

**HISTORY 201: SHANGHAI LIFE AND CRIME (HISTORIAN'S CRAFT)
UW-MADISON, SPRING SEMESTER, 2014.**



Earth Brand Pesticide

Need for Accommodation

If there is anything that could affect your class participation or performance and may need accommodation, e.g., a religious holiday, disability, mahjong team, etc., please tell me during the first two weeks so that appropriate arrangements can be made.

Communication:

Professor: Joe Dennis. TA: Evan Wells.

Class Meetings: Lecture, Mondays and Wednesdays, 2:30 – 3:45 p.m. Sections, Tuesdays. (301)1:20-2:10 p.m., Humanities 2611; (302)-2:25-3:15 p.m., Humanities 2115; (303)-3:30-4:20 p.m., Vilas 4017.

Offices: Humanities 4123 (Dennis); 4260 (Wells).

Office Hours: Dennis: Thursdays, 1:30 p.m.-2:30 p.m., and by appointment. Wells: Mondays, 12:15-2:15 p.m.

Phone: 263-1853 (Dennis); 890-3308 (TA Office).

E-mail: dennis3@wisc.edu, rewells@wisc.edu.

Course description:

Shanghai has long been a global city. After the first Opium War concluded in 1842, Shanghai became a focal point of encounters between China and the outside world. International settlements and the Chinese city grew rapidly and Shanghai became famous for its cosmopolitan culture. This course will use the study of daily life and crime as windows on the history of Chinese cities. We will use the extensive English-language archival materials on Shanghai held by Memorial Library, especially the *Shanghai Municipal Police Files* and expatriate newspapers. In addition, History 201 is a course in the “historian’s craft,” which includes learning the following skills:

- 1. Asking Questions:** develop the habit of asking historical questions, including questions that may generate new directions for historical research.
- 2. Finding Sources:** learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
- 3. Evaluating Sources:** determine the perspective, credibility, and utility of source materials.
- 4. Developing and Presenting an Argument:** use sources appropriately to create, modify, and support tentative conclusions and new questions.
- 5. Planning Further Research:** draw upon preliminary research to develop a plan for further investigation.
- 6. Communicating Findings Effectively:** make formal and informal, written and oral presentations tailored to specific audiences.

This course satisfies the Comm-B General Education Requirement.

No Chinese language skills are necessary, however, if you can read Chinese and wish to use Chinese sources, Professor Dennis is willing to create alternative assignments for you.

Readings

The following books are required and available for purchase in the bookstore:

1. Lu Hanchao. *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century*. University of California Press: 2004. (Paperback). ISBN-13: 978-0520243781.
2. Frederic Wakeman, Jr. *Policing Shanghai 1927-37*. University of California Press: 1996. (Paperback). ISBN-13: 9780520207615.
3. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, seventh edition. Bedford-St. Martin: 2012. (Paperback). ISBN 9780312610418.
4. William Strunk Jr. *The Elements of Style*. BN Publishing. ISBN 9781607960003. Other editions are OK.

Additional materials will be on reserve or posted on the Learn@UW class website.

Schedule

Classes will be a mix of lecture, discussion, and other activities. Please complete the assigned readings before coming to class because they will be the basis for much of our discussion. The schedule will be adjusted as the semester progresses. M= Monday, T=Tuesday, W=Wednesday.

W Jan 22 Go over syllabus, meet everyone, fill out background sheet. Discuss history as an academic discipline. Discuss how to take notes on readings and lectures. Discuss making a schedule for your entire semester. Rampolla, 42-48

M Jan 27 Lecture: Early development of Shanghai and the treaty ports. Discuss how to ask historical questions. Rampolla, 1-5. Discuss "Shanghai's Origins, Wasserstrom's Intro," 1-6 (Learn@UW, "content," "readings" folders).

Sometime soon you will receive an assessment survey by email. It is a required part of this class to fill it out and return it. This will help me tailor the course to student needs and assess progress.

T Jan 28 Get to know each other. Discuss various models of how to lead and conduct productive discussions. Discuss "What Makes a Good Discussion" (Learn@UW, Content, Readings).

W Jan 29 **Assign Book Review** of *Beyond the Neon Lights*. Rampolla, 36-37, 136. Lecture: Qing Collapse and the Rise of Warlord Government. Last fifteen minutes: Examine each other's notes on today's lecture, critique them, quiz on today's lecture.

M Feb 3 Reading Quiz on *Beyond the Neon Lights* (hereinafter "BTNL"), 1-66. Discuss BTNL 1-66.

T Feb 4 Discuss BTNL, 67-108. Last ten minutes: Critique the mechanics of today's discussion.

W Feb 5 Movie: *China in Revolution*. Take notes on it for midterm exam.

M Feb 10 Lecture: Formation of the Republic of China. Before reading the rest of BTNL, read Rampolla, 22-26. Quiz on BTNL, 108-188. Discuss active reading. Discuss BTNL, 108-188.

T Feb 11 Discuss BTNL, 189-242. For each section of today's reading, write one or two sentences stating the section's main argument. Post your sentences on Learn@UW at least 4 hours before class. Reading quiz.

W Feb 12 Lecture: Historiography. Discuss plagiarism. Discuss ways to approach primary and secondary sources. Analysis of primary sources (read before class on Learn@UW). Discuss Rampolla, 6-21, 37-39, 98-105. Discuss "Writing Book Reviews" (Learn@UW). Finish BTNL over next few days and write your review.

M Feb 17 Lecture: The Rise of Communism. Discuss Marxism and its connections to historical writings. Discuss historical theorist: "Marxism, a brief introduction," 9-13 (Learn@UW). Rampolla, 26-65, 86-93.

T Feb 18 **Book review due.** Discuss review essays; Liu and Stapleton, "Chinese Urban History: State of the Field." (Learn@UW).

W Feb 19 Lecture: Development of Chinese Law.

M Feb 24 Lecture: Sources for Chinese history, part 1. Exercises. **Assign primary source exercise #1.** Discuss the use of theory in historical writing. Read "Theorists" on Learn@UW.

T Feb 25 Memorial Library visits by section. Learn how to use SMP files.

W Feb 26 Discuss: *Policing Shanghai* (Hereinafter, "PS"), xv-93. Last five minutes: Critique today's discussion.

M Mar 3 Lecture: Chinese court system and administration of justice. Quiz on today's lecture. Last twenty minutes: Practice giving oral summaries of the major arguments presented in lecture.

T Mar 4 Catch-up day. Discuss oral presentations. Discuss historical theorist: "Said, brief intro," 141-146 (Learn@UW).

W Mar 5 **Graded oral presentations on primary source exercise #1.**

M Mar 10 **Assign final paper.** Lecture: Sources for Chinese history, part 2. Discuss PS, 94-226.

T Mar 11 **No class.** Individual conferences this week to discuss final papers, see schedule on Learn@UW.

W Mar 12 **Written portion of primary source exercise #1 due.** Discuss findings in lecture. **Assign primary source exercise #2.**

Sat. Mar 15 – Sun. Mar 23 **SPRING BREAK!** If you are so inclined, read the rest of PS (not on the exam).

M Mar 24 Lecture: Christianity in China. Discuss Christian missionary history and sources, readings on Learn@UW.

T Mar 25 Discuss prostitution reading (Learn@UW). Review Rampolla, 42-45.

W Mar 26 **Midterm examination on lectures and readings.**

M Mar 31 Group library trip for **Secondary source assignment #1 (should be able to finish during class, post on Learn@UW by 11:59 p.m. on April 1).**

T Apr 1 Discuss how to create a research proposal. Rampolla, 77-84. **Secondary source assignment #1 due 11:59 p.m.**

W Apr 2 **NO CLASS!** Work in the library on developing ideas for final paper.

M Apr 7 **Primary source exercise #2 due,** discuss them in class. Assign **Secondary source assignment #2.** Signup for meeting time for April 8 consultation.

T Apr 8 Individual consultations on final papers with Dennis and Wells (in section rooms).

W Apr 9 Discuss issues related to final papers. Discuss Rampolla, 49-67. **Secondary source assignment #2 due** (post on Learn@UW).

M Apr 14 **Research proposals due at the beginning of class. Also put electronic copy in dropbox on Learn@UW.**

Student proposals will be projected on the screen and critiqued as a group.

T Apr 15 Quiz on *Elements of Style*. Discuss book after the quiz.

W Apr 16 History writing skills practice: Historical argumentation. Critique in class with partners, revise, and critique by whole class. Discuss historical theorist: "Bourdieu, brief intro," 61-65 (Learn@UW).

M Apr 21 **Annotated bibliography due. Also put electronic copy in dropbox on Learn@UW.**

We will discuss these in class. Lecture: Citation Forms. Work in class on issues in your annotated bibliographies. Bring Rampolla or *Chicago Manual of Style*. Rampolla, 27-29, 113-149.

T Apr 22 Discuss Rampolla, 106-13. Discuss paper issues.

W Apr 23 **Outline for final paper due.** In class peer-review. **Bring three copies to class. Also put electronic copy in dropbox on Learn@UW.**

M Apr 28 **Drafts of final papers due.** In class peer-review. **Bring three copies to class. Also put electronic copy in dropbox on Learn@UW.**

T Apr 29 Oral presentation practice.

W Apr 30 Meet individually with Dennis and Wells to discuss your draft (in the lecture classroom).

M May 5 Oral presentations. (7 minutes per person).

T May 6 Final section activity.

W May 7 Oral presentations. Last day of class! Final version of **paper due** in Learn@UW “Final Paper” Dropbox by 11:59 p.m. No print copy required.

There is no final exam in this course.

Grades:

Class participation	14%
Midterm exam	15%
Book review (750-900 words)	9%
Readings quizzes	10%
Primary source exercise #1 (oral portion)	3%
Primary source exercise #1 (written portion)	5%
Primary source exercise #2	7 %
Secondary source assignment #1	2%
Secondary source assignment #2	2%
Research proposal, bibliography, outline, and draft	10%
Final version of paper (8-10 pages)	18%
Oral presentation of final paper	5%

Mandatory attendance at an outside history or Asian studies lecture. You must attend one to pass the course! I will circulate notices of talks as they come up.

To do well in “class participation” you need to be prepared, alert, and involved in discussions and work diligently on the in-class exercises. Thus, when you come to class you must have already read the assignment, thought about it, and noted highlights of what was said and what was not said. If you are not physically or mentally present, you are not participating. That will hurt your grade. Because everyone has other things to do, gets sick, has an out-of-town sporting event, or just needs a day off, you may miss three regular classes without penalty. After that, it affects your grade. If you miss one-quarter of the classes or more, you will fail the course. If you come in late, be sure to sign the attendance sheet. If you must be absent, call or e-mail me in advance. Keep me apprised of anything that could significantly impair your studies.

You will have the opportunity to lead discussion. The quality of your discussion questions and leadership in class are part of the grade. The class participation grade may also include various minor assignments.

I apply imperial Chinese theories of social control to grading. My framework recognizes both the coercive power of the law and the encouraging power of moral example. Poor grades

may result from either transgressions or nescience.¹ Transgressions, such as failure to read an assignment, failure to carefully revise papers before turning them in, lazy thinking, etc., are dealt with using Legalist principles, “if the lord above severely punishes and rewards lightly, then it expresses that the ruler loves the people... By punishments eliminate punishments.”² Nescience, however, is students’ natural state at the beginning of each course. It shall be approached with encouragement, assistance, and compassion (unless caused by transgressions). “We can master things we originally did not understand. We not only are capable of destroying the old world, we also can create a new world.” Chairman Mao, 1949.

Technological Distractions:

Being focused in class and having good manners are essential. Please turn off your cell phone at the start of class and do not use your computer for anything that is not course related. It is my policy to reduce violators’ grades by one point from their final average for each violation. Thus, if, for example, your final average would have been 93, but Mr. Wells or I observed you texting six times during the semester, your grade would drop to an 87, moving you from an “A” to a “B.” If you are awaiting a heart transplant and need to have your phone on, let me know before class.

Plagiarism:

Question: What’s the policy?

Answer: “The proverb says: Don’t insult a friend’s wife or bully his concubine. You’ve done both you impudent ape! Come here and let me have a whack at you!” - Ox Demon King to Monkey (Sun Wukong) in *Journey to the West*. Think of your assignments as your teacher’s beloved.

Question: What is plagiarism?

Answer: See the University’s policy or ask me before submitting your paper. If you ask me in advance whether you can present material in a certain way, it is harmonious education. If you just present another’s work without attribution, hoping you will not get caught, it will also be educational, however, the lesson learned will be that, indeed, the lot of sentient beings is to suffer.

Question: What will happen to me if I plagiarize?

Answer: *Ling chi*, or “death by slicing,” a Chinese and Mongol punishment for heinous crimes in imperial times. In contrast to simple decapitation, *ling chi* extended the suffering and forced the condemned person to dishonor their parents by defiling their body. In addition, the University will take action, such as expelling your remnant parts.

Prior to handing in your first assignment you must read the following discussion of plagiarism: http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm

Lateness:

¹ You will come across many new terms during this course. Grandma gave you that dictionary for a reason. When the term is not in your dictionary, which occurs often, check a bigger dictionary, such as OED, or ask me.

² Shang-chün shu chieh-ku ting-pen, Chu Shih-ch’e, 1966.

I operate on a tight schedule. If you hand in an assignment late, you mess with my schedule. Remember the immutable law of Karma! Also, you will be **docked 5 points per day late**.

Handouts and Assignments:

If you miss a class, you are responsible for getting any handouts or assignments made. Ask me or check with someone from class. We will make a class list on the first day. The Master said: “Of neighborhoods, benevolence is the most beautiful.”

Other Matters:

UW-Madison has many common sense policies that you are expected not to violate. If you fear your potential actions may be improper, ask me. For example, maintaining a dignified and respectful atmosphere is a responsibility that the University takes seriously. Sexual harassment is one form of disrespect that undermines our community, violates college policy, and could subject one to both civil and criminal liability.

The line between acceptable social interaction and deviance has been drawn and redrawn throughout history by almost every society. For our purposes, following *The Book of Heavenly Commandments*, commandments five through ten will ensure the appropriate class atmosphere (promulgated in 1852 during The Heavenly Kingdom of the Taipings).³ Commandment Seven states:

Do not indulge in wickedness or lewdness. In the world there are many men, all brothers; in the world there are many women, all sisters. For the sons and daughters of Heaven, the men have men’s quarters and the women have women’s quarters; they are not allowed to intermix... The casting of amorous glances, the harboring of lustful imaginings about others, the smoking of opium, and the singing of libidinous songs are all offenses against the Heavenly Commandment.

If you have questions or are having any problems, please contact me. Confucius said: “He was quick and eager to learn, he was not ashamed to seek advice.”

³ *Sources of Chinese Tradition*, p. 28.