Since the late 19th century, Shanghai has emerged as the leading metropolis in China in many respects. It has served as the breeding grounds and model for the social, political, economic and cultural modernization, and urbanization of China over the century that followed. Through a combination of lectures, readings, film screenings, field trips, and research projects, this course explores the history of Shanghai and connects the colorful legacy of the treaty port era (1842-1943) with the re-emergence of Shanghai as a global metropolis since the 1990s. While focusing mainly on those two eras, which have been the subjects of the bulk of scholarship in the emerging field of “Shanghai Studies,” we also examine the relatively neglected history of Shanghai prior to the 1840s, as well as the Mao Years of 1949-1976 when Shanghai became a bastion for the violent politics of the Cultural Revolution.

The Treaty Port Era (1842-1943)

After the British defeated China in the First Opium War in 1842, Shanghai became the flagship treaty port, opened to trade and residence for British, American, French, and other nationals, who lived in foreign settlements. These coalesced into the International Settlement and French Concession, both run by independent governing bodies, and featuring nearly all the amenities of modern cities in the
Western world. During the late 19th and early 20th centuries, Shanghai became the major center for the creation, production, and dissemination of modern cultures and industries in China, including banking, manufacturing, print, film, and entertainment cultures. It was also a cauldron of revolutionary politics and arguably the crucible for the rise of modern Chinese nationalism, as well as the birth of the Communist Party in China. Many of China’s national leaders, writers, artists, and revolutionaries in the past century have spent a significant part of their careers in Shanghai. Because of its international culture and its high concentration of capital and labor, Shanghai was a breeding ground for the violent political cultures that flourished in the Republican Era (1912-1949) and the Mao Era (1949-1976).

The Reform Era and Beyond

Since the reform era began in 1978, Shanghai has once again emerged as a vibrant commercial capital in China and has developed into a glittering global metropolis with a sizeable international population, drawn to the city by its cultural legacy. Since then, many scholars and writers have attempted to connect the present era with the treaty port era, while on the other hand the Mao Years have remained largely a mystery in the field of Shanghai Studies—and yet, some scholars are now venturing into that “forbidden” territory as well.

This course explores these phases and facets of Shanghai’s development from late imperial times through the tumultuous 20th century. Throughout the course we examine the physical and cultural legacy of the city and its impact on China and East Asia. Field trips to Shanghai, screenings of Shanghai films, and other special events will enhance the learning experience.

Themes, People, Issues, and Events:

- British, French, and American settler societies in treaty port Shanghai.
- The development and expansion of the city’s two foreign settlements, the International Settlement and French Concession.
- Governance, defense, policing, and crime in the city.
- Economic and cultural modernization of the city under the conditions of “semicolonialism.”
- The rise of modern cultures and industries such as newspapers, department stores, movies, and dance halls.
- Nationalist Chinese political movements and the early phases of the Chinese Communist movement.
- Japanese military adventures and occupation of Shanghai.
- The lives of the underclasses such as laborers, rickshaw pullers, and beggars.
- The political violence of the wartime era of the 1930s-40s and the fates of wartime refugees including Chinese, Russians, and Jews.
- Political culture, revolutionary violence, and daily life in the Mao Era (1949-1976).
- The re-emergence of the city’s identity as a global metropolis in the 1990s and beyond, and the city’s rapid development since the 1990s.
- The role of nostalgia and the city’s physical and cultural legacy on the image and identity of Shanghai today.
Course Goals / Objectives

Students will come out of this course learning the following:

• Major themes in the history of Shanghai that scholars writing in English language have explored.
• Methods, approaches, and methodologies by which scholars of Chinese urban history, culture, and society study and write about Shanghai.
• Sources and resources that are available for studying history, culture, and society in Shanghai, including libraries and archives.
• Firsthand knowledge of the city and exposure to the historical and contemporary neighborhoods and residents of Shanghai today.
• How to research and write a paper on history and society.

Required Text(s)/Resources

(Note: the following articles are all available and accessible by DKU students online through the Duke library system and other websites, or will be made available online in PDF form)

2) Niv Horesh, “Location is not Everything: Reassessing Shanghai’s Rise, 1840s-1860s, in Provincial China V 1 no. 2, pp. 61-75.


16) Yomi Braester, “A Big Dyeing Vat” The Vilifying of Shanghai during the Good Eighth Company Campaign” in Modern China, Vol. 31 No. 4 (Oct 2005) 411-447.


Recommended Text(s)/Resources (Note: these will be available to students through the personal collection of the instructor or through the DKU or Duke e-library system)

Monographs and Edited Volumes on Shanghai History, Culture, and Society:

- Marie-Claire Bergere, Shanghai: China’s Gateway to Modernity (Stanford University Press, 2009)
- Nicholas Clifford, Spoilt Children of Empire: Westerners in Shanghai and the Chinese Revolution of the 1920s (Middlebury University Press, 1992)
- Sherman Cochran and Andrew Hsieh, The Lius of Shanghai (Harvard University Press, 2013)
- Stella Dong, Shanghai: The Rise and Fall of a Decadent City (HarperCollins, 2001)
• Andrew David Field, *Mu Shiying: China’s Lost Modernist* (Hong Kong University Press, 2014)
• Bryna Goodman, *Native Place, City, and Nation: Regional Networks and Identities in Shanghai, 1853-1937* (University of California Press, 1995)
• Anna Greenspan, *Shanghai Future: Modernity Remade* (Oxford University Press, 2014)
• Nicole Huang, *Women, War, Domesticity: Shanghai Literature And Popular Culture Of The 1940s* (E. J. Brill, 2005)
• Andrew Jones, *Yellow Music: Media Culture and Colonial Modernity in the Chinese Jazz Age* (Duke University Press, 2001)
• Donald Allan Jordan, *China’s Trial by Fire: The Shanghai War of 1932* (University of Michigan Press, 2001)
• Jie Li, *Shanghai Homes: Palimpsests of Private Life* (Columbia University Press, 2014)
• Jianhui Liu, *Demon Capital Shanghai: The “Modern” Experience of Japanese Intellectuals* (MerwinAsia, 2012)
• Lynn Pan, *Shanghai Style: Art and Design Between the Wars* (Long River Press, 2008)
• Qin Shao, *Shanghai Gone: Domicide and Defiance in a Chinese Megacity* (Rowman & Littlefield, 2013)
• S. A. Smith, *A Road is Made: Communism in Shanghai, 1920-1927* (University of Hawaii Press, 2000)
• Mark Swislocki, *Culinary Nostalgia: Regional Food Culture and the Urban Experience in Shanghai* (Stanford University Press, 2013)
• Marcia Ristaino, *Port of Last Resort: The Diaspora Communities of Shanghai* (Stanford University Press, 2003)
• Kristin Mulready-Stone, *Mobilizing Shanghai Youth: CCP Internationalism, GMD Nationalism and Japanese Collaboration* (Routledge, 2014)
• Harriet Sergeant, *Shanghai: Collision Point of Cultures, 1918-1939* (Crown, 1991)
• Frederic Wakeman, Jr., *Policing Shanghai, 1927-1937* (University of California Press, 1996)
• Frederic Wakeman, Jr. and Wen-hsin Yeh, Editors, *Shanghai Sojourners* (RoutledgeCurzon, 1995)
• Jeffrey Wasserstrom, *Student Protests in Twentieth Century China: The View from Shanghai* (Stanford University Press, 1997)
• Jeffrey Wasserstrom, *Global Shanghai: 1850-2010* (Routledge, 2009)
• Roberta Wue, *Art Worlds: Artists, Images, and Audiences in Late Nineteenth-Century Shanghai* (University of Hawaii Press, 2014)
• Catherine Yeh, *Shanghai Love: Courtesans, Intellectuals, and Entertainment Culture, 1850-1910* (University of Washington Press, 2006)
• Meng Yue, *Shanghai and the Edges of Empires* (University of Minnesota Press, 2006)
• Yingjin Zhang, editor, *Cinema and Urban Culture in Shanghai, 1922-1943* (Stanford University Press, 1999)

**Useful Websites:**

[www.virtualshanghai.net](http://www.virtualshanghai.net) (website with lots of visuals, maps, etc. run by Christian Henriot)

**Selected Films on Shanghai (will be screened every Tuesday night from 7-9 on DKU campus, location TBA)**

• *Week 1: Legendary Sin Cities: Shanghai* (documentary film, CBC, 50 minutes)
• Week 2: Goddess (Shennu, 1934)
• Week 3: Street Angel (Malu Tianshi, 1937)
• Week 4: New Year’s Coin (Yasui Qian, 1937)
• Week 5: Shanghai in WWII (documentary film, ICS, 2015)
• Week 6: Soldiers under the Neon Lights (Nihong Deng Xia de Shaobing, 1964)

Field Trip

We will have two class field trips:
• Friday March 11: Shanghai Municipal Library, Xujiahui Library, and Shanghai Municipal Archives
• Friday March 18: Shanghai Scavenger Hunt (instructions TBA)

Assessment Information / Grading Procedures

1) Read through all of the required readings and outline these readings and your own thoughts and reflections on them in a notebook, which will be handed in to the instructor to be reviewed and then returned to you at the end of each week during the course (20%)
2) Write and hand in a set of field notes after each field trip to Shanghai describing your observations and discoveries (20%)
3) Conduct an oral interview of at least 60 minutes in length with a person who has lived in Shanghai for all or most of his/her life and is over 60 years old. Record the interview, then transcribe the interview and translate it into English (for this assignment students will work in teams of three or four) (20%)
4) Pay a visit to at least one of the following: Shanghai Municipal Library, Xujiahui Jesuit Library, or Shanghai Municipal Archives, conduct some original research there, and add the research notes to your course notebook to be reviewed by the course instructor (20%)
5) Write and turn in one individual paper by the end of the course, investigating some aspect of history, society, and/or culture Shanghai over the past century or more, which incorporates some or all of the above as well as some individual research using recommended secondary and primary sources. The paper should be at least 2000 words in length. For this project, students should turn in a proposed topic to the professor by the end of week 5 of the course (20%)

Each assignment above will be graded on a scale of 1-20 based on the following rubric:

1) thoroughness of assignment (1-5)
2) organization and neatness of assignment (including spelling and grammar) (1-5)
3) integration of assignment with main themes and approaches of course (1-5)
4) coordination and planning of assignment (1-5)

Please note that while some notes may be in Chinese, the main language for each assignment when handed in or inspected by the instructor should be English.
Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

This course fosters intercultural learning through discussions and activities, including field trips, that will bring students from different cultures, regions, and countries together to study, explore, research, and write about a global world city, Shanghai, and its people.

Course Policies and Guidelines

Instructors’ expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.

ACADEMIC INTEGRITY:
Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.” Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

CLASS ATTENDANCE:
You are responsible for all the information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate during class time.

POLICY ON MAKE-UP WORK/EXAMS:
Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
If you require academic accommodation, you must first register with the Dean of Students’ Office. The Dean of Students’ Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Classroom Learning Activities
During each class session, the hour and forty-minute class will be divided into various activities, including lectures, class discussions, small group discussions, and other learning activities. Students will be encouraged to learn actively rather than passively absorbing the knowledge of the professor, and will be continually tested on their working knowledge of the subject matter.

**Tentative Course Outline or Schedule**

<table>
<thead>
<tr>
<th>Week, Class</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>1) Late Imperial Era (1600s-1800s)</td>
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</tr>
<tr>
<td>Week 1, Class 1</td>
<td>Intro to Course From Market Town to Treaty Port: Shanghai’s Development in the Ming and Qing Dynasties</td>
<td>Linda Cooke Johnson, “Shanghai: An Emerging Jiangnan Port, 1683-1840” in Cities of Jiangnan in Late Imperial China, pp. 151-181.</td>
</tr>
<tr>
<td>Week 1, Class 2</td>
<td>Why was Shanghai the ‘Chosen City’? Rebellions, Refugees, Real Estate, and Foundations and Growth of China’s Flagship Treaty Port</td>
<td>Niv Horesh, “Location is not Everything: Reassessing Shanghai’s Rise, 1840s-1860s, in Provincial China V 1 no. 2, pp. 61-75.</td>
</tr>
<tr>
<td>Week 2, Class 3</td>
<td>Literati in Late Qing Shanghai</td>
<td>Yeh, Catherine. 1997. ”The Life-style of Four Wenren in Late Qing Shanghai.” Harvard Journal of Asiatic Studies 57.2: 419-70</td>
</tr>
<tr>
<td>Week, Class</td>
<td>Topic</td>
<td>Required Readings</td>
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<tr>
<td>Week 3, Class 1</td>
<td>Courtesan Culture in Late Qing Shanghai</td>
<td>Christian Henriot, “Chinese Courtesans in Late Qing and Early Republican Shanghai,” in <em>East Asian History</em> 8 (1994): 33-52</td>
</tr>
</tbody>
</table>

**2) Republican Era (1912-1949)**
<table>
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<tr>
<th>Week, Class</th>
<th>Topic</th>
<th>Required Readings</th>
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### 3) Maoist Era (1949-1976)

| Week 6, Class 1 | Shanghai after the Revolution | Yomi Braester, “A Big Dying Vat” The Vilifying of Shanghai during the Good Eighth Company Campaign” in *Modern China*, Vol. 31 No. 4 (Oct 2005) 411-447 |
| Week 6, Class 2 | Shanghai as Center of Maoist Revolutionary Struggle, from the Anti-Rightist Movement to the Cultural Revolution | Elizabeth J. Perry, “Shanghai’s Strike Wave of 1957” in *The China Quarterly* No. 137 (Mar., 1994), pp. 1-27 |

### 4) Reform Era (1980s-present)


<p>| Week 7, Class 3 | Creativity, Cosmopolitanism, and Sexuality in the New Shanghai | James Farrer and Andrew David Field, “From Interzone to Transzone: Race and Sex in the Contact Zones of Shanghai’s |</p>
<table>
<thead>
<tr>
<th>Week, Class</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
|             |       | Global Nightlife” in Intersections: Gender and Sexuality in Asia and the Pacific, Issue 31 (December 2012)  
http://intersections.anu.edu.au/issue31/farrer-field.htm |

**Expectations for readings and preparation for each class:**

The instructor has reasonable expectations for the amount of time it will take to prepare each class. It is expected that each student will come to class having read over the article assigned for that day, and be prepared to discuss the main points, issues, and themes as well as the methodology behind the research and writing of the article. Students will be expected to take notes on each article as stated in the assessment section of the syllabus. The expectation for the average amount of time to read each article should be around 10 pages per hour. For articles longer than 30 pages, the student should read over the article more quickly searching for main points. No article should take longer than 3 hours to complete, however students may initially take somewhat longer depending on their language abilities. At the beginning of the course, the instructor will emphasize that articles should not be read in order to memorize exact contents but rather to understand the broader themes and trends discussed in the article. Students should also make an effort to connect these articles with each other to arrive at a larger picture of Shanghai’s development in different eras.