

Comparative Urban Modernities: China and the United States  
HIST 3990 To2 Seminar, 2017-2018  
Thursdays 11:30am-1:20pm

Profs. Tina M. Chen and David S. Churchill

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### Course Description

This course is an introduction to modes of learning and scholarly engagement important to HIST seminar courses, including building the skills and knowledge for higher-level study and scholarship in the field of History. The course also develops knowledge of particular historical moments and processes, and familiarizes students with specific methods. This course centers on an exploration of the dynamics and crises of modernity in China and the United States. The course is rooted in urban history, and students will learn about the specific histories of New York City and major metropolises in China including Beijing, Shanghai, and Hong Kong. The course also encourages students to think about how we study similar historical dynamics and processes in different places and across a broad time period. We will be approaching the histories of urban centres in the USA and China through the lenses of local history, world history, transnational history, and comparative history. Thematically, we will explore: (a) the modern girl as symbol of modernity; (b) materiality of the built and natural environment in urban space; (c) regulation of public spaces.

### Expectations

This course is an introduction to the seminar class format and experience for History Majors, and is a requirement in the attainment of an Honours Degree. Students will be expected to do intensive reading on a weekly basis; learn how to analyze scholarly writing; participate fully in discussion; interpret and utilize a range of primary and secondary source materials and evidence; learn basic research methods; and produce an original piece of scholarly writing.

### Required Texts

Students can purchase books at the University of Manitoba Bookstore or through other vendors including e-books and kindle. Other readings can be accessed through the University of Manitoba Libraries. Students are responsible for downloading or borrowing library materials as needed. In instances where materials are not available through UM libraries or for purchase, the readings will be made available on UMLearn.

## Course Assignments

### 1. Weekly Assignments

**Total: 15% of Final Grade. Due in class each class Fall and Winter Terms.**

#### **Fall Term (7.5% of final course grade)**

- A. Annotated Timeline** – Students are required to make a timeline that incorporates at least 4 events/actions from each week's readings, with short descriptions of the events (1-2 sentences). This is a cumulative assignment, and the timeline will include items from readings each week. The events included in the timeline should evenly distributed between the USA and China. Timelines will be reviewed periodically during the term and students should have them available at each class.
- B. Reading Notes** – Reading notes based on a pre-circulated template will be handed in at the conclusion of each class throughout fall term. Students will hand in readings notes for at least 8 classes in Fall Term.

#### **Winter Term (7.5% of final course grade):**

- A. Annotated Timeline** – At the beginning of Winter term students will decide if they would like to continue with the timeline activity.
- B. Critical Reading Paragraphs** – Students will write a weekly paragraph that engages and responds to the assigned reading. Students should not simply summarize the readings, but should offer a critique of the text, or reflections on the readings that consider the readings in relation to readings from previous weeks or key themes in course. The paragraph should be approximately 250 words. These paragraphs will be shared through a process of group review at the beginning of each class. Students will be required to do 6 paragraphs during the winter term.

### 2. Classroom Participation: 10% of final course grade

Students will be expected to participate in classroom discussion and analysis of the reading. This is often a significant challenge to students who have not had the expectation or opportunity of presenting ideas and engaging in constructive discussion in a collegial setting. Nonetheless, students need to be able to communicate and enter into discussion with their cohort. This class will help students develop the skills and confidence for oral engagement with scholarly readings and each other. If a student is unable to do this in class, they must work with the instructor to find an alternative interactive forum such as a blog/vlog they can share with the class.

Students should note that attendance is merely a prerequisite to seminar participation. That is, if you are not in class you cannot earn participation marks. However, simply being in class does not earn you any participation marks.

Regular thoughtful participation based on adequate preparation is expected from all students

To prepare for class discussion students should approach the text(s) based on the following considerations: (i) descriptive content; (ii) the analytic arguments/insights; (iii) types of evidence and sources; (iv) the organizational frame of the work. Specific questions for consideration are:

- What is the subject matter of the text?
- What is the larger context of the work (location/period)/events)?
- Does the author refer to specific works of history, theoretical texts, that are being engaged and/or responded to?
- What categories of analysis is the author utilizing (class, race, ethnicity, gender, sexuality, modernization, agency, hegemony, political culture, etc.)?
- How does the author organize the article or book?
- What sorts of sources does the author use?
- How does the author support their findings?
- How does the author organize the article or book?

**3. Historiographical Essays (2 essays, each worth 7.5%. Total: 15% of course grade). Each essay will be approximately 1500 words.**

Students will write two short historiographical essays. More details for each historiographical essay will be provided in class.

A. The first essay will engage with how scholars have used comparative and/or transnational history to study modernity in urban centres in China and the USA. Students will select a minimum of 4 scholarly articles by different authors or 1 monograph+2 articles.

**Due Date: November 16, 2017**

B. The second essay will examine a specific theme from class readings. Students will have the option of focusing on readings on the USA, China, or both. Students will select a minimum of 4 scholarly articles by different authors or 1 monograph+2 articles. Possible themes might be: migration, architecture, gender and sexuality, racism, politics, planning, community organizing, consumption, policing, popular culture. The essay will explore the central debates and themes of the selected readings, noting similarities and differences of interpretation, as well as research methods.

**Due Date: January 25, 2018.**

**4. Research Essay Proposal:** Short research essay proposal consisting of: (i) a brief statement regarding the topic of the research essay (300 to 400 words); (ii) list of primary sources to be consulted and timeline of plans to acquire the primary sources; (iii) bibliography list of works to be consulted and referenced.

**5% of Final Grade. Due December 7, 2017.**

- 5. Research Seminar Essay:** This is a major assignment. Students are required to do an in depth scholarly paper on a topic approved by the instructors. The essay will build on one of the major themes of the course, and will provide a critical analysis of the existing literature on that theme. The paper must be drawn from both primary and secondary source materials. This material may be difficult to get, so students are advised to work well in advance and to use Document Delivery (<http://umanitoba.ca/libraries/units/docdel/contact.html>) at the Dafoe Library for collections of letters, periodicals, newspapers, government documents, etc. that might be available from research libraries and archives. Drafts of the essays will be circulated amongst the students for constructive critical review in the weeks prior to the submission deadline. We will discuss expectations and review examples of these essays in greater detail in class. Your essay must be between 16-20 pages (approximately 4000-5000 words).  
**25% of Final Grade. Due March 29, 2018**
- 6. Final Exam (Take Home):** Students will answer two essay questions based on the assigned readings. One essay will be from readings in Term 1 and the other from readings from Term 2. We will develop the essay questions collaboratively in class in Term 2.  
**30% of Final Grade. Due date TBA**

### **Voluntary Withdrawal Date**

The last date for voluntary withdrawal from this course is **January 16, 2018**. Evaluation and feedback will be provided to you before this date.

### **Assignments and Late Policy**

All written assignments should be typed and double spaced. Further details about written assignments will be provided in class. Pay close attention to due dates. Extensions will only be granted in exceptional circumstances. Papers are due in class on the date indicated. Late papers will be penalized 2.5% per day.

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work have been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

### **Statement on Academic Dishonesty**

Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation ([http://umanitoba.ca/faculties/arts/student\\_resources](http://umanitoba.ca/faculties/arts/student_resources)) which reads: *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of*

*plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.*

### **Computers, Cellular Phones, Tablets etc.**

Students will only be allowed to use computers or other electronic devices for taking notes with the permission of instructor. All phones must be on silent/vibrate mode and stored in pockets, bags, or purses for the duration of the class. Texting, instant messaging, surfing the web, etc. are not appropriate in class. Students engaging in any of these activities will be asked to leave.

### **Essay and Assignment Citations and Format**

All assignments should be printed double-spaced and in 12 point Font Size. Students should use humanities citation style with footnotes. For a guide to proper citation consult Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. A copy of this manual can be found in the reference room at the Elizabeth Dafoe Library (LB2369 T8 1987). Or students can consult the *Chicago Manual of Style Online*.

<http://www.chicagomanualofstyle.org/home.html>

### **Marking Scale**

A+ 88-100%	C+ 65-59%
A 80-87%	C 60-64%
B+ 75-79%	D 50-59%
B 70-74%	F 0-49%

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Reading List and specific topics to be distributed on the first day of class.

## Student Resources

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy>

### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group

<https://www.facebook.com/groups/422932261087799/> or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).