in*
Bedlington, Means, *Malaysian Politics*, Rantam, Tate.

MYANMAR (BURMA)

12. What were the differences between middle class nationalism and peasant nationalism in Myanmar (Burma)? How did the Thakin movement seek to bridge the gulf?

ESSAY READINGS:

Γ **Start with...**

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

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

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

Γ **And then read.....**

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

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

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

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

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

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

Γ **You'll find relevant primary sources in**

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

Γ **Additional Reading:**

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

The following authors are recommended:

Osborne, Steinberg, Tarling, Woodman, Ba Maw.

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

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

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

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

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

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

VIETNAM

13. **Would you argue that it was the French decision of 1945 to recolonize Indochina that was primarily responsible for the prolonged warfare in Vietnam?**

ESSAY READINGS:

Γ *Start with...*

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

(Cambridge University Press, 2004).

Mackerras, Colin (ed.), *Eastern Asia: An Introductory History*, Melbourne: Longman, 1992, chapter 18.

Γ *And then read.....*

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

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

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

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

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

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

KEY SECONDARY SOURCES

Γ *You'll find relevant primary sources in*

Cameron, R. M. (ed.), *Viet-nam Crisis: A Documentary History* Ithaca: Cornell University Press, 1971

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

Additional Reading:

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

The following authors are recommended:

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

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



Source: PinkMonkey Online Study Guide: World History
http://www.pinkmonkey.com/studyguides/subjects/worldhis/cha_p10/img10_2.jpg