

MO4971 The City in East and Southeast Asia c. 1850-1950

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Meets: 2014-5 - Wed 9-12

Office: St. Katharine's Lodge B3 **Office Hours:** Tue 11-12, 15:00-16:45

Description

This module explores the development of urban spaces in 19th and 20th century East and South East Asia. It examines the economic, social, and political geographies of Asian cities in colonial, semi-colonial, and early post-colonial contexts as well as the way in which these cities and their residents are embedded in multiple local, regional, national, and transnational contexts. The first semester will allow students to work in depth with the rich digitized Shanghai Municipal Police Archive, and other English-language sources will include newspapers, diplomatic and trade archives, missionary and travel accounts, and some translated sources.

Overview

1. 17.09 - Impressions: Asian Cities Today
2. 24.09 - Historical and Theoretical Approaches to Urban Space
3. 01.10 - Background: 19th to 20th East and Southeast Asia
4. 08.10 - Pre-20th Cent. Development of Hansōng, Beijing, and Edo
5. 15.10 - Treaty Ports and Foreign Concessions
6. 22.10 - Utopian Planning and Development of Colonial Cities
 - 24.10 - Primary Source Essay 1
7. [-] - Source Focus: Shanghai Municipal Police Archive (SMPA)
8. 05.11 - Health and Hygiene
9. 12.11 - Crime and Order
 - 17.11 - Long Essay 1
10. 19.11 - Power, Politics, and Protest
11. 26.11 - Migration and Minorities

Semester Two:

1. 28.01 - Broadening Theoretical Approaches
2. 04.02 - Transformations: Cities and Hinterland
3. 11.02 - "Second Cities" and Regional Networks
4. 18.02 - Cities Beyond National Space
 - 20.02 - Primary Source Essay 2
5. 25.02 - Neighborhoods and Local Space
6. 04.03 - Architecture and Domestic Spaces
7. [-] - Focus: Tokyo & Beijing
 - Spring Break
8. 01.04 - Focus: Singapore & Rangoon
9. 08.04 - Focus: Pusan & Osaka
 - 13.04 - Long Essay 2
10. 15.04 - Focus: Harbin & Qingdao
11. 22.04 - Focus: Manila & Hong Kong

Assessment Summary

60% Coursework

24 Oct - Primary Source Essay 1 (5%)

17 Nov - Long Essay 1 (15%)

20 Feb - Primary Source Essay 2 (5%)

13 Apr - Long Essay 2 (15%)

Presentation (10%)

40% Exam

2 Take-Home Examinations, 10 hours each

Learning Outcomes

- To gain the ability to analyse a variety of primary sources that each pose particular challenges and serious limitations in accessing a broad range of perspectives in the histories of Asian cities.
- To develop the ability to balance the need for deep empirical research that appreciates rich local contexts while answering historical problems that explore comparative, transnational, and global connections.
- To apply interdisciplinary approaches to the history of urban space while developing a strong theoretical grounding in the multiple scales and understandings of space in history.

Assignments

The assessed portion of the coursework for this module consists of one essay, a presentation, and three short essays responding to weekly discussion questions. In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them.

Primary Source Essay

There will be two primary source essays, each worth 5% of your final mark. The first one is on a source you choose your self. This may consist of an essay on one longer primary document if it is long, or on a collection of documents that form an appropriate unit together. You should consult with me before proceeding with the essay. The second essay, in the spring will be on a source, or chosen from a small number of sources presented by myself to you early in the second semester.

The primary source essay should be 2,000-2,500 words in length. It should introduce the document, provide a solid background context about the document, its author, origins, and historical context, and then make an argument about what we can learn from. Finally, the primary source essay should also highlight any problematic aspects of the source.

Long Essay

The two long essays for the course are each worth 15% of the total mark and should each be 5,000 words or less. The process of composing an essay of this length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument. The Long Essay should be primary source driven.

Some class time on week three will be dedicated to discussing the essay. At that time, please send me two or three general potential topics of interest that are related to cities in East and Southeast Asia, the name of one or two secondary or primary historical works related to each, and a brief note as to why you chose that work. I will give feedback on the ideas, and throughout the semester encourage students to visit me in

office hours to help discuss the move from general topics of interest to specific historical questions. I am also willing to look at an outline of your essay and your final list of sources.

Headers and Formatting

At the top of all your written work, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully.

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Extensions and Late Work

Prior permissions for late submission of work ("Extensions") to make fair allowance for adverse circumstances affecting a student's ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student's control.

Without an approved extension, 0.5 points will be deducted for every day (including Saturday, Sunday, and any holiday) after the relevant deadline.

Work submitted more than two weeks after the relevant deadline but before the School's final deadline for semester work will receive an automatic fail mark of 1.

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. A piece of work that is under 10% over the limit will not be penalised. Work that ranges around 10-20% too long, will be penalised by 1 point. Anything above 20% of the word limit the work will be returned unmarked. Once resubmitted the piece of work will be marked and late submission penalties apply.

Feedback

General feedback is provided directly on the mark sheet, which will usually be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Most weeks of the semester students will be given an opportunity to present a summary, critique, and raise some discussion questions based on supplementary readings. One such presentation for each student will be given more time and assessed formally. The assessed presentation should be 25-30 minutes in length and not longer. It may either focus on one or two books, or a collection of articles (3 articles to replace a book) from among the assigned required or supplementary readings for each week. It should summarise the main arguments, and make 1-3 to focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion.

You will be asked to make shorter presentations, 10-15 minutes in length throughout the year on some of the readings assigned. Volunteers will usually be asked and handouts are not required for these presentations. These shorter presentations are not assessed. When making these shorter presentations you should again bring a few questions for discussion.

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include 1-3 discussion questions?
- Was the 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

Marking

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet will be penalised.

Find the style sheet here: <http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

Outstanding First: 19.0, 19.5, 20.0

Clear First: 18.0, 18.5

Borderline First: 16.5, 17.0, 17.5

First Class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigour of argument and structure, well directed at the title; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.

Upper Second Class 13.5, 14.0, 14.5, 15.0, 15.5, 16.0

Upper Second Class work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical awareness; well chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.

Lower Second Class: 10.5, 11.0, 11.5, 12.0, 12.5, 13.0

Lower Second Class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

Third Class: 7.5, 8.0, 8.5, 9.0, 9.5, 10.0

Third Class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.

Pass: 7.0

Fail (with the right to re-assessment): 4.0, 4.5, 5.0, 5.5, 6.0, 6.5

Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of historical analysis.

Fail (without the right to re-assessment): 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

Work so weak as to indicate that only a nominal attempt has been made to complete the assignment, or that it displays virtually total confusion and misunderstanding of the subject.

Unclassifiable: 0

No acceptable work presented.

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alerts regulations.

<http://www.st-andrews.ac.uk/history/infoug/academicalerts12-13.doc>

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence.

https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Support in order to organise the appropriate documentation.

If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Support, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Borders Agency any student who fails to enrol on a module or programme of study or who fails to attend or who discontinues their studies.

See also the undergraduate handbook section on permission to proceed:
<http://www.st-andrews.ac.uk/history/infoug/ptp.html>

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. If the email requires a particularly long answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday.

In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails.

Laptops in Class

Recent studies are increasingly showing that, for whatever reasons, the handwriting of notes, and the reading of essays on physical paper as opposed to computers or other reading devices increases the quality of notes, significantly boosts recall, and better processing of content in general.

There are, however, many strong benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to resort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not, I ask that you bring printed copies of the reading every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not to use applications not related to our class, including email applications and social media. It is not only that you are interfering with your own processing of content but it is a severe distraction to anyone sitting next to you.

Collective Notes

I believe in the benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, I have created, and will provide the link for a Google document where you can post readings, organize reference material and online links to info and sources, etc. throughout the semester.

These notes should be treated as you might any historical source: you should not use them to replace your own investigation, and you should not treat content and notes provided by others as something you can uncritically accept as accurate.

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Academic Misconduct policy. Please note that the above are not exhaustive, and other forms of academic misconduct not listed here will be treated as such by the University.

All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University's Guide to Academic misconduct or the relevant information in the Students' Association's web site.

<http://www.st-andrews.ac.uk/students/rules/academicmisconduct/> [http://yourunion.net/studentvoice/content/693803/edu](http://yourunion.net/studentvoice/content/693803/education)

if you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

Seminars

Week 1 - Impressions: Asian Cities Today

Readings

Matthias Middell and Katja Naumann, "Global History and the Spatial Turn: From the Impact of Area Studies to the Study of Critical Junctures of Globalization," *Journal of Global History* 5, no. 01 (2010): 149–170.

Robert A. Beauregard, "History in Urban Theory," *Journal of Urban History* 30, no. 4 (May 1, 2004): 627–635.

David Garrioch, "Sounds of the City: The Soundscape of Early Modern European Towns," *Urban History* 30, no. 01 (2003): 5–25.

Shuishan Yu, "Redefining the Axis of Beijing Revolution and Nostalgia in the Planning of the PRC Capital," *Journal of Urban History* 34, no. 4 (May 1, 2008): 571–608.

Henry Smith "Tokyo as an Idea: An Exploration of Japanese Urban Thought Until 1945" *Journal of Japanese Studies* vol. 4 no. 1 (Winter 1978), 45-80. http://www.columbia.edu/~hds2/pdf/1978_Tokyo_as_an_Idea.pdf

"Plan of the Present Work" in Henri Lefebvre *The Production of Space*, pp. 1-67.

Task

Using the Rumsey Map collection:

<http://www.davidrumsey.com/>

Find a map of a city in East or Southeast Asia from 1850-1950 that you find interesting. Print it out or bring it in on your laptop/tablet for us to look at and be prepared to discuss what you think we can learn about the city from it.

Week 2 - Historical and Theoretical Approaches to Urban Space

Readings

Lewis Mumford "What is a City?" in Richard T. LeGates and Frederic Stout, *The City Reader*, 5th Edition, 5th edition (London ; New York: Routledge, 2011).

"Walking the City" and "Spatial Stories" in Michel de Certeau, *The Practice of Everyday Life* (University of California Press, 2011).

Georg Simmel, "The Metropolis and Mental Life" (1903) in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

Charles Tilly, "What Good Is Urban History?," *Journal of Urban History* 22 (September 1996): 702–19.

"Mexico City/Istanbul" in Serge Gruzinski, *What Time Is It There?: America and Islam at the Dawn of Modern Times* (Cambridge; Malden, MA: Polity, 2010).

David Harvey "Space as a Keyword" and Sharon Zukin "David Harvey on Cities" in Noel Castree and Derek Gregory, *David Harvey: A Critical Reader* (Wiley, 2006), 102-120, 270-293.

Michel Foucault, "Of Other Spaces: Utopias and Heterotopias" *Architecture/Mouvement/Continuité* October, 1984

"Space" in Andy Merrifield, *Henri Lefebvre: A Critical Introduction* (Taylor & Francis, 2006), 99-120.

"Social Space" in Henri Lefebvre *The Production of Space*, pp. 68-169.