

HIST 440
Mongols, Poppies, and Satyagraha:
China, India, and the West since the Fourteenth Century

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 2014
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:

- Describe the major philosophical and religious systems that have shaped Indian and Chinese history and explain their influence on modern Asian and global culture.

- 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.
- 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.
- 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.
- Explain the emergence of local political movements and philosophies (such as Gandhi's *satyagraha* and non-cooperation movements and the Taiping rebellion) and compare and contrast them with Western ideologies.
- Use primary sources, including art, film, and literature, to describe the culture and daily lives of common people in China and India since the 14th century, and use these sources as evidence for historical arguments in both written and oral forms.
- In writing and class discussion, analyze and criticize the argument of a primary source or a historical monograph or article, and place historical writing in its historiographical context.
- Research, write, and present a scholarly paper that employs both primary and secondary sources to make a historical argument about a phenomenon of modern Chinese or Indian history.

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 a fast-paced, 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. ACU's College of Arts and Sciences mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. 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 OpenClass site, and peer-reviewed journal articles or selections from monographs will be accessible via J-stor or EBSCO. These include:

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.

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, and 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>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

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 OpenClass) before Friday's class. During this week, familiarize yourself with the China and India profile pages on the BBC (links on OpenClass).

Week 2: Asian Empires

Monday 1 September – Ming – 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 (OpenClass); 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* (OpenClass) and the *Ramayana*

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

Monday 22 September: Debate prep (Dr. Elliott doing Spotlight for Cornerstone)

Wednesday 24 September: Sati Debate

Friday 26 September: *Bhaag Milkha Bhaag* (Dr. Elliott at Conference on Faith and History)

Read: Wolpert, 207-222

Week 6: Western Imperialism in Modern Asia

Monday 29 September – *Bhaag Milkha Bhaag*

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 article

Friday 10 October – Panel Discussion with International Students

Read: selections from the *Analects* and Frykenberg article

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 – *Hibiscus Town*

Wednesday 5 November – *Hibiscus Town*

Friday 7 November – Hibiscus Town discussion – presentation/discussion of *Born Red*

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

Week 12: Research Paper Consultations 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*

Wednesday 19 November – *Gandhi*

Friday 21 November – presentation/discussion of selections from *My Experiments with Truth* and *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 Registrar to have an exam moved to a later date.