

HISTORY/EAS 201: SHANGHAI LIFE AND CRIME (HISTORIAN'S CRAFT)
UW-MADISON, SPRING SEMESTER 2025.

Need for Accommodation:

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

Meeting Times and Places:

Lectures: Tuesdays and Thursdays 11:00 a.m. to 12:15 p.m. in Mosse Humanities Building, Room 1651.

Discussion Sections (all on Wednesdays in Humanities 2125):

Section 305: 8:50-9:40 a.m. in Mosse Humanities Building, Room 2125.

Section 306: 9:55-10:45 a.m. in Mosse Humanities Building, Room 2125.

Section 307: 12:05-12:55 p.m. in Mosse Humanities Building, Room 2125.

Communications:

Professor: Joe Dennis 戴思哲.

Office: Humanities 5135

Office Hours: Thursdays 12:25-1:15 p.m. and by appointment.

Email: dennis3@wisc.edu. The best way to contact me is by email. I check email two or three times a day, Monday through Friday. If you want to talk in person or on Zoom, it is best to email me to set up a time. I have set up a Zoom room for the class and anyone in the class can use it for class meetings. Don't call my office phone because I am not typically next to it and rarely get messages.

Mailbox 5006, 5th floor Humanities, northeast corner by the elevator.

Teaching Assistant: Zhaoshen Wang 王兆坤, doctoral candidate in Chinese History.

Office: Humanities 4268.

Office Hours: Tuesdays 12:30 to 2:00 p.m. and Wednesdays 11:30 a.m. to 12:00 p.m.

E-mail: zwang977@wisc.edu

Mailbox: Look for his name on the 4th floor Humanities mailboxes, northeast corner by the elevator.

Course description:

This is a 4-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 archival materials from Shanghai 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 the following 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 help you find them. While the largest number of sources about Shanghai are in Chinese, there are also extensive sources in English, 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

Online quizzes follow assigned readings and occasionally lectures. They are multiple choice or true/false. If you are not happy with your score, you can review the material 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 numbered modules spread over the semester, from January 20 to May 1, plus one unnumbered special module in March. **Please examine the schedule and deadlines carefully.** Listed times are all Central Time (Madison time).

We will start many assignments in class and do parts of them together, but usually they will need to be finished outside of class. The amount of time needed to complete them 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 take a lot of time.** Reading and writing also take time—do not overestimate how fast you can do things and start too late.

I estimate that the average student will spend ~180 hours engaged in activities related to the class.

Finding the Course Materials

First find the course on Canvas through the UW website [SP25 HISTORY 201 004](#)

The lessons are called “Modules” and can be found on Canvas under the “Modules” link. They are arranged by number, 1-15, except for the special module in early March. Files are in Word, pdf, or 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”).

Professor Dennis will usually lecture on Tuesdays and Thursdays and will sometimes post PowerPoints on Canvas. You will also have a weekly discussion section with Mr. Zhaoshen Wang, a doctoral candidate in History. 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/>

Please promptly inform Professor Dennis of any technical problems so he can try to fix them.

Schedule

Course Dates: January 21 (Tuesday) - May 1 (Thursday).

Part One: Background

Module One, Basic Background on Chinese Language, Geography, and History.

Tuesday, January 21

1. Introductions, explanation of class.
2. Lecture: Basic Background. If you want to go back and look at the lecture before the quiz on January 28, I have made a Powerpoint version with audio that is up on Canvas under “Modules.” Please note that audio does not work directly from the Canvas “Preview” screen, so you need to first download the file.
3. Fill out the “Student background sheet” by downloading it from Canvas, filling it out, then uploading it to Canvas—Assignments—Module 1, Student Background Sheet.
4. Longer introductions between members of “Small Groups.” 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 not much group work outside of class due to the difficulty of coordinating, but you are encouraged to work together.

Wednesday, January 22.

1. Introductions, try to learn everyone’s name and something about them.
2. Work in small groups on learning the map of China. **Bring a piece of blank paper on which you can draw a map.**

3. **Before class on Thursday**, read: “Introduction to the Readings” (one paragraph) 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), and **take online** “Quiz on Said, brief intro.”

Thursday, January 23.

1. Finish up lecture on basic background.
2. Class discussion of how Professor Said’s ideas might be relevant to our study of Shanghai this semester.
3. **By Monday night, January 27 at 11:59 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=0dBO1v3hyHs> (there are physical copies in the UW campus libraries) and **take online** “Quiz on Basic Background and *China: A Century of Revolution, Part 1*.” If the YouTube link doesn’t work, search YouTube for the title; there have been multiple copies posted although a few have been taken down.
4. **Before class on Tuesday, January 28:** Read: “Discussion Questions for *Beyond the Neon Lights* pages 25-66” (Canvas—Modules—Discussion Questions) and “*Beyond the Neon Lights* pages 25-66, Chapter 1” (Canvas—Modules—Readings). Fill out the discussion questions as you read. **Take online** “Quiz on *Beyond the Neon Lights* pages 25-66.”

Module Two, Development of Shanghai and the Treaty Ports.

Tuesday, January 28.

1. Discuss *Beyond the Neon Lights* pages 25-66.
2. Lecture: “First Five Treaty Ports.”
3. Take: “Quiz on Five Treaty Ports.” (If you do not have your laptop in class, take the quiz after class, but by **Wednesday, January 29, 8:39 a.m.**

Wednesday, January 29.

1. In class: Read together the entire text of the “Treaty of Nanjing.”
2. 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. Discuss your ideas in class. **By Wednesday, January 29, 11:59 p.m.**, upload your finished paragraphs to Canvas, “Assignments” (this is meant to be informal writing, no need to add to what you wrote in class).

3. **Before class on January 30:** 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). **Take online, "Quiz on Marxist Theory and Meisner on Communism."**

Module Three, Communism and How to Ask Good Historical Questions.

Thursday, January 30.

1. Lecture: “Rise of Communism.”
2. Discuss “Marxism, a brief introduction,” and “Meisner, Communism,” pp. 10-30.

Tuesday, February 4.

1. In class: Read and Discuss “Module 3 Suggestions for Writing a History Paper.”
2. In class: Read “The Chinese Church and the New Industrial System.”
3. In class: Do “Module 3 Worksheet on The Chinese Church and the New Industrial System” and **by Wednesday, February 5, 11:59 p.m.** upload it via the Assignments tab, “Module 3 Worksheet on ‘The Chinese Church and the New Industrial System.’”
4. **Before 8:39 a.m. February 5:** Read: “Discussion Questions for *Beyond the Neon Lights*, Chapter 2, pp. 67-105” and “*Beyond the Neon Lights*, Chapter 2, pp. 67-105.” **Take online quiz.**

Part Two: Daily Life in Shanghai

Module Four, Daily Life in Shanghai.

Wednesday, February 5.

1. Discuss *Beyond the Neon Lights*, pp. 67-105.
2. **Before class on February 6:** Read: “North China Herald Origins, Wasserstrom” (7 pages) and **take online** “Quiz on North China Herald Origins Wasserstrom.”

Thursday, February 6.

1. Discuss: “North China Herald Origins, Wasserstrom.”

2. Lecture: Boolean Searching. **After class and before Friday, February 7 at 11:59 p.m.** read “Module 4 Boolean Searching” (2 pages) and take the quiz, “Quiz on Boolean Searching.”

3. Lecture: Newspaper databases and World CAT.

4. Start research and writing exercise: “Module 4 Assignment, Newspapers.” We won’t be able to finish it in class, so finish it after class and upload your completed assignment by **Monday, February 10 at 11:59 p.m.** and to Canvas--Assignments, “Module 4 Assignment Newspapers.”

5. **Before class on Tuesday, February 11**, 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), and **take online**, “Quiz on U.S.-China Educational Exchange.”

Module Five, Education Part 1.

Tuesday, February 11.

1. Discuss: *U.S.-China Educational Exchange: State, Society, and Intercultural Relations, 1905-1950*
2. 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.
3. Start in class: “Module 5 Assignment, Chinese students at UW-Madison in the early 1900s.” We won’t be able to finish it in class, but you will continue to work on it in section on Wednesday, March 5.

Wednesday, February 12.

1. **Bring your laptop.** Work in groups on “Module 5 Assignment, Chinese students at UW-Madison in the early 1900s.” We might not be able to finish it in class. If not, after class and before the **Thursday, February 13 lecture** upload your completed assignment to Canvas—Assignments. Be sure to attach to your filled-in worksheet your data table and writeup on the lives of Chinese students at UW in the early 1900s when you upload it to Assignments.

Module Six, Education Part 2.

Thursday, February 13.

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 **Monday, February 17 at 11:59 p.m.** upload your completed worksheet to Canvas—Assignments.

4. **Before lecture on Tuesday, February 18**, read: “Buddhism and Daoism in Chinese civilization Tim Barrett” (25 pages) and **take online quiz**.

Module Seven, Religion in China.

Tuesday, February 18

1. Lecture on Buddhism and Daoism in China.
2. Lecture on database: China: Trade, Politics and Culture, 1793-1980.
3. In class, start “Module 7 Religion.” We won’t be able to finish it in class, so finish it after class, and upload your completed worksheet to Canvas—Assignments by **Friday, February 21, 11:59 p.m.**

Wednesday, February 19

1. Mr. Wang will discuss the history of Confucianism in the late 1800s and early 1900s.
2. **Before class on Thursday, February 20**, read: “Christianity in China up to 1900,” and take the online quiz on it.

Thursday, February 20

1. Lecture: Christianity in China.
2. Discuss: “Christianity in China up to 1900.”
3. Before class on February 25, read "History of Ice Hockey in China," and **take the online quiz**.

Special Module for Spring 2025: History of Winter Sports in Late Qing and Republican China.

On March 11, a delegation of hockey coaches, league administrators, and professional players from Heilongjiang, the sister province of Wisconsin, will visit our class. We will make group presentations by section about the early history of hockey in China. Detailed instructions will be distributed in February.

Tuesday, February 25

1. Go over the instructions for our project, “The History of Ice Hockey in China.”
2. Lecture on the history of sports in late-Qing and Republican China.
3. Lecture on the history of Heilongjiang.

Wednesday, February 26

1. Bring your laptop. Work in section on “The History of Ice Hockey in China” according to the instructions.

Thursday, February 27

1. Work in class on research for “The History of Ice Hockey in China” according to the instructions.

Tuesday, March 4

1. Work in class on analysis and coordination for “The History of Ice Hockey in China” according to the instructions.

Wednesday, March 5

1. Work on assembling hockey presentations.

Thursday, March 6.

1. Sign up for a time to meet with Professor Dennis or Mr. Wang during the March 12 section to discuss your final project ideas.
2. **Before Wednesday's section meeting, look at the list of paper topics in the syllabus schedule entry for April 3 (below)** and start thinking about what topic you would like to pursue. Do some quick research to see what sources you can find.
3. Finish preparations for hockey presentation on March 11.

Tuesday, March 11.

Today we will make our group presentations about the history of hockey in China to the visiting delegation. We will then have discussions with the delegation about sports in China and Heilongjiang.

Wednesday, March 12.

Individual meetings with instructors (in the classroom) to discuss paper topics. Be ready at your scheduled time.

Thursday, March 13.

NO CLASS TODAY. DIG AROUND IN THE LIBRARIES AND DATABASES TO EXPLORE SOURCES FOR YOUR FINAL PROJECT.

Part Three: Law and Crime in Shanghai

Module 8, The legal system in the late Qing and Republican periods.

Tuesday, March 18.

1. Lecture: “Development of the Chinese Legal System” and “Chinese Court System and Administration of Justice in Republican China.”
2. Before section on Wednesday, read “Criminal Abortion in China.”

Wednesday, March 19.

1. Discuss “Criminal Abortion in China.”
2. Work in groups on “Module 8 Worksheet on Criminal Abortion in China.”
Before March 20 lecture, upload completed sheet to Assignments, “Module 8 Worksheet on Criminal Abortion in China.”

Thursday, March 20.

1. Lecture on JSTOR, Virtual Shanghai Project, and Bibliography of Asian Studies.
2. Read together in class, “U.S. v. Moore, Adultery case from U.S. District Court for China.”
3. Work as a class on “Module 8, Worksheet for U.S. v. Moore, Adultery case from U.S. District Court for China.” **Before March 21, 11:59 p.m.**, upload completed assignment.
4. Start “Module 8 Research and Writing Exercise” in class. **Before March 21, 11:59 p.m.**, upload completed assignment.
5. **Before April 2, 8:39 a.m.**, read Hershatter, “Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution,” **take online quiz on it.**

March 22-30, 2025, NO CLASS, SPRING BREAK!

Module 9, Crime, Part 1: Prostitution.

Tuesday, April 1.

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

2. Lecture on how to use theory in historical research.
3. In class, start: "Module 9 Historical Argumentation Practice." **Before April 3 class,** upload completed assignment to Canvas--Assignments, "Module 9 Historical Argumentation Practice."
4. **Before April 2 class, read** Hershatter, "Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution," **take online quiz on it.**

Wednesday, April 2.

1. Discuss: Hershatter, "Courtesans and Streetwalkers: The Changing Discourses of Shanghai Prostitution." Work together on "Module 9 Research Exercise." **By class on April 3, upload completed exercise to Canvas.**

Module 10, Crime Part 2. Drugs, Gambling, etc.

Thursday, April 3

1. Lecture on *Shanghai Municipal Police File*.
2. In class, start working on "Module 10 Research and Writing Exercise." **Before class on April 17,** upload completed assignment to Canvas--Assignments, "Module 10 Research and Writing Exercise."
3. 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 8 class.**
4. **By Friday, April 4, 11:59 p.m.,** make a decision on the topic of your final project (from the following list) and post your selection on Canvas, Assignment, Paper Topic:
 - 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.
- g. The history of a basketball, field hockey, or another sport in China in the late 1800s to 1949. Since we will have already done so much on ice hockey, that is not allowed unless you can identify substantial additional sources that we did not use in the hockey presentations or expand the scope of analysis.
- h. The history of a medical institution or issue in the late 1800s to 1949.

I suggest picking a topic for which you have already found at least a few good sources during the first part of the class.

5. Before class on Tuesday, April 8, conduct primary source research for your final project as directed in “Module 11, Final Project Primary Sources Worksheet.” **By the start of class,** upload completed worksheet to Canvas--Assignment “Module 11 Final Project Primary Sources Worksheet.”

6. Before class on Tuesday, April 8, write out the text for a two-minute oral presentation on your primary sources, including topic, historical research questions you will pursue, and primary sources you have found already. 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 time. **Before class on April 8,** upload your written text to Assignment “Module 11 Oral Presentation Written Text.” It is important that you finish this on time so that Professor Dennis and Mr. Wang can give you timely feedback.

Part Four: Final Project

Module 11, Oral Presentations on Final Project primary source research.

Tuesday, April 8.

1. Half the students will present on Tuesday, half on Thursday. After each student makes their presentation, the instructors will make brief comments, ask questions, and/or give suggestions for future directions. To make sure everyone can present and get comments, Professor Dennis will strictly enforce the two-minute presentation time limit.

Wednesday, April 9.

Mr. Wang will go over additional databases for primary and secondary sources and reinforce search skills. Please bring a laptop to class if you have one.

Thursday, April 10.

1. Oral presentations by the remaining students.
2. **Before class on Tuesday, April 15**, begin secondary source research for your final project as directed in “Module 12, Final Project Secondary Sources Worksheet.” Complete “Module 12, Final Project Secondary Sources Worksheet” and upload to Canvas.

Module 12, Final Project Secondary Sources:

Tuesday, April 15.

1. Each student will introduce one secondary source that they have found and plan to use for their paper, using no more than one minute. Tell the class how you found it, something interesting about it, and how you plan to use it in your paper. Professor Dennis will comment on the sources and sometimes raise questions as we go.
2. **Before class on April 16**, read: Rampolla, page 27 about annotated bibliographies, and examine, “Module 13 Sample Annotated Bibliography.” This was one of the better 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!).

Module 13, Final Project Annotated Bibliography.

Wednesday, April 16

1. Work in class on your annotated bibliographies, putting them in correct citation format. Mr. Wang will be available or questions. 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 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 4 to 6 pages, double-spaced. But of course, the more detailed your work, the closer you are to an actual text of your final presentation.

By Thursday, April 17, 11:59 p.m., upload your completed annotated bibliography to Canvas--Assignments, “Module 13, Annotated Bibliography.”

Thursday, April 17.

1. Open discussion of research problems.

Before class on April 22, do the following:

1. 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.

2. Upload your completed outline to Canvas--Assignments, “Module 14, Sentence Outline.”
3. Make three copies of your sentence outline and bring to class on Tuesday, April 22.

Module 14, Sentence Outline and Draft.

Tuesday, April 22.

1. In class, we will critique each other’s outlines in small groups.

Wednesday, April 23, Section

1. Work on final drafts in section. Mr. Wang will be available for questions.
2. **By the start of class on April 24, upload your draft to Canvas.** Bring three copies of your final paper draft to class on April 24.

Thursday, April 24.

1. Bring three copies of your final paper draft. We will do peer review in class. This is very important because Mr. Wang and Professor Dennis do not have time to read 45 drafts.
2. Prepare a written text for your oral presentation and **upload it to Canvas by the start of class on April 29.**

Module 15, Final project Completion.

Tuesday, April 29

1. In class, half of the students will give a three-minute oral presentation on their final project. Remaining time will be for comments and questions.

Wednesday, April 30

1. **NO SECTION MEETING TODAY, WORK ON FINALIZING YOUR PAPERS.**

Thursday, May 1.

1. In class, the second half of the class will give a three-minute oral presentation on their project. Remaining time will be for comments and questions.
2. By **May 1, 11:59 p.m.**, upload your final 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 2, 2025. Grades are due soon after the class ends so it is essential that you meet this deadline.

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. Grade weights will be adjusted in the Canvas gradebook in the first several weeks to make the numbers work.

Quizzes: 20% of final grade (each quiz will be weighted based on various factors)

Participation: 10% of final grade. This is a combination of attendance and Professor Dennis' and Mr. Wang's judgment on how actively and effectively you participated in class. Everyone can miss two lectures and one discussion without penalty, but after that, your participation grade drops 5 points per absence from what it would otherwise be. If you miss more than nine classes, you automatically fail the class.

Assignments: 70% of final grade

(each assignment's % of the 70%)

1% Module 1 Student background sheet

2% Module 2 Paragraph on the Treaty of Nanjing

2% Module 3 Worksheet on "The Chinese Church and the New Industrial System"

8% Module 4 Assignment, Newspapers

8% Module 5 Assignment. Education Part 1:

1/6 = filled-in worksheet,

1/6 = data table

4/6 = write-up on Chinese students @UW.

8% Module 6 Assignment, UW alums working in China in the early 1900s.

- 5% Module 7, Religion Assignment.
8% Hockey in China Assignment.
3% Worksheet on Criminal Abortion in China
3% Module 8 Research and Writing Exercise
3% Module 8 Worksheet on U.S. v. Moore
3% Module 9 Historical Argumentation Practice.
3% Module 9 Research Exercise
4% Module 10 Research and Writing Exercise
4% Module 11, Final Project Primary Sources Worksheet
2% Module 11 Oral Presentation Written Text
3% Module 11 Oral Presentation
3% Module 12, Final Project Secondary Sources Worksheet
3% Annotated Bibliography
3% Sentence Outline
4% Final Paper Draft
5% Module 15 Final Oral Presentation
12% Final Paper

Grading scale:

A=93-100

AB=88-92.99999999999999999999999999

B=83-87.9999999999999999999999999999

[illegible]

C=70-77.9999999999999999999999999999

D=60-69.9999999999999999999999999999

 $F < 60$

As you might notice from the above, you need to hit the whole-number minimum for each grade level. That means a 92.51, or a 92.97 will not be rounded up to a 93 for an “A”. Grades in this class tend to be high because you can retake quizzes, you should be able to tell if you got everything on the work sheets as you do them, and you can track your grades easily. So if you are very keen on getting a certain grade, do the work needed to get the grade you want and don’t ask Professor Dennis to round up your grade because you were so close.

Miscellaneous

If you are taking the class for **Honors** credit, discuss requirements with Professor Dennis early in the semester.

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: Review the UW 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* 凌遲, 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 and master the Writing Center's help page on how to avoid plagiarism:

<https://writing.wisc.edu/handbook/assignments/quoting/sources/>

Using Artificial Intelligence Programs in the Class:

Artificial intelligence programs are rapidly becoming important tools that everyone should learn to use. AI can certainly be helpful in the writing process. But you also need to learn how to analyze problems and write sophisticated essays on your own, just as you should be able to navigate on a road trip without using GPS, Google Maps, or other satellite-based systems. Learning how to think about a problem, create an argument, marshal facts in support of your argument, and write persuasively, are critical life skills that you will not develop if you are over-reliant on AI. So in this class, you may only use AI for two things: Generating ideas when you are stuck, and correcting your writing, including grammar, spelling, and style. For example, in 2023 I was asked to give a lecture, “Overview of Humanities Research Methods” at Beijing University. This is a very broad topic, so I asked ChatGPT what I should include, and it gave me eight suggestions. Most were things I had already thought of, but two were not. So I thought about them and decided one was a good idea, and one was not. ChatGPT is also very useful for helping non-native speakers catch language mistakes. So you can use it for these two things. But AI cannot write your whole paper, and in fact, AI history papers are usually pretty bad because AI is not yet good at dealing with detailed sources that require citation and seamless blending into complex arguments. Because of this, in grading, Professor Dennis and Mr. Wang will be putting much more weight on things that AI is not good at. In addition, **on every writing assignment, you must state whether you used AI and describe how you used it. Do this below your name and date. For example:**

“Fred Flintstone

March 21, 2025

AI usage: I used ChatGPT to check for grammar, spelling, and stylistic errors after I drafted my essay.”