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## City Between Empires: Nationalism, Colonialism, and Identity in Hong Kong



As one of the last remnants of the British Empire, Hong Kong is an enigmatic space, a city caught between empires. Its history has been rocked and shaken by the tumult of nearby mainland China, and its development inextricably tied to its connections with the global network forged by the British empire. Hong Kong's unique place in the world, a global city, part of a patriotic nation, with a very strong sense of local identity, makes it an ideal place to explore important themes in modern history: Nationalism, colonialism, empire, and the construction of identity.

This is a sources and methods class. As such, our goal is to analyze and practice the art of creating history. To develop these methodological skills, we will be critically engaging with a wide variety of historical sources. The primary readings *should occupy much of your attention*. By the end of this class, you will learn to interpret a variety of historical sources (including film, art, statistical data, census and political cartoons), and interrogate the use and meaning of sources in the construction of historical narratives

This class, while temporally covering much of Hong Kong's history, will primarily focus on questions relating to colonialism, nationalism, and identity. The class will proceed chronologically, beginning with the Opium War and ending with the return of Hong Kong to China in 1997.

### Required texts:

*Recommended for Purchase*

Maria Jaschok. *Concubines and Bondservants: The Social History of a Chinese Custom*. Zed Books: 1988.

John Carroll. *A Concise History of Hong Kong*. Rowman & Littlefield Publishers, Inc.

Ackbar Abbas. *Hong Kong: The Culture and Politics of Disappearance*.

Course Reader available from Copy America

Other readings will be available either on reserve at the library or online

**Class Requirements:**

Participation: 25%

Two short papers: 20%

Mid-term paper: 25%

Final project: 30%

**Participation:**

Punctual, regular attendance is a requirement for this class. You are allowed to miss one class without permission; any other absences will negatively affect your grade. Attendance must be supplemented with thoughtful participation and completion of all course readings.

**Assignments:**

*Two short papers:* For this assignment, you will write two short papers, one due in week 5, and the other due before the end of the term. These papers should consist of a 2-3 page analysis of a primary source that you find on your own. To locate primary sources, please make use online databases; the librarians at Green, Hoover, and the East Asian library (note: if you can read Chinese, you are welcome to find and use sources in Chinese); and bibliographies from secondary works we read in class. You are also required to come and show me your source *at least one week* before the due date of the assignment. In the first section (1-2 pages), you should summarize the following: the author, the main argument, the intended audience, the purpose of the source, and the materiality of the source. In the second section (1-2 pages), you should offer your own analysis of the source, paying close attention to how it relates to themes we have discussed in class, how it might be used in conjunction with other types of sources, and its possibilities and limitations for use in historical research.

*Mid-term paper:* By the middle of the term, we will have looked at several secondary sources as well as the primary sources used by the authors. In this 3-4 page paper, please choose a secondary source from class and critique the author's use of primary sources. Does he/she use sources creatively? Does he/she treat these sources as more transparent than perhaps they ought to be treated (i.e., they assume things about the disinterested nature of the author or creator of the source). How might you have used these sources differently, and if the author had taken your considerations, how might their argument have changed?

### *Final project*

Your assignment is to create your own primary source based upon the ones we have looked at in class. When thinking about this assignment, you should bear the following questions in mind:

- What time period does this source come from?
- Who is producing this source? Who is the intended audience?
- Under what circumstances was this source produced?
- What is the medium of this source? How does this affect its meaning for either the producer or intended audience?

Some possible examples:

- The memoir of a Mui Tsai. (Here, you should ask where she came from, how she got to Hong Kong, and why she is literate and self-aware enough to then write a memoir.
- An art piece that could go in the “Made in Hong Kong” exhibit.
- An editorial from a Hong Kong elite at the turn of the century. What would you write about? Where would you publish it? To whom would you be responding?
- A labor movement manifesto.
- A political cartoon in the 1960s about the Chinese Cultural Revolution

Accompanying your source should be a 3-4 page analysis of the source. This should follow a similar format to your short papers: the first section should outline the source’s author, its audience, and its main argument/perspective. The second part of the paper should be your own thoughts and analysis. In addition, you should reflect upon the following question: “what does this source tell us about what it means to be a Hong Konger?” Be creative!

Your grade will be based primarily upon the historical plausibility of your source (i.e. it fits in line with the types of sources that would be produced at this time, the author’s opinions and stance makes sense for the time period and medium you choose, etc.) as well as your ability to creatively synthesize both the themes we’ve explored in this class as well as the types of sources we’ve examined. Students are required to submit a short, paragraph-long proposal about the source by week 6.

### **Stanford’s Honor Code:**

Stanford’s Honor Code articulates the university’s expectations of students and faculty in establishing and maintaining the highest standards in academic work. Please make sure you know and understand it – for details, see the Office of Judicial Affairs website (<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>). Be aware that university rules require instructors to report *any* suspected violation of the Honor Code to the Office of Judicial Affairs.

### **Students with Documented Disabilities:**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

## **Class Schedule**

### **Introduction**

April 2: Introduction to the course.

### **Unit 1: China's encounters with the West**

April 4: China and China's interactions with Europe prior to the Opium War

- Readings:
  - John K. Fairbank and Ssu-yu Teng. *China's Response to the West: A Documentary Survey*. (Cambridge: Harvard University Press, 1954) Introduction and Chapter 1, (pp. 1-21). (course reader)
  - John Carroll. *A Concise History of Hong Kong*. 9-18, 21-28.
  - Christopher Alesevich. "John King Fairbank: Present at Creation." *Us-China Today*. November 9, 2007. Found at: [http://www.uschina.usc.edu/w\\_usci/showarticle.aspx?articleID=10771&AspxAutoDetectCookieSupport=1](http://www.uschina.usc.edu/w_usci/showarticle.aspx?articleID=10771&AspxAutoDetectCookieSupport=1)
  - Paul Cohen. *Discovering History in China: American Historical Writing on the Recent Chinese Past*. Columbia University Press, 1986. Chapter 1 "The Problem with 'China's Response to the West.'" (pp. 9-55). (Course reader).
  - *The Treaty of Nanjing*. <http://www.international.ucla.edu/asia/article.asp?parentid=18421>

### **Unit 2: Colonial Law in Hong Kong**

*Week 2: Domination, colonization, and racial segregation*

April 9: Colonization through surveillance

- Readings
  - John Carroll. *A Concise History of Hong Kong*. 16-21, 28-31, 46-55.
  - Christopher Munn. "Her Majesty's Chinese subjects." *Anglo-China: Chinese People and British Rule in Hong Kong 1841-1880*. (Curzon Press: 2001). 53-105 (Course reader).
  - Hong Kong Census of 1872 and Census returns (coursework).

April 11: Racial segregation and British Law in Hong Kong

- Readings:
  - John Carroll. *A Concise History of Hong Kong*. 33-45, 63-76.
  - Peter Wesley-Smith. "Anti-Chinese legislation in Hong Kong." In Ming K. Chan's *Precarious Balance: Hong Kong between China and Britain* (1994). pp 91-102 (course reader).
  - *Travelers Tales of Old Hong Kong*. Ed. Mun Him Wise and Michael Wise. In Print Publishing: 1996. pp. 39-43, 69-71, 78-92; 102-105; 109-112; 116-118; 121-128; 152-153; 159-162. (course reader).
  - John Thompson. "Hong Kong Photographers." In *Hong Kong: Somewhere between Heaven and Earth*. Ed. Barbara-Sue White. Oxford UP: 1996. Pp. 81-85.
  - The Peak Residence Ordinance of 1904. (On coursework)
  - "Dr Ho Kai's protest against the public health bill, submitted to the government by the sanitary board, and the board's rejoinder thereto" *Hong Kong Legislative Sessional Papers, 1887*. (On Coursework)

*Week 3: British law and Chinese custom: The case of Mui Tsai*

April 16: Stories of Mui Tsai

- Readings
  - Janet Lim. *Sold for Silver: An Autobiography*. World Publishing Company, 1958. Pp 9-59. (Course reader)
  - "Lien-Min: The Story of a Pitiably Little Chinese Girl." (Told by the Missionary Frieda Wehle." In *Women and Chinese Patriarchy: Submission, Servitude, and Escape*. Ed. Suzanne Miers and Maria Jaschok. Zed Books: 1994. pp 152-3, 193-7. (Course reader)
  - Maria Jaschok. *Concubines and Bondservants: The Social History of a Chinese custom*. Oxford University Press, 1988. 7-44
  - Mrs. H. I. Haslewood. "Child Slavery in Hong Kong." And Stella Benson. "Chinese Prostitutes." In *Hong Kong: Somewhere between Heaven and Earth*. Ed. Barbara-Sue White. Oxford UP: 1996. Pp. 167-171.

April 18: The abolition of Mui Tsai

- Readings
  - Maria Jascok. *Concubines and Bondservants: The Social History of a Chinese Custom*. Oxford University Press: 1988: pp 81-111 (Secondary).
  - John Carroll. *A Concise History of Hong Kong*. 109-114
  - "Mui-tsai in Hong Kong." Report of the committee appointed by His Excellency the Governor, Sir William Peel. Hong Kong. Mui-tsai Committee. **Students are required to read the original manuscript, which will be kept on hold in the library.**

**Unit 3: Disjointed Loyalties: Nationalism and Revolution**

*Week 4: Hong Kong and the Chinese Revolution*

April 23: Hong Kong and Chinese Nationalism: Part 1: The 1911 Revolution

- Readings
  - Jung-Fang Tsai. *Hong Kong in Chinese History*. Chapter 9. 238-261 (Course reader).
  - John Carroll. *A Concise History of Hong Kong*. 76-87
  - *Daily Press*. October 19 and 24, 1911. (Primary, on coursework)

April 25: Hong Kong and Chinese Nationalism: Sir Ho Kai, a Chinese intellectual in colonial Hong Kong.

- Readings
  - John Carroll. "Nationalism and Identity: the Case of Ho Kai." *Edge of Empires: Chinese Elites and British Colonials in Hong Kong*. 108-131 (Course reader)
  - Marquis Tseng. "China Sleeping and Awakening." *The Asiatic Quarterly Review*. Volume 3, (1887) pages 1-10 (On Coursework).
  - Ho Kai: Letter to the editor: *China Mail*, February 16, 1887. Ho Kai: "Marquis Tseng on China." *China Mail*, February 8 1887. (On Coursework).

*Week 5: Nationalism from above and below*

April 30: The elite collaborators of British Hong Kong

**\*Midterm Paper and first short paper due by today\***

- Readings
  - *The Prominent Chinese of Hong Kong* (Xianggang Hua ren ming ren shi lue). 1937. **Students should read original book on reserve in the library. Please choose approximately 15 biographies to read and discuss in class, there are about 30 total. If you read Chinese, you may also compare the English and Chinese on 7-8 of them.**
  - Elizabeth Sinn. "Moving Bones: Hong Kong's role as an 'in between' place in the Chinese diaspora." *Cities in Motion: Interior, Coast, and Diaspora in Transnational China*. Ed. Sherman Cochran, Yeh Wen Hsin, and David Strand. Institute of East Asian Studies: 2007. 247-271 (Course reader)
  - Adam McKeown. "Conceptualizing Chinese Diasporas, 1842-1949." *The Journal of Asian Studies*. 38.2 (May, 1999). 306-327. (On JSTOR)
  - John Carroll. *A Concise History of Hong Kong*. 89-96

May 2: Grassroots nationalism: Labor movements and riots in 1920s Hong Kong

- Readings:
  - H.R. Butters, Labour Officer. *Report on labour and labour conditions in Hong Kong*. Hong Kong : Government Printer, 1939. (On Coursework)
  - Ming K. Chan. "Labour Vs. Crown: Aspects of Society-State interactions in the Hong Kong labour movement before World War Two." In Elizabeth Sinn ed. *Between East and West: Aspects of Social and*

*Political Development in Hong Kong.* University of Hong Kong: 1990., pp 132-142 (Secondary, course reader).

- John Carroll. *A Concise History of Hong Kong.* 96-109

#### **Unit 4: The New Colonizers: The Japanese Occupation**

Week 6: *The Japanese in China*

May 7: Japanese occupation of Hong Kong.

#### **\*Proposal for Final Paper due today\***

- Readings
  - Sally Blythe, ed. *Hong Kong Remembers.* Oxford University Press, 1996. pp 7-23 (Course reader).
  - Edwin Ride. "China Through the Looking Glass." *The British Army Aid Group: Hong Kong Resistance 1942-1945.* Oxford University Press: 1981. pp 104-125 (Course reader).
  - Jean Gittens. "The Years at Stanley." In *Hong Kong: Somewhere between Heaven and Earth.* Ed. Barbara-Sue White. Oxford UP: 1996. Pp. 167-171 (Course Reader).
  - Articles from *The Hong Kong News* (On Coursework)
    - "Hong Kong public Rejoices." February 17, 1942, p. 5
    - "U. S. War Prisoners In Shanghai Well Treated." February 12, 1942, p. 3
    - "Thailand's Declaration of War Reveals a Long Cemented Tokyo-Bangkok Axis: Some Facts Concerning the Country of the Moment in the Pan-Asiatic Plan." January 30, 1942, p. 2
  - John Carroll. *A Concise History of Hong Kong.* 116-126.

May 9: Colonial collaborators

- Readings
  - Henry Lethbridge. "Hong Kong Under Japanese Occupation: Changes in Social Structure." In *Hong Kong: A Society in Transition.* 77-127. (Course reader)
  - Articles from *The Hong Kong News* (On Coursework)
    - "The Question of Color: British Snobbery That Destroyed an Empire" February 17, 1942, p. 7
    - "Overseas Chinese...Remember, you belong to the Asiatic Group of Oppressed Races." January 22, 1942, p. 2
    - "Sino-Japanese Collaboration: Economic Development of North China Makes Amazing Progress." January 24, 1942, p. 2
    - "Hong Kong Chinese Preparing To Celebrate Fall of Singapore." February 11, 1942, p. 3
    - "Japanese: A lesson a day" and "Your Body and How it Works" February 8, 1942, p. 6
    - "Japan Explodes a Big British Myth." February 17, 1942, p. 2

- John Carroll. *A Concise History of Hong Kong*. 126-138.

### **Hong Kong Survives and Thrives: 1945-1997**

*Week 7: Caught once again between Britain and China*

May 14: The return of the British and economic restructuring

- Readings
  - Alan Smart. *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule*. Hong Kong University Press, 2006. pp 94-115. (Secondary, course reader)
  - Ackbar Abbas. "The Architecture of Disappearance." (63-90). "Photographing Disappearance." (91-110). *Hong Kong: The Culture and politics of Disappearance*.
  - David Faure. "In Britain's Footsteps: The Colonial Heritage." In *Hong Kong: A Reader in Social History*. Oxford University Press: 2006. 658-678. (Secondary, course reader)
  - John Carroll. *A Concise History of Hong Kong*. 140-148

May 16:

**\*No class. Instead will have make-up class at the Hoover Archives. Time/Date TBA.\***

May 21: Dissatisfaction with Britain, dissatisfaction with China

- Readings
  - Sally Blythe, ed. *Hong Kong Remembers*. Oxford University Press, 1996. Pp. 92-101 (Course reader).
  - Robert Bickers and Ray Yip, Ed. *May Days in Hong Kong: Riots and Emergency in 1967*. Hong Kong University Press, 2009. 69-85, 105-126. (Course reader)
  - "Hong Kong is China's Territory." *Peoples Daily*. August 20, 1967. (On Coursework)
  - "Firmly Rebuff Provocation by British Imperialism: In Guangdong 50,000 revolutionary masses gather to protest." *People's Daily*. June 3, 1967. (On Coursework).
  - John Carroll. *A Concise History of Hong Kong*. 148-160

*Week 8: The encroaching countdown: Uncertainty and 1997*

May 23: Uncertainty, desperation, and emigration

- Readings
  - John Carroll. *A Concise History of Hong Kong*. 167-172, 190-8
  - Ackbar Abbas. *Hong Kong: The Culture and Politics of Disappearance*. 16-46 (Secondary).
  - Li. *The Rise of Hong Kong Politics*. P. 57, 65, 69-70, 75, 80, 83, 90-93, 105, 111, 177, 225-6. (Course reader).
- Movies



- Evans Chan. *To Liv(e)*. 1990
- Wong Kar Wai. *Chungking Express*. 1994.
  - **Note: Both movies will be shown on an evening TBA. For those who cannot make the group showing, *Chungking Express* will be placed on reserve at the library. *To Liv(e)* can be found on youtube. [https://www.youtube.com/watch?v=UmUYJEBRc\\_4](https://www.youtube.com/watch?v=UmUYJEBRc_4)**

May 28: Compromise and the drafting of the basic law

- Readings
  - John Carroll. *A Concise History of Hong Kong*. 179-189
  - Mark Roberti. *The Fall of Hong Kong: China's Triumph and Britain's Betrayal*. John Wiley and Sons: 1996. 25-35, 152-164. (Course reader)
  - Joseph Y. S. Cheng and K. L. Ngok. "Hong Kong in the eyes of Chinese Cadres." *Asian Affairs*: 27(2), 2000: 93-109. (On JSTOR)

Week 9: The handover and beyond

May 30: The Basic Law

- Readings
  - The Basic Law of the People's Republic of China and Hong Kong. Available <http://www.basiclaw.gov.hk/en/basiclawtext/index.html>
  - Mark Roberti. *The Fall of Hong Kong: China's Triumph and Britain's Betrayal*. John Wiley and Sons: 1996. Pages TBA (Course reader).
  - John Carroll. *A Concise History of Hong Kong*. 198-204.

June 4: Hong Kong identity today

**\*Note: Second Short Paper and Final Project due today**

- Readings
  - Gordon Mathews, Eric Kit-wai Ma, and Tai-lok Lui. *Hong Kong, China: Learning to Belong to a Nation*. 1-21, 95-115 (Course reader).
  - John Carroll. *A Concise History of Hong Kong*. 217-238
  - Browse Vincent Yu-wai King. *Our Home: Shek Kip Mei*. 1954-2006. (On reserve at Library).
  - Look at artist's work from the following websites
    - [http://www.chowchunfai.com/artwork\\_videopainting\\_10anni\\_iversary.html](http://www.chowchunfai.com/artwork_videopainting_10anni_iversary.html)
    - <http://www.chowchunfai.com/index.html>
    - <http://www.grottofineart.com/WEB%20ARCHIVE/Kevin%20Fung/Caught%20in%20the%20Middle01.htm>
    - <http://www.vincentyu.net/index.html>