

Abilene Christian University

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	HIST 491
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kelly Elliott
2	Course Teacher	Kelly Elliott
3	Course Title	China, India, and the West since the Fourteenth Century: Mongols, Poppies, and Satyagraha
4	Course Abbreviation (if title is over 30 characters)	China, India, and the West
5	College	Arts and Sciences
6	Department	History and Global Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	

13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	This course introduces major trends in the history of China and India since the period of the Mongol conquest, with particular attention to themes of empire, technology, religious conflict and toleration, and indigenous

		political movements.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisites for the course are junior standing or the completion of three hours of 100-299 history.
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Fall of even years
22b	How often will it be offered? Spring	
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	Fall of even years
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	HIST 495 The Far East in Modern Times. This course was last taught (as HIST 440) in Fall 2012. It is not a required course in any degree plan, but is a menu option. The new course HIST 491, will replace HIST 495 on these menus.

26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	The course is a menu option (not a requirement) for several degree plans. See attached degree plans for details.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes. It was taught as HIST 440 in Fall 2014. Enrollment was 15 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	There is a minimal content overlap with HIST 131 Global Connections, our world history survey course (taught by both Dr. Ron Morgan and myself). HIST 131 covers the history of the world since 1400 and provides a broad introduction to China during Ming, Qing, revolutionary, and communist eras and India in Mughal, British/nationalist, and modern eras (total time on these topics is about 3 weeks of the 15-week course). HIST 491 will cover the history of China and India since the Mongol conquest in far greater depth and detail over

		a full 15-week semester, using a variety of primary sources and interpretations and requiring students to research in these fields. HIST 131 is survey/introduction; HIST 491 will be intensive, driven by student research and discussion, and will emphasize Asian source material and perspectives. Expectations for student initiative, research, and discussion are much higher in 491.
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	See attached degree plans.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course will replace HIST 495 The Far East in Modern Times, a course whose anachronistic terminology and U.S.-centered approach does not fit the needs or focus of the Department of History and Global Studies. HIST 491 exposes students to the history of India and China and their interactions with the Western world by using primarily Chinese and Indian perspectives in literature, film, philosophy, and other primary materials to explore this history as far as possible on its own terms, rather than from a Western or American point of view. This approach better fits the global and missional emphasis of the university and particularly meets the needs of our many Global Studies students.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is designed for upper-level global studies, history, and social science students, though students in other majors (missions, political science) may also benefit. Prerequisites for the course are junior standing or the completion of three hours of 100-299 history.
2	State the overarching course goal(s) in performance terms.	To promote students' global citizenship, curiosity and compassion. The study of past cultures and of places beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world. Class pedagogy will promote independent thinking, collaboration with other researchers, and civil discussion of ideas.

2. Competencies and Measurements

	Competency	Measurement
1	Describe the major philosophical and religious systems that have shaped Indian and Chinese history and explain their influence on modern Asian and global culture.	Oral exams (mid-term and final), graded in-class discussion of the <i>Analects</i> of Confucius, the dharma sastras, Buddhist <i>tripitakas</i> , the <i>Dao te Jing</i> and English Christian missionary accounts.
2	Discuss the role of internal and external colonization in	In-class debate about <i>sati</i> ; student presentation and

	making modern India and China, and elucidate how Western colonization affected the development of the Chinese and Indian governments, economies, and cultures.	discussion
3	Identify and describe major empires in Chinese and Indian history, and compare and contrast them with one another in terms of leaders, bureaucratic organization, promotion of the welfare of the people, and influence on the wider world.	Oral mid-term and final exams; in-class discussion of public radio piece on the Mongols
4	Understand the role of political philosophy, in particular Western liberalism and communism, in modern Indian and Chinese politics, and explain how Maoist China mobilized communist ideas in the Chinese context.	Screening and in-class discussion of Maoist propaganda film, presentation and discussion of <i>Born Red</i> memoir of Cultural Revolution; presentation and discussion of Gandhi's autobiography
5	Explain the emergence of local political movements and philosophies (such as Gandhi's <i>satyagraha</i> and non-cooperation movements and the Taiping rebellion) and compare and contrast them with Western ideologies.	Presentation/discussion of Gandhi's autobiography and screening/discussion of <i>Gandhi</i> film; in-class discussion of documents connected to Taiping rebellion
6	Use primary sources, including art, film, and literature, to describe the culture and daily lives of	Student research papers and linked in-class presentations; tutorial meeting with professor; oral mid-term and final exams

	common people in China and India since the 14 th century, and use these sources as evidence for historical arguments in both written and oral forms.	
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3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

Jonathan Spence, *The Search for Modern China*, 3rd ed. (Norton, 2013).

Stanley Wolpert, *A New History of India*, 8th ed. (Oxford, 2009).

Sulmaan Wasif Khan, “Cold War Co-operation: New Chinese Evidence on Jawaharlal Nehru’s 1954 Visit to Beijing,” *Cold War History* 11, no. 2 (May 2011), 197-222.

Selections from Sources of Indian Tradition, vol. 1, 2nd ed. Edited by Ainslee T. Embree (Columbia University Press, 1988).

On Buddhism (pages 93-116)

On Islam and the Muslim conquest of India (pages 436-446)

On Sikhism (pages 493-510)

On Hinduism - dharma sastras (pages 209-233)

Selections from Sources of Chinese Tradition, vol. 1, 2nd ed. Compiled by William Theodore de Bary and Irene Bloom (Columbia University Press, 1999).

Confucius and the Analects (pages 41-63)

Daoism (pages 77-94)

Sources on the Mongols (764-779)

Link to the Ramayana of Valmiki.

Selections from Shen Fu, *Six Records of a Floating Life* (Penguin Classics, 1983).

Link to the Autobiography of Mohandas K. Gandhi, *The Story of My Experiments with Truth*. (1925)

Selections from Gao Yuan, *Born Red: A Chronicle of the Cultural Revolution* (Stanford University Press, 1987). Gao Yuan was a middle-school age student who participated in the Great Proletarian Cultural Revolution under Mao Zedong.

Robert Eric Frykenberg, "Christian Missions and the Raj," in *The Oxford History of the British Empire* Companion Series: *Missions and Empire*, edited by Norman Etherington (Oxford University Press), 2005.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.

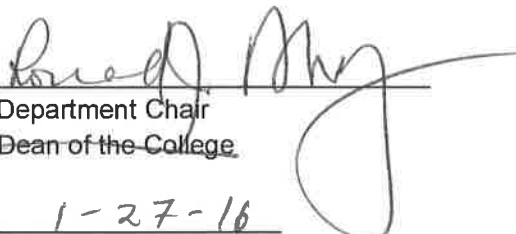
		semester offering.
	9	Provide documentation for all additional attachments here

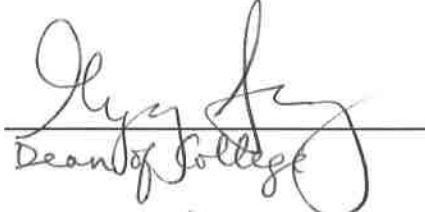
V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

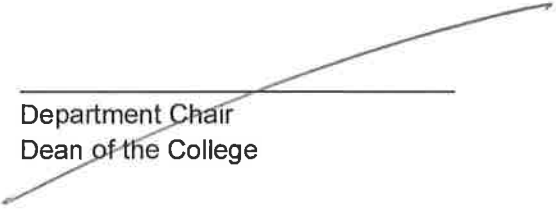
Course Number and Name HIST 491 China, India, and the West

Primary Department


 Department Chair
 Dean of the College
1-27-16
 Date


 Dean of College
2/4/16
 Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*


 Department Chair
 Dean of the College

 Date

 Date

VI. Actions *Place all actions on one page.*

Course ID: HIST 491

Course Title: China, India, and the West

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  2-22-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (undergraduate level courses)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

**HIST 491 China, India, and the West since the Fourteenth Century:
Mongols, Poppies, and Satyagraha**

Dr. Kelly R. Elliott
Office: Hardin Admin 324C
Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: TR 9:20-noon and by appointment

Fall 2016
MWF 10:00-10:50
ADM 322
3 credit hours

Course Description: This course introduces major trends in the history of China and India since the period of the Mongol conquest, with particular attention to themes of empire, technology, religious conflict and toleration, and indigenous political movements. Using a non-traditional seminar-style approach including student presentations, discussion, debate, panel interviews, and film critique, the class will immerse students in translated primary sources, as well as secondary readings and films, in order to present Chinese and Indian history and contemporary issues from multiple, sometimes conflicting, points of view.

The course will not provide a traditional chronological narrative arc. Instead, we will explore topics in Chinese and Indian history and contemporary issues through a series of thematic unit studies, employing a variety of pedagogical approaches with emphasis on student-driven learning. Instead of traditional lectures and discussions based on common readings, the class will include a significant amount of in-class group work and presentations, student-led discussion, and analysis of primary artifacts like film, literature, and art. Students' oral expression will be important to success in this class.

Purpose of this course: To promote students' global citizenship, curiosity and compassion. The study of past cultures and of places beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world. Class pedagogy will promote independent thinking, collaboration with other researchers, and civil discussion of ideas.

Academic Goals/Student Competencies: This course seeks to cultivate understanding of Chinese and Indian society, culture, religion, and economic and political development through examination of major themes and trends in the modern history of these states, their interaction with each other, and their relationship to the West. Upon completion of the course, students should be able to:

	Competency	Measurement
1	Describe the major philosophical and religious systems that have shaped Indian and Chinese history and explain their influence on	Oral exams (mid-term and final), graded in-class discussion of the <i>Analects</i> of Confucius, the dharma sastras, Buddhist <i>tripitakas</i> , the <i>Dao te Jing</i> and

	modern Asian and global culture.	English Christian missionary accounts.
2	Discuss the role of internal and external colonization in making modern India and China, and elucidate how Western colonization affected the development of the Chinese and Indian governments, economies, and cultures.	In-class debate on <i>sati</i> and the Three Gorges Dam; student presentations and discussion related to imperialism, including Opium Wars, unequal treaties, Indian nationalism and independence
3	Identify and describe major empires in Chinese and Indian history, and compare and contrast them with one another in terms of leaders, bureaucratic organization, promotion of the welfare of the people, and influence on the wider world.	Oral mid-term and final exams; graded in-class discussion of BBC Radio 4 piece on the Mongols
4	Understand the role of political philosophy, in particular Western liberalism and communism, in modern Indian and Chinese politics, and explain how Maoist China mobilized communist ideas in the Chinese context.	Screening and in-class discussion of Maoist propaganda film, presentation and discussion of <i>Born Red</i> memoir of Cultural Revolution; presentation and discussion of Gandhi's autobiography
5	Explain the emergence of local political movements and philosophies (such as Gandhi's <i>satyagraha</i> and non-cooperation movements and the Taiping rebellion) and compare and contrast them with Western ideologies.	Presentation/discussion of Gandhi's autobiography and screening/discussion of <i>Gandhi</i> film and <i>Bhaag Milkha Bhaag</i> film; in-class discussion of documents connected to Taiping rebellion

6	Use primary sources, including art, film, and literature, to describe the culture and daily lives of common people in China and India since the 14 th century, and use these sources as evidence for historical arguments in both written and oral forms.	Student research papers and linked in-class research presentations; tutorial meeting with professor; oral mid-term and final exams
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What I expect of you: This course is designed for upper level global studies, history, and social science majors and assumes that students are familiar with such concepts as historiography, ideological bias, objectivity/subjectivity, and primary/secondary sources. Prerequisites for the course are junior standing or the completion of three hours of 100-299 history. All students should check their ACU email accounts regularly. This course is designed to engage students in active learning through critical reflection and discussion at each class meeting. This format will only work if students do required readings/viewings and participate in discussions. If everyone is engaged, this will be an energetic and student-driven class.

What you may expect of me: I will conduct the class with courtesy and sensitivity to all students and to the various perspectives we explore through the course material. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers. The ACU Department of History and Global Studies seeks to examine the experiences of mankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith.

Christian Perspective: This course is taught from a perspective of Christian faith. History students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it, while exercising cultural sensitivity to other systems of belief. This course in particular provides opportunity to comparatively consider a variety of religious traditions, and to self-critically reflect on Christianity's relationship to Western colonialism in Asia.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. Please come and talk to me—I would be delighted to know you better!

“Come now, let us reason together,” says the Lord. Isaiah 1:18

I am not one who was born with knowledge; I am one who loves the past and is diligent in seeking it. Confucius, The Analects

Required texts:

Jonathan Spence, *The Search for Modern China*, 3rd ed. (Norton, 2013).

Stanley Wolpert, *A New History of India*, 8th ed. (Oxford, 2009).

Note: These textbooks are designed primarily to provide context for the topics and themes we’ll explore in depth in class. Readings from these texts will usually not be checked or sometimes even referenced in class, but the wider-angle view of Chinese and Indian history that they provide will give you a broader chronological narrative of Asian history in which you can situate our class discussions. Thus your reading of this material should be largely self-directed.

Additional, primary source readings will be available on the course Canvas site, and peer-reviewed journal articles or selections from monographs will be accessible via J-stor or EBSCO.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in class discussion and presentations given by students and the professor, as well as material from readings, web research, and film. We will have two examinations. Both will contain a traditional written portion, with short answer questions, chronology questions, and a map, as well as an essay portion, which will be taken orally. The oral exam format will conform more closely to course design (oriented toward discussion, questioning, and student-initiated learning) and will provide students with the opportunity to sharpen their oral expression skills.

Assignments:

Source Presentation/Discussion: Pairs or groups of students will be assigned a primary source or a scholarly article. Each pair of students will be responsible for leading the class in discussion of the source on the appropriate day. Students should provide an introduction to the material, explaining context, background information about the author and audience, and possible ideological, philosophical, or religious bias. Then students should lead the rest of the class in discussion of the source. The presentation/discussion should last about half of one class period, approximately 20-25 minutes. Students may use visual aids such as powerpoint, art slides, or film clips to assist in the presentation if such aids are desirable.

Research Paper/Presentation: Students will write an 8-12 page research paper that examines a contemporary issue in India or China from a historical perspective. Topics will be assigned after consultation between professor and student. Each paper topic will dovetail with the research of at least one other student, so that the class will receive the benefit of multiple angles on one issue, resulting in a panel of inter-related research on a topic. Papers should be based on original research from both primary and secondary sources. The final paper is expected to be worthy of submission for presentation at the Undergraduate Research Festival or the Phi Alpha Theta Regional Conference (in fact, the idea is that a group of you with related topics could choose to submit your papers as a collective panel to such a conference).

We will polish these papers over the course of the semester by setting aside class time for individual tutorials between student and professor, as well as for peer editing. Students will pare down final papers for a ten-minute presentation, to be given in class during the final weeks. Note that students who will take the Historiography Capstone course (HIST 459) in the spring semester will be required to submit to a conference as part of that course. It may be useful to polish this paper for that purpose.

Grades for the research paper will be divided into three sections, with three due dates.

1. Annotated bibliography and outline (100 points, due **10 October**) including at least three primary sources and seven secondary sources, with annotation, and a detailed outline of the paper, clarifying where sources will fit into the arc of the argument. Bibliography entries should follow Chicago style format.
2. Final paper (200 points, due **the week of 10 November**) including footnotes and bibliography according to the format outlined in the *Chicago Manual of Style*. The final paper should be 8-12 pages in length and must cite at least three primary and seven secondary sources. It should be double-spaced and in Times New Roman font size 12.
3. Presentation (100 points, due dates vary by topic). Presentations should be polished and professional, in a style appropriate for an academic conference presentation, and should last 10 minutes. Typically, five typed pages of text translate to ten minutes of presentation.

Breakdown of grading, for 1000 total points:

- 400 points research paper
 - 100 points annotated bibliography and outline
 - 200 points final paper
 - 100 points paper presentation
- 100 points source presentation
- 200 points Midterm
- 200 points Final
- 100 points participation (includes participation in debates, panel discussion, and general class activities; also reflects attendance)

Final grades for the course will be based on the percentage of points earned out of total possible points.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 9 classes (20% of the course) will be dropped with a grade of WF.** Because of the unique pedagogical format of this course, students' regular attendance is crucial to the success of the course and the learning of the individual student. If you experience mitigating circumstances that put your attendance record at risk, please contact me immediately so that I can help you. Three tardies constitute one absence.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Monday 25 August – Introduction to course and each other

Wednesday 27 August – Background: geography, timelines, major social/cultural motifs

Friday 29 August – the Mongols and the remaking of Asia

Prepare: listen to “Genghis Khan” on BBC Radio 4: In Our Time (link on Canvas) before Friday’s class. During this week, familiarize yourself with the China and India profile pages on the BBC (links on Canvas).

Week 2: Asian Empires

Monday 1 September – Ming Empire – Zheng He’s voyages, the alliance system

Wednesday 3 September – Ming to Qing

Friday 3 September – Qing and the Taiping Rebellion – Shen Fu presentation

Read: Spence 3-71; Shen Fu selection for Friday (Canvas); Spence 115-135

Week 3: Asian Empires

Monday 8 September – Mughal glory

Wednesday 10 September – The Mughals and the EIC

Friday 12 September – Mutiny and the Raj

Read: Wolpert 130-173

Week 4: Religion and Philosophy

Monday 15 September – Hinduism – presentation/discussion of dharma sastras and Ramayana selections

Wednesday 17 September – Buddhism and Jainism – presentation/discussion of selections from Theravada Buddhist sutras

Friday 19 September – Sikhism and Islam

Read: material from *Sources of Indian Tradition* (Canvas) and the *Ramayana*

Week 5: Religious and Social Issues in Colonial India: Sati Debate

Monday 22 September: Debate prep

Wednesday 24 September: Sati Debate

Friday 26 September: *Bhaag Milkha Bhaag* screening

Read: Wolpert, 207-222

Week 6: Western Imperialism in Modern Asia

Monday 29 September – *Bhaag Milkha Bhaag* screening

Wednesday 1 October – Decolonization and Partition in India: discuss *BMB*

Friday 3 October – The Opium Wars in China

Read: Wolpert, 346-369; Spence 139-163

Week 7: Religion and Philosophy

Monday 6 October – Confucius and Daoism – presentation/discussion of *Analects*

Wednesday 8 October – Christianity engages the East: Protestant missions in Asia – presentation/discussion of Frykenberg chapter

Friday 10 October – Panel Discussion with International Students

Read: selections from the *Analects* and Frykenberg chapter

Due Friday 10 October: Annotated Bibliography and Outline

Week 8: Mid-term

Monday 13 October – MIDTERM EXAM

Wednesday 15 October – MIDTERM EXAM

Friday 17 October – **Fall Break, No class**

Read: none this week

Week 9: War in the Modern Period

Monday 20 October – The Sino-Japanese War

Wednesday 22 October – WWII in Asia

Friday 24 October – The Chinese Civil War; presentation/discussion of Khan article

Read: Spence 257-459 (this is the relevant portion of the text – I do not expect you to read all of it); Khan article on Nehru and Mao

Week 10: Environmental/Social Issues in Modern China: Three Gorges Debate

Monday 27 October – Debate prep

Wednesday 29 October – Three Gorges Debate

Friday 31 October – Introduction to the Great Proletarian Cultural Revolution

Read: On Three Gorges, see Spence 615-638; selections from *Born Red* by Gao Yuan; Spence 514-555

Week 11: Maoist China

Monday 3 November – Maoist propaganda film *Breaking with Old Ideas*

Wednesday 5 November – *Breaking with Old Ideas*

Friday 7 November – *BWOI* discussion – presentation/discussion of *Born Red*

Read: selections from *Born Red* by Gao Yuan (Canvas); Spence 514-555

Week 12: Research Paper Tutorials and Peer Editing

Monday 10 November – sign up for a time to meet with Dr. Elliott

Wednesday 12 November – sign up for a time to meet with Dr. Elliott

Friday 14 November – in-class peer editing

Read: none this week

Research Paper Rough Draft due at the time of your tutorial meeting

Week 13: Gandhi and Satyagraha

Monday 17 November – *Gandhi* film

Wednesday 19 November – *Gandhi* film

Friday 21 November – presentation/discussion of selections from *My Experiments with Truth* and discussion of *Gandhi* film

Read: selections from *My Experiments with Truth* (OpenClass); Wolpert 298-345

Week 14: Research Presentations

Monday 24 November – Research Presentations

Wednesday 26 November – **Thanksgiving – no class**

Friday 28 November – **Thanksgiving – no class**

Read: none this week

Final Research Paper due Monday 24 November

Week 15: Research Presentations

Monday 1 December – Research Presentations

Wednesday 3 December – Research Presentations

Friday 5 December – Research Presentations

Read: Prepare for final exam.

Final Exam: 10-11:45 Tuesday 9 December. The university determines the date and time of the final exam. Final exams cannot be taken early. If you have more than three exams in one day, you may apply to the Dean of the College of Arts and Sciences to have an exam moved to a later date.

January 22, 2016

Dr. Kelly R. Elliott
Hardin Admin 324C
(501)593.0611
Kelly.elliott@acu.edu

Dr. Elliott,

Thank you for the submission of HIST491 Mongols, Poppies, and Satyagraha: China, India, and the West since the Fourteenth Century. I find the syllabus meets the university requirements. Some sections are very exemplary, for instance, the way you link competencies and measurements.

However this letter is not meant to be a final approval in the course application process. It is intended as a reference for the council members, who may have questions or comments of their own. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, reading "Martin Fong".

Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 26, 2016
TO: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for HIST 491 – China, India, and the West

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Karen Hendrick (hendrick@acu.edu), Librarian Liaison to the Department of History and Global Studies, regarding specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

History and Global Studies

HISTORY (BA)

Admission Requirements

Before being admitted to this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 37).

MAJOR REQUIREMENTS

Lower Level Requirements

HIST 117 Civilization I	(3) ₁
HIST 118 Civilization II <i>or</i> HIST 131 World History.....	3
HIST 221 American History I	(3) ₁
HIST 222 American History II	3

Upper Level Requirements

HIST 353 Historical Methods (writing-intensive course)	3
HIST 459 Historiography Seminar (capstone course)	3
4 courses of Advanced United States Selections	12
5 courses of Advanced Non-United States Selections	15

Other Required Courses

GEOG 354 Cultural Geography	3
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ENGL 231 World Literature I <i>or</i> ENGL 232 World Literature II .	3
FREN, FLLA, GER, <i>or</i> SPAN 221, 222	6
Choose 1 course from: ART 101, 221, 222, MUSM 230, 231, 232, 233, THEA 220, <i>or</i> 250	(3) ₁

TOTAL 51

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

ELECTIVES

A minor is optional as part of the electives.

Minimum	21
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TOTAL MAJOR HOURS..... 72

OTHER GRADUATION REQUIREMENTS

Minimum GPA in major	2.25
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in minimum hours required for degree.*

HIGH SCHOOL TEACHER CERTIFICATION - HISTORY (BS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 37).

MAJOR REQUIREMENTS

Teaching Field

GEOG 354 Cultural Geography.....	3
HIST 117 Civilization I	3
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I	(3) ₁
HIST 222 American History II	3

HIST 480 Texas History	3
HIST 496 History for Teachers	3
6 courses of advanced history evenly distributed between U.S. history, European history, and non-European world cultures; must include one writing-intensive course	18
TOTAL	36

Other Required Courses

ECON 260 Principles of Macroeconomics <i>or</i> ECON 261 Principles of Microeconomics	3
HIST 353 Historical Methods (writing-intensive course)	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System.....	(3) ₁
TOTAL	6

₁Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media (capstone course) ...	3
EDUC 432 Secondary Management and Methods (capstone course)	3
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 490 Student Teaching (capstone course)	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
TOTAL	27

ELECTIVES

Minimum	3
TOTAL MAJOR HOURS	72

CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria described on page 115.

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in minimum hours required for degree.*

HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES (BS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 37).

REQUIREMENTS FOR TEACHING FIELD

Social Studies

HIST 117 Civilization I	3
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I*	(3) ₁
HIST 222 American History II*	3

United States History (choose 1 course)

HIST 402, HIST 403, HIST 404, HIST 405, HIST 451, HIST 455, HIST 458, HIST 481, HIST 482, HIST 483, HIST 484, HIST 486 3

European History (choose 1 course)

HIST 413, HIST 418, HIST 419, HIST 458, HIST 472, HIST 474, HIST 486

Non-western History (choose 1 course)

HIST 414, HIST 416, HIST 436, HIST 478, HIST 479, HIST 490,

HIST 491.(replacing HIST 495)..... 3

Other Required Courses

ECON 260 Principles of Macroeconomics	(3) ₁
ECON 261 Principles of Microeconomics	3
GEOG 235 World Geography	3
GEOG 354 Cultural Geography	3
HIST 480 Texas History	3
HIST 496 History for Teachers	3
HIST 353 Historical Methods (writing-intensive course)	3
POLS 225 National Government <i>or</i>	
POLS 226 States and Federal System	3
POLS 384 American Judicial Process <i>or</i>	
POLS 432 Constitutional Law: Civil Rights	3
POLS 381 American Political Process, POLS 491 Recent	
Political Theory, POLS 492 American Political Thought <i>or</i>	
POLS 344 Comparative Politics	3
PSYC 120 Introduction to Psychology <i>or</i> SOCI 111	
Introduction to Sociology	3
TOTAL	48

**All non-transfer students must take HIST 221 and 222 in residence.*

Hours (in parentheses) may also fulfill university requirements
and are not included in total major hours

PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 211 Educational Foundations and	
Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media (capstone course)...	3
EDUC 432 Secondary Management and Methods	
(capstone course).....	3
EDUC 476 Effective Strategies for English Language	
Learners	(3) ₁
EDUC 490 Student Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs	

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(writing-intensive course)	3
TOTAL	24

ELECTIVES

Minimum	0
TOTAL MAJOR HOURS	72

CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria described on page 115.

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in
minimum hours required for degree.*

GLOBAL STUDIES (BA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 37).

MAJOR REQUIREMENTS

Global Studies Core Courses

ECON 260 Principles of Macroeconomics	(3) ₁
ENGL 232 World Literature II	3
GLST 120 Introduction to Global Issues	3
GLST 499 Global Studies Seminar (capstone and writingintensive	
course)	3
HIST 131 World History: Cultures and Connections since	
1400	(3) ₁
POLS 227 Introduction to International Relations	(3) ₁

TOTAL 9

(Hours in parentheses) may also fulfill university requirements and are not included in total major hours

GLOBAL HISTORY, CULTURE, AND STRUCTURES

SELECTIONS:

Global History: Select 1-2 courses from among: HIST 414, 416, 436, 451, 474, 478, 479, 490, 491 (replacing 495)..... 3-6

Global Culture: Select 3-5 courses from among (must include courses from at least two different prefixes): BMIS 245, BMIS 371, BMIS 391, BMIS 420, BMIS 458, COMM 345, ENGL 232, ENGL 499, SPAN or FREN (300-499), GEOG 354, GLST 212*, GLST 214*, or GLST 217* 9-15

Global Structures: Select 3-5 courses from among (must include courses from at least two different prefixes): AENV 130, BUSA 419, COMM 383, ECON 438, ENVR 420, GEOG 235*, HIST 451, POLS 344, POLS 357, POLS 358, POLS 360, POLS 361, POLS 385, POLS 484, POLS 485, or POLS 487 9-15

TOTAL 30

STUDY ABROAD

It is highly recommended that each student "Study Abroad" at least once in order to gain practical cross-cultural learning experiences.

FOREIGN LANGUAGE PROFICIENCY

Sophomore level proficiency in a second language must be demonstrated by students whose first language is English

TOTAL 0-12

ELECTIVES

Students are strongly encouraged to use electives to pursue a complementary Minor or 2 21-33

TOTAL MAJOR HOURS..... 72

OTHER GRADUATION REQUIREMENTS

Minimum GPA in major.....2.70

Minimum GPA for Graduation2.00

Minimum advanced hours 33

Minimum total hours128

*Courses numbered 0** do not count in minimum hours required for degree.*

Minor in History

Choose from: HIST 100-49912

Choose from: HIST 300-499 6

TOTAL18

Minor in Global Studies

GLST 120 Introduction to Global Issues 3

HIST 131 World History: Cultures and Connections since 1400 3

Select 4 courses from among the following (no more than 1 upper-level History course; no more than 2 courses from any other prefix): 12

AENV 130, BMIS 245, BMIS 371, BMIS 391, BMIS 420, BMIS 458, BUSA 419, COMM 345, COMM 383, ECON 260, ECON 438, ENGL 232, ENVR 420, GEOG 354, HIST 414, HIST 416, HIST 436, HIST 451, HIST 474, HIST 478, HIST 479, HIST 490, HIST 491 (replacing 495) GLST 212, GLST 214, GLST 217, GLST 499, POLS 227, POLS 344, POLS 357, POLS 358, POLS 360, POLS 361, POLS 385, POLS 484, POLS 485, or POLS 487

Up to 6 hours of upper-level language courses (e.g., SPAN, FREN;

NOTE: Student may count up to 3 hours of 200-level coursework if taken in the cultural setting of the language in question (e.g., Arabic or

Mandarin in CCCU Best Semester Program, Spanish 211 or 212 in Montevideo, GER 221 or 222 in Leipzig, etc.).

TOTAL18

Ethnic and Women's Studies Minor

Introduction

Prompted by the affirmation of Abilene Christian University's mission statement, ACU offers an interdisciplinary minor in ethnic and women's studies. Both male and female students of every ethnic identity are welcomed and encouraged to pursue this minor. The intent of the minor is not just to provide a token look at the contributions of ethnic groups and women in various fields, but to provide students with a critical filter through which to view other learning and life experiences.

The goals for the ethnic and women's studies minor are:

- To provide resources for the further incorporation of the contributions of ethnic groups and women into all pertinent disciplines.
- To examine cultural assumptions about ethnicity, gender, race and class in light of information made available by new research about current issues that ethnic groups and women face academically, professionally and personally.
- To address the intersections of ethnicity, race, class and gender in contemporary society from a Christian perspective.
- To establish in the campus community an awareness of the values, contributions and perspectives of ethnic groups and women.

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ETHNIC AND WOMEN'S STUDIES MINOR

HIST 250 Introduction to American Ethnic and Women's Studies3

Selection, 15 hours: (≥2 courses from each area) 15

a. Women's studies: BIBM 405, COMM 450, HIST 455 or ENGL 464

b. Ethnic studies: COMM 345, ENGL 470 or HIST 455

TOTAL 18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 165).

Courses offered by the Department of History and Global Studies include those with the following designations: FLLA, GEOG, GLST, and HIST.