Chinese Mandarins versus European Merchants, 1512-1911

Course code: HH 2013  Instructor: Chen, Song-Chuan  Academic Unit: 3 AUs
Venue and Time: LHS-TR+41; Tuesday 1430-1730

Contact: Chen, Song-Chuan
T: 65927879; 85881742  E: scchen@ntu.edu.sg
Office: HSS, 05-12

COURSE OVERVIEW
Chinese mandarins have often been presented historically as contemptuous of the very sight of European merchants. The Europeans had guns and cannon, silver, bigger ships, modern technology, ‘haughtiness’, and above all the backing of their governments. How did they meet each other? And how was the history of the encounter played out? This seminar deals with this love/hate history during the four centuries before the 1911 Revolution. Students will read the rich variety of letters, memoirs, journals, newspaper reports, and translated archives that give detailed accounts of the encounters. We will discuss broader questions fundamental to the course, such as state-merchant relations, different worldviews, and the political issues of translation. We will also examine the cultural, economic, religious and legal aspects of these encounters. The history of encounter is also a history of the Canton port.

OBJECTIVES
Through the examination of archives and secondary materials this course offers both an introduction to Sino-Western encounters across this period, and an exploration of the historical approaches that have been applied to it. It aims to help students to obtain a qualitative understanding of the question of European expansion, how this was experienced by the Chinese, and how it informed Chinese and European understandings of each other.

OUTCOMES
Students who complete the course successfully will: be familiar with key issues and debates surrounding China’s foreign relations before the 1911 revolution; and have the ability to use the archival material to form their own judgments about a historical issue.

COURSE ARRANGEMENTS
Each of the 13 weekly seminar will be divided into two 75-minute sessions, and a 20-30 minute break. The class will be conducted with a combination of lectures and student activities.

Lecture
The lecturer will present his understanding of the subject with PowerPoint and other multimedia devices, including video and audio clips. Student participation will be central enabling enhancement of their learning experience.

**Student activities**
This part includes presentation and class participation. They are designed to encourage students to express their understanding of the subjects. The activities provide opportunities for students to practice presentation skills in a guided manner and in a relaxed and supportive environment. It also provides training on how to accurately represent ideas and work together as a team. The feedbacks by instructor and class peers will enhance student skills and give them training in critical thinking.

**REQUIRED READINGS**
Students are expected to finish required readings each week before coming to class in order to make best use of the lecture and participate in class discussion. You can explore further readings to enhance your understanding of the topic.

**WEEKLY COURSE OUTLINE**

**W1, 9 August**
No Class, public holiday

**W2, 16 Aug, Introduction to the course**
*Required readings:*

- Questions for reading and in-class discussion: What was the Canton port like in the year 1800? Was it the biggest port of the World at the time? How important was it to the Europeans coming to trade, and to the Chinese who set up the port.
- In-class task: identifying peoples / places and their actions in the pictures.
- [TEL/DHMKP](Technological Enabled Learning; Digital Humanity's Methods of Knowledge Presentation): Time Line of Canton Trade

*Further readings:*
Chapters Introduction, One and Two (pp. 1-33) of Van Dyke, Paul A. *The Canton Trade: Life and Enterprise on the China Coast, 1700–1845*. Hong Kong: Hong Kong University Press, 2005.

**W3, 23 Aug, River pilot, compradors, and Linguist**
*Required readings:*
Groups 1, 2 and 3’s readings: Chapters Three, Four and Five (pp. 35-93) of Van Dyke, Paul A. *The Canton Trade: Life and Enterprise on the China Coast, 1700–1845*. Hong Kong: Hong Kong University Press, 2005.

- Questions: How did the Canton system of trade worked? Why did it work in this way? Who was in control of the port’s trade?
- In-Class activities: each group need to prepare to sumercise the readings to the class.

**Required Readings—Primary source**

**Further readings:**


**W4, 30 Aug, Images from China**

**Required readings:**

**Required Readings—Primary source**

- Questions: What kind of images did the British produce from the embassy? And why did they see China in this way?
- [TEL/SHMKP] 1793 Embassy Routes

**Further Readings:**

Anderson, Aeneas. *A narrative of the British embassy to China: in the years 1792, 1793, and 1794; containing the various circumstances of the embassy, with accounts of customs and manners of the Chinese*, London: printed for J. Debrett, 1795.; Basilea, 1795

[https://archive.org/details/narrativeofbriti00ande](https://archive.org/details/narrativeofbriti00ande)


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**W5. 6 Sep, Export Chinese images**

**Required readings:**


Chapter … Van Dyke, Paul A. Maria Kar-wing Mok, *Images of the Canton Factories 1760–1822: Reading History in Art*, Hong Kong University Press, 2015


- Questions for while reading and class discussion: Who produced these paintings; why they were exported; what kind of images were exported—was it Chinese or European, or a mix? If it was a mix how do they mix? If they were Chinese or European, how so?

**Further readings:**


Conner, P. R. M. *George Chinnery, 1774–1852: Artist of India and the China Coast*. Woodbridge, Suffolk: Antique Collectors' Club 1993


Garrett, Valery M. *Heaven is High, the Emperor Far Away: Merchants and Mandarins in Old Canton*. Oxford: Oxford University Press, 2002

♦ ( 6 September (Tuesday). Deadline for submitting Documentary Film Making, and DHMKP application.)

**W6. 13 Sep, Criminal cases of Canton**

**Required readings:**


- Questions for while reading and class discussion: how did the Europeans see the Chinese legal system; and why they viewed it in this way?
- TEL/ DHMKP murder maps of Canton trade.
Further Readings:
Terranova case, files from National Archive UK (FO1048_21_7-9) (in Chinese)
Lady Hughes case, files from the British Library ( G/12/18, in PDF ) (in English, hand writing)
Chapter One, Pär Cassel, *Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth Century China and Japan,

♦ (Essay topics for research paper are available this week)

W7, 20 Sep, The Thirteen Factories
Required readings:

- TEL/DHMKP The Thirteen Factories 3D images or mapping out their activities
- To Watch at class (10:06)
  3D Movie on the "Thirteen Hongs" or the "Canton Factories" China
  https://www.youtube.com/watch?v=iHiH8GbjMcI

Further readings:
Farris, Johnathan Andrew. *Enclave to Urbanity Canton, Foreigners, and Architecture from the Late Eighteenth to the Early Twentieth Centuries*. Hong Kong: Hong Kong University Press, 2016 (October).

27 September, Recess week:

W8, 4 October,
No class; Online E-learning week / Guest Lecturer

W9, 11 Oct, Harriet Low's Macao and Canton
Required readings:
Cavendish diary and drawing
Harriet Low, 1809-1877; Hillard, Katharine, ed, My mother's journal; a young lady's diary of five years spent in Manila, Macao, and the Cape of Good Hope from 1829-1834 .
https://archive.org/details/mymothersjourna00hillgoog

- Mapping out western women’s world in Macao and the activities they did (theatre, church, walking on hills, walking on beach, visiting friends, watching street parade, excursion…)

Further Readings:

W10. 18 Oct, Pirates of the South China Sea
Required readings:
Antony, Robert J. Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China, Institute for East Asian Studies Monograph Series, University of California, Berkeley, 2003.

Further readings:
Yung Lun yuen, History of the Pirates Who Infested the china Sea from 1807 to 1810, translated from the Chinese original with notes and illustrations by Charles Fried, London,: Neumann, 1831.
Jinhai fenji (History of the Pacification of the Pirates 靖海氛記) (清)袁永綸著《靖海氛記》（道光十年刊、丁酉年（1837）續刊）（蕭國健、卜永堅箋註）
Antony, Robert. Nan Zhongguohai haidao fengyun 南中國海海盜風雲 [Pirates of the South China Seas].

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W11, 25 Oct, Opium War and Canton

Required readings:
Chapter One, Two, and Three of Chen, Song-Chuan, Merchants of War and Peace: British Knowledge of China in the Making of the Opium War. (Hong Kong: Hong Kong University Press, 2017)

- TEL/ DHMKP mapping out opium war’s expedition routes

Further readings:
The Opium Question in China in 1840 - Thomas de Quincey, Excerpted from Thomas de Quincey, The Collected Writings of Thomas de Quincey, Volume 14, ed. David Masson (London: A & C Black, 1897),
Glenn Melancon, Britain’s China Policy and the Opium Crisis, Ashgate Press, 2003
Arthur Waley, The Opium War Through Chinese Eyes, 1958

W12, 1 Nov, An Opium War Social History

Required readings:
Bernard, William Dallas, Narrative of the Voyages and Services of the Nemesis from 1840 to 1843, 2 vols. (1844)
MacPherson, Duncan *Two years in China. Narrative of the Chinese expedition, from its formation in April, 1840, to the treaty of peace in August, 1842, 1867, London* (https://archive.org/details/twoyearsinchinan00macprich)

Alexander, Murray. *Doings in China: Being the Personal Narrative of an Officer Engaged in the Late Chinese Expedition, from Recapture of Chusan in 1841 to the Peace of Nankin in 1842* (1843)

- **TEL/ DHMKP** Creating a death map of the opium war—places where battle occurred, numbers of death; mapping routes of refugees fleeing

**W13, 8 Nov, Conclusion**

Readings: please go through your own notes and reflect on what you have learned in the past twelve weeks. If you can, a useful way of revising is to read this short book: Rana Mitter, *Modern China: A Very Short Introduction*.

◊ **Research Essay, Documentary Film, and DHMKP due on 15 November (Tuesday) 12:00 midnight (as shown on the NTU Learn)**

**ASSESSMENT**

100 % Continual Assessment; Assessment consists of the following three elements:

a) **Class Participation**: 15% (8% Group; 7% Individual)

b) **Group Research and Presentation**: 40% (15% group grade by class peer-assessment; 25% individual grade (15% intra-group peer assessment; 10% instructor grade, mainly on the day of presentation, but also participation in group discussions with instructor).

c) **Summative Assessment**: 45%

- Choice 1: Group Documentary Film Making
- Choice 2: Digital Humanity’s Methods of Knowledge Presentation
- Choice 3: One Research Essay of 3000-words (excluding notes and bibliography).

(more details below.)

**a) Class Participation**

- Attendance.
- Group participation in class activities; group participation in general.
- Individual participation in discussion throughout the course.

**b) The group research and presentation**

**Grading system for group research and presentation**

The group’s and individual’s presentation will be graded according to following criteria:

**Organisation of presentation** (20%)

- is there a strong introduction containing a clear statement of purpose?
- are there statements defining the parameters of the presentation?
- are the arguments properly structured and arranged?

**Analysis** (30%)

- ability to answer the ‘so what?’ question
- coherent central argument
- Ability to synthesise material
- command of the literature
- ability to marshal the evidence to prove a point

**Use of sources** (20%)
• does the students engage a wide variety of sources?
• does the students use sources with critical thinking?

Group synergy (15%)
• test of group cooperation and the ability to work together with each other.
• the individual presentation coming together to form a coherent one presentation.

Style and creativity of presentation (15%)
• is there something extra that make the group outstanding? Fun or wow factor?

Summative Assessment
Choice 1: Group documentary film making
• Given that video technology is widely available and students are using it for their presentations and daily lives; also documentary is an important media in the spread of historical knowledge, in this module you can make a short film as your summative assessment.
• In making the film you will think about Chinese history, and think historically. This is a third way of presentation, in addition to written form and oral presentation.
• Topic: any course related topic; you can discuss with instructor.
• The documentary film will be premiered to the class in week 13 before final submission.
• Grading components: 45% towards your final mark: 
  o 15% instructor grade to group
  o 20% intragroup peer-grade
  o 10% instructor grade to individuals (This can be the same for the whole group if you wish; Otherwise it will be based on instructor’s observation, contact with the group, and other relevant information provided by group members.)

Rules:
Length: 15-20 minutes
1-4 people: up to 4 persons working in a group on a documentary film; strictly no more than 4 persons. One person team (in this case 45% instructor grade) is also welcomed.
Standard (requirements): The film needs to be uploaded to a website such as YouTube in order to be assessed. That means both visual and audio effects need to have copy rights, i.e. film the story yourself (if you need extras for filming, please ask your friends, or do group mutual-support agreement); use copyright-expired footages; use computer animation (you can certainly do the whole film in this way); use copyright-free music or make one yourself.

The film you made is subject to NTU Plagiarism Regulations, just like exam paper and written essay.

Deadlines: 20 Sep: submit a plan: to include member list, working title, and a draft plan (create the plan form yourself). Once the application is made, you are to be assessed in this choice, strictly no switch to choice 2, except in special circumstances.
Between 20 Sep – 9 Nov: meet, the whole group, with instructor at least two times to discuss your plan and draft; making the film.
9 Nov (week 13): showing the draft film in class.
15 Nov (Tuesday), 12:00 midnight: submitting the final film in USB Disk (or use Dropbox (share with scchen@ntu.edu.sg) and email webpage link that you have published to the instructor.

Grading system for documentary film
Organisation (30%)
• is there a strong introduction?
• does the narrative structure make sense?

Analysis (20%)
ability to answer the ‘so what?’ question
coherent central argument
Ability to synthesise material
ability to marshal the evidence to prove a point

**Use of sources (25%)**
- does the students engage a wide variety of sources?
- does the students use sources with critical thinking?

**Style and creativity of presentation (25%)**
- is there something extra that make the short film outstanding?

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**Choice 2: Digital Humanity's Methods of Knowledge**

**Presentation**

**Rules:**

**Methods:** Any Digital Humanity, Digital Geography way of presenting

**1-3 people:** up to 3 persons working in a group; strictly no more than 3 persons. One person team (in this case 45% instructor grade) is also welcomed.

**Standard (requirements):** check out online Digital humanities (also digital geography), to see if there is anything you want to learn or are familiar with, you can use them to find a project to work. The possible methods of presentation can be found in each week's course outlines. You are encouraged to find content (within the course's range) to implement. Any visual, text, and audio effects need to properly acknowledge your sources just like a paper does.

The content and methods you present is subject to NTU Plagiarism Regulations, just like exam paper and written essay.

**Deadlines:**
- 20 Sep: submit a plan: to include member list, working title, and a draft plan (create the plan form yourself). Once the application is made, you are to be assessed in this choice, strictly no switch to choice 2, except in special circumstances.
- Between 20 Sep – 9 Nov: meet, the whole group, with instructor at least two times to discuss your plan and draft; making the film.
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**Grading system for documentary film**

**Organisation (30%)**
- is there a strong introduction?
- does the narrative structure make sense?

**Analysis (20%)**
- ability to answer the ‘so what?’ question
- coherent central argument
- Ability to synthesise material
- ability to marshal the evidence to prove a point

**Use of sources (25%)**
- does the students engage a wide variety of sources?
- does the students use sources with critical thinking?
Style and creativity of presentation (25%)  
- is there something extra that make the short film outstanding?

Choice 3: Research essay  
45% towards your final mark  
- Word limits: 3,000 word, excluding notes, bibliography, and other things such as picture you want to include.  
- Paper due on **16 November (Monday) 12:00 midnight** (After the deadline, you can still submit through the NTU Learn link, but there will be a penalty).  
- Use your full name as it appears on your student card as the file names for the essay that you submit on NTU Learn. In this way the papers will come to me in a proper order. You don't need to submit a hard copy.

Plagiarism in writing research papers  
It is important that all unacknowledged material in your essay is your own work. The University has strict rules relating to plagiarism that may result in disciplinary procedures. Remember that copying or using any part of another student’s essay or written work also falls within the definition of plagiarism.

Exact texts cited from other’s works and placed in your paper must be put within quotation marks. Otherwise, paraphrase. **The sources of both quotations and paraphrasing have to be properly noted.** On how to cite properly, please see the section on ‘style’ below.

How to paraphrase: ‘Paraphrase 1’ below will be deemed as plagiarism; ‘Paraphrase 2’ is an example of proper paraphrasing.

Original text  
Wilson took personal responsibility for the conduct of the important diplomacy of the United States chiefly because he believed that it was wise, right, and necessary for him to do so. Believing as he did that the people had temporarily vested their sovereignty in foreign affairs in him, he could not delegate responsibility in this field to any individual. His scholarly training and self-disciplined habits of work made him so much more efficient than his advisers that he must have thought that the most economical way of doing important diplomatic business was for him to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes also led him to conclude that it was the safest method, for he, and not his subordinates, bore the responsibility to the American people and to history for the consequences of his policies.

Paraphrase 1 (Plagiarism)  
Wilson took personal responsibility for conducting diplomacy because he believed it was right for him to do so. Believing that the people had vested their sovereignty in foreign affairs in him, he could not delegate this responsibility. His scholarly training and self-discipline made him more efficient than his advisers. He thought that the most economical way of doing important diplomatic business was to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes led him to conclude that it was the safest method because he bore responsibility to the American people for the consequences.

Paraphrase 2 (Not plagiarism)  
Wilson felt personally responsible for major diplomacy, because he believed that the voters had entrusted him with such matters. He was more capable than his advisers in this area. He, and not his advisers, was responsible to the people.
Penalties for late submission
There will be penalties for late submission of 5% per day unless there are approved medical or other certificated reasons explaining the delay. Please ensure that the instructor is aware of these circumstances as soon as possible. Students failing to submit an assignment will be denied their credit points for this course.

Extensions
In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the essay submission date.

Word Limit
You are required to provide a word count on the front page of your paper. Students failing to include a word count will automatically incur a 2% penalty, as will students falsifying their word count. The word count excludes notes, appendices and the reference list. The following penalties will also be levied for essays that do not adhere to the word limits:

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Factors taken into account
In grading assignments the following factors will be taken into account by markers:
• The relevance of the answer to the question set;
• A clear introduction, the ability to structure an argument clearly and a conclusion;
• Critical analysis;
• The use of relevant reading;
• The recognition, where appropriate, of different perspectives;
• The avoidance of sexist, racist, xenophobic, homophobic, and ageist language;
• Grammar, style and presentation, including accurate acknowledgement of sources.

Grading system for research essay
Your essay will be graded according to following criteria:

Organisation (15%)
• is there a strong introduction containing a clear statement of purpose?
• is there a proper conclusion
• are there statements defining the parameters of the essay?
• are the arguments properly structured and arranged?

Analysis (30%)
• ability to answer the ‘so what?’ question
• coherent central argument

Ability to synthesise material (20%)
• command of the literature
• ability to marshal the evidence to prove a point

Writing/Grammar (15%)
• test of writing skills; choice of words;
• ability to convey complex ideas

Use of sources & style (20%)
• does the student engage a wide variety of sources?
• does the student use sources with critical thinking?

Style: Research papers must follow these guidelines:
Bibliography


Antony, Robert J. Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China, Institute for East Asian Studies Monograph Series, University of California, Berkeley, 2003.


Chen Li, 'Universalism and Equal Sovereignty as Contested Myths of International Law in the Sino-Western Encounter', Journal of the History of International Law / Revue d'histoire du droit international Vol. 13, No. 1, 2011, pp. 75-116,


Chen, Songchuan, .


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van Dyke, Paul A. Merchants of Canton and Macao, Hong Kong University Press, 2011


Forbes, Robert Bennet, Personal Reminiscences (1882)

Peter Ward Fay, The Opium War, 1840–1842: Barbarians in the Celestial Empire in the Early Part of the Nineteenth Century and the War by Which They Forced her Gates Ajar (Chapel Hill: University of North Carolina Press, 1975)


Millward, James A. What did the Qianlong court mean by huairou yuanren? An examination of Manchu, Mongol and Tibetan Translations of the Term as it Appears in Chengde Steles' Georgetown University


Wang, Gungwu and Ng Chin-keong eds. Maritime China in Transition, 1750-1850, Harrassowitz Verlag Wiesbaden, 2004

Williams, Samuel Wells, *A Chinese commercial guide: consisting of a collection of details and regulations respecting foreign trade with China, sailing directions, tables, &c*, Printed at the Office of the Chinese Repository, 1856


Yuan, Bingling *Chinese democracies: a study of the kongsis of West Borneo (1776-1884)*, Research School of Asian, African, and Amerindian Studies, Universiteit Leiden, 2000