

**HISTORY/EAS 201: SHANGHAI LIFE AND CRIME (HISTORIAN'S CRAFT)  
UW-MADISON, SPRING 2023.**

**Need for Accommodation**

If there is anything that could affect your class participation please tell Professor Dennis immediately so that appropriate arrangements can be made.

**Communication:**

Professor: Joe Dennis.

Office: Humanities 5135 (northeast corner office, look for Year of the Rabbit poster on door).

Professor Dennis' Office Hours: Tuesdays 12:30-1:20, and by appointment. I have set up a Zoom room for the class and anyone in the class can use it for meetings with other students in the class. You can find it by clicking on Zoom in our Canvas course site.

Email: dennis3@wisc.edu. Email is the best way to get hold of me.

Office Phone: 263-1853. I am not in my office that much and do not check it for messages, so this phone number is not a reliable way to get hold of me.

Mailbox: 5006 (fifth floor Humanities mailboxes above the History Department Office).

**Class Meeting Time and Place:**

Thursdays from 3:30-5:25 p.m. in 5245 Humanities.

**Course description:**

**This is a 3-credit course that satisfies the Comm-B General Education Requirement.** In addition, this course meets the History major "Historian's Craft" requirement.

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 explore daily life and crime as windows on the history of Chinese cities. After several introductory readings and lectures, we will use English-language archival materials on Shanghai held in the library and in online databases, to learn how to ask historical questions, find and evaluate sources, and develop and present historical arguments. There will be write-ups of research assignments, and two oral presentations. There are quizzes on readings, but no examinations. The course is designed to develop key historical 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.

**No Chinese language skills are necessary**, however, if you can read Chinese and wish to use Chinese sources, Professor Dennis is happy to direct you to them. There are also a lot of historical sources on Shanghai in other languages such as French, German, Japanese, and Russian.

### **Readings**

All readings for the course will be available on the Canvas class website or online through the UW Library homepage or elsewhere. There are no books to buy.

### **Quizzes**

Quizzes follow assigned readings. They are mostly multiple choice, and occasionally true/false. If you are not happy with your score in an online quiz, you can review the reading and take the quiz again a second time. The “Five Treaty Ports” quiz can be taken unlimited times. You get to keep your highest score.

### **Schedule**

There are fifteen modules spread over the course of the semester. The amount of time needed to complete the modules varies by assignment and your experience in historical research and writing, so read through the assignments well in advance to get a sense of how long they will take and when you should begin working on them. **Modules 4-6** in particular take a lot of time. Reading and writing also take time so don't overestimate how fast you can do things and start too late. One of the most important things is to block off time in your schedule to concentrate on the course. It takes self-discipline and planning, and you may need to adjust your time as you go. I estimate that the average student will spend about 135 hours to complete the course.

### **Finding the Lessons (Modules) and Other Course Materials**

The lessons are called “Modules” in the Canvas Learning Management System and are on Canvas under the “Modules” link. They are arranged by number, 1-15, and are in Word, pdf, and Powerpoint format.

Readings are pdf files that you can download and rotate on your computer to read (for some computers, Command, Shift + or – will rotate 90 degrees, or right click and choose “Rotate”).

Some lectures given during class time are also available in short version as PowerPoints with audio on Canvas. If you do not have Microsoft Office software on your computer (which contains Word and PowerPoint, etc.), you can download it for free from the DoIt website using your UW NetID.

Go to <https://it.wisc.edu/services/office-365/>

If you miss class and want to review the lecture on Canvas, be aware that audio files do not work in the preview mode, so download them to your computer and then open them.

## Part One: Background

**Module One, Thursday, January 26.** Basic Background on Chinese Language, Geography, and History.

1. Introductions, explanation of class.
2. Lecture: Basic Background.
3. Fill out the “Student background sheet.”
4. Longer introductions to “Small Group” members. A list of Small Groups will be announced on the first day of class. During the course, please feel free to work with the students in your group to study or ask questions. There is no required group work outside of class due to the difficulty of coordinating, but you are encouraged to work together.
5. **By Sunday night, January 29 at 11:30 p.m.**, watch the first 57 minutes of the documentary film: *China: A Century of Revolution 1911-1949, Part 1*. It is on YouTube <https://www.youtube.com/watch?v=I5cl0GjPjy4> (there are physical copies in the UW campus libraries). If the link doesn’t work, search YouTube for the title; there have been multiple copies posted although a few have been taken down.
6. **By Sunday night, January 29 at 11:59 p.m.:** Take: “Quiz on Basic Background and *China: A Century of Revolution, Part 1*.”
7. **By Monday, January 31 at 11:59 p.m.:** Read: “Introduction to the Readings” (one paragraph long) and “Said, brief intro” (5 pages). To find the readings, go to Canvas, then ‘Modules’, then ‘Readings’ which at the bottom of the Modules tab).
8. **By Monday, January 31 at 11:59 p.m.:** Take: “Quiz on Said, brief intro.”
9. **By Monday, January 31 at 11:59 p.m.:** Think about how Professor Said’s ideas might be relevant to our study of Shanghai, write up your thoughts in two paragraphs following the prompt, “Module 1 Response to Said, Orientalism,” and upload your response paper via the Assignments tab on Canvas, “Module 1 Response to Said Orientalism.”
10. **Before class on Thursday, February 2:** Read: “Discussion Questions for *Beyond the Neon Lights* pages 1-66” (Canvas—Modules—Discussion Questions) and “*Beyond the Neon Lights* pages 1-66, intro and Chapter 1” (Canvas—Modules—Readings). Fill out the discussion questions as you read.

**Module Two, February 2, 2023.** Development of Shanghai and the Treaty Ports.

1. Quiz on *Beyond the Neon Lights* pages 1-66.
2. Discuss *Beyond the Neon Lights* pages 1-66.

3. Lecture: "First Five Treaty Ports."

4. Take: "Quiz on Five Treaty Ports." (If you do not have your laptop in class, take the quiz after class.)

5. In class: Read: "Treaty of Nanjing."

6. In class: Write: One paragraph about what you think are the most important or interesting clauses of the Treaty of Nanjing, and what questions they raise in your mind. Upload to Canvas, "Assignments." Discuss in class.

**7. Before class on February 9:**

Read: "Discussion Questions for "Marxism, a brief introduction," and then "Marxism, a brief introduction," pp. 9-13. Fill out answers to discussion questions as you read.

Read: "Meisner, Communism," pp. 10-30 (you can read the rest of the selection if you want, but it is not required).

**Module Three, February 9, 2023.** Communism and How to Ask Good Historical Questions.

1. Quiz on "Marxism, a brief introduction," and "Meisner, Communism."

2. Lecture: "Rise of Communism." Discuss Communism.

3. In class: Read and Discuss "Module 3 Suggestions for Writing a History Paper."

4. In class: Read "The Chinese Church and the New Industrial System."

5. In class: Do "Module 3 Worksheet on The Chinese Church and the New Industrial System" and upload it via the Assignments tab, "Module 3 Worksheet on 'The Chinese Church and the New Industrial System.'"

6. **Before class on February 16:** Read: "Discussion Questions for *Beyond the Neon Lights*, Chapter 2, pp. 67-105" and "*Beyond the Neon Lights*, Chapter 2, pp. 67-105."

7. **Before class on February 16:** Read: "North China Herald Origins, Wasserstrom."

**Part Two: Daily Life in Shanghai**

**Module Four, February 16, 2023.** Daily Life in Shanghai.

1. Quiz on *Beyond the Neon Lights*, pp. 67-105 and "Quiz on North China Herald Origins Wasserstrom."

2. Discuss *Beyond the Neon Lights*, pp. 67-105.
3. Lecture: Boolean Searching. **After class and before Sunday, February 19 at 11:59 p.m.** read “Module 4 Boolean Searching” and take the quiz, Quiz on Boolean Searching.”
4. Lecture: Newspaper databases and WorldCat
5. Start research and writing exercise: “Module 4 Assignment, Newspapers.” We won’t be able to finish it in class, so after class and by **Sunday, February 19 at 11:59 p.m.** upload your completed worksheet to Canvas--Assignments, “Module 4 Assignment Newspapers.”
6. Before class on Thursday, February 23, read Li Hongshan, *U.S.-China Educational Exchange: State, Society, and Intercultural Relations, 1905-1950* (follow the instructions in “Module 5 Assignment, Chinese students at UW-Madison in 1910s-1940s” to find this reading online).

**Module Five, Thursday, February 23, 2023.** Education Part 1.

1. Quiz on Li Hongshan, *U.S.-China Educational Exchange: State, Society, and Intercultural Relations, 1905-1950*
2. Discuss: *U.S.-China Educational Exchange: State, Society, and Intercultural Relations, 1905-1950*
3. Lecture on Project Muse e-books, Hathi Trust, Google Scholar, digitized materials from the Wisconsin State Historical Society, and UW’s Digital Collections from the University Archives.
4. Start in class: Research and writing exercise: “Module 5 Assignment, Chinese students at UW-Madison in the early 1900s.” We won’t be able to finish it in class, so after class and by **Thursday, March 2 before lecture** upload your completed worksheet to Canvas—Assignments. Be sure to attach to your filled-in worksheet your data table and write up on the lives of Chinese students at UW in the early 1900s when you upload it to Assignments.

**Module Six, Thursday, March 2.** Education Part 2.

1. Discuss problems encountered in doing Module 5 research and writing exercise.
2. Lecture: Hathi Trust database and *Chicago Manual of Style*.
3. In class, start research and writing exercise, “Module 6 Assignment, UW alumni working in China in the early 1900s.” Upload your filled-in worksheet with the assigned paragraphs attached. We won’t be able to finish it in class, so after class and by **Thursday, March 9 before lecture** upload your completed worksheet to Canvas—Assignments

4. **Before lecture on Thursday, March 9** read: “Buddhism and Daoism in Chinese civilization Tim Barrett” (25 pages) and “Christianity in China up to 1900” (28 pages).

**Module Seven, Thursday, March 9, 2023.** Religion in China.

1. Quiz on “Buddhism and Daoism in Chinese civilization Tim Barrett” and “Christianity in China.”
2. Lecture on Buddhism and Christianity in China. China: Trade, Politics and Culture, 1793-1980.
3. In class, start “Module 7 Religion,” database exercise and upload both the worksheet and 1-2 page write-up to “Module 7 Religion Assignment.” We won’t be able to finish it in class, so after class and by **Thursday, March 23 before lecture** upload your completed worksheet to Canvas—Assignments. It isn’t that long, so you might want to finish soon after class so it doesn’t interfere with spring break.
4. Sign up for a meeting time to meet with Professor Dennis to discuss your final project ideas.
- 5.

**March 16, 2023, NO CLASS, SPRING BREAK!**

**Part Three: Law and Crime in Shanghai**

**Module 8, Thursday, March 23, 2023.** The legal system in late Qing and Republican periods.

1. Lectures “Development of the Chinese Legal System” and “Chinese Court System and Administration of Justice in Republican China”
2. In class, read “Criminal Abortion in China” then work in groups on “Module 8 Worksheet on Criminal Abortion in China.” Upload completed sheet to Assignments, “Module 8 Worksheet on Criminal Abortion in China.”
3. Discuss “Criminal Abortion in China.”
4. Professor Dennis reads with class, “U.S. v. Moore, Adultery case from U.S. District Court for China”
5. Work as a class on “Module 8, Worksheet for U.S. v. Moore, Adultery case from U.S. District Court for China.” Upload completed sheet to Assignment, “Module 8 Worksheet for U.S. v. Moore, Adultery case.”
6. If time permits, start “Module 8 Research and Writing Exercise.” Professor Dennis will lecture on JSTOR, Virtual Shanghai Project, and Bibliography of Asian Studies.

7. **Before March 30**, upload completed “Module 8 Research and Writing Exercise” to Canvas--Assignments, folder.

8. **Before March 30**, Read: Hershatler, “Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution”

**Module 9, Thursday, March 30.** Crime, Part 1: Prostitution.

1. Quiz: Hershatler, “Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution”

2. Discuss: Hershatler, “Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution”

3. In class, read: “Bourdieu, Brief Intro.”

4. In groups, work on “Module 9 Bourdieu, Brief Intro Worksheet.” Upload completed sheet to Canvas—Assignments.

5. In class, start: “Module 9 Historical Argumentation Practice.” Upload completed assignment Canvas--Assignments, “Module 9 Historical Argumentation Practice.”

6. Lecture on subject searching, *FBIS* database.

7. **Before April 6 class, do** “Module 9 Research Exercise.” Upload it to Canvas--Assignments, “Module 9 Research Exercise.”

8. **Before April 6 class, read** Wakeman, “Licensing Leisure: The Chinese Nationalists’ Attempt to Regulate Shanghai, 1927-49.” Find and download this article from JSTOR (The Scholarly Journal Archive), through the UW Library Database page.

**Module 10, Thursday, April 6.** Crime Part 2. Drugs, Gambling, etc.

1. Quiz: Wakeman, “Licensing Leisure: The Chinese Nationalists’ Attempt to Regulate Shanghai, 1927-49.” Find and download this article from JSTOR (The Scholarly Journal Archive), through the UW Library Database page.

2. Lecture on *Shanghai Municipal Police File*.

3. In class, start working on “Module 10 Research and Writing Exercise.” **Before class on April 13**, upload completed assignment to Canvas--Assignments, “Module 10 Research and Writing Exercise.”

4. Discuss the instructions for the final project. You will need to do substantial research and prepare an oral presentation on your research for the April 13 class.

## Part Four: Final Project

### Module 11, Thursday, April 13. Oral Presentations on Final Project primary source research.

It is important that you finish this on time so that Professor Dennis can give you timely feedback.

1. Right after the April 6 class, pick a topic for your final project from the following list:

- a. A history of Chinese students at UW. The focus could be on one individual, a particular subset such as “women,” “athletes,” or “engineers”; policies, daily life, social or political groups, clubs, etc.
- b. A history of UW alumni who worked or lived in China in the 1800s and 1900s. The focus could be on one individual, a particular subset such as “professors,” “businesspeople,” “government officials,” their daily lives, impact on China or Wisconsin, etc.
- c. A study of some type of criminality in Shanghai: prostitution, gambling, drugs, in the late 1800s to early 1900s. **If you do prostitution, don’t just repeat what Hershatter says in the reading!**
- d. A study of one or more court cases and what they reveal about life in Shanghai in the late 1800s to early 1900s.
- e. A history of a particular kind of work in Shanghai in the late 1800s to early 1900s.
- f. A study of religious activity in Shanghai in the late 1800s to early 1900s.

**Because time is tight, I strongly suggest picking a topic for which you have already found at least a few good sources during the first part of the class.**

2. Conduct primary source research for your final project as directed in “Module 11, Final Project Primary Sources Worksheet.” Upload completed worksheet to Canvas--Assignment “Module 11 Final Project Primary Sources Worksheet.”

3. Write out the text for a three-minute oral presentation on your research, including topic, historical research questions you will pursue, primary sources you found already, and what categories of secondary sources you will look for next and where you will look. When Professor Dennis gives an academic lecture, he assumes that a 300-word text (about one page, double spaced) will take about two minutes to present, but your pace might vary. Practice your talk repeatedly and time it so you will not go over. **Before class on April 13,** upload your written text to Assignment “Module 11 Oral Presentation Written Text.”



4. After each student makes their presentation, the class will make comments, ask questions, and give suggestions for future directions. We have 115 minutes for the class and 15 students, which means about 7 minutes per person. So after the three-minute presentation, the discussion will be limited to four minutes and Professor Dennis will strictly enforce the time limit to ensure everyone gets their allotted time.

**Module 12, April 20, 2023.** Final Project Secondary Sources:

**Before class**, conduct secondary source research for your final project as directed in “Module 12, Final Project Secondary Sources Worksheet.” **Before the April 20 class**, upload completed worksheet to Assignments, “Module 12, Final Project Secondary Sources Worksheet.”

1. In class, informal discussion of everyone’s secondary sources. Be ready to describe your secondary sources to your classmates and how they will help you frame your paper.

**Module 13 and Module 14, April 27, 2023.** Final Project Annotated Bibliography and Sentence Outline:

**Before class do the following:**

1. Read: Rampolla, page 27 about annotated bibliographies.
2. Examine: “Module 13 Sample Annotated Bibliography.” This was one of the best ones from a few years ago, and it can show you what one should look like (of course, every example has flaws, so make yours even better!).
3. Write: An annotated bibliography with correct citation format. For citation format, please use the “Basic Citation Sheet” found in the “Writing Resources” section of the Modules tab on Canvas. If you are using Chinese or other foreign-language sources, please use the “Asia Center House Style” sheet, which is also in the “Writing Resources” section. These are based on the *Chicago Manual of Style*, which is standard for historical essays. The *Chicago Manual* can be found online through the UW Library.

At this point you should have found and read everything you need for your paper and should be figuring out what to do with it all. Creating and annotating a bibliography of all your sources will force you to more carefully consider what is significant about each source, how you can use it in your paper, and how the primary and secondary sources relate to each other. I expect that your annotated bibliography will be 3 or 4 pages, double-spaced. But of course, the more detailed your work, the closer you are to an actual text of your final presentation.

4. Upload your completed annotated bibliography to Canvas--Assignments, “Module 13, Annotated Bibliography.”

5. Do your sentence outline. A sentence outline will force you to think about how everything you have goes together to make a coherent argument related to one or more historical questions. **Use complete sentences for each entry.** The entries will consist of general headings with subsidiary points, put into a logical order that helps build the argument as it progresses. Each paragraph will have a topic sentence. Below each topic sentence you should list the evidence that supports the point. I expect your outline will be about three pages.

Before writing your sentence outline, examine “Module 14 Sentence Outline Sample.” This was done by the same student as the Module 13 annotated bibliography sample. You can see how his argument progressed.

6. Upload your completed outline to Canvas--Assignments, “Module 14, Sentence Outline.”

7. In class, we will critique each other’s bibliographies and outlines in small groups.

**Module 15, Thursday, May 4.** Final project Completion:

1. In class, each student will give a five-minute oral presentation on your project. There will be two minutes per student for comments.

2. Upload your paper to Canvas--Assignments, “Module 15, Final Paper.”

**All assignments must be completed and uploaded to Canvas--Assignments by 11:59 p.m. on May 6, 2023.**

**Module 16:** Relax and enjoy your summer knowing you having completed your Comm-B requirement, and for history majors, your Historian’s Craft requirement!

*There is no final exam in this course.*

**Grades:**

**Class Participation** **10%**

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 one week without penalty. After that, it affects your grade. **If you miss four or more classes, 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 so we can work out a plan.

**Quizzes** **20%**



### **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 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 paper draft you must read the following discussion of plagiarism:**

[http://historians.org/governance/pd/Curriculum/plagiarism\\_defining.htm](http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm)

### **Lateness:**

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."