DAY 1 WARM UP: IMPERIALISM—WHAT IS IT?
TWO TYPES:

– “Old Imperialism” -- European powers did not acquire territory (except for Spain in Americas and Portugal in Brazil) but did build a series of trading stations
  • Respected and frequently cooperated with local rulers in India, China, Japan, Indonesia, and other areas where trade flourished.
– “New imperialism” -- tended to favor direct conquest of territories and creation of formal empires.
  • Under old imperialism, Africa and Asia had seen limited European intrusion and most contacts had been coastal in nature... Now, entire continents now came under European Influence!

Why Imperialism? Reasons:

1) Social Darwinism — the theory that competition among nations for more territory is based on survival of the fittest.
   - According to Charles Darwin’s theory of evolution — the strongest organisms with the best adaptations will survive.
2) "White Man’s Burden": preached that the "superior" Westerners had a duty to bring their culture to "uncivilized" peoples in other parts of the world - Poem by Rudyard Kipling
3) Germany and Russia wanted to divert popular attention from the class struggle at home to create a false sense of national unity.
4) Nationalistic rivalries — Who is the better country?
   - Nationalism — A sense of pride in one’s country.
5) Competition to get more markets to buy and sell goods in new territories.
Bellwork

Read this selection from Rudyard Kipling’s The White Man's Burden (1899) and answer the following questions:

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

1. What does he mean by “the White Man’s Burden”?
2. What was the exile of which he spoke?
3. What does the word captives indicate?
4. What does this have to do with imperialism?

The Age of Imperialism: Concept Definition Map
Directions: Fill in the following information as you read about the concept.

What is it? (Definition)

What is it like? (Characteristics)

Examples
European Control Worldwide

- Most of the Old World was under European control until the mid-20th century.
  - Except Siam, Iran, Japan and its colonies,
  - Liberia and Ethiopia
  - Met with resistance in Asia and Africa

### Causes of Imperialism

<table>
<thead>
<tr>
<th>Economic Motives</th>
<th>The Industrial Revolution created an insatiable demand for raw materials and new markets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalism</td>
<td>European nations wanted to demonstrate their power and prestige to the world.</td>
</tr>
<tr>
<td>Balance of Power</td>
<td>European nations were forced to acquire new colonies to achieve a balance with their neighbors and competitors.</td>
</tr>
<tr>
<td>White Man's Burden</td>
<td>The Europeans’ sense of superiority made them feel obligated to “civilize the heathen savages” they encountered.</td>
</tr>
</tbody>
</table>
Warm Up:

- What’s the meaning of this cartoon?
1. **Mercantilism** → Economic policy that required nations to colonize weaker nations to obtain natural resources

2. **Global expansion** → Trade routes needed to be protected
   - East India Company — monopoly on trade with India

3. **Success in wars** → Ireland — 1100’s – 1600’s
   - Treaty of Utrecht
     - Nova Scotia, Newfoundland; a monopoly on the slave trade in Spanish America
   - Treaty of Paris, 1763, Seven Years’ War
     - All of French Canada
     - East India Company pushed France out of India
   - Boer War, 1899-1902, Africa
   - Opium Wars, 1841-1842, China
   - World War I, 1914-1918
   - World War II, 1939-1941

4. **Superior naval power** → Most powerful navy in the world, 1760’s -
   - Captain Alfred T. Mahan, *History of Naval Power* ....

5. **Few restrictions on trade** → British monopoly on trade
   - East India Company
     - Dec. 31, 1600, British government gave this company permission to control all trade between Britain and India

     - 1784 – British Parliament forced the government to shut the East India Company and rule India because of atrocities that had occurred:
       - Land tax, 50% (made schools close)
       - Cash crops: cotton, indigo, tea, jute (Less food grown)
       - Raw materials, (cash crops), shipped to England
       - People became landless, ill fed, illiterate
       - By the late 1800’s, dissatisfaction with British brewed feelings of nationalism for Indians.
**The Sun Sets on the British Empire**

- Was said in 1919, “The sun never sets on the British Empire”
  - colonies and dominions ringed the world
  - Over next half century, broke up

- Independence in India
  - Small elite ruled 300 million
    - Persistent poverty
    - British benefited from Indian exports, agricultural and raw materials
  - Desire for independence
    - 1 million Indian Allied troops in WWI increased sense of self
    - British repression intolerable - firing on civilians at Amritsar 1919

**India: 18c-early 19c**
Locate and neatly label the following on your map of Asia.

1. **Rivers and bodies of water:**
   A. Ganges River
   B. Indus River
   C. Brahmaputra River
   D. Arabian Sea
   E. Bay of Bengal
   F. Indian Ocean

2. **Landform:**
   A. Deccan Plateau
   B. Himalayas (Mountain Range)
   C. Mount Everest - 29,028 ft. high
   D. Western Ghats
   E. Eastern Ghats
   F. Hindu Kush
   G. Plateau of Tibet

Locate and neatly label the following on your map of Asia.

1. **Countries and Cities:**
   A. India
   B. Pakistan
   C. Karachi
   D. Bangladesh
   E. Afghanistan
   F. Kabul
   G. Islamabad
   H. Nepal
   I. Kathmandu
   J. Sri Lanka
   K. Delhi
   L. Bombay
   M. Calcutta
   N. Madras
England & India

- British influence in India expanded under the British East India Company -- Commercial company (1600–1873) chartered by Queen Elizabeth I and given a monopoly of trade between England and the Far East.
- In the 18th century, the company became, in effect, the ruler of a large part of India.
- It intro’d policies that led to later nat’list mvmts.
- Some of these challenged local traditions assoc. w/ caste, such as the sati.
Sir Robert Clive

- Major-General Robert Clive, also known as Clive of India, was a British soldier who established the East India Company in Southern India and Bengal.
- He was one of the key figures in the creation of British India.

British East India Company

Agents
British Opium Warehouse in Patna, India

Selling Patna Opium in China

Problems with the Sepoys

- Militarily, the British forced *sepoys*—Indian soldiers in British service—to accept overseas service, which also violated caste.

- The British also ran into trouble with the *Lee-Enfield rifle*: soldiers had to bite the tip off the cartridge, which were supposedly dipped in animal fat (another violation of caste).
**Sepoy Mutiny**, 1857-58 soldiers who wouldn’t load their rifles were imprisoned...once freed, they killed British Officers and marched on Delhi, restoring a Moghul emperor to the throne

» GB took control over the next year, thru the Gov’t of India Act – made Queen Victoria as “empress,” taking control from the E. India Co.

» British reforms in India continued: modern system of education (to train Indian civil servants), economic reforms (post/telegraphs, irrigation, railroads, tea plantations), creation of unified state.

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**Areas of the Sepoy Mutiny, 1857**
Political Cartoon Assignment on Sepoy Mutiny

• Read “The Great Rebellion of 1857 in India” and complete “Questions for Discussion and Writing”

• Draw two political cartoons about the Sepoy Rebellion:
  – 1) From the perspective of the British
  – 2) From the perspective of the sepoys (Indian and Muslim soldiers)

  – Note: Your cartoon should have a political message, using humor and the facts! Include a one-sentence caption below each cartoon!
1877: Queen Victoria Becomes “Empress of India”

Queen Victoria: Receiving the Crown of India
Queen Victoria in India

Sikhs – Bengal Cavalry of the British Army
15th Ludhiana Sikhs, 1889

Assorted British Soldiers, 1890s
New Delhi, the capital of the British Raj.

British Raj

- **British Raj** primarily refers to the British rule in the Indian subcontinent between 1858 and 1947
What's a maharaja?

- **Maharaja**—It is a title of nobility primarily for Hindu potentates (ruler or sovereign).
- **THIS IS NOT THE SAME AS THE BRITISH “RAJ!”

The British in India often lived Like a Maharajah!
One Positive effect of British imperialism:
They built trains and helped to industrialize India!
Simla: Little England in the mountains of India

Karachi, 1896
Socratic Seminar: Positive and Negative Effects of Imperialism: Should the British get out?

**Directions:** Read the article “The Benefits of British Rule, 1871” Create a t-chart like the one below and complete it. This is your “ticket” to prepare for our class socratic seminar.

<table>
<thead>
<tr>
<th>Pros of British Rule in India</th>
<th>Cons of British Rule in India</th>
</tr>
</thead>
</table>

**Instructions:** We will participate in a Socratic Seminar on the article “The Benefits of British Rule, 1871.”

We will review the rules of a Socratic Seminar (handout).

You will read the article. You MUST prove that you read it by giving me a “ticket” (completion of a comprehension “test” or short assignment which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”

**Opening Seminar Question:** Should the British leave India or should they stay and continue to govern?
What is “Nationalism?”

- **Nationalism**—a doctrine or political movement that promotes pride in one’s nation and heritage—a shared ethnic or cultural history—and often political independence.
- Indians would begin to lead nationalist movements to challenge British rule.
- **Major Problem for the Indian independence movement**: Religious divisions between Indian Hindus and Muslims.
Hinduism vs. Islam: Why have Hindus and Muslims battled?

- **Hinduism**
  - Polytheistic — belief in many gods
  - Idols & music
  - Wine, but no beef
  - Caste system — one’s social class or rank in Indian society was based upon the family you were born in. Often seen as discriminatory to the lower classes (often darker-skinned Indians).
  - Fertility goddesses

- **Islam**
  - Monotheistic — belief in one god
  - No idols or music
  - Beef, but no wine
  - Equality before Allah — Muslim word for god
  - Purdah — the practice of preventing men from seeing women. This takes two forms: physical segregation of the sexes and the requirement for women to cover their bodies and conceal their form

How might this promote inequality?
the Indian National Congress

- 1885 → The Indian National Congress was founded in Bombay.
- swaraj → “independence.”
  * the goal of the movement.

Bal Gangadhar Tilak

- Bal Gangadhar Tilak -- an Indian nationalist, social reformer and independence fighter who was the first popular leader of the Indian Independence Movement.
- Known as "Father of the Indian unrest."
- His famous quote, "Swaraj is my birthright, and I will have it!"
Jawaharlal Nehru
1889 - 1964

- **Jawaharlal Nehru**— a major political leader of the Congress Party, a pivotal figure in the Indian independence movement and the first Prime Minister of independent India.

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**The Muslim League**

- 1905 → partition of Bengal based on religions and languages.
- 1906 → creation of the Muslim League.

The All India Muslim League was a political party in British India that demanded the creation of Pakistan as a Muslim state from British India on the Indian subcontinent.
Mohammed Ali Jinnah

• Mohammed Ali Jinnah was a Muslim politician and leader of the All India Muslim League who founded Pakistan and served as its first Governor-General.

Mohandas Gandhi (1889-1948)

– Born Hindu
– Trained as lawyer in London; worked in South Africa
  • Led protest in response to discrimination against Indians
  • Nonviolent resistance/civil disobedience - satyagraha
    – Based on Hindu and Christian values, Western political philosophy
– Returned to India 1915, led marches, demonstrations
  • Made world aware of injustice of colonialism
  • Critique of colonialist economies - boycotted manufactures
  • Wanted to purify (but not end) caste system
    – abolition of “untouchability”
  • Called Mahatma, “great soul”
Gandhi

Mohandas Gandhi is considered by many to be the greatest spiritual and political leader of the early twentieth century. He is also considered by the people of India to be the father of their nation. There he is called the Mahatma, Great Soul.

Gandhi lived his life in a search for truth, and he believed that truth could only be found through compassion and tolerance of others. Further, he believed that truth was solutions to problems could always be found if one persevered.

Gandhi was born on October 2, 1869, in Porbandar, India. Shy and sensitive, he married his wife, Kasturba, at the age of twenty-eight through an arranged marriage. The couple had four children. Gandhi studied law in London and returned to India in 1891 to practice. Two years later, he went to South Africa to do legal work, but he met with great discrimination, as did most Indians although they were British subjects and South Africa was under British rule. Although he was assigned to South Africa for only one year, he remained for twenty-one years to fight discrimination. He developed a method of using passive resistance and non-cooperation to effect social change. This method, which he called Satyagraha (truth and firmness) was based in part on the teachings of Christ and the works of Leo Tolstoy and Henry David Thoreau. He stressed the need for honor, the way people balanced wax at the utmost importance.

After his years in South Africa, Gandhi returned to India where he quickly became the leader of the Indian nationalist movement. He led the people in a fight of nonviolent resistance and protest against British rule. Often he fasted in protest, and he was jailed several times, but no matter what, he persevered. Eventually, after many years, India did gain its independence. However, the nation split into two and Hindu, Muslim, and other groups fought against one another. Gandhi turned his nonviolent protests to the cause of uniting all groups in harmony. Ironically, while on the way to a prayer meeting, an assassin’s bullet killed this man of peace just twelve days after religious leaders agreed to stop fighting. About Gandhi, Albert Einstein is quoted as having said, “Generations to come will scarcely believe that such a one as this walked the earth in flesh and blood.”

Suggested Activities

British Empire In the early twentieth century, the British Empire held lands around the world, among them India and South Africa. Find out more about this period of time and what eventually happened to the vast empire.

Animal Rights Gandhi believed that it was morally wrong to kill animals for food or clothing. Discuss your views on this subject.

Marriage In Gandhi’s culture and among his caste (socio-economic level in India), arranged marriage was common and the age of thirteen for marriage was not considered young. Research to learn about marriage in other parts of the world at this time as well as the practices of marriage around the world today. Chart the comparisons.

Social Leaders Compare Gandhi to other leaders who have urged nonviolent protest, most notably Martin Luther King, Jr.
Gandhi with the London Vegetarian Society, 1890

Gandhi as a Young Barrister in Natal
Gandhi as a Lawyer in Johannesburg, So. Africa

Gandhi and His Wife, Kasturba, 1915
Amritsar Massacre, 1919

- **Amritsar Massacre** -- April 13, 1919, British Indian Army soldiers under the command of Brigadier-General Reginald Dyer opened fire on an unarmed gathering of men, women and children. The firing lasted about 10 minutes!
- Caused anger against the British ad fueled the nationalist movement.
- Paved the way for Mahatma Gandhi's Non-Cooperation Movement against the British in 1920

379 dead; over 1200 wounded!

Salt March, 1930

* Salt was illegal unless purchased through a (British) government supplier, keeping the price very high.
- The Salt Satyagraha was a campaign of non-violent protest against the British salt tax in colonial India.
- Gandhi and his followers went on a **250 mile march** to the seaside village of Dandi.
- He and 60,000 others were arrested; peaceful protest an example for the world.
- Gandhi was jailed for a year.
- Gained national and world-wide attention, but British refused to concede.
Gandhi spinning cloth

1) Place your “ticket” on your desk.

2) Opening Seminar question: Does Gandhi’s philosophy and methods of nonviolent protest work in all situations?

Secondary Question: Was nonviolence the most effective method to force the British out of India? If not, what was the alternative.

Unable to convince the officers that he was only spinning, Gandhi is arrested for weaving in traffic.
Gandhi pushes for Independence!

• 1942 Britain promised independence after war
  – Nationalists demanded immediate independence

• The **Quit India Movement** was a civil disobedience movement — non-violent resistance — launched in India in August 1942 in response to Mohandas Gandhi’s call for immediate independence. Its leaders were imprisoned in 1942

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**Two Quotes**

The two quotes below represent the thinking of the British and the people of India before the country won its independence from Great Britain. Read them and think about the two viewpoints represented.

"It is a country of inexhaustible riches and one which cannot fail to make its new masters the richest corporation in the world.”

-Robert Clive, top official of the East India Company

"You have been taught that... British rule in India is beneficial. Nothing is more false! You cannot escape two facts: first, that under the British, India has become the world’s poorest country; and second, that it is denied advantages and decencies to which any free country is entitled.”

-Mahatma Gandhi

Cunningh, D. *India*. (p. 13, 15)
SOCRATIC SEMINAR (OPTION #1):
WHAT DOES “SATYAGRAHA” MEAN?

• READ AND COMPLETE: “DOCUMENTS ON GANDHI.” You MUST prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”

• Here’s your ticket: An illustration of Gandhi’s use of nonviolence.

Socratic Seminar (Option #2):
“Gandhi on Nonviolence”

• **Instructions:** We will participate in a Socratic Seminar on the article “Nonviolence” featuring various excerpts from Gandhi on nonviolence, or civil disobedience—his method of protesting against British rule without the use of violence.

• We will review the rules of a Socratic Seminar (handout).

• You will read the article “Nonviolence.” You MUST prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”

• Here’s your ticket: An illustration of Gandhi’s use of nonviolence.
Assignments:
- 1) Answer the video companion multiple choice questions
- 2) Pay attention and take notes on the different types of non-violent resistance which Gandhi used. You will be completing an assignment on this next!

Activity: How will India win its Independence? Help Gandhi!

Directions: The year is 1942 and Gandhi has just been locked up in prison by the British! You want to carry on the cause and protest for Gandhi’s release! You have witnessed and studies several different types of civil disobedience. Working in small groups, you need to choose, study, and apply one of the following methods which you feel is the most effective form of non-violent protest. Yes, you will need to briefly act it out your choice below:

- 1) protest march (explore “The Salt March.”)
- 2) boycott or swadeshi policy (explore the “Quit India Movement”)
- 3) make your own clothes and other manufactured products (khadi—homespun cloth) rather than buy from the British
- 4) another method?

Once you choose the method, you must also write 150 words, in the form of a protest letter/political speech addressed to the British, explaining:

- 1) Why you chose the method
- 2) How and where you plan to use it in order to gain the most attention and publicity for your cause.
- 3) Why Gandhi should be released.
- 4) Why India should be independent from Great Britain.
• 1947—Britain gave India independence.
  - Massive conflicts erupted between Muslims and Hindus
    - Caused more than 200,000 deaths, partition of India
    - Gandhi urged cooperation between Hindus and Muslims
    - Muslim League called for a new Muslim nation.
  - 1947—Creation of new state - **Muslim Pakistan**
    - January 1948 – A Hindu assassinated Gandhi.
• Independence for Sri Lanka and Burma 1948, Malaya 1953, Hong Kong 1997

**Is the dream gone?**
Design a Memorial For Gandhi!

Directions: Design a memorial for Gandhi!
1) Read the article “The Assassination of Gandhi.”
1) Grab a large sheet of butcher or construction paper.
2) Your design for the memorial should symbolically and creatively reflect Gandhi’s achievements.
3) On the monument, you need to write a 75-word epitaph—a brief description of Gandhi’s life and greatest achievements. You might want to include a famous quote from Gandhi as well.

Raj Ghat  Gandhi’s ashes at Aga Khan Palace (Pune, India).
Last Viceroy of India

Lord Louis & Lady Edwina Montbatten

Warm Up: What’s this Cartoon mean?

GOOD LUCK!
YOU’LL NEED IT!

FREEDOM FOR INDIA!
GOODBYE GREAT BRITAIN!
Legacy of the British Empire

1. **The English language**: doctors in India could converse with doctors in Africa, etc.

2. **The English legal system**: laws, parliamentary democracy, and political parties, representative government.

3. **Religion**: Anglicanism, the Church of England, is world wide. (Nations with established religions, such as Islam in Sudan or Hinduism in India are exceptions to the influence of the British missionaries.)

4. **European culture**

5. **Railroads, roads, canals, bridges, factories**

6. **Free trade and investments** in foreign goods and manufacturing.

7. **Racism** towards colonies whose inhabitants were different races.

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**The Indian subcontinent Since 1947: The Legacy of Independence**

Was British colonialism more helpful or harmful to India’s development?
India v. Pakistan: dangerous rivals

India-Pakistan Border Disputes
The Indo-Pakistani War of 1971 was a major conflict between India and Pakistan. The war is closely associated with Bangladesh Liberation War.
The war ended in a defeat for the Pakistani military after being faced on two fronts by India and Bangladesh.

Lt. Gen A. A. K. Niazi signs the instrument of surrender on December 16, surrendering his forces to Lt. Gen Jagjit Singh Aurora.

Mrs. Gandhi with her troops

jimmu & kashmir
What's the problem?

- The region is divided among three countries in a territorial dispute:
  - **Pakistan** controls the northwest portion (Northern Areas and Azad Kashmir)
  - **India** controls the central and southern portion (Jammu and Kashmir) and Ladakh
  - **China** controls the northeastern portion (Aksai Chin and the Trans-Karakoram Tract).

- India controls 101,387 km² (39,146 sq mi) of the disputed territory, Pakistan 85,846 km² (33,145 sq mi) and China, the remaining 37,555 km² (14,500 sq mi).

- These border disputes remain unresolved and tightly guarded by the military on all sides, often resulting in armed conflict!
Indian Soldiers Patrol the India-Pakistan Border in Pura, the Winter Capital of the State of Jammu & Kashmir - 1998
Indian Soldiers Near the Pakistani Border - 2001

A Pakistani Ranger

At the Indian-Pakistani Joint Border Check Post in Wagha, India - 2001
Anti-war Protestors in Karachi, Pakistan - 2001

Kashmiri Militants - 2003
In this activity, you will be expected to:

1) Work cooperatively in a group
2) Research a position in relation to the conflict, as India, Pakistan, the United States, Kashmir, or China!
3) Write a 400-word position paper
4) Participate in a debate

Please refer to your handout for further details.

nuclear rivalry

What title would you give this political cartoon?

India Tests Nuclear Weapons...
Warm Up:

- In 100 words, explain the meaning of the cartoons as they relate to the military statistics.

The India-Pakistan Arms Race Heats Up in the Late 1990s
### 2002 Nuclear Statistics

**Sources:** Associated Press; Pakistan Armed Forces; Jane’s Information Group

<table>
<thead>
<tr>
<th>India</th>
<th>Pakistan</th>
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<tbody>
<tr>
<td>Agni 1</td>
<td>Agni 2</td>
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<tr>
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**Note:** Up to 1,650 lbs.

### 2002 Military Statistics

**Pakistan** | **India**
---|---
Nuclear weapons* | ![Nuclear weapons in India](image)
Active troops | ![Active troops in India](image)
Tanks | ![Tanks in India](image)  = 500
Armored vehicles | ![Armored vehicles in India](image)  = 250
Aircraft | ![Aircraft in India](image)  = 250
Helicopters | ![Helicopters in India](image)  = 100
Major warships | ![Major warships in India](image)  = 10

* = 10
India’s Prithvi Missiles First Tested in 1988

Supporters of former Indian Prime Minister Atal Bihari Vajpayee chant nationalist slogans in support for his nuclear policy - 1998
Former Indian Prime Minister, Atal Bihari Vajpayee, displays a sword given to him by Sikh youths in New Delhi to honor him for making India a nuclear power - 1998

Right-wing Pakistani Activists Burn Indian Flag to Protest Indian Nuclear Tests - 1998
Hot Air Balloon Protesting India & Pakistan's nuclear testing - 1998

India Displays Nuclear Missiles During “Republic Day,” - 2002
India Successfully Tested Agni Missiles - 2002

Musharraf and Vajpayee at a meeting on nuclear issues in Nepal in 2002
There has been recent negotiations between...

India's Prime Minister
ManMohan Singh

Pakistan's President
Pervez Musharraf

New Friends?

Musharraf and Singh speak by telephone frequently affirming a strong desire for peace and resolution of their disputes, including Kashmir, on which the two countries have fought two of their three wars.
US Sells F-16 Jets to Pakistan—India Not Pleased!
(3/25/05)

ManMohan Singh of India with President Bush (9/04)

Opening Question: What's the meaning of this cartoon?

Activity: The class will divide into two sides—India and Pakistan. From the perspective of your assigned country, draw a political cartoon in relation to the India-Pakistan nuclear conflict. Remember, your cartoon must have a political message, based on your side's position.
Opening Question: What’s the meaning of this cartoon?

Activity: Write a 200-word U.N. proposal, addressed to India or Pakistan, concerning nuclear ban and disarmament! Write an opening statement, outlining the purpose of your proposal, followed by bulleted points about how to carry out your plan. Use the military stats, provided by me, in your plan. Remember, this is your proposed solution to the conflict!