

SUBJECT: Modern History of China

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General competences

Instrumental	Interpersonal	Systemic
GC 3	GC 6	GC 10
GC 4	GC 8	GC 12
GC 5		GC 13

Specific competences of the degree

SC 1 / SC 2 / SC 3 / SC 8 / SC 10 / SC 12 / SC 13

Specific competences of the subject

1. General competences
 - a. Instrumental competences
 - i. Critical research of historical information in bibliographical sources about East Asia.
 - ii. Critical appraisal of the information available on internet.
 - b. Interpersonal competences
 - i. Coordinated group work to prepare the seminars.
 - ii. Active participation in seminar sessions.
 - c. Systemic competences
 - i. Achievement of the specific knowledge about the history of 15th to 20th century China.
 - ii. Organization of the data, events and processes studied in a complex historical discourse.
 - iii. Synthesis and critical appraisal of specialized studies about the history of East Asia and participation in debates and reflections around the theses and ideas provided.
 - iv. Integration of methods and data of different disciplines: economic history, geography, art, literature, philosophy and discourse analysis.
2. Specific competences
 - a. Use of the information
 - i. Use of graphic instruments to express statistical and quantitative data about the studied periods of time.
 - ii. Topographic situation of kingdoms, dynasties, key regions, routes, historical Chinese enclaves.
 - b. Historical reflection
 - i. Identification and description of the main historical processes of the studied period.
 - ii. Integration of the historical Chinese processes to the global historical dynamics.
 - iii. Interpretation and analysis of primary sources about the studied periods.

- iv. Appraisal of the historicity and analysis of the context of production and reception of objects of Chinese material and artistic culture of the 15th to 20th centuries.
- v. Metahistorical and methodological reflection: orientalism, the main historiographical paradigms, sources, periodization.
- c. Linguistic competences
 - i. Identification and acknowledgement of the subject's most relevant Chinese characters.
 - ii. Use and application of the different ways of transliterating Chinese terms.

Presentation and goals

The main goal of the subject Modern History of China is to offer students a historical approach to the period that spans from the 15th century to the beginning of the 20th, and which basically includes the Ming and Qing dynasties, which represent the two last Chinese empires. It is a period that is qualitatively different to that defined by the previous China: since the China of the Ming we find several characteristics (politico-administrative, social, cultural, territorial) that define the modern history until the end of the empire as a system of organization and which, in some cases, remain valid until contemporary China.

The title of the subject (which uses a periodization inherent in the European world when referring to the Chinese reality) invites us to think about the way in which we have constructed our knowledge of Chinese history through the centuries. In this sense, the subject seeks to look into the main aspects of the organizational, political, social and intellectual history of this long period, using both primary and secondary sources and documents, while understanding questions to help students interpret this history and gain a better understanding of it and guide him/her around the most basic bibliography dealing with these themes.

Results of learning

- To identify the conceptual corpus that sets the periodization and the study of modern Chinese history.
- To critically analyse the different current historiographical approaches to the analysis of modern China.
- To identify and use the basic historical sources for the study of modern China.
- To recognize the main dynamics and the main historical processes that allow understanding the transformations, evolutions, changes and revolutions that take place in the social, economical, political and cultural systems of modern China.
- To analyse the patterns of transformation and foreign interaction of the two last imperial dynasties: Ming and Qing.

- To analyse the economic development process of modern China in the context of the Great Divergence between the Western and the Eastern world.

Syllabus

1. Introduction to the modern history of China
2. History of the Qing dynasty
3. The crisis of the 19th century
4. The end of the empire

Education activities

Face-to-face

Group classes: 1 ECTS
Seminars: 2 ECTS
Face-to-face tutorials: 0.5 ECTS

Virtual

Reading and analysis of sources and academic articles: 1 ECTS
Virtual tutorials: 0.5 ECTS

Methodology and organization

There will be different kinds of classes according to their working methodology:

- Group classes with presentations and visual support.
- Classes in which to read, analyse and discuss texts, documents, articles, cultural objects, etc.

Besides, as non-class activities, students will have to work on texts and articles individually or in groups, do bibliography research and prepare basic and simple research.

The subject is basically structured around the following axes:

- Chronological: general study of the transformations which affect 15th to 20th century China.
- Critical analysis: reflective reading of key texts for the discussion of fundamental topics for our understanding of Chinese history.

The chronological axis is conceived as a conceptual, terminological and contents base that shall allow students to gain an overview of the period the subject encompasses. It will be followed during the last two thirds of the course and will consist of 90 minute sessions taught by the teacher.

The critical analysis axis hinges around the key texts that shall help students consider basic questions about our understanding of Chinese history. It is taken especially during the last two thirds of the course in individual tutorials and text analysis seminars lasting 90 minutes and led by the same students.

Information Technologies (IT)

- Use of moodle
- E-mail
- Audiovisual resources from the library

Evaluating the acquisition of competences

Assessment will include 4 short essays from reading and a final test on the contents of the subject. Students' active participation will be taken into account, both in group classes and analysis and discussion classes. Quantitatively the final assessment is divided into two parts:

A. Continuous assessment (50% of the final result)

It consists of:

A1. Class participation (10%)

Both attendance and the active follow-up of the group classes will be taken into account.

A2. Critical text analysis seminars (40%)

- **Preparation (tutorials):** students must attend the scheduled tutorial to prepare the first seminar with the corresponding text which will have been previously read to be able to discuss its contents with the teacher, though it will not be necessary to have researched other sources about the topic related to the texts or hand in any summary.
- **Class discussion:** students are expected to take part in the reading seminars, resulting from the reading of the required texts, research into other sources that complement the issues raised and personal reflection. Besides, students will hand in the same day of each seminar a short reading sheet (maximum of 4 pages) in which to highlight the main aspects and ideas of the texts. This sheet will follow this pattern: contextualisation of the text; summary of the main ideas; appraisal of the text in the context of the subject. This sheet is a compulsory condition to obtain the marks corresponding to the seminar. Both participation in the seminars and the writing of the reading sheets will be an individual task.

B. Exam (50% of the final result)

The exam will consist of two short questions that will assess all the issues worked on during the semester, both the general history of the studied period and those issues dealt with in the seminars. The exam will be sat on the last day of the course.

Basic bibliography

CROSSLEY, Pamela Kyle. *A Translucent Mirror*. Berkeley: University of California Press, 2002.

ELMAN, Benjamin. *A Cultural History of Civil Examinations in Late Imperial China*. Berkeley: University of California Press, 2001.

HEVIA, James. English Lessons. *The Pedagogy of Imperialism in Nineteenth-Century China*. Durham: Duke University Press, 2003.

MOTE, FrederickW. *Imperial China, 900-1800*. Cambridge (Mass): Cambridge University Press, 2000.

POLACHEK, J. M. *The Inner Opium War*. Harvard: Council of East Asian Studies, 1992.

POMERANZ, Keneth. *The Great Divergence: China, Europe and the making of the modern world economy*. Princeton: Princeton University Press, 2000.

ROBERTS, J. A. G. *Historia de China*. Valencia: Publicacions de la Universitat de València, 2008.

SPENCE, Jonathan. *The Search for Modern China*. New York: Norton, 1999.