The Jews in China

**Department:** Fudan International Summer Session

<table>
<thead>
<tr>
<th>Course Code</th>
<th>HIST170008</th>
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<tr>
<td><strong>Course Title</strong></td>
<td>The Jews in China</td>
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<tr>
<td><strong>Credit</strong></td>
<td>2</td>
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<td><strong>Credit Hours</strong></td>
<td>36 credit hours + 3 tutorial hours (one credit hour is 45 minutes)</td>
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<td><strong>Course Nature</strong></td>
<td>☑️ Specific General Education Courses ☐ Core Courses ☑️ General Education Elective Courses ☐ Basic Courses in General Discipline ☐ Professional Compulsory Courses ☐ Professional Elective Courses ☐ Others</td>
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**Course Objectives**
At the end of the course, students will be able to:
- identify the key historical events, places, and figures in the history of the Jews in China, describe the sources used to reconstruct the relevant history, and categorize different scholarly approaches to the historical sources [Knowledge Absorption].
- evaluate the previous scholarly research, analyze the historical significance/current preservation of the primary sources, and propose solutions to advance future studies on the history of the Jews in China [Knowledge Application].
- compare the Jewish experiences in China and in the rest of the world, develop further interests in the cultural exchanges between China and the world [Motivational Development].

**Course Description**
The history of the Jews in China is an oft-neglected topic in the study of world history. The course brings this marginal topic to the forefront by systematically covering four major waves of immigration of the Jews into China: (1) The Kaifeng Jews (10th-19th centuries); (2) the Mizrahi Jews in Shanghai and Hong Kong (1820s-1940s); (3) the Russian Jews in Harbin (1930s-1960s); (4) the German Jews in Shanghai (1930s-1940s). Students will learn about the historical factors that shaped these waves of immigration, the significance of the Jewish presence in China, and the scholarly discussions about the cultural exchanges between the Jews and the Chinese.

**Course Requirements:**
Students are expected to complete the assigned readings before class, to attend and to participate in each class, and to submit a book review as well as a final report on the set deadlines.

**Teaching Methods:**
1. Absorb: ☑️ Reading Materials; ☑️ Lectures; ☑️ Short Videos
2. Apply: ☑️ Group Discussions; ☑️ Pop Quizzes; ☑️ Book Review/Final Report
3. Reflect: ☑️ eLearning Weekly Reviews; ☑️ Consultation during Office Hours
**Instructor’s Academic Background:**
Lydia Lee (李思琪), completed her bachelor’s and master’s studies at the Department of Hebrew, Biblical and Jewish Studies at the University of Sydney in Australia (2006-2009), then gained her doctoral degree at the Department of Ancient Near Eastern Studies at the University of Göttingen in Germany (2016). Between 2016-2019, she conducted her postdoctoral research at the North-West University (Potchefstroom Campus) in South Africa and at the Hebrew University of Jerusalem in Israel. Since October 2019, she has been an assistant professor of History at Fudan University in Shanghai, China.

Her main area of expertise is Jewish studies, especially ancient Israelite history and Second Temple Jewish literature. Her articles have appeared in several internationally acclaimed journals and her doctoral thesis is published as a monograph in SBL-ANEM Series under the title *Mapping Judah’s Fate in Ezekiel’s Oracles against the Nations.*

**Email:** lisiqi@fudan.edu.cn  
**Website:** [http://history.fudan.edu.cn/0b/58/c7816a199512/page.htm](http://history.fudan.edu.cn/0b/58/c7816a199512/page.htm)

### Course Schedule (Please supply the details about each lesson):

| Week 1 | Session 1  
| (2021/07/13) | Introduction to Imperial China; When did the Jews first come to China?  
Reading Materials:  
| Session 2  
| (2021/07/14) | How were the Kaifeng Jews discovered by the West?  
Reading Materials:  
| Session 3  
| (2021/07/15) | Why did the Kaifeng Jews survive / not survive?  
Reading Materials:  
<table>
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<tr>
<th>Week 2</th>
<th>Session 4</th>
<th>Introduction to Modern China: What is the Relationship between the Opium War and the Arrival of the Mizrahi Jews (1820s-1940s)?</th>
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<td><strong>Reading Materials:</strong></td>
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<tr>
<th>Session 5</th>
<th>Should the Sassoon, the Kadoorie, and the Hardoon Families be Characterized as the Colonialists?</th>
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<td><strong>Reading Materials:</strong></td>
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<th>Session 6</th>
<th>What are the Legacies of the Sassoon, the Kadoorie, and the Hardoon Families?</th>
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<td><strong>Virtual Tour #1: Jing’an District – Hardoon (Aili) Garden, Moller Villa, the Marble Hall</strong></td>
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<tr>
<th>Week 3</th>
<th>Session 7</th>
<th>What are the socio-historical circumstances that motivated the arrival of the Russian Jews in Harbin (1910-1930)?</th>
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<td><strong>Reading Materials:</strong></td>
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[Due Date of the Book Review]
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Materials</th>
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<tbody>
<tr>
<td>Session 11</td>
<td>Guest Lecture: Meet the Chinese Experts on the Shanghai Jewish History!</td>
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<tr>
<td>Session 12</td>
<td>Looking Back and Ahead</td>
<td>Virtual Tour #2: Hongkou District – Shanghai Jewish Refugees Museum [Due Date of the Final Paper]</td>
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The design of class discussion or exercise, practice, experience and so on:

- Before the class, students complete the assigned readings uploaded on the eLearning.
- During the class, lectures, video screening, pop quizzes, and group discussions are organized to maximize the learning experience.
- After the class, students can consult the teacher either via electronic tools (WeChat/emails) or face-to-face meetings during office hours.
- On the set deadlines, students submit their own book reviews and final reports.
## Grading & Evaluation (Provide a final grade that reflects the formative evaluation process):

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<th>Formats</th>
<th>Components</th>
<th>Marks</th>
<th>Standards of Evaluation</th>
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| Classroom Participation | Attendance           | 20%   | 1. Quantity (10%): attending 12 class sessions, students gain 10%; absence from one class session means a deduction of 1%.  
2. Punctuality (10%): being punctual at 12 class sessions, students gain 10%; being late for more than 15 minutes at one class session means a deduction of 1%. |
| Discussions         | 30%                   |       | 1. Quantity (6%): participating in at least 6 class sessions, students gain 6%; participating in less than 6 class sessions, students gain 3%; no participation means 0%.  
2. Quality (24%): when the questions and opinions voiced at one class session reflect the reading materials, students gain 4%; quality participation in 6 class sessions means a gain of 24%. |
| Written Assignments | Book/Article Review   | 20%   | Please choose one monograph/article from the references listed at the end of the syllabus, write a critical review on it (about 3000 words), and submit it via eLearning before the end of Session 6. You will be evaluated according to the following standards:  
1. Introduction/Contextualization of the editors/authors (5%).  
2. Summary of the contents (5%).  
3. Critical analysis of the strengths and weaknesses of the chosen scholarly works (7%).  
4. Language and structure of the review (3%). |
| Final Paper         |                       | 30%   | Please choose one site or one figure studied during the course, write a summary of its historical significance, analyse the current state of preservation or research, before proposing solutions to the stated problems or to promote wider interests in the stated topics (about 5000 words). You will be evaluated according to the following standards:  
1. The Chosen Topic (8%): Have you correctly examined the historical background of the chosen site/figure?  
2. The Scope of Research (8%): Have you critically evaluated up-to-date scholarly research on the historical site/figure?  
3. The Proposed Solution (8%): How original and useful is your proposed solution?  
4. Language, Structure, and Format (6%): Is your writing style fluent and readable? Is your paper clearly... |
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<tr>
<th></th>
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<th>structured? Have you included proper citations (footnotes) and bibliography?</th>
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**Teaching Materials & References (Including Author, Title, Publisher and Publishing time):**
Reading materials for each session will be uploaded on Fudan’s eLearning. They are selected from the following English references (Chinese references are for students who are able to read Chinese and are interested to explore more):

**Overview:**

7. 荣振华、李渡南等: 《中国的犹太人》(郑州: 大象出版社, 2005)。[hardcopy, e-copy available at cadal.edu.cn]
8. 唐培吉: 《从开封犹太文化到上海犹太文化》(上海: 上海大学出版社, 2019)。[hardcopy available at Fudan Library]

**Kaifeng Jews:**

18. 李景文等（编校）: 《古代开封犹太人: 中文文献辑要与研究》（北京: 人民出版社, 2011）。[hardcopy available at Fudan Library]
19. 江文汉: 《中国古代基督教及开封犹太人》（上海: 知识出版社, 1982）。[hardcopy available at Fudan Library]
20. 潘光旦: 中国境内犹太人的若干历史问题—开封的犹太人（北京: 北京大学出版社, 1983）。[hardcopy available at cadal.edu.cn]
22. 张国刚: 《中西文化关系通史（上）—从张骞到郑和（1500 年以前）》（北京: 北京大学出版社, 2019），第 407–423 页。[hardcopy available at Fudan Library]

**Mizrahim in Shanghai:**

30. 潘光、王健: 《一个半世纪以来的上海犹太人——犹太民族史上的东方一页》（北京: 社会科学文献出版社, 2002）。[hardcopy]
31. 徐铸成: 《哈同外传》（上海: 三联书店, 2018 年）。[hardcopy available at Fudan Library]
32. 张仲礼、陈曾年: 《沙逊集团在旧中国》（北京: 人民出版社, 1985 年）。[hardcopy available at Fudan Library]

**Russian Jews:**

34. 郭秋萍（主编）: 《哈尔滨犹太人档案文献汇编》（全 15 册）（北京: 社会科学文献出版社, 2020）。[hardcopy available at Fudan Library]
35. 刘爽: 《哈尔滨犹太侨民史》（北京: 方志出版社, 2007）。[hardcopy available at Fudan Library]
36. 曲伟: 《哈尔滨犹太人图史》(哈尔滨: 黑龙江人民出版社, 2015)。
37. 曲伟、李述笑(主编): 《哈尔滨犹太简明辞书》(北京: 社会科学文献出版社, 2013)。[hardcopy available at Fudan Library]
39. 王志军、李薇: 《20 世纪上半期哈尔滨犹太人的宗教生活与政治生活》（北京: 人民出版社, 2013）。[hardcopy available at Fudan Library]
40. 张铁江: 《揭开哈尔滨犹太人历史之谜: 哈尔滨犹太人社区考察研究》（哈尔滨: 黑龙江人民出版社, 2005）。[hardcopy]

World War II Refugees:
47. Ristaino, Marcia R. Port of Last Resort: The Diaspora Communities of Shanghai. Stanford, California: Stanford University Press, 2001. [e-copy available at Fudan Library]
50. 潘光: 《来华犹太难民资料档案精编》, 4卷本 (上海: 上海交通大学出版社, 2017)。[hardcopy available at Fudan Library]

Websites:
51. https://chinesejews.com [A student-led organisation aiming to protect and preserve the history and legacy of Jews in China, and to share it with people all over the world, available on Kindle too]
52. 《生命的记忆——犹太人在上海》: https://www.bilibili.com/video/av58021607/

Table column size can be adjusted according to the content.