



## MÓDULO 2 HISTORIA

**Asignatura:** Historia Moderna de China

**Código asignatura:** 31410

**Número de créditos (ECTS):** 5

**Idioma:** Inglés

**Profesor/es responsables:** Dolors FOLCH I FORNESA

**Office hours, office 20.273 bis:** Monday and Wednesday from 5.30 to 6.00 p.m.; for other hours, connect the professor by mail.

**Timetable:** Monday and Wednesday from 16.00 to 17.30 p.m.

**Place:** Room 20.179

<b>Module 4</b>		Course	
<b>Optional</b>		<b>MODERN HISTORY OF CHINA</b>	
<b>5 ECTS</b>		<b>The Ming and Qing dynasties</b>	
<b>General Skills</b>			
Instrumental		Interpersonal	Systemic
CG 3 CG 4 CG 5		CG 6 CG 8	CG 10 CG 12 CG 13
<b>Specific skills to the degree</b>			
CE 1 / CE 2 / CE3 / CE 8 / CE 10 / CE 12 / CE 13			
<b>Specific competences of the subject</b>			
<p>1. General competences</p> <p>a. Instrumental competences</p> <p>i. Critical research of historical information in bibliographical sources about East Asia.</p> <p>ii. Critical appraisal of the information available on internet.</p> <p>b. Interpersonal competences</p> <p>i. Coordinated group work to prepare the seminars.</p> <p>ii. Active participation in seminar sessions.</p> <p>c. Systemic competences</p> <p>i. Achievement of the specific knowledge about the history of 15th to 20th century China.</p> <p>ii. Organization of the data, events and processes studied in a complex historical discourse.</p> <p>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.</p> <p>iv. Integration of methods and data of different disciplines: economic history, geography, art, literature, philosophy and discourse analysis.</p> <p>2. Specific competences</p> <p>a. Use of the information</p> <p>i. Use of graphic instruments to express statistical and quantitative data about the studied periods of time.</p>			

- 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 15<sup>th</sup> century to the beginning of the 20<sup>th</sup>, 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.

#### **Information and Communication Technologies (ICT)**

- Use of "aula global" (Moodle)
- E-mail
- Audiovisual resources

#### **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 Western and the Eastern World.

<p><b>Assessment</b></p> <p>The course language is English. The students have to present two papers, one at the midterm and one at the course's end. The final assessment will be based on those two papers and on the students participation in the classroom.</p> <p>The course is divided into 10 lectures, 9 seminars, plus one final class, with a total of 30 class hours</p> <p><b>Deadlines</b> Midterm paper: 10/11/2014 Final paper: 12/01/2015</p>
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	Monday	Wednesday
Week 1	<p><b>29/9 Lecture 1</b> <b>General Introduction: China's land and China in World history</b></p> <p><i>Assigment for Seminar 1:</i> <b>Painting's analysis:</b> Describe the most important features in the Qingming Shanghe tu scroll</p>	<p><b>1/10 Seminar 1</b> <b>Song China</b></p> <p>(Song) <i>Qingming Shanghetu</i> In folder</p> <p>Vision of the complete scroll:</p> <ul style="list-style-type: none"> <li>• <a href="http://afe.easia.columbia.edu/song/">http://afe.easia.columbia.edu/song/</a></li> <li>• <a href="http://sites.fas.harvard.edu/~icgzmod/qingming_student.html">http://sites.fas.harvard.edu/~icgzmod/qingming_student.html</a></li> <li>• <a href="http://depts.washington.edu/chinaciv/painting/4ptgqmsh.htm">http://depts.washington.edu/chinaciv/painting/4ptgqmsh.htm</a></li> </ul>
Week 2	<p><b>6/10 Lecture 2</b> <b>Mongol's China and its Western visitors.</b></p> <p><i>Assigment for Seminar 2:</i> <b>Listening:</b> Marco Polo Podcast <b>Reading:</b> Marco Polo's Kinsay</p>	<p><b>8/10 Seminar 2</b> <b>Marco Polo's book and Marco Polo's China</b></p> <p>Listen to the BBC Podcast, <i>Marco Polo</i> <a href="http://www.bbc.co.uk/programmes/b01hpxh">http://www.bbc.co.uk/programmes/b01hpxh</a></p> <p><i>The Travels of Marco Polo.</i> The complete Yule-Cordier edition, Vol. II. Kinsay: Ch: LXXVI-LXXVIII, pp. 185-218 <a href="http://archive.org/stream/bookofsermarcopo002p/olo#page/185/mode/1up/search/kinsay">http://archive.org/stream/bookofsermarcopo002p/olo#page/185/mode/1up/search/kinsay</a></p>
Week 3	<p><b>13/10 Lecture 3</b> <b>The rise of the Ming dynasty. Ming government, administrative geography and Ming law.</b></p> <p><i>Assigment for Seminar 3:</i> <b>Painting's comparison:</b> Compare</p>	<p><b>15/10 Seminar 3</b> <b>Chinese and Western cities: a comparative approach (group work)</b></p> <p>Lorenzetti's <i>The Good government</i> <a href="http://www.shafe.co.uk/crystal/images/lshafe/Am brogio Lorenzetti Good Government town 1338">http://www.shafe.co.uk/crystal/images/lshafe/Am brogio Lorenzetti Good Government town 1338</a></p>

	<p><i>Lorenzetti's and Qingming shanghe tu paintings in:</i> 1. Architecture; 2. Ruling class; 3. Culture; 4. Justice; 5. Shops; 6. Women; 7. Food.</p>	<p><a href="#">-9.jpg</a>  (Ming) <i>Qingming Shanghetu</i> In folder</p>		
Week 4	<p><b>20/10 Lecture 4</b> <b>Chinese World Order and China's foreign policy</b></p> <p><i>Assignment for Seminar 4:</i> <b>Listening:</b> <i>Ming voyages Podcast</i> <b>Reading:</b> <i>Ma Huan's description of Java</i></p>	<p><b>22/10 Seminar 4</b> <b>Zheng He travels</b></p> <p>Listen to the BBC Podcast, <i>The Ming Voyages</i> <a href="http://www.bbc.co.uk/programmes/b015p8c2">http://www.bbc.co.uk/programmes/b015p8c2</a></p> <p>Ma Huan: <i>Yingyai Shenglan</i> (The Overall Survey of the Ocean's Shores): Java <a href="http://faculty.washington.edu/qing/huan_ying-yai_sheng-lan%5B1%5D.pdf">http://faculty.washington.edu/qing/huan_ying-yai_sheng-lan%5B1%5D.pdf</a> : pp. 89-97</p>		
Week 5	<p><b>27/10 Lecture 5</b> <b>Ming economy: taxes, money and communications</b></p> <p><i>Assignment for Seminar 5:</i> <i>Reading: Domingo the Salazar on Manila's sangleys</i></p>	<p><b>29/10 Seminar 5</b> <b>The Manila galleon</b></p> <p>Blair &amp; Robertson, <i>The Philippine islands</i>, vol VII, pp. 201-227 <a href="http://www.gutenberg.org/files/13701/13701-h/13701-h.htm#d0e2045">http://www.gutenberg.org/files/13701/13701-h/13701-h.htm#d0e2045</a></p>		
Week 6	<p><b>3/11 Lecture 6</b> <b>Cultural life under the Ming: religion, education and books</b></p> <p><i>Assignment for Seminar 5:</i> <i>Readings: Ricci on Chinese printing, and Gonzalez de Mendoza on the books that Rada bought in China</i></p>	<p><b>5/11 Seminar 6</b> <b>Chinese paper, Chinese printing, and Chinese books</b></p> <p>Matteo Ricci, <i>The Journal of Matteo Ricci</i>, ch. 4, The art of printing, pp. 20-21 <a href="http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html">http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html</a></p> <p>González de Mendoza: <i>History of the Great and Mighty Kingdom of China</i>, Vol. I, Book 2, ch. XVI-XVII, pp. 131-37 <a href="http://archive.org/stream/historyofgreatmi14151g/onz#page/n17/mode/thumb">http://archive.org/stream/historyofgreatmi14151g/onz#page/n17/mode/thumb</a></p>		
Week 7	<p><b>DEADLINE FOR MING PAPER</b> <b>10/11 Lecture 7</b> <b>The rise of the manchus and the enlargement of China's territory. The Kangxi and Qianlong reigns</b></p>	<p><b>12/11 Seminar 7</b> <b>Mapping the outer world (group work)</b></p> <p>Search in the web and analyze:</p> <table border="1" data-bbox="868 2011 1493 2042"> <tr> <td>For Europe</td> <td>For China</td> </tr> </table>	For Europe	For China
For Europe	For China			

	<p><u>Assignment for seminar 7:</u> <b>Cartographic comparison: Mapping the outer world: the European mapping of China and America and the Chinese mapping of Europe and America.</b></p>	<p>1.Ptolemy map 2.Catalan atlas 3.Fra Mauro's map 4.Waldsemüller map 5.Ortelius map</p>	<p>6.Kangnido map 7.Matteo Ricci map</p>
Week 8	<p><b>17/11 Lecture 8</b> <b>The Opium wars and the Taiping and muslim rebellions</b></p> <p><u>Assignment for seminar 8:</u> Listen to the BBC in Our Time podcasts on Opium wars and Taiping rebellion</p>	<p><b>19/11 Seminar 8</b> <b>The causes of China's disaster</b></p> <p>Listen to the BBC Podcasts <i>The Opium wars:</i> <a href="http://www.bbc.co.uk/programmes/b00776k9">http://www.bbc.co.uk/programmes/b00776k9</a></p> <p><i>The Taiping Rebellion:</i> <a href="http://www.bbc.co.uk/programmes/b00yqvqt">http://www.bbc.co.uk/programmes/b00yqvqt</a></p>	
Week 9	<p><b>24/11 Lecture 9</b> <b>The self-strengthening movement and the beginning of China's modernization</b></p> <p><u>Assignment for seminar 9:</u> Why did China and Europe evolve differently in the Modern era? Prepare answers to this question to be discussed in class. Analyze the Pomeranz website and listen to the BBC podcast about the Needham question</p>	<p><b>26/11 Seminar 9</b> <b>China and Europe. A comparison</b></p> <p>Look through the website: <i>Ken Pomeranz &amp; Bin Wong: China and Europe</i> <a href="http://afe.easia.columbia.edu/chinawh">http://afe.easia.columbia.edu/chinawh</a></p> <p>and listen to the BBC podcast: <i>The Needham question:</i> <a href="http://www.bbc.co.uk/programmes/p0038x9m">http://www.bbc.co.uk/programmes/p0038x9m</a></p>	
Week 10	<p><b>1/12 Lecture 10</b> <b>The end of the Chinese Empire and the 1911 Revolution</b></p> <p><u>Assignment for seminar 10:</u> Read Madeline Zelin's article and compare the 19th century evolution of China and Japan. Compare both countries in:</p> <p>1. Geographical and political conditions; 2. Military conditions; 3. Education; 4. Social conditions; 5. Economic conditions; 6. Industrial</p>	<p><b>3/12 Seminar 10: China and Japan: a comparison (group work)</b></p> <p>Madeleine Zelin: <i>China's economy in comparative perspective</i> <a href="file:///E:/3%20Ming%20Qing%202014/MingQing%20S9%20Comparative%20China%20Japan/Zelin%20Chinese%20economy%20in%20comparative%20perspective.htm">file:///E:/3%20Ming%20Qing%202014/MingQing%20S9%20Comparative%20China%20Japan/Zelin%20Chinese%20economy%20in%20comparative%20perspective.htm</a></p>	

	<i>modernization</i>	
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### MING QING Bibliographies.

#### Basic Manuals

- ADSHEAD, S.A.M.** (1995). *China in World History*. Nova York: St. Martin's Press.
- BLUNDEN, C & ELVIN, M.** (1989) *Cultural Atlas of China*. New York: Facts on File
- BUCHANAN, K; FITZGERALD, Ch.P.; RONIN, Colin A.** (1980) *China* Nova York, Crown Publishers
- DAWSON** (Ed.) (1964), *The Legacy of China*. Oxford: Oxford University Press.
- EBREY, Patricia B.** (1996) *The Cambridge Illustrated History of China*, Cambridge, Cambridge University Press
- FAIRBANK, J. K. et al.** (1989a). *China. Tradition and Transformation*. Boston: Houghton Mifflin.
- GERNET, J.** (1999). *A History of Chinese Civilization*. Cambridge: Cambridge University Press
- LOEWE, M.** (1990), *The Pride that was China*. London: Sidgwick and Jackson.
- ROBERTS, J. A. G.** (2002). *China. An illustrated history*. Sutton Publishing, Somerset.
- RONAN, Colin A.** (1980). *The Shorter Science and Civilization in China*. Cambridge. Cambridge University Press
- ROPP, P. S** (Ed.), (1900) *Heritage of China. Contemporary Perspectives on Chinese Civilization*. Berkeley: University of California Press.
- SCHIROKAUER, C.** (1991). *A Brief History of Chinese Civilization*. Nova York: Harcourt Brace Jovanovich.



#### Web resources

##### Robert Knapp, East Asia in Geographic perspective

<http://afe.easia.columbia.edu/geography/>

##### National Geographic Interactive maps

[http://education.nationalgeographic.com/education/mapping/interactive-map/?ar\\_a=1](http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1)

##### Interactive Historical maps of China

<http://cccp.uchicago.edu/downloads/dynasties.swf>

<http://arturopeniche.typepad.com/.a/6a011570bfc682970c0120a75ea388970b-pi>

##### Downloadable Historical maps

<http://arturopeniche.typepad.com/.a/6a011570bfc682970c0120a75ea388970b-pi>

##### Chinese Chronology

<http://www.indiana.edu/~ealc100/Timeline01.html>

##### Comparative chronology of China and the World

<http://sacu.org/histchart.html>

<http://www.indiana.edu/~ealc100/Timeline01.html>

##### Chinese History chronological briefing

Freer Sackler Galleries China History Timeline

<http://www.asia.si.edu/exhibitions/online/chinaTimeline/launch.htm>

Patricia Ebrey, John K. Fairbank: History of China

<http://www.china-history.net/index.htm>

**Asia for Educators, Columbia university**

<http://afe.easia.columbia.edu>

**Harvard extension; China: tradition and transformations**

<http://www.extension.harvard.edu/open-learning-initiative/china-history>

<https://www.edx.org/course/harvardx/harvardx-sw12x-china-920#.VBsCgRYzJP5>

**Quiz Chinese dynasties**

[http://www.sporcle.com/games/Eagle193/dynasty\\_list](http://www.sporcle.com/games/Eagle193/dynasty_list)

**A general quizz for major historical events**

<http://www.sporcle.com/games/khands/chinese-history-click-in-the-blank>

**Silk Road Seattle (University of Washington)**

<http://depts.washington.edu/silkroad/>



## MOOCS

**edX China X. (Harvard university)**

**Peter Bol, Part 5 From Global Empire to Global economy**

<https://courses.edx.org/courses/HarvardX/SW12.5x/2T2014/courseware/eb80fe22991c47e6b37f9ee20960ce7f/>

**Peter Bol, Part 6. The Manchus and the Qing**

<https://www.edx.org/course/harvardx/harvardx-sw12-6x-china-part-6-manchus-1755#.VB7z301egiQ>

**William Kirby, Part 7. Invasions, rebellions and the end of imperial China**

<https://courses.edx.org/courses/HarvardX/SW12.7x/3T2014/courseware/4be8e65287b4453e84d30c06a131afde/d0e1f19f78034792bd471774b171c306/>

**edX Historical relic treasures and cultural China (Tsinghua university)**

**Part 1 (covers till Ming maritime voyages)**

[https://courses.edx.org/courses/TsinghuaX/00690242\\_1x/1T2014/courseware/0c614d38dc704f39a2d46c86120c9b1d/](https://courses.edx.org/courses/TsinghuaX/00690242_1x/1T2014/courseware/0c614d38dc704f39a2d46c86120c9b1d/)

**Part 2 (starts 8 october)**

<https://www.edx.org/course/tsinghuax/tsinghuax-006902422x-tsinghuax-3761#.VB71rk1egiQ>

**Coursera A brief History of Mankind (Hebrew University of Jerusalem) (going on)**

<https://www.coursera.org/course/humankind>





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