

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

Tutor: Konrad M. Lawson

Fall and Spring, 2019-2020



"The View of Ginza from Shinbashi Street" 1914

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Meets: Fall and Spring 2018-9 Wed 10:00-13:00 St. Katharine's Lodge B3
Office Hours: Thu 16:00 (please sign up for a [time](#))

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

Week 0 - Urban History and Spatial History
Week 1 - Impressions: Asian Cities Today
Week 2 - Historical and Theoretical Approaches to Urban Space
Week 3 - Background: 19th to 20th East and Southeast Asia
Week 4 - Pre-20th Cent. Development of Beijing and Edo
Week 5 - Treaty Ports and Foreign Concessions
Primary Source Essay Due
Week 6 - *Independent Learning Week*
Week 7 - Utopian Planning and Development of Colonial Cities
Week 8 - Source Focus: Shanghai Municipal Police Archive (SMPA)
Week 9 - Health and Hygiene
Week 10 - Labour, Politics, and Protest *To be rescheduled*
Week 11 - Migration and Minorities
Long Essay Due

Semester Two:

Week 1 - Broadening Theoretical Approaches
Week 2 - Second Cities and Cities in Motion
Primary Source Essay Due
Week 3 - Molding Colonial Spaces
Week 4 - Parks, Gardens, and Squares
Week 5 - Neighborhoods and Local Space
Week 6 - Architecture
Week 7 - Domestic Space
Spring Break
Week 8 - Transportation Within and Beyond the City
Week 9 - Spaces of Tourism
Week 10 - Commemoration, Preservation, and Memory
Week 11 - Cities Under Occupation
Long Essay Due

Assessment Summary

100% Coursework

Primary Source Essay 1 (10%) - 1,000 words
Long Essay 1 (25%) - 6,000 words
Presentation 1 (5%)
Primary Source Essay 2 (10%) - 1,000 words
Long Essay 2 (25%) - 6,000 words
Presentation 2 (5%)
Blog Entries (20%) - 8 entries

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 a total of four gobbets (two each semester), two long essays (one each semester), two presentations (one each semester). In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them. Most weeks students will also be asked to do short unassessed presentations 10 or less minutes each.

Headers and Formatting

At the top of all your written work or on a cover page, please include:

- The date of submission
- Your student number
- The **category** of assessment you are submitting (e.g. Gobbet, Long Essay, etc.)
- A **specific title** describing the contents
- 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 font (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/info/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.

In your bibliography, please have separate sections for your secondary sources and the primary sources you used.

If you prefer **and do so consistently**, you may use the Chicago Style (Notes and Bibliography) over the St Andrews note formatting. I encourage you to manage your sources in a referencing tool such as [Zotero](#) which makes it easy to automatically generate formatted notes and bibliography if you have the correct information for each source.

Primary Source Essay

In each of the two semesters students will be asked to submit a short 1,000 word analytical essay that analyses a primary source.

- Selecting a source: The student may select a source related to their long essay research, from the primary sources assigned during the semester, but from beyond the assigned portion (a different page range, another part, another volume etc.), or with approval of the tutor, a source of interest to the student. The source may be visual (a map, photograph, drawing, etc.) or textual. The full body of the source must be included at the top of the essay, preceded by a citation. You may not choose one of the sources we have consulted in class.
- Writing the primary source essay: Your goal in the essay is to draw out the revealing features of a source and demonstrate your abilities for analysis. A good primary source essay will:

- it will identify the source and context (including its language, whether the text provided is a translation, and the place where this document was done), its purpose and the main characters involved;
- it will comment on the particular point or points raised in the extract (ask yourself, why was this extract set?);
- it will explain any distinctive words or phrases or visual features
- it will then, towards the end, comment more discursively on some of the broader issues involved. Is this a true or accurate narrative of events? Are the hopes of the protagonist ultimately realised? Where does this extract fit into the wider context of what we know from our sources?
- Try to make about four to five points. Avoid an over-lengthy introduction; get to the point quickly, do not simply rephrase the wording of the source itself, and make sure that you analyse it.
- For those of you also taking literature modules in other Schools, please note that history primary source essays and gobbets are less an exercise in textual criticism and much more an attempt to get to the heart of the issues contained within a document, and the issues concerning the nature of the document itself.

Long Essay

The two long essays for the course are the highest value assessments for the module and should be 6,000 words long. There will, however, not be a length penalty on submitted essays up to 8,000 words if you wish to write something in even greater depth (thereafter the 10% rule applies). 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.

This module is a module on the history of cities but also a spatial history module. You may choose to write about some aspect a city, a part of a city, comparisons between cities, some aspect of life within a city, but also you are most welcome to write an essay which has a strongly spatial theme. In this module we study spaces from the scale of the domestic space of a home up to a regional scale. If there are other East or Southeast Asia essay topics that you would like to write about but you are worried may fall outside the scope of the module will usually be approved, just check with me first.

Choosing a Long Essay Topic

Choosing an essay topic and then, having researched this topic, developing a focused argument can be challenging for students who have usually been given an “essay question” in all previous modules. I will provide a few examples of past student long essay titles that gives you some ideas of themes, and also a few first class essays that shows you the variety of kinds of essays that have been written for some of my modules in the past.

I recommend that you make use of primary historical sources in your essay and develop an argument around them. As you will see, almost all of the first class sample essays are ones which took the challenge of working with primary historical material. Historiographical essays which focus on a particular historical debate about which you develop your own position may also be submitted instead, but such essays are difficult to develop with originality.

What do I do when I can't think of a topic? For all students that do not immediately think of a theme, time period, or event they want to focus on for their semester-long work on the long essay, **I strongly encourage** you to browse the primary source list at the end of this handbook and spend a day or two closely examining one or more relevant primary sources or source collections. What strikes you as interesting, curious, ironic, or problematic about these sources? That reaction is very often the beginning of an excellent essay. When you come across that feeling, then look for secondary scholarship on a related theme or the relevant event, person, or organisation that you were looking at, and see what kinds of arguments are already being made about it. Look at recently published articles in leading historical journals: what kinds of sources do they use? How do they build an argument around it?

Making an Argument

The academic study of history explores change in the past as a way to explore solutions to particular problems. The object of an **analytical historical research essay** is not to tell us simply what happened, but to use what happened in order **to make a historical argument about some problem, clearly defined**. For example, if

an essay was written (to take an example from Chinese history) about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about a specific problem encompassing some aspect of that event: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, **should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. It should not be obvious, trivial, or a well-known and rarely contested fact.** Challenging as false an existing historian's argument that has become considered obvious and rarely contested, however, is only one ambitious way to find your way to an interesting and original argument but only if your evidence is sufficient. Alternatively, if you have found evidence that supports the existing arguments of historians in a given area of research in a new set of sources, from a fresh perspective, or in greater depth, or in a comparative light, that also often yields a strong argument. If you have identified a debate in the historiography and wish to take a position on it without simply repeating all of the points made by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

Presenting your Argument: There are a number of different ways to write a strong essay and present the argument, but in this module, I would like to strongly encourage you to “front-load” your argument and do so clearly, that is, to present clearly early in the essay what it is you will argue and why it is important. For example, **avoid sentences** such as “I will explain...” or “I aim to understand...” or “I will explore...” unless such sentences are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. Otherwise, there is a danger that your essay will merely provide a summary of some quantity of information you have found, rather than present the results of your analysis of that research in a useful way. In other words, **do not use the introduction to make predictions about what you will do, but tell the reader in very clear terms what you have argued and shown in the essay.** There are many ways to do this in more or less subtle language but there is no harm in a very clear, “In this essay, I will argue that...” followed by a short overview of what kinds of evidence you will use, how your argument fits into a historiographical context (how your argument relates to what other historians have to say about the matter), and why you think it is important.

For example, this is **not** an argument:

In this essay, I will explore the relationship between the alarm clock sleep function and our productivity in modern life.

This is an argument:

I will argue that the alarm clock sleep function is a major hindrance to our productivity without contributing at all to our rest after a night of sleep. I will base this upon the studies of Hansen and Jenson in 1983 and in a series of interviews with wise old people in 2014. This argument is important because, as I will show, evidence shows that the increased availability of time in the morning to eat a healthier breakfast, carry out some light house chores, and do morning exercise, not only allows for greater evening rest after a long day of work, but decreases the tiredness we feel throughout the day.

It presents the argument clearly in one sentence, gives a clear indication of how the argument will be carried out, and gives the reader some indication of why the argument matters, that is, why it constitutes an interesting scholarly contribution.

Sticking to your Argument: All of us come across many interesting stories, anecdotes, and sub-points that we want to share in writing our essays. However, it is important to stay sharply focused on the argument you are going to make in the essay. After you have finished writing your essay, read it through and for each paragraph and sentence ask yourself if it supported your argument, provided essential background to establishing your argument, or else if it does not offer much of a contribution. If it doesn't, cut it ruthlessly from your essay to make room for better material.

Engaging with the historiography: What does this phrase mean? It means directly and explicitly acknowledging what historians have said about your topic and/or your specific question in existing work and then putting your own findings into conversation with them. Point out both positive contributions and problematic ones when appropriate. Who has worked on this before, and what specifically have they argued? See your essay as part of a larger conversation (it doesn't necessarily have to be an adversarial one) that includes previous historians. Introduce

related scholarship early on in your essay, but also as you progress in your argument, noting points where you are reinforcing, tweaking, or contradicting previous scholarship.

Important Note on the Historiography: But what if no one or almost no one has written on exactly what I have written about? “The historiography” relevant to your essay *does not mean* only scholarship about the same event, country, or even time period: very often the most useful and rich historiography for you to engage with is found in the form of scholarship on a similar theme but in another place or time. If you find yourself saying, “No one has written about my topic before,” and you have found less than, say, a dozen or more potential secondary works to engage with (though you may not end up using them all), then you have failed to think about the historiography of your topic in sufficiently broad terms. Ask yourself, what broader category is my topic an instance of? Who has made interesting and important contributions on that broader category or theme in the scholarship of other events, places, times? If not only within the historical scholarship, what of other scholars in the humanities and social sciences? You should be able to find at least half a dozen, but ideally a dozen (or more) secondary sources (in addition to primary sources you focus on), with several of these being engaged with directly in the body of the text, not merely cited for evidence.

Some other questions to ask yourself as you write the long essay:

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay? Does it move beyond telling the reader what the essay is “about”, avoid the future tense and the helping verb “will”, and tell the reader very clearly what *has been accomplished* in the essay and *what is demonstrated* in the essay
- Does the essay avoid introducing new findings or arguments in the conclusion?
- Does the essay have a clear conclusion which restates the main points and then makes some effort to contextualise the findings in the broader issues of the course?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of our module topic?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument with clear and specific examples to enforce my points?
- Does the essay avoid long quotations from secondary works whenever possible? Do I instead summarise, without plagiarising, and cite the work of secondary work except when the particular wording or language is key to the argument I wish to make?
- Have I cited with footnotes all claims that are not a well-known and general historical fact.
- Have I used a variety of appropriate primary sources and secondary sources?
- Have I avoided ever using phrases like “many historians argue” or “much scholarship” or “it is often argued” and replaced all such instances with very specific examples and citations?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?
- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Have I gone back and considered my major claims from a critical perspective, and answered any major possible weaknesses in my essay?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Has the long essay engaged with the historiography on the relevant issue effectively throughout and not merely the introduction?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?
- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I include page numbers?
- Did I divide primary and secondary sources into separate sections of my bibliography?
- Did I carefully follow the style guide for the School of History or alternatively Chicago Style Notes and Bibliography consistently for all footnotes and bibliography?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?

Carrying Out Research for Essays

When you have selected a question or topic for your Long Essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

When you do not find enough through the above method of beginning your trail with our existing assigned works, proceed to search in various databases for relevant keywords:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks " " when appropriate
 - Try adding filetype:pdf to limit results to PDF files
 - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

The long essays should use at least half a dozen sources which are not websites and the inclusion of primary sources is encouraged but not required. An essay based on sources that are the results of a simple google search can be written in an evening of frantic last minute work, but rarely demonstrates much effort, research skill, or ability to isolate high-quality materials to support an argument. This is not because there are not excellent websites with overviews on a topic, excellent wikipedia entries, etc. but because there is still usually far greater quality material found in published articles and books on most historical topics, including those which are assigned above. It is wise to make use of online research skills to get oriented in a new topic, but use this course as an opportunity to explore the wealth of academic research on your topics. Your essays will be assessed, in part, on how effectively your sources demonstrate your research efforts. Of course, digitized primary (archival sources, documents) or secondary sources (e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other sources in the specific sections that are likely to show whether your potential argument holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

This circular movement is one very effective approach to historical research. Start broad, find potential key arguments and inspiring ideas. Moving quickly, test these ideas and arguments by searching in other sources and zooming into detailed cases and examples. If this doesn't work or is insufficient, zoom out again and repeat. Once you are happy with an argument and the available evidence, then read more slowly and with determination, taking more detailed notes, and outlining your essay as you go.

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. It will also often mean that you end up with several books or articles that are decades old and don't reflect more recent debates. You are also lulled into the confident state of mind that "I have enough material" only to discover after weeks of procrastination that only a fragment of your pile of promisingly titled works are relevant to your specific argument. Instead think of using a spiral motion: reading one recent survey, scrape the footnotes and bibliography for interesting related works (often not only related to the exact place, event, or period of your theme), and then move out (reading more broadly in the theme) and in (moving more deeply in the primary sources and close empirical literature) several times throughout the semester.

How your Long Essay is Evaluated

The points that follow should be fairly clear from the questions posed above but are restated from the perspective of the marker of a very strong long essay:

- The essay gives a clear presentation of its argument in the introduction of the essay
- The essay is written well and has a clear structure.
- The argument is well signposted, with different sub-arguments of the essay clearly introduced with clear topical sentences.
- The essay shows that extensive reading and research was done in order to write this essay in the secondary and primary source literature.
- The School of History Style Guide was carefully followed.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number, including at least half a dozen secondary sources (more likely to be a dozen or more).
- The essay consistently cites its sources with footnotes
- This essay employs evidence based on its sources in an effective manner.
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- The essay engages with the relevant historiography on this topic directly and effectively throughout
- The essay has a good balance between empirical examples and presenting evidence on the one hand, and strong analysis contributing to the argument on the other
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. Paper copies do not need to be submitted: let's save paper. 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.

Feedback

Feedback is generally provided directly on the mark sheet, which will be posted to the MMS within 10 work days (2 weeks). Presentations, however, are marked in bundles with feedback out by the end of week 5 and week 11. Depending on assignment, there may be additional feedback provided in the margins of the original essay. If that is the case, you will find two files uploaded with your mark.

Assessed Presentations

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. Two such presentations for each student will be given more time and assessed formally, at least one should be a reading presentation and at least one is a seminar lead presentation. Each of your presentations will be worth 5% of your overall mark for the module. You may volunteer to give more than one reading presentation (but must give the presentation if you commit to it). If you do two or three reading presentations (instead of two) your best presentation will have its mark recorded.

Reading Presentation: a reading presentation should be 15 minutes in length and not a minute longer. It may focus on a single author monograph listed in required, elective or the "Further Reading" section for the week and labelled with a (P). If we have been assigned only a portion of this reading, you should still make your presentation on the work as a whole. It should summarise the main arguments, and make 1-3 focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be uploaded to the MMS and also copies of it 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 may optionally give a second or third reading presentation during the year.

Seminar Lead Presentation: In a seminar lead presentation you will lead the seminar discussion for 30-45 minutes. Focusing on the assigned readings, you may speak for 5-10m about some of the readings and their context, if you wish, and you may run the remainder of the time as you see most appropriate. This may include: asking questions and moderating the discussion that follows; carrying out specific tasks or games related to the readings; bringing in a supplemental primary source (perhaps one mentioned or related to those mentioned in one or more reading) and working with the class on reading it and analysing it; asking students to discuss questions in pairs or groups; and so on. You may also ask students to perform a task in preparation for the seminar, including interacting with the moodle, as you see fit. I may participate in some of the activity and discussion but also need to hang back a bit to observe and take notes for marking purposes. The purpose of this exercise is to give you a taste of the challenges of running a seminar, keeping students engaged, getting students to more actively participate, drawing out important points from the reading, and showing a good mastery of the material for the day.

Important: In addition to these assessed presentation, you will often be asked to make short non-assessed presentations, usually 5 minutes or less in length throughout the year on your elective readings. Your weekly handout will be a guide for me to ask you about the contents.

Questions to ask yourself as you prepare your assessed presentations:

- 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
- Did I upload the handout to the moodle before giving my presentation?
- 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 time limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Did I have good eye contact with students when I presented?
- Was there a good balance of arguments and a few examples to support them?
- When I led the seminar did I help draw out important arguments and points from the reading for discussion?
- Did I ensure that all students were able to participate in discussion for seminar lead presentations?

Blog Entries

We have a module website at:

<http://spatialhistory.net/cities/>

This is a public facing website where students will contribute postings, but no students will be asked to use their real name. You can set or change your pseudonym through the blog interface whenever you like. Students are required to post a **minimum of eight postings** during the year, and these postings must be **posted across eight different weeks** and **at least four postings done in the first semester**. There is flexibility on the content: you may freely post on readings from before or after the week posted, and may have more than one posting related to material from a single week. The total number of words posted across the year must be a minimum of 5,000 words posted (for example, 8 postings with 750 words, or more postings but shorter in length).

At the end of the year, you should copy and paste eight selected blog postings (Note: although you must have posted at least 5,000 words across the year, your chosen eight postings for submission may total less than that overall since you could have posted more than eight postings during the year), including their titles, links to the online version, and the date they were posted online into a document and upload this document to the MMS. The postings must already be on the blog, and cannot be new postings produced for the submission. Points for the overall mark will be the average of the mark on the eight selected and submitted postings. Each posting will not receive specific feedback but instead receive a mark based on the cumulative score according to the following simple criteria, which are judged to be *either present or absent* (no partial marks):

- 5 points if the posting makes a clear analytical point
- 4 points if the posting makes concrete references to particular parts of a reading, with a footnote
- 3 points if the posting was well-written in terms of language
- 3 points if the posting was relevant to assigned readings or further readings
- 3 points if the posting keeps a good focus throughout.
- 2 additional points will be given for postings that are of a high quality

A decent posting, with no significant flaws, should, therefore, get a score of 18. Particularly strong postings may garner 20s. *Example:* A student writes 10 postings during the semester totalling 7,000 words. They select 8 of these, including 2 high quality post of 600 words (20), 5 posts that meet the requirements, (500 words x 2, 600 words x 2, 700 words x 1, each getting 18), and 1 post of 900 words that follows all the above but did not maintain a clear focus (18-3=15), then the overall blog mark would come to $(20+20+18+18+18+18+18+15)/4 = 18.1$

How to Post Blog Entries: You will be given details for your login information late in the first week. Then to login, go to:

<http://spatialhistory.net/cities/post/>

- Use your login user name and password.
- From there, on the left hand side you can choose “Add New” from the “Posts” menu.
- There, give your posting a title
- add a few tags on the right side without any caps, for example “japan, 20th century, domestic space, kitchens, advertising” that indicate things like place, time, people, topics that are relevant to your posting (all without caps).
- Write your blog posting in the middle
- When you have a quote or refer to a text, you must add a footnote by enclosing the footnote contents in double parenthesis. You must leave a space before the first and after the last parenthesis. Example: Here is some text. ((And here is the footnote contents with a space before it))
- Don’t worry about adding categories.
- You can “preview” your posting if you want to read it over and look for mistakes with a nicer view.
- When you are happy with the posting, click “Publish” or save the draft if you wish to return to it later
- You can always return to postings by going to “Posts” on the left and “All Posts”

What to Write:

- Your postings should ideally each aim to be between 300-1,000 words but you won’t be penalised for something longer on word count alone.
- The posts should have a single overarching purpose and unified focus
- The posts should be primarily focused on material in the elective or further readings, and may only be from the required set readings if it is a primary source. It may refer to additional readings if they are part of your research for your long essay.
- Avoid vague references to what you like and don’t like; what you found interesting or not interesting - unless you follow this up with concrete and specific reasons why something is interesting or valuable.
- Be concise and avoid repetition.

Here are some ideas of what make good postings (but you aren’t limited to this):

- Focus in on a passage in a primary source, quote part of the passage (try not to make the quote too long) in the posting and then offer a reflection on it. Blog posts are great places to practice your skills for the primary source essay.
- Same as above, but instead of just offering a reflection, put that passage into meaningful conversation with another secondary or primary reading we did either this week or another week.
- Describe or synthesise a point that you find important or interesting from a secondary reading and say why you think it is important.
- Put the arguments of two secondary sources into dialogue with each other
- Reflect on some of the theoretical readings we have done and how they might apply to a case study we have looked at.
- Reflect on how the arguments of a text might contribute to our understanding of some other class in another place or time
- Write a posting on the use of language or terms in a source and why you think it is meaningful or important
- Write a posting around a certain pattern you see across multiple texts

Moodle

We have a Moodle installation for the module. It can be found linked to from the MMS for our module. You can signup for your presentation week (or update it if you are switching with someone) on the Moodle. The moodle is where you post handouts for your elective reading and presentations (in addition to MMS for the latter).

Reading

Weekly average pages of required reading: 180-250

This module, which has no final exam, is designed to provide you flexibility in your learning, while also providing themes that enable us to have rich seminar discussion. It is important that you come to tutorial well prepared as you will be expected to know the materials well. Your preparation for each week will require the usual 15-20 hours of work, and I suggest you **divide the preparation time across three days**:

- 1) Core readings that all students are required to read. (3-5 hours, except in weeks where there is no elective reading, in which case, more)
- 2) In most weeks required 'elective' reading that is selected by the student from several options provided. Choose one category of readings and be ready to introduce these elective readings to your fellow classmates. (4-7 hours)
- 3) Further reading in the general area of your long essay, specific research towards the long essay, or work on your blog entries and presentation preparation. (3-8 hours)

Reading Handout

Each week, you are required to upload a handout (1-2 pages) relating to the category of *elective readings* (unless there are no elective readings, in which case produce a handout on one of the regular required readings) you have done to the Moodle each week by the evening before class. *Note*: It is fine if your blog entries are written about the same text or texts that your chosen elective reading and handout are about. These handouts are not formally assessed but submission is required. If you have not submitted handouts throughout the semester you will receive an academic alert for not having submitted required work for the semester. Like the handouts for assessed presentations, it should give an overview of the main arguments, cases, sources, structure, and may include points of critique. If there are multiple texts in an elective reading category, then give the key arguments from each of the texts. **Note**: If there are both primary and secondary sources in an elective reading section, you need only include the secondary reading overview in your handout.

In submitting your handout you are showing your understanding of the main arguments and themes of the elective reading you chose. You may be called upon in class, without warning, to tell the class a bit about the category of elective readings that you read or elaborate on the details found in your handout. It is therefore important that you have your notes organised well enough to allow you to clearly and concisely present the main ideas beyond what you have in the handout. You may be also asked in class to report on the progress on your long essay research. Please be sure to reserve some time each week to work on your long essay and be ready to say what progress you have made on it.

Sleep

One of the most significant variables impacting your performance in this module is the amount of sleep you get. If you do not manage to get eight hours of sleep opportunity each night, there are serious consequences for your health. Your attention and cognitive ability will be impaired significantly. Your ability to problem-solve, think creatively, and form memories is measurably decreased both the following day, and in the days to come. This has been well-established in the scientific literature. Even obtaining 6 hours (an amount many people falsely believe to be sufficient) is universally harmful to your health and mental abilities. If you wish to learn more about the recent scientific studies on short- and long-term health consequences of anything less than an eight hour sleep opportunity, consider reading *Why We Sleep: The New Science of Sleep and Dreams* by Matthew Walker (2017).

Policies

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.

The marking scale can be found here:

<https://www.st-andrews.ac.uk/history/infoug/markshons.html>

Extensions

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.

Word Limits and Late Work

It is important to work consistently through the semester and work around your other commitments and deadlines. Plan ahead and don’t save your work until the last minute. 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. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for late work and short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Please Note: In this module you will not be penalised for a *long essay* that goes over the requested word range but is less than 10,000 words. This exception applies **only** to the long essay. Having dedicated a semester to your project, some students find that they wish to compose an essay that begins to approach or even reaches the length of a typical academic article (they are typically 8-10,000). While that is certainly not required or recommended, nor is it necessarily a good way to aim for a high mark, but I will not let our word limit stand in the way of a potentially well-developed longer student essay.

Absence from Classes

Please see this document for more on Student Absence:

<http://www.st-andrews.ac.uk/history/infoug/absence.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. Please avoid sending emails that require more than a very brief answer. If the email requires a substantive 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. Finally, before hitting the send button, please confirm that the answer to your question is not found in the handbook, on official school websites, or other handouts provided to the class.

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 benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort 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 bring a laptop, I ask that you bring either printed or photocopied copies of assigned reading that is made available every week or else good notes so that you can easily refer to the readings as we discuss them. It is especially important that you have copies of assigned primary sources with you and 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 on your laptop not related to our class, including email applications and social media. Obviously they will interfere with your own concentration but that is not the primary concern: using other applications on your laptop 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. I will also provide a link to notes from previous years (which may include some different readings and seminar topics). Both present and past years should be treated as you might any historical source: you should not use them to replace your own reading and note taking, and you should not treat content and notes provided by others as something you can uncritically accept as accurate. Use them as a productive supplement, as an alternative perspective as you conduct your own studies.

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. For more information on university policies see:

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

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 0 - Urban History and Spatial History

You don't need to do any preparatory reading for our first meeting, which will only be one hour. Come with some thoughts about what "spatial history" might be, and what your understanding of space and place are. We will have introductions and then a discussion of some of these issues. We'll look over the structure of the module as a whole.

Optional Background Reading

If you have never taken a module on East or Southeast Asian History before, then these books can serve as useful references:

Tarling, Nicholas. *The Cambridge History of Southeast Asia: Volume 3*. New Ed edition. Cambridge, UK New York, NY, USA: Cambridge University Press, 2008.

Hwang, Kyung Moon. *A History of Korea*. 2nd ed. 2017 edition. Palgrave, 2016.

Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. 3rd ed. edition. New York: Oxford University Press, USA, 2013.

Spence, Jonathan D. *The Search for Modern China*, 2013.

Week 1 - Impressions: Asian Cities Today

Required Readings

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

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.

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

Stoler, Ann Laura *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* Ch 3 "Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race" pp41-78 (P)

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

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

There are no elective readings today and no need for a weekly handout.

Task

1. 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. You can create a printable version with the "Export" button visible when viewing a map in the website's viewer.

Week 2 - Historical and Theoretical Approaches to Urban Space

Required Readings

Amin, Ash and Nigel Thrift *Cities: Reimagining the Urban* 2002. Ch 1 only p26-30 "A Basic Ontology" (P)

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

NOTE: Read this closely and carefully, and read through it again after you read the next two texts:

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.

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

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

NOTE: Again, this is a challenging reading. In what ways is de Certeau compatible and incompatible with Lefebvre’s approach?

Elective Readings:

A) Tuan, Yi-fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977. Read Ch 1-5. (P)

B) Massey, Doreen B. *For Space*. London; Thousand Oaks, Calif.: SAGE, 2005. Read Ch 1-4. (P)

NOTE: A third challenging reading. Please try to understand her critique of de Certeau, in particular.

D) 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. + Simmel, Georg, David Frisby, and Mike Featherstone. *Simmel on Culture: Selected Writings. Theory, Culture & Society*. London: Sage, 1997 Part IV Spatial and Urban Culture pp137-187

E) Elden, Stuart. *Understanding Henri Lefebvre: Theory and the Possible*. London ; New York: Continuum, 2004. Ch Introduction, 3-5.

F) Amin, Ash and Nigel Thrift *Cities: Reimagining the Urban* 2002. Introduction, Ch 1-2 pp1-50 (P)

Further Reading

Se-Yong Jang, ‘The Spatial Theory of de Certeau, a Vagabond in Stray Space’, *Localities* 5 (2015): 89–102

Duncan, James S., and David Ley. *Place/Culture/Representation*. London, Routledge, 1993. (ebook)

Wolff, Kurt H. *The Sociology Of Georg Simmel*. The Free Press., 1950. <http://archive.org/details/sociologyofgeorg030082mbp>.

Crang, Mike, and Nigel Thrift, eds. *Thinking Space*. London ; New York: Routledge, 2000.

Tuan, Yi-fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977. (P)

Hubbard, Phil, and Rob Kitchin. *Key Thinkers on Space and Place*. 2 edition. Los Angeles, Calif.: Sage Publications Ltd, 2010.

Aitken, Stuart, and Gill Valentine. *Approaches to Human Geography*. 2 edition. Los Angeles: Sage Publications Ltd, 2014.

Barnes, Trevor J, and Derek Gregory. *Reading Human Geography: The Poetics and Politics of Inquiry*. London: Arnold, 1997.

Soja, Edward W. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. Second Edition edition. London; New York: Verso, 2011. (P)

Goonewardena, Kanishka, Stefan Kipfer, Richard Milgrom, and Christian Schmid, eds. *Space, Difference, Everyday Life: Reading Henri Lefebvre*. 1 edition. New York: Routledge, 2008.

Sack, Robert David. *Conceptions of Space in Social Thought*. London: Macmillan, 1980.

Harvey, David. *Social Justice and the City*. Athens: University of Georgia Press, 2009. (P)

Task

1. This week is a challenging one. Be ready to answer questions about what certain difficult keywords mean, and what certain challenging sentences may have meant. As you read these theoretical texts, you may not find all of it useful or without contradiction but read with a sympathetic approach, asking yourself what might be helpful take aways from this that may come to help guide you as you read about cities in more concrete scholarship.

Week 3 Background: 19th to 20th East and Southeast Asia

Primary Sources

“Treaty of Nanjing” [PDF online](#)

Foundation Of The Singapore Institution, 1823 [Archive.org](#) (34 pages)

Sophia Raffles, *Memoir of the Life and Public Services of Sir Thomas Stamford Raffles* (London: James Duncan, 1835). [Archive.org](#) Ch VI-VIII, pp132-268 - skim as necessary

Elective Reading

A) Read either in detail on the China side:

[Rise and Fall of the Canton System](#) - (Also primary sources here) Please note that there are multiple pages here - Inspect the historical paintings and photographs in the Image Galleries and choose at least one or two to discuss in class.

John King Fairbank, *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports, 1842-1854* (Harvard University Press, 1953), 1-56 (P)

B) Or on the Japanese side:

Michael R. Auslin, *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Harvard University Press, 2009), 12-60 (P)

If you have not studied Japanese history before:

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*, 2nd ed. (Oxford University Press, USA, 2008), 46-137 (Ch 4 Overthrow of the Tokugawa through and including Ch 8 Empire and Domestic Order)

Task:

1. Primary Source Exercise: Please connect to one of the following English language newspapers from China and Japan that we have. Browse a few issues of the newspaper and bring a printed copy of one of the articles you found interesting related to cities and city life to share:

- [North China Herald](#)
- [Japan Chronicle](#)
- [The China Review \(1872-1901\)](#)
- [The Hong Kong Naturalist \(1930-1941\)](#)
- [The Far Eastern Review \(1904-1941\)](#)

Week 4: Pre-20th Cent. Capitals

Yedo and Peking (Read chapters 5-8, 21-22) <https://archive.org/details/yedoandpekingan00fortgoog>

Lillian M. Li and Alison Dray-Novey, “Guarding Beijing’s Food Security in the Qing Dynasty: State, Market, and Police,” *The Journal of Asian Studies* 58, no. 4 (November 1, 1999): 992–1032

“The Edo-Tokyo Transition: In Search of Common Ground,” [online](#)

Elective Reading:

A) More on Beijing:

Peking and the Pekingese During the First Year of the British Embassy (1865) Vol. 2 Ch 3 “The Prince of Kung...” pp64-93 <https://archive.org/details/in.ernet.dli.2015.501729/>

Dray-Novey, Alison. “Spatial Order and Police in Imperial Beijing,” *The Journal of Asian Studies* 52, no. 4 (November 1, 1993): 885–922. doi:10.2307/2059343.

B) More on Edo:

Kaempfer in Japan (Read chapters 11-12)

Fieve, Nicolas, and Paul Waley. *Japanese Capitals in Historical Perspective: Place, Power and Memory in Kyoto, Edo and Tokyo*. Routledge, 2013. Nicolas Fiévé Ch 3 “Urbanisation and the nature of the Tokugawa hegemony” Ch 4 Beatrice M. Bodart-Bailey “Metaphors of the metropolis : architectural and artistic representations of the identity of Edo”

Katō Takashi, “Edo in the Seventeenth Century: Aspects of Urban Development in a Segregated Society,” *Urban History* 27, no. 02 (2000): 189–210.

C) Readings on Hansŏng/Hanyang:

Bishop, Isabella Bird *Korea and her neighbors; a narrative of travel, with an account of the recent vicissitudes and present position of the country* Ch 2 “First Impressions of the Capital”

Lee, Sinwoo. ‘Blurring Boundaries: Mixed Residence, Extraterritoriality, and Citizenship in Seoul, 1876–1910’. *Journal of Korean Studies* 21, no. 1 (25 May 2016): 71–100.

Yun, Jieheerah *Globalizing Seoul: The City’s Cultural and Urban Change* Routledge Ch 1 “A Brief Urban History of Seoul”

D) Edo Culture Focus:

Nishiyama, Matsunosuke, and Gerald Groemer. *Edo Culture: Daily Life and Diversions in Urban Japan, 1600-1868*. University of Hawaii Press, 1997. Introduction, Ch 2-5. (P)

E) Beijing Culture Focus:

Naquin, Susan. *Peking: Temples and City Life, 1400-1900*. First Printing edition. Berkeley: University of California Press, 2000. Ch 1 Introducing Peking, Ch 13-15. (P)

F) Bangkok Focus:

O’Neil, Maryvelma Smith. *Bangkok: A Cultural History*. Cityscapes. New York: Oxford University Press, 2008. Introduction, Ch 3-4. (P)

Further Reading

Jones, Sumie, and Kenji Watanabe, eds. *An Edo Anthology: Literature from Japan’s Mega-City, 1750-1850*. Honolulu: University of Hawai’i Press, 2013.

W. J. Boot, “A Tale of Two Cities: Edo and Paris,” *Journal of the Economic and Social History of the Orient* 40, no. 1 (January 1, 1997): 90–106.

Boyd, Julia. *A Dance With the Dragon: The Vanished World of Peking’s Foreign Colony*. I.B.Tauris, 2012. (P)

Hein, Carola. “Shaping Tokyo: Land Development and Planning Practice in the Early Modern Japanese Metropolis.” *Journal of Urban History* 36, no. 4 (July 1, 2010): 447–84. doi:10.1177/0096144209347737.

Li, Lillian M., Alison Dray-Novey, and Haili Kong. *Beijing: From Imperial Capital to Olympic City*. Macmillan, 2008. (P)

Naquin, Susan. *Peking: Temples and City Life, 1400-1900*. First Printing edition. Berkeley: University of California Press, 2000.

Yonemoto, Marcia. *Mapping Early Modern Japan: Space, Place, and Culture in the Tokugawa Period, 1603-1868*. University of California Press, 2003.

———. “The ‘Spatial Vernacular’ in Tokugawa Maps.” *The Journal of Asian Studies* 59, no. 3 (August 1, 2000): 647–66. doi:10.2307/2658946.

Steinhardt, Nancy Shatzman. *Chinese Imperial City Planning*. University of Hawaii Press, 1999. (P)

Watt, Alistair. *Robert Fortune: A Plant Hunter in the Orient*. Kew, Richmond, Surrey: Royal Botanic Gardens, Kew, 2017. (P)

Rappaport, Erika. *A Thirst for Empire: How Tea Shaped the Modern World*. Reprint edition. Princeton University Press, 2017.

Task

1. By this time you should have some concrete ideas for your essay. On the module Moodle, please add a posting entitled “Week 4 Topic Idea: (Your Name): (Your Essay Topic)” a paragraph about one or two current long essay ideas you are exploring. Also include an indicative bibliography of 3-5 sources you are exploring, including at least one primary source.
2. Will you be needing any inter-library loans? They take time so put in the requests for them. If there are books you need that are available at the University of Edinburgh library or primary sources there or in other Scottish university collections, apply for a SCONUL card through the library. If the books are available in the national library of Scotland, bring a bill that has your address on it with you to the NLS if you decide to make a trip to Edinburgh to use the library.
3. Continue looking at primary sources for your long essay. Be ready to introduce a primary source that you have looked at.

Week 5: Treaty Ports and Foreign Concessions

Primary Sources

The Treaty Ports of China and Japan - Choose and read sections for 4-6 cities

Secondary Reading

Then read the descriptions for the same 4-6 cities that you chose above in:

Nield, Robert *China's foreign places : the foreign presence in China in the treaty port era, 1840-1943*

[Yokohama Boomtown: Foreigners in Treaty-Port Japan](#)

“Origin and Development of the Political System in the Shanghai International Settlement,” [jstor](#)

Jeremy E. Taylor, “The Bund: Littoral Space of Empire in the Treaty Ports of East Asia,” *Social History* 27, no. 2 (May 1, 2002): 125–42.

Christian Henriot, “The Shanghai Bund in Myth and History: An Essay through Textual and Visual Sources,” *Journal of Modern Chinese History* 4, no. 1 (2010): 1–27

Robert Bickers, “Shanghaianders: The Formation and Identity of the British Settler Community in Shanghai 1843-1937,” *Past & Present*, no. 159 (May 1, 1998): 161–211

Eileen P. Scully, “Prostitution as Privilege: The ‘American Girl’ of Treaty-Port Shanghai, 1860-1937,” *The International History Review* 20, no. 4 (December 1, 1998): 855–83.

There are no special elective reading categories today. Please prepare a handout with an overview of one of the secondary readings above.

Further Reading

Bremner, G. Alex, and David P. Y. Lung. “Spaces of Exclusion: The Significance of Cultural Identity in the Formation of European Residential Districts in British Hong Kong, 1877 - 1904.” *Environment and Planning D: Society and Space* 21, no. 2 (2003): 223–52. doi:10.1068/d310.

Guan, Yeoh Seng et al. *Penang and Its Region: The Story of an Asian Entrepôt* (P)

Shanghai's Lens on the New: [I](#), [II](#), [III](#)

Bickers, Robert A., *Empire Made Me an Englishman Adrift in Shanghai* 2003. (P)

Bickers, Robert, and Isabella Jackson, eds. *Treaty Ports in Modern China: Law, Land, and Power*. Routledge, 2015.

Brunero, Donna, Stephanie Villalta Puig, eds. *Life in Treaty Port China and Japan* Singapore: Palgrave Macmillan, 2018.

Djumena, Sascha T. *China's Treaty Ports: Lessons for Today's Special Economic Zones*. Techn. Univ., 1995.

Fairbank, John King. *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports 1842-1854*. Stanford University Press, 1969.

Hamashita Takeshi “Tribute and Treaties: East Asian Treaty Ports Networks in the Era of Negotiation, 1834—1894.” *European Journal of East Asian Studies* 1, no. 1 (January 1, 2001): 59–87.

Hao, Yen-P'ing. *The Comprador in Nineteenth Century China: Bridge Between East and West*. Harvard University Press, 2013. (P)

Hoare, James. *Japan's Treaty Ports and Foreign Settlements: The Uninvited Guests, 1858-1899*. Japan Library, 1994. (P)

Hoare, James Edward. *The Japanese Treaty Ports 1868-1899: A Study of the Foreign Settlements*. University of London, 1970.

Home, Robert K. *Of Planting and Planning: The Making of British Colonial Cities*. Taylor & Francis, 1996. (P)

Munson, Todd S. *The Periodical Press in Treaty-Port Japan: Conflicting Reports From Yokohama, 1861-1870*. Brill, 2012. (P)

Nield, Robert. *The China Coast: Trade and the First Treaty Ports*.

Noble, Harold J. “The Former Foreign Settlements in Korea.” *The American Journal of International Law* 23, no. 4 (October 1, 1929): 766–82. doi:10.2307/2189744.

Tai, En-Sai. *Treaty Ports in China (a Study in Diplomacy)*. New York city [University printing office, Columbia university], 1918. <http://archive.org/details/treatyportsinch01taigoog>.

Wood, Frances. *No Dogs and Not Many Chinese: Treaty Port Life in China, 1843-1943*. John Murray, 2000.

Task

1. Continue research for long essay. Be ready to introduce a primary source that you have looked at and say a few words about what makes it interesting.
2. If you haven't posted a blog entry yet, I strongly encourage you to do so. Remember you need half of your blog entries complete in the first semester, and you will only get more busy as the essay deadline approaches.

Week 6: Independent Learning Week

There is no meeting in Independent Learning Week but this is a very important time for you to make progress on your long essay: a time for reading, refining, or a time for a shift in direction if your initial ideas are not fruitful. Especially important is to give yourself time to browse primary sources and allow for potentially useful discoveries. You can also use this time to catch up on any readings you may not have good notes for.

Week 7: Utopia, Planning, and Colonial Cities

- For primary sources, focus on the maps of Changchun in our various readings. Be prepared to be asked to analyse and discuss them.
- Examine Changchun today via a satellite map and reflect on how the city has expanded and transformed

Required Reading:

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

David Tucker “City Planning Without Cities: Order and Chaos in Utopian Manchukuo” in Mariko Asano Tamanoi ed., *Crossed Histories: Manchuria in the Age of Empire*, 53-81

Joseph R. Allen *Taipei: City of Displacements* (University of Washington Press, 2012), Ch 1 “Mapping the City”, 17-41 (P)

Yishi Liu and Xinying Wang, “A Pictorial History of Changchun, 1898–1962,” *Cross-Currents* 5

Aaron Moore, *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945* (Stanford University Press, 2013), chapter “Constructing the Continent” - but only the “Urban Technological Imaginaries: The Case of “Pan-Asian” Beijing” section from pp121-135.

Elective Reading:

- A) Laura Victoir and Victor Zatspine, eds., *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940* (global Connections) (Hong Kong University Press, 2013), chapter on “Mapping Colonial Space”.
- B) Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism, Twentieth-Century Japan* (Berkeley, Calif: University of California Press, 1999), 241-268. (P)
- C) Home, Robert K. Of *Planting and Planning: The Making of British Colonial Cities*. Taylor & Francis, 1996. Ch 1-2

Further Reading

Yeoh Seng Guan, “Creolized Utopias: Squatter Colonies and the Post-Colonial City in Malaysia,” *Sojourn: Journal of Social Issues in Southeast Asia* 16, no. 1 (April 1, 2001): 102–24.

Mark Levine, “Globalization, Architecture, and Town Planning in a Colonial City: The Case of Jaffa and Tel Aviv,” *Journal of World History* 18, no. 2 (June 1, 2007): 171–98.

Gordon, David. *Planning Twentieth Century Capital Cities*. New York; London: Routledge, 2006. (P)

Esherick, Joseph, ed. “Railway City and National Capital: Two Faces of the Modern in Changchun.” In *Remaking the Chinese City: Modernity and National Identity, 1900-1950*, Pbk. ed. Honolulu: University of Hawai'i Press, 2002.

Liu, Yishi. “Competing Visions of the Modern: Urban Transformation and Social Change of Changchun, 1932-1957.” Ph.D., University of California, Berkeley, 2011. (P)

Sewell, William Shaw. “Japanese Imperialism and Civic Construction in Manchuria: Changchun, 1905–1945.” Ph.D., The University of British Columbia (Canada), 2000 (P)

Esherick, Joseph, ed. “Yang Sen in Chengdu: Urban Planning in the Interior.” In *Remaking the Chinese City: Modernity and National Identity, 1900-1950*, Pbk. ed. Honolulu: University of Hawai'i Press, 2002.

Task

1. Independent learning week was a great opportunity to make progress on your long essay. Post to the Moodle with the title “Week 7 Essay Update: (Your Name): (Provisional Essay Title)” and in this posting introduce your essay to the class going beyond its general topic to include what its *argument* will be. Please update the indicative bibliography from your last Moodle posting. Also, post a constructive comment on at least one other student's posting.

Week 8: Source Focus - Shanghai and the SMPA; Law and Order

- Read over the index of the SMPA and browse file structure - look also at the supplemental files discussing the archive.
- Read “Introduction to the Shanghai Municipal Police Files” [Robert Bickers website on the SMPA](#)

Secondary Reading

Dobson, Miriam, and Benjamin Ziemann, eds. *Reading Primary Sources: The Interpretation of Texts from Nineteenth- and Twentieth-Century History*. Routledge Guides to Using Historical Sources. London ; New York: Routledge, 2009. Read Ch 4 “Surveillance Reports” pp74-87.

Frederic Wakeman Jr., “Policing Modern Shanghai,” *The China Quarterly*, no. 115 (September 1, 1988): 408–40.

Isabella Jackson, “The Raj on Nanjing Road: Sikh Policemen in Treaty-Port Shanghai,” *Modern Asian Studies* 46, no. 06 (November 2012): 1672–1704

Elective Reading:

- A) Lo, Sonny Shiu-Hing. *The Politics of Policing in Greater China*. Springer, 2016. “Policing in Hong Kong”, “Policing the Occupy Central Movement in Hong Kong” (P)
- B) Frederic E. Wakeman, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*, First Edition (Cambridge University Press, 1996), 1-92 (P)

- C) Fong, Leong Yee “Secret Societies and Policies in Colonial Malaya with Special Reference to the Ang Bin Hoey in Penang (1945-1952)” in Guan, Yeoh Seng et al. *Penang and Its Region: The Story of an Asian Entrepôt*
- D) Chen, Ching-Chih. ‘Police and Community Control Systems in the Empire’. In *The Japanese Colonial Empire, 1895-1945*, edited by Mark R. Peattie, Jingzhi Zhen, and Ramon Hawley Myers, 213–39. Princeton, N.J: Princeton University Press, 1984.
- E) Miners, Norman. ‘The Localization of the Hong Kong Police Force, 1842–1947’. *The Journal of Imperial and Commonwealth History* 18, no. 3 (1 October 1990): 296–315.

Further Reading

Hamilton, Sheilah E. *Watching Over Hong Kong: Private Policing 1841-1941*. Hong Kong University Press, 2012. (P)

Erik W. Esselstrom, “Rethinking the Colonial Conquest of Manchuria: The Japanese Consular Police in Jiandao, 1909-1937,” *Modern Asian Studies* 39, no. 1 (February 1, 2005): 39–75.

Martin, Brian G. *The Shanghai Green Gang: Politics and Organized Crime, 1919-1937*. University of California Press, 1996. (P)

Frederic E. Wakeman, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*, First Edition (Cambridge University Press, 1996) (P)

Task

1. Contribute to our shared SMPA document and be ready to present on one of your chosen documents. We will discuss how to do this in class the week before.

Week 9: Health and Hygiene

- Selected SMPA files

Yeoh, Brenda S. A. *Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment*. NUS Press, 2003. Read Ch 3 Municipal Sanitary Surveillance, Asian Resistance and the Control of the Urban Environment” and skim Ch 5 “Municipal versus Asian Utilities Systems: Urban Water Supply and Sewage Disposal”

Laura Victoir and Victor Zatsopine, eds., *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940* (global Connections) (Hong Kong University Press, 2013), chapter on Hygienic Colonial Residences in Hanoi

Elective Readings:

- A) Vann, Michael G. “Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Episode in French Colonial History.” *French Colonial History* 4 (2003): 191–203.
- B) Liang, Qizi, Angela Ki Che Leung, and Charlotte Furth. *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century*. Duke University Press, 2010. Read Introduction, and chapters on “The Treatment of Night Soil and Waste in Modern China”, “Eating Well in China: Diet and Hygiene in Nineteenth-Century Treaty Ports”
- C) Harald Fuess, “Informal Imperialism and the 1879 ‘Hesperia’ Incident: Containing Cholera and Challenging Extraterritoriality in Japan,” *Japan Review*, no. 27 (January 1, 2014): 103–40.
- D) Sutphen, Mary P. “Not What, but Where: Bubonic Plague and the Reception of Germ Theories in Hong Kong and Calcutta, 1894–1897.” *Journal of the History of Medicine and Allied Sciences* 52, no. 1 (January 1, 1997): 81–113. <https://doi.org/10.1093/jhmas/52.1.81>.

Further Reading

Hoshino, Takanori. “Transition to Municipal Management: Cleaning Human Waste in Tokyo in the Modern Era.” *Japan Review*, no. 20 (January 1, 2008): 189–202.

Dane Keith Kennedy, *The Magic Mountains: Hill Stations and the British Raj* (Berkeley; London: University of California Press, 1996). (P)

Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004) (P)

Ma, Shu-Yun. "The Making and Remaking of a Chinese Hospital in Hong Kong." *Modern Asian Studies* 45, no. 5 (September 2011): 1313–36. doi:10.1017/S0026749X10000107.

Siniawer, Eiko Maruko *Waste: Consuming Postwar Japan* (2018) (P)

Bu, Liping, Darwin H. Stapleton, and Ka-Che Yip. *Science, Public Health and the State in Modern Asia*. Routledge, 2012.

Haynes, Douglas M. *Imperial Medicine: Patrick Manson and the Conquest of Tropical Disease*. University of Pennsylvania Press, 2011. (P)

Kim, Jeong-Ran. "The Borderline of 'Empire': Japanese Maritime Quarantine in Busan c.1876–1910." *Medical History* 57, no. 02 (April 2013): 226–48. doi:10.1017/mdh.2012.104.

Liang, Qizi, Angela Ki Che Leung, and Charlotte Furth. *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century*. Duke University Press, 2010.

Macpherson, Kerrie L. *A Wilderness of Marshes: The Origins of Public Health in Shanghai, 1843-1893*. Lexington Books, 1987. (P)

Rawcliffe, Carole. *Urban Bodies: Communal Health in Late Medieval English Towns and Cities*. 1 edition. Woodbridge: Boydell Press, 2013. (P)

Yip, Ka-che. *Disease, Colonialism, and the State: Malaria in Modern East Asian History*. Hong Kong University Press, 2009. (P)

Prasad, Srirupa. *Cultural Politics of Hygiene in India, 1890-1940: Contagions of Feeling*, 2015. (P)

Task

1. Contribute to the shared SMPA document and be ready to present on one of your shared documents.
2. Be ready to share in class your progress on the long essay. If time is available we will break into groups to discuss them with each other.

Week 10: Labour, Politics, and Protest

- Selected SMPA files

Social Protest in Imperial Japan

Ng, Michael H. K., and John D. Wong, eds. *Civil Unrest and Governance in Hong Kong: Law and Order from Historical and Cultural Perspectives*. 1 edition. London ; New York, NY: Routledge, 2017. Introduction, Ch 1, 4, 7-9.

Elective Readings

- A) Elizabeth J. Perry, *Shanghai on Strike: The Politics of Chinese Labor* (Stanford University Press, 1995), 1-130. (P)
- B) Andrew Gordon, *Labor and Imperial Democracy in Prewar Japan* (University of California Press, 1992), 1-109. (P)
- C) S. A Smith, *Like Cattle and Horses: Nationalism and Labor in Shanghai, 1895-1927* (Durham N.C.: Duke University Press, 2002). Ch 4-9

Task:

1. Contribute to the shared SMPA document and be ready to present on one of your shared documents.

Further Reading

Kapur, Nick. *Japan at the Crossroads: Conflict and Compromise after Anpo*. Cambridge, Massachusetts: Harvard University Press, 2018. (P)

- Hong, Tan Kim “Riding the Storms: Radicalization of the Labour Party of Malaya, Penang Division, 1963-1969”
Guan, Yeoh Seng et al. *Penang and Its Region: The Story of an Asian Entrepôt*
- Bickers, Robert, and Ray Yep. *May Days in Hong Kong: Riot and Emergency in 1967*. Hong Kong University Press, HKU, 2009. (P)
- Cheung, Gary Ka-wai. *Hong Kong's Watershed: The 1967 Riots*. Hong Kong University Press, 2009. (P)
- Garrett, Daniel Paul. *Counter-Hegemonic Resistance in China's Hong Kong: Visualizing Protest in the City*. 2015 edition. New York: Springer, 2014. (P)
- Wasserstrom, Jeffrey. *Student Protests in Twentieth-Century China: The View from Shanghai*. 1st ed. Stanford University Press, 1997. (P)
- Thomas, Martin. *Violence and Colonial Order Police, Workers and Protest in the European Colonial Empires, 1918-40*. Cambridge: Cambridge University Press, 2012. (P)
- Lewis. *Rioters and Citizens: Mass Protest in Imperial Japan*. University of California Press, 1992.
- Hung, Ho-fung. *Protest with Chinese Characteristics: Demonstrations, Riots, and Petitions in the Mid-Qing Dynasty*. Columbia University Press, 2013. (P)
- Wasserstrom, Jeffrey N., and Elizabeth J. Perry. *Popular Protest and Political Culture in Modern China*. Westview Press, 1994.
- Wright, Teresa. *Handbook of Protest and Resistance in China*. Northampton, MA: Edward Elgar Pub, 2019.
- Koschmann, J. Victor. *Authority and the Individual in Japan: Citizen Protest in Historical Perspective*. Tokyo: University of Tokyo Press, 1978. (P)

Week 11: Migration and Minorities

- Selected SMPA files

Elective Reading

- Goodman, Bryna. *Native, Place, City, and Nation: regional networks and identities in Shanghai, 1853-1937* Introduction, Ch 3-5.
- Li, Yi. *Chinese in Colonial Burma: A Migrant Community in a Multiethnic State*. Cambridge Imperial and Post-Colonial Studies Series. New York, NY: Palgrave Macmillan, 2017. Introduction, “Merchants of the Empire” “The Rangoon Vice” “Making No Political ‘Noise’ ”
- Honig, Emily. *Creating Chinese Ethnicity: Subei People in Shanghai, 1850-1980*. Yale University Press, 1992. Introduction, Ch 1-3
- Ryang, Sonia, and John Lie, eds. *Diaspora without Homeland: Being Korean in Japan*. 1st ed. University of California Press, 2009. Introduction, 1, 3-4 (P)
- Han, Eric C. *Rise of a Japanese Chinatown: Yokohama, 1894-1972*. Harvard East Asian Monographs 367. Cambridge, Massachusetts: Harvard University Asia Center, 2014. Introduction, Ch 3-5.

Further Reading

- Michael Weiner, *Japan's Minorities: The Illusion of Homogeneity* (London; New York: Routledge, 2009). (P)
- J. Carter, “Struggle for the Soul of a City: Nationalism, Imperialism, and Racial Tension in 1920s Harbin,” *Modern China* 27, no. 1 (January 1, 2001): 91–116
- Toby Lincoln, “Fleeing from Firestorms: Government, Cities, Native Place Associations and Refugees in the Anti-Japanese War of Resistance,” *Urban History* 38, no. Special Issue 03 (2011): 437–56
- Virunha Chuleeporn “From Regional Entrepôt to Malayan Port: Penang's Trade and Trading Communities, 1890-1940” in Guan, Yeoh Seng et al. *Penang and Its Region: The Story of an Asian Entrepôt*
- Kawashima, Ken C. *The Proletarian Gamble: Korean Workers in Interwar Japan*. Duke University Press, 2009. (P)

Christian Henriot, "Shanghai and the Experience of War: the Fate of Refugees," *European Journal of East Asian Studies* 5, no. 2 (January 1, 2006): 215–45.

Kratoska, Paul H. *Asian Labor in the Wartime Japanese Empire: Unknown Histories*. Armonk, N.Y: Sharpe, 2005.

Lie, John. *Multiethnic Japan*. Cambridge, Mass.; London: Harvard University Press, 2004. (P)

O'Dwyer, Emer Sinéad. *Significant Soil: Settler Colonialism and Japan's Urban Empire in Manchuria*. Harvard East Asian Monographs ; 377. Cambridge, Massachusetts: Harvard University Asia Center, 2015. (P)

Ryang, Sonia, and John Lie, eds. *Diaspora without Homeland: Being Korean in Japan*. 1st ed. University of California Press, 2009. (P)

Uchida, Jun. "A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea." *The Journal of Asian Studies* 70, no. 03 (August 2011): 706–29.

———. *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*. Harvard University Asia Center, 2011. (P)

———. "The Public Sphere in Colonial Life: Residents' Movements in Korea Under Japanese Rule." *Past & Present* 220, no. 1 (August 1, 2013): 217–48. doi:10.1093/pastj/gtt002.

Weiner, Michael. *Race and Migration in Imperial Japan*. Routledge

———. *Race, Ethnicity and Migration in Modern Japan: Indigenous and Colonial Others*. Taylor & Francis, 2004. (P)

Task

1. Contribute to the shared SMPA document and be ready to present on one of your shared documents.

Winter Break

Over winter break, please read the following book:

Calvino, Italo *Invisible Cities* - It is a short but powerful work, available in cheap paperback, set as a conversation between Marco Polo and Kublai Khan. Each chapter is no more than a few pages, and some are a single paragraph.

Also, please choose one of the following, read a bit on their background, and read some of their stories, available in cheap paperback:

Eileen Chang (for example *Love in a Fallen City: And Other Stories* or *Lust, Caution: And Other Stories*)

Edogawa Rampo (for example *Japanese Tales of Mystery and Imagination* or *The Edogawa Rampo Reader*)

Take note of the ways in which urban environment and domestic spaces are described. How can literature help open up a world for historians in the studies of these?

Semester 2 Readings

Week 1: Broadening Theoretical Approaches

Required Reading

Cresswell, Tim. *Place: A Short Introduction*. 1 edition. Malden, MA: Wiley-Blackwell, 2004. Ch 1 "Defining Place" pp1-12

Martin Heidegger "Building, Dwelling, Thinking" in Sharon M. Meagher *Philosophy and the City: Classic to Contemporary Writings* pp119-125

Gaston Bachelard, *The Poetics of Space*, Introduction, Ch 1 "The House. From Cellar to Garret..." Ch 2 "House and Universe" Ch 9 "Dialects of Inside and Outside"

[Harvard Design Magazine: The Poetics of Space by Gaston Bachelard](#)

Elective Reading

- A) Augé, Marc. *Non-Places: Introduction to an Anthropology of Supermodernity*. 2nd English language ed. London: Verso, 2008 (2nd Edition). Introduction, Prologue, The Near and the Elsewhere, Anthropological Place vii-61.

- B) Edward Case *The Fate of Place; A Philosophical History* Ch 9 “Modern Space as Site and Point” Ch 12 “Giving a Face to Place in the Present” [ebook](#)
- C) Cresswell, Tim. *Place: A Short Introduction*. 1 edition. Malden, MA: Wiley-Blackwell, 2004. Ch 2 “The Genealogy of Place” Ch 3 “Reading ‘A Global Sense of Place’”
- D) Carter, Paul. *The Road to Botany Bay: An Exploration of Landscape and History*. Minneapolis: Univ Of Minnesota Press, 2010. Introduction, Ch 1 “An Outline of Names” Ch 2 “An Airy Barrier”, Ch 7 “Elysiums for Gentlemen”, Ch 9 “Intimate Charm”

Further Reading

Edward W. Soja “The Socio-Spatial Dialectic” *Annals of the Association of American Geographers* 70, no 2 (1980)

Week 2: “Second Cities and Cities in Motion”

Primary Source

- Explore our *Japan Chronicle* and *North China Herald* collections and bring 1-3 articles related either to second cities or to the rise in urban culture in the first half of the 20th century.

Elective Reading

- A) Louise Young, *Beyond the Metropolis: Second Cities and Modern Life in Interwar Japan* (studies of the Weatherhead East Asian Institute), 1 edition (University of California Press, 2013), entire book.
- B) Lewis, Su Lin. *Cities in Motion: Urban Life and Cosmopolitanism in Southeast Asia, 1920–1940*. Asian Connections. Cambridge: Cambridge University Press, 2016, entire book.

Week 3: Molding Colonial Spaces

Required Reading

- Japan-British Exhibition selected sources to be distributed

Count Hirokichi Mutsu, “The Japan-British Exhibition, 1910,” *Journal of the Royal Society of Arts* 58, no. 2983 (January 21, 1910): 232–43.

Short, John Rennie. *Korea: A Cartographic History*. University of Chicago Press, 2012. Ch 6 “The Colonial Grid”

Elective Reading

- A) Todd Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910–45* (Berkeley: University of California Press, 2014), Entire Book. (ebook)
- B) Taylor, Jean Gelman. *The Social World of Batavia: Europeans and Eurasians in Colonial Indonesia*. Univ of Wisconsin Press, 2009. Introduction, Ch 1, Ch 4-6. (ebook)
- C) Allen, Joseph R. *Taipei: City of Displacements*. University of Washington Press, 2012. Ch 2-3, 5-7.
- D) Njoh, Ambe J. ‘French Urbanism in Indochina’. In *French Urbanism in Foreign Lands*, edited by Ambe J. Njoh, 89–113. + Waibel, Michael. ‘The Ancient Quarter of Hanoi – A Reflection of Urban Transition Processes’ *ASIEN*. + Norindr, Panivong. *Phantasmatic Indochina: French Colonial Ideology in Architecture, Film, and Literature*. Duke University Press Books, 1997. Introduction, Ch 1 “Representing Indochina”
- E) Hotta-Lister, A. *The Japan-British Exhibition of 1910: Gateway to the Island Empire of the East*. 1 edition. Richmond: Routledge, 1999, Entire Book.

- F) Mitchell, Timothy. *Colonising Egypt*. New Ed edition. Berkeley: University of California Press, 2011. Ch 1-3. Myers, Garth A. *Verandahs of Power: Colonialism and Space in Urban Africa*. Syracuse University Press, 2003. Introduction, Ch 1-2.

Further Reading

- Blussé, Léonard. *Strange Company: Chinese Settlers, Mestizo Women and the Dutch in VOC Batavia*. Foris Publications, 1986. (P)
- Moore, James. "Making Cairo Modern? Innovation, Urban Form and the Development of Suburbia, c. 1880–1922." *Urban History* 41, no. 01 (2014): 81–104. <https://doi.org/10.1017/S096392681300028X>.
- Mitchell, Timothy. *Colonising Egypt*. New Ed edition. Berkeley: University of California Press, 2011.
- Noyes, J. K. *Colonial Space: Spatiality in the Discourse of German South West Africa 1884-1915*. Routledge, 2012.
- Telkamp, Gerard J, and Robert J Ross eds. *Colonial Cities: Essays on Urbanism in a Colonial Context*. 1985 edition. Martinus Nihoff Publishers, 1985.

Week 4: Gardens, Parks and Squares

Primary Sources

- Provided by me

Required Reading

- Tagsold, Christian. *Spaces in Translation: Japanese Gardens and the West. Penn Studies in Landscape Architecture*. Philadelphia: University of Pennsylvania Press, 2017. Introduction, Ch 1-5.

Elective Reading

- A) Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), Introduction and Ch 1 "Hiroba: The Public Square and the Boundaries of the Commons" [ebook](#)
- B) Allen, Joseph R. "Taipei Park: Signs of Occupation." *The Journal of Asian Studies* 66, no. 1 (February 1, 2007): 159–99. <https://doi.org/10.2307/20203109>. [jstor](#)
- C) Chalana, Manish, ed. *Messy Urbanism: Understanding the "Other" Cities of Asia*. Hong Kong: Hong Kong University Press, 2017. Chapter 5 "The Royal Field (Sanam Luang): Bangkok's Polysemic Urban Palimpsest" [ebook](#)
- D) Tagsold, Christian. *Spaces in Translation: Japanese Gardens and the West. Penn Studies in Landscape Architecture*. Philadelphia: University of Pennsylvania Press, 2017. Ch 6-7.

Further Reading

- Hung, Wu. 'Tiananmen Square: A Political History of Monuments'. *Representations*, no. 35 (1 July 1991): 84–117.
- Hung, Wu. *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*. Reaktion Books, 2005. (P)
- Bickers, Robert A., and Jeffrey N. Wasserstrom. "Shanghai's 'Dogs and Chinese Not Admitted' Sign: Legend, History and Contemporary Symbol." *The China Quarterly*, no. 142 (1995): 444–66. [jstor](#)
- Lee, Haiyan. "The Ruins of Yuanmingyuan Or, How to Enjoy a National Wound." *Modern China* 35, no. 2 (March 1, 2009): 155–90. <https://doi.org/10.1177/0097700408326911>. [jstor](#)
- Yuezhi, Xiong. 'From Racecourse to People's Park and People's Square: Historical Transformation and Symbolic Significance'. *Urban History* 38, no. Special Issue 03 (2011): 475–90.
- Chalana, Manish, ed. *Messy Urbanism: Understanding the "Other" Cities of Asia*. Hong Kong: Hong Kong University Press, 2017.
- Barnard, Timothy P. *Nature's Colony: Empire, Nation and Environment in the Singapore Botanic Gardens*. NUS Press, 2016. (P)

- Prest, John. *The Garden of Eden: The Botanic Garden and the Re-Creation of Paradise*. Yale University Press, 1988. (P)
- Rosenzweig, Roy, and Elizabeth Blackmar. *The Park and the People: A History of Central Park*. Cornell University Press, 1992.
- Hotta-Lister, A. *The Japan-British Exhibition of 1910: Gateway to the Island Empire of the East*. 1 edition. Richmond: Routledge, 1999.
- Takei, Jiro, Marc Peter Keane, and Marc P. Keane. *Sakuteiki: Visions of the Japanese Garden: A Modern Translation of Japan's Gardening Classic*. Tuttle Publishing, 2008. (P)
- Tschumi, Christian. *Mirei Shigemori - Rebel in the Garden: Modern Japanese Landscape Architecture*. Walter de Gruyter, 2012. (P)
- . *Mirei Shigemori: Modernizing the Japanese Garden*. Stone Bridge Press, 2005. (P)
- Yamada, Shoji. *Shots in the Dark: Japan, Zen, and the West*. University of Chicago Press, 2011. (P)

Week 5: Neighborhoods and Local Space

- Selected maps of Shinjuku station and area around it

Required Reading

- Lett, Denise Potrzeba *In Pursuit of Status: The Making of South Korea's "new" Urban Middle Class* (1998) pp101-109 in Ch 4 "Lifestyles" on Kangnam and Seoul Neighborhoods
- Hein, Carola. "Machi Neighborhood and Small Town—The Foundation for Urban Transformation in Japan." *Journal of Urban History* 35, no. 1 (November 1, 2008): 75–107.

Elective Reading

- A) Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Ch 7 "Culture Villages: Inscribing Cosmopolitanism in the Landscape" [ebook](#)
- B) Alisa Freedman, *Tokyo in Transit: Japanese Culture on the Rails and Road* (Stanford University Press, 2011), Chapter: "Shinjuku Station sketches : constructing an icon of modern daily life"
- C) Leppänen, Antti. *Neighborhood Shopkeepers in Contemporary South Korea: Household, Work, and Locality*, 2007. <https://helda.helsinki.fi/handle/10138/23480>. Ch 2, 4.
- D) Jacobs, Jane. *The Death and Life of Great American Cities*. Reissue edition. New York: Vintage, 1992. Introduction and Part Two: The Conditions for City Diversity.

Further Reading

- David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley; London: University of California Press, 1993). (P)
- Theodore C. Bestor, *Neighborhood Tokyo* (Stanford University Press, 1990) (P)
- David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley; London: University of California Press, 1993). (P)
- Hirayama, Yosuke, and Richard Ronald. *Housing and Social Transition in Japan*. Routledge, 2006. (P)

Week 6: Architecture

Primary Sources (~60)

- Tanizaki, Junichiro. *In Praise Of Shadows*. New Ed edition. London: Vintage Classics, 2001 (about 50pp)
- Engel, Heino *Measure and Construction of the Japanese House* - Examine the images, including pp20-1,28,29-30,37,40-1,44-59,63-67

Required Reading (~165)

Cambridge History of Japan Vol. 6, 20th century, section on Tanizaki Junichiro in Ch 14, pp752-754.

Engel, Heino *Measure and Construction of the Japanese House*, Introduction pp13-14,22-33, 42-59, 109-117

Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Ch 8 “House Design and the Mass Market” pp263-287 (P)

Morse, Edward S. *Japanese Homes and Their Surroundings* (1886) [archive.org](https://www.archive.org/details/japanesehomesandtheirroundings1886/morse_e_s/page/n5/mode/2up), Ch 2 pp45-77, Ch 5 pp234-272, Ch 9 pp343-348 (~75pp but a fast read) (P)

No elective reading this week, do a handout on one of the readings or on Tanizaki.

Further Reading

William H. Coaldrake, *Architecture and Authority in Japan* (Routledge, 2002). (P)

Knapp, Ronald G. *China's Vernacular Architecture: House Form and Culture*. Honolulu: University of Hawai'i Press, 1989. (P)

Wright, Gwendolyn. *The Politics of Design in French Colonial Urbanism*. Chicago: University of Chicago Press, 1991. (P)

Reynolds, Jonathan M. “Japan's Imperial Diet Building in the Debate over Constitution of a National Identity” in Alan Tansman ed. *The Culture of Japanese Fascism* pp254-275

Miriam Rom Silverberg, *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* (University of California Press, 2009), chapter The Household Becomes Modern Life. [ebook](#) (P)

[Tianjin's Western-Style Chinese Villa | China Heritage Quarterly](#)

Ching, Francis D. K., Mark M. Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. John Wiley & Sons, 2010.

Fu, Xinian. *Traditional Chinese Architecture: Twelve Essays*. Princeton University Press, 2017. (P)

Knapp, Ronald G. *Chinese Houses: The Architectural Heritage of a Nation*. Tuttle Publishing, 2012. (P)

Koehler, Ben Jackson and Robert. *Korean Architecture: Breathing with Nature*. Seoul Selection, 2015. (P)

Park, Jinhee, and John Hong. *Convergent Flux: Contemporary Architecture and Urbanism in Korea*. Walter de Gruyter, 2012.

Park, Nani, and Robert J. Fouser. *Hanok: The Korean House*. Tuttle Publishing, 2015. (P)

Zhu, Jianfei. *Architecture of Modern China: A Historical Critique*. Routledge, 2013. (P)

Bruun, Ole. *An Introduction to Feng Shui*. Cambridge University Press, 2008.

———. *Fengshui in China: Geomantic Divination Between State Orthodoxy and Popular Religion*. NIAS Press, 2003.

Paton, Michael. *Five Classics of Fengshui: Chinese Spiritual Geography in Historical and Environmental Perspective*. BRILL, 2013.

Yoon, Hong-key. *P'ungsu: A Study of Geomancy in Korea*. SUNY Press, 2017. (P)

Yoon, Hong-Key. *The Culture of Fengshui in Korea: An Exploration of East Asian Geomancy*. Lexington Books, 2006.

Week 7: Domestic Space

Primary Sources

- Provided by me

Secondary Sources

Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Introduction and Ch 1-4 (1-161). [ebook](#) (P)

Timothy Mitchell *Colonising Egypt* University of California Press. Ch 2 “Enframing”

Ozaki, Ritsuko, and John Rees Lewis. 'Boundaries and the Meaning of Social Space: A Study of Japanese House Plans'. *Environment and Planning D: Society and Space* 24, no. 1 (1 February 2006): 91–104. <https://doi.org/10.1068/d62j>.

Yamaguchi, Kiyoko. "The New 'American' Houses in the Colonial Philippines and the Rise of the Urban Filipino Elite." *Philippine Studies* 54, no. 3 (January 1, 2006): 412–51. [jstor](#)

No elective reading this week, do your handout on one of the chapters of Jordan Sand's book

Further Reading

Ozaki, Ritsuko. 'Society and Housing Form: Home-Centredness in England vs. Family-Centredness in Japan'. *Journal of Historical Sociology* 14, no. 3 (2001): 337–57.

Saito, Satoru. *Detective Fiction and the Rise of the Japanese Novel, 1880-1930*. Harvard University Asia Center, 2012. (P)

Li, Jie. *Shanghai Homes: Palimpsests of Private Life*. Global Chinese Culture. New York: Columbia University Press, 2015. (P)

Fox, Michael Allen. *Home: A Very Short Introduction*. Oxford, United Kingdom: OUP Oxford, 2016.

Briganti, Chiara. *The Domestic Space Reader*. Edited by Kathy Mezei. Toronto ; Buffalo: University of Toronto Press, 2012.

Cicraad, Irene, ed. *At Home: An Anthropology of Domestic Space*. Syracuse: Syracuse University Press, 1999.

McLaren, Anne. *Chinese Women - Living and Working*. Routledge, 2005. (P)

Ronald, Richard, and Allison Alexy. *Home and Family in Japan: Continuity and Transformation*. Routledge, 2017. (P)

Yan, Yunxiang. *Private Life Under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999*. Stanford University Press, 2003. (P)

Week 8: Transportation Within and Beyond the City

Primary Sources

- We will discuss some of the images in *Tokyo in Transit*

Secondary Sources

Warren, Jim. "The Singapore Rickshaw Pullers: The Social Organization of a Coolie Occupation, 1880-1940." *Journal of Southeast Asian Studies* 16, no. 1 (March 1, 1985): 1–15.

Wright, Tim. "Shanghai Imperialists versus Rickshaw Racketeers: The Defeat of the 1934 Rickshaw Reforms." *Modern China* 17, no. 1 (January 1, 1991): 76–111.

Freedman, Alisa. *Tokyo in Transit: Japanese Culture on the Rails and Road*. Stanford University Press, 2011, Introduction and Ch 1-2, 4 (1-115, 173-224)

Frasch, Tilman. 'Tracks in the City: Technology, Mobility and Society in Colonial Rangoon and Singapore'. *Modern Asian Studies* 46, no. 1 (2012): 97–118.

No elective readings this week, handout on one of the required readings

Further Reading

Dick, H. W., and Peter James Rimmer. *Cities, Transport, and Communications: The Integration of Southeast Asia Since 1850*. Houndmills, Basingstoke, Hampshire ; New York: PalgraveMacmillan, 2003.

Ericson, Steven J. *The Sound of the Whistle: Railroads and the State in Meiji Japan*. Harvard Univ Asia Center, 1996 (P)

Traganou, Jilly. *The Tōkaidō Road: Traveling and Representation in Edo and Meiji Japan*. Psychology Press, 2004 (P)

Lee, Anru, 'Subways as a Space of Cultural Intimacy: The Mass Rapid Transit System in Taipei, Taiwan' in *The China Journal* No.58 (Jul., 2007), p.43

Week 9: Spaces of Tourism and Leisure

Primary Sources

[Japan 1926](#) - Focus on descriptions of larger cities and overall travel advise.

[Globetrotter's Japan: Foreigners on the Tourist Circuit in Meiji Japan: Places](#) [Globetrotter's Japan: Foreigners on the Tourist Circuit in Meiji Japan: People](#)

Secondary Sources

Silverberg, Miriam Rom *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* (University of California Press, 2009), chapter "Asakusa Eroticism" [ebook](#)

Shelley Baranowski et al., "Tourism and Empire," *Journal of Tourism History* 7, no. 1–2 (May 4, 2015): 100–130, [DOI](#)

MacDonald, Kate *Placing Empire: Travel and the Social Imagination in Imperial Japan* (University of California Press, 2017), Ch 1-2 and Ch 4 (open access [ebook](#))

Ruoff, Kenneth J. *Imperial Japan at Its Zenith: The Wartime Celebration of the Empire's 2,600th Anniversary*. Ithaca, N.Y: Cornell University Press, 2010, Ch 3-5 (82-147).

No elective readings, do a handout on one of our required readings

Further Reading

Demay, Aline. *Tourism and Colonization in Indochina (1898-1939)*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2014. (P)

Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. Routledge, 2010. (P)

Blunt, Alison. *Travel, Gender and Imperialism: Mary Kingsley and West Africa*. 1 edition. New York: Guilford Press, 1994.

Moon, Okpyo "Japanese Tourists in Korea: Colonial and Post-Colonial Encounters" in *Japanese Tourism and Travel Culture* (2009)

Ryang, Sonia. "Japanese Travellers in Korea." *East Asian History*, no. 13/14 (1997).

Esherick, Joseph, ed. "Tourism and Spatial Change in Hangzhou, 1911–1927." In *Remaking the Chinese City: Modernity and National Identity, 1900-1950*, Pbk. ed. Honolulu: University of Hawai'i Press, 2002.

Urry, John and Jonas Larsen *The Tourist Gaze 3.0: Leisure and Travel in Contemporary Societies* (2011)

Joseph De Sapio *Modernity and Meaning in Victorian London Tourist Views of the Imperial Capital* (Basingstoke: Palgrave Macmillan, 2014).

Mo, Yajun. "Itineraries for a Republic: Tourism and Travel Culture in Modern China, 1866–1954." Ph.D., University of California, Santa Cruz, 2011 (P)

Barclay, Paul D. "Peddling Postcards and Selling Empire: Image-Making in Taiwan under Japanese Colonial Rule," *Japanese Studies* 30, no. 1 (May 1, 2010): 81–110, [DOI](#).

Nenzi, Laura Nenz Detto. *Excursions in Identity: Travel and the Intersection of Place, Gender, and Status in Edo Japan*. University of Hawaii Press, 2008. (P)

Akiko, Yosano. *Travels in Manchuria and Mongolia*. Translated by Joshua A. Fogel. Columbia University Press, 2001.

Buzard, James. *The Beaten Track: European Tourism, Literature, and the Ways to Culture, 1800 - 1918*. Oxford u.a.: Clarendon Press, 2001.

MacLean, Gerald M. *The Rise of Oriental Travel: English Visitors to the Ottoman Empire, 1580-1720*. Basingstoke; New York: Palgrave Macmillan, 2006. (P)

Russian Views of Japan, 1792-1913: An Anthology of Travel Writing. RoutledgeCurzon Studies in the Modern History of Asia 23. London ; New York, NY: RoutledgeCurzon, 2004.

Week 10: Commemoration, Preservation, and Memory

Primary Sources

- Provided by me

Secondary Sources

Han, Jung-sun “Japan in the public culture of South Korea, 1945–2000s: The making and remaking of colonial sites and memories 1945-2000” *Asia-Pacific Journal* [online](#)

Ho, Denise Y. *Curating Revolution: Politics on Display in Mao's China*. Cambridge University Press, 2017. Ch 2 “Exhibiting New China” (P)

Abramson, Daniel. “Beijing’s Preservation Policy and the Fate of the Siheyuan.” *Traditional Dwellings and Settlements Review* 13, no. 1 (October 1, 2001): 7–22.

Ho, Denise Y., and Jie Li. “From Landlord Manor to Red Memorabilia Reincarnations of a Chinese Museum Town.” *Modern China*, July 5, 2015, 0097700415591246. doi:10.1177/0097700415591246.

Matten, Marc Andre “The Chiang Kai-Shek Memorial Hall in Taipei: A Contested Place of Memory” in Axel Schneider and Susanne Weigelin-Schwiedrzik eds. *Places of Memory in Modern China: History, Politics, and Identity* pp51-86

No elective readings and no need for handout this week: more time for your long essay work

Further Reading

Yan, X. Winston. “Carrying Forward Heritage: A Review of Contextualism in New Construction in Beijing” *Journal of Architectural Education* (1984-) 50, no. 2 (November 1, 1996): 115–26. doi:10.2307/1425361.

Zhang, Yue. “Steering Towards Growth: Symbolic Urban Preservation in Beijing, 1990-2005.” *The Town Planning Review* 79, no. 2/3 (January 1, 2008): 187–208.

Kang, Hong-Bin. “Conservation of Insa-Dong: A Self-Defeating Thesis?” *International Journal of Urban Sciences* 2, no. 2 (October 1, 1998): 247–52. <https://doi.org/10.1080/12265934.1998.9693426>.

Week 11: Cities Under Occupation and in Revolution

Literary Source

Wartime Shanghai literature selection

Secondary Sources

Henriot, Christian “Scythe and Sojourning in Wartime Shanghai” (117-142)

Fu, Poshek. *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945*. 1st ed. Stanford University Press, 1997. Ch 3 “Collaboration: The ‘Gujin group’ and the literature of anachronism” (pp110-154)

Gao, James Zheng. *The Communist Takeover of Hangzhou: The Transformation of City and Cadre, 1949-1954*. A Study of the Weatherhead East Asian Institute. Honolulu: University of Hawai'i Press, 2004. Ch 1 (only pp30-38 background on Hangzhou), Ch 3 “The First Efforts” Ch 4 “One Step Back, Two Steps Forward” (altogether pp30-124)

No elective readings this week and no need for handout: more time for your long essay work

Further Reading

- If presenting, do a presentation on either the Fu or Gao books as a whole

Henriot, Christian, and Wen-Hsin Yeh, eds. *In the Shadow of the Rising Sun: Shanghai Under Japanese Occupation*. New York: Cambridge University Press, 2004.

Yick, Joseph K. S. *Making Urban Revolution in China: The CCP-GMD Struggle for Beijing-Tianjin, 1945-1949*. M.E. Sharpe, 1995.

Primary Sources on East and Southeast Asia

Below are a selection of potential starting points for primary sources relevant for historical research on East and Southeast Asia. Many of these are available through our library electronic resources. Others you can contact me about if you are having trouble finding them. Not all of these sources are in English and I have included some sources here for use by students who are able to read Chinese, Japanese, and Korean.

Newspapers and Periodicals:

- [The Times](#)
- [Japan Chronicle](#)
- [19th Century British Newspapers](#)
- [19th Century British Periodicals](#)
- [British Periodicals I & II](#)
- [British Newspapers 1600-1950](#)
- [Historic American Newspapers](#)
- [Irish Times](#)
- [Los Angeles Times](#)
- [North China Herald](#)
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Biblioteca Gino Bianco](#) (Italian)
- [Leo Baeck Institute Library Periodical Collection](#) (mostly German)
 - [Shanghai Jewish Chronicle](#) (1939-1945), [Shanghai Echo](#) (1946-1948), [Shanghai Woche](#) (1939, 1942), [Sport](#) (1942-1943), [Shanghaier Morgenpost](#) (1941), [S. Z. am Mittag der Shanghai Post](#) (1939-1940), [Jüdisches Nachrichtenblatt](#), [Acht Uhr Abendblatt](#) (1939-1941), [Mitteilungen der Vereinigung der Emigranten-Ärzte in Shanghai](#) (1940-1), [Gelbe Post: Ostasiatisch Halbmonatsschrift](#) (1939-40)
- [Newsvault](#)
 - Combines some of the Databases above
- [Old Hong Kong Collections and Newspapers](#)
 - Here you may want to check: [Hong Kong Collection](#), [Old HK Newspapers](#), [Hong Kong Oral History](#) (you can filter by language)
- [Singapore Newspaper Archive 1831-2009](#)
 - Large collection of newspapers, but not all viewable off site.
 - [Syonan Shimbun](#) (1942-1945), [The Straits Times](#) (1845-2018), [Malaya Tribune](#) (1914-1951), [The Singapore Free Press and Mercantile Advertiser](#) (1884-1942), [The Singapore Free Press](#), [Morning Tribune](#) (1936-1949), [南洋商报](#) (1923-1983), [Indian Daily Mail](#) (1946-1956), [The Daily Advertiser](#) (1890-1894)
- [XXth Century 1941-1945](#)
 - unusual magazine from Japanese occupied Shanghai
- [Australian Historical Newspaper Archive](#)
- [明六雜誌](#) 1874-5
 - Digitized version of the famous Meiji period journal (Japanese)
- [国民之友](#) 1887-8
- [滿州技術協會誌](#)
 - Journal of Manchuria Technical Association journal 1925-1941
 - Digitized version of “The Nation’s Friend” (Japanese).

- [Chinese Women's Magazines in the Late Qing and Early Republican Period \(Chinese\)](#)
- [Xiaobao - Chinese Entertainment Newspapers \(Chinese\)](#)
- [Funü Zazhi - Chinese women's magazine \(Chinese\)](#)
- [Ling Long Magazine \(Chinese\)](#)
- [Korean Historical Newspapers \(Korean\)](#)
- [PRCHistory.org Archive of Journals Remembrance and Yesterday](#)
- [奈良女子大学所蔵資料電子画像集](#)
 - Digital collection of historical journals and other materials related to women's university education in Japan. (Japanese)
- [Puka Puka Parade](#)
 - Post 1945 Newsletter of 100th Infantry Battalion of Japanese-American veterans
- [Japan Times 1998-](#)
- [Press Translations, Japan 1945-1946](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Hsinhua News Agency 1977-Present \(Nexis UK\)](#)

Government Documents

- [Wilson Center Digital Archive](#)
 - Massive collection of Cold War period documents, many of them translated and transcribed
- [Wilson Center Chinese Foreign Policy Database](#)
- [British Documents on the End of Empire](#)
- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [US Occupation Government in Korea Documents](#)
 - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [日本外交文書デジタルアーカイブ](#)
- [帝国議会会議録](#)
- [朝鮮王朝實錄](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Office of Strategic Services](#) - United States intelligence agency formed during World War II, predecessor to CIA. Archive.org collection contains many East Asia related documents.
- [National Security Internet Archive \(NSIA\)](#) - Archive.org collection of documents related to US government documents, includes many East Asia related documents.
- [Digital South Asia Library](#)
- [National Archives of Singapore ArchivesOnline](#) - online collections include government records, maps, oral histories, photographs, and legal documents
 - Includes many oral interviews of former POWs in the Changi Military Camp
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [LTD Legal Tools Database - Tokyo Trials Documents](#)
- [IMFTE Judgement transcript](#)
- [League of Nations Archives](#)
- [Nineteenth Century Collections Online - Asia and the West](#)
 - U.S. State Department Consular and Diplomatic Records - despatches from many US consuls in region
 - British Foreign Office Political Correspondence: Japan
 - Korean, Siamese, Japanese and Chinese legations in the United States
 - Missionary Correspondence and Journals

- *Annual Report of the Minister of State for Education* - Japanese education ministry reports volumes often on Archive.org
- *Japan in the Beginning of the 20th Century* - Government reports available in several volumes on Archive.org
- *An Official Guide to Eastern Asia* - Five volumes. Japanese railroads office produced guides going back to early 20th century. Volumes available on Archive.org
- *Annual report on reforms and progress in Chosen* - Japanese colonial reports on Korea 1911-1923. Search for this title on [HeinOnline](#), some years available on Archive.org.
- *Annual Reports to the League of Nations on the Administration of the South Sea Islands under Japanese Mandate* - Japanese reports to the League on its rule over former German controlled territories in the Pacific. Many volumes of these reports available on Archive.org but the titles are not accurately produced, search for Annual Reports, League, Micronesia, etc. to get more hits.
- *Burma, The Struggle for Independence, 1944-1948: Documents from Official and Private Sources*
 - Many British documents on Burma from this time
- *Towards Freedom: Documents on the Movement for Independence in India, 1943-1944*
 - Many documents on India from this time
- *The Transfer of Power 1942-7*
 - Many British documents on India from this time

Missionary Reports and Publications

- *Chinese Recorder and Missionary Journal* - Many issues available at Archive.org
- [Missionary Research Library pamphlets](#) Columbia University - digitized pamphlets available on Archive.org with many East Asia related pamphlets
- [Majority World Collection](#) - Publications include many missionary works related to East Asia from Princeton Theological Seminary Library.
- *The Christian Movement in the Japanese Empire including Korea and Formosa* - Many volumes published by the Conference of Federated Missions Japan, and often available on Archive.org.
- *The Japan Christian Yearbook* - Volumes available on Archive.org
- *Presbyterian Church of England : report of the Foreign Missions China, Formosa, the Straits Settlements, and India* - Many volumes on Archive.org
- *China and Formosa : the story of the Presbyterian Church of England* (1897)

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#) - Huge and fantastic resource for published works before 1920s
- [Google Books](#) - If there is only snippet view on old works, try archive.org
- [Gutenberg Project](#) - Pure text versions of many popular out of copyright books
- [Hathi Trust](#)
 - massive collection of digitized books
 - when they cannot be viewed because they are in copyright, they can still help you pin point which pages things are mentioned
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)

- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)
- [World War II Diaries of Ernest F. Easterbrook, 1944–45](#)
- [Hawaii Karate Museum Collection](#)
 - PDFs of books in English, Japanese, and Korean on Karate and martial arts, mostly 1950s.
- [Gallica](#) (French)
 - National Library of France has digitised a huge amount of materials, including a wide range of materials, memoirs, books, images, related to East Asia and Indochina.

Propaganda, Posters, and Pamphlets

- [Chinese Propaganda Poster Collection](#)
- [Chinese Pamphlets](#)
 - from early People's Republic of China - browse by subject, may not show all pamphlets in browse mode
- [Korean War Propaganda Leaflets](#)
- [Korean War Propaganda Digital Horizons](#)
- Scanned propaganda at the US Naval Academy Nimitz Library:
 - [American Propaganda in Japan](#)
 - [Japanese Propaganda in the Philippines](#)

Photographs, Postcards, Films

- [Showa Period Photo Archive from Shashin Shūhō 1938-1944](#) (Japanese)
- [National Archives UK on Flickr](#)
- [US National Archives on Flickr](#)
- [New York Public Library Digital Collections](#)
- [Boston Museum of Fine Arts Image Collection](#)
- [Mainichi Photo Bank](#)
 - You can search the archive of photos from the Mainichi newspaper and see relatively small watermarked images
- [Memories of Metropolis - Tokyo](#) - Japanese (and some English), mostly photographs from various sources on the history of Tokyo. OA.
- [Joseph Needham Photographs - Wartime China, 1942-1946](#)
- [Historical Chinese Postcard Project: 1896-1920](#)
- [Historical Photographs of China](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [UW-Madison East Asian Collection Photograph Collection](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)
- [Lafayette College East Asian Postcard Collections](#)
- [MIT Visualising Cultures](#)
- [Formosa Nineteenth Century Images](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [UW Milwaukee Asia and Middle East Photos from American Geographical Society](#)
- [An American GI in Japan, Autumn 1945: A Photographic Memoir](#)
- [Philippine Photographs Digital Archive](#)
- [The United States and its Territories 1870-1925 photographic collections](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan

- [Hedda Morrison Photographs of China](#)
- [Dutch East Indies in Photographs, 1860-1940](#)
- [Botanical and Cultural Images of Eastern Asia](#)
- [Colonial Film Database of the British Empire](#)
- [British Pathe Historical Footage](#)
- [Everyday in Mao's China](#) - Use these photographs with care and note the source.
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>

Recordings and Sound

- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [Visual Cultures in Asia - Maps](#)
- [Old Maps Online](#)
- [University of Texas Perry-Casteñada Map Archive](#)
 - contains a lot of WWII military maps of Asia
- [Virtual Shanghai Map Collection](#)
- [東洋文庫中華帝国図等](#)
 - Historical maps of China in the Oriental library
- [USC Asian Map Collection](#)
- [ChinaX Map](#)
 - Amazing collection of GIS layers related to Chinese history
- [Disaster of Japan's 2011 Disasters](#)
- [Japan Map](#)
 - Collection of GIS layers related to Japan's 2011 Disasters
- [WorldMap](#)
 - Many GIS layers and maps are available to browse and sometimes download here
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China
- [Collection of Colonial Period Maps of Taipei](#) and [more maps from Academia Sinica Map Club](#)

Old Books Related to East and Southeast Asian Region

- [The War in the East](#) by Trumbull White (1895)
- [Travels in the Far East](#) by Ellen Mary Hayes Peck (1909)

Other

- [Voices of Civil Internment: WWII Singapore](#) - The Royal Commonwealth Society Collection at Cambridge University Library has digitised the archives of two Second World War civilian internment camps
- [Public Library of India](#) - Archive.org hosted collection of scanned materials, includes many scanned books related to East Asia
- [Digital Bodleian](#)
- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Digital Vatican Library](#)
- [California Digital Library](#) - Many scanned historical works related to East Asia, hosted by Archive.org.

Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Databases of the Historiographical Institute at the University of Tokyo](#) - Most of it on pre-modern Japanese history
- [Waseda Kotenseki Sogo Database](#) - Contains a lot of materials related to Japanese and Chinese classics but also some special collections from a more modern period, much in Japanese
 - [Modern Japan and Waseda](#)
 - [Japanese History through the Library Collections](#)
 - [Edo-Period Japanese Literature Collection](#)
 - [Western Studies Collection](#)
 - [Okuma Shigenobu Collection](#)
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Joseph B. Keenan Digital Collection](#)
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Hiroshima Archive](#)
- [PRCHistory.org Document of the Month](#)
- [Illustrated Books from the Edo and Meiji Periods](#) - at the Smithsonian Libraries
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [National Archives of Japan Digital Collections](#)
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Digital Library of the Meiji Period \(Japanese\)](#)
 - pretty much every book published in the Meiji period is digitized here, Taisho period books increasingly available too
- [Denshō Archive for Japanese-American internment](#)
- [Japanese Historical Text Initiative](#)
- [Japan Air Raids Historical Archive](#)
- [ジャパンアーカイブズ 1850-2100](#)
- [Exhibition of the Empire of Japan: Official Catalogue \(1904\)](#)
- [A Handbook for Travellers in Japan](#) Basil Hall Chamberlain - volumes from different years on Archive.org
- [Terry's Japanese empire, including Korea and Formosa, with chapters on Manchuria, the Trans-Siberian railway, and the chief ocean routes to Japan](#) - various editions available on Archive.org
- [Pocket Guide to Japan](#) - Old prewar government produced guidebook for tourists to Japan, volumes available on Archive.org
- [Japan to America](#) - collection of papers and translations on Japan produced by the Japan Society of America going back to early 20th century. Many volumes on Archive.org

- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London ; Atlantic Highlands, NJ: Athlone Press, 1987.
- Holme, Charles, Toni Huberman, Sonia Ashmore, Emma Lasenby Liberty, and Yasuko Suga. *The Diary of Charles Holme's 1889 Visit to Japan and Northamerica: With Mrs Lazenby Liberty's Japan: A Pictorial Record*. Folkestone, UK: Global Oriental Ltd, 2008.
- *Unbeaten Tracks in Japan* by Isabella L. Bird
- *Japanese Homes and Their Surroundings* by Edward Sylvester Morse (1885)
- *Glimpses of Unfamiliar Japan: First Series* by Lafcadio Hearn
- *Glimpses of Unfamiliar Japan: Second Series* by Lafcadio Hearn (1895)
- *Kimiko, and Other Japanese Sketches* by Lafcadio Hearn (1896)
- *Kokoro: Hints and Echoes of Japanese Inner Life* by Lafcadio Hearn (1896)
- *My Japanese Wife* by Clive Holland (1895)
- *The Gist of Japan: The Islands, Their People, and Missions* by R. B. Peery
- *Japanese Girls and Women* by Alice Mabel Bacon (1891)
- *Things Japanese: Being Notes on Various Subjects Connected with Japan for the Use of Travellers and Others* by Basil Hall Chamberlain (1902)
- *Kobo: A Story of the Russo-Japanese War* by Herbert Strang (1905)
- *A Journal from Japan: A Daily Record of Life as Seen by a Scientist* by Marie Stopes (1910)
- *The Shinto Cult: A Christian Study of the Ancient Religion of Japan* by Milton Terry (1910)
- *A Daughter of Japan* by F. D. Bone (1914) - also on [GP](#)
- *An Artist's Letters from Japan* by John La Farge
- *The Japanese Spirit* by Yoshisaburo Okakura (1905) also [GP](#)
- Heisig, James W., Thomas P. Kasulis, and John C. Maraldo, eds. *Japanese Philosophy: A Sourcebook. Nanzan Library of Asian Religion and Culture*. Honolulu: University of Hawai'i Press, 2011.
- This is a wonderful series of volumes in our library containing books on Japan, thus serving as contemporary primary sources of a sort, and a separate series of books with pamphlets and press articles from 1906-1948:
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda in East Asia. Series 1, Books*; a Collection in Ten Volumes. Folkestone, Kent : Tokyo, Japan: Global Orient ; Edition Synapse, 2008.
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda and the Communist Menace in East Asia. Series 2, Pamphlets and Press*: A Collection in 10 Volumes. Folkestone, Kent : Tokyo: Global Oriental ; Edition Synapse, 2011.
- [Pocket Guide to Japan \(1926\)](#)
- [Pocket Guide to Japan \(1935\)](#)

Korea

- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a massive variety of historical sources can be found here
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [Korean American Digital Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Korean Literary Collection Digital Archive 1945-1950](#)
 - Some rare books in Korean from the early postwar period digitised by the University of Washington

- Foreign Broadcast Information Service 1974-1996
 - search SAULCAT
- *Prospectus of the Oriental Development Company* - colonial period land development and expropriation company.
- *Japanese Atrocities in Korea: reports emphasized and made convincing by Japanese propaganda* (1919)
- *Fifteen Years Among the Top-Knots; Or, Life in Korea* (1908)
- *Corea or Cho-sen: The Land of the Morning Calm* by Arnold Henry Savage Landor (1895)
- *Our Little Korean Cousin* by H. Lee M. Pike (1905)
- *Korea's Fight for Freedom* by Fred A. McKenzie (1920)
- *Quaint Korea* by Louise Jordan Miln (1895)
- *The Case of Korea: A Collection of Evidence on the Japanese Domination of Korea* by Henry Chung (1921)

Taiwan

- Taiwan Postwar National Historical Archive (Chinese)
- National Taiwan University Digital Projects Home (Chinese)
- Taiwan History Digital Library (Chinese)
- Taiwan National Repository of Cultural Heritage (Chinese)
- Taiwan Colonial Court Records (Chinese/Japanese)
 - requires online application for access
- Taiwan Database for Empirical Legal Studies (Chinese)
- Digital Repository of Taiwan Provincial Assembly (Chinese)
 - requires online application for access
- National Taiwan University Taiwan Historical Photo Archive (Chinese)
- National Taiwan University Institutional Repository (Chinese)
 - historical records related to NTU
 - chief prosecutor in the Tokyo war crimes trials
- *Japanese Rule in Formosa* by Yosaburo Takekoshi (1907)
- *From far Formosa the island: The island, its people and missions* [https://archive.org/details/fromfarformosai00macdgoog] George Mackay (1896)
- *Glimpses of Japan and Formosa* by Harry A. Franck
- *The island of Formosa : historical view from 1430 to 1900: history, people, resources and commercial prospects* James Davidson (1903)
- *The Statistical Summary of Taiwan* Japanese Government General in Japan.
- *Sketches from Formosa* by W. Campbell (1915)
- *Among the head-hunters of Formosa* by Janet McGovern (1922) - raw text on [Project Gutenberg](#)
- *The call of the East; a romance of far Formosa* by James Davidson (1902) also on [PG](#) by Thurlow Fraser
- *Formosa Today: An Analysis of the Economic Development and Strategic Importance of Japan's Tropical Colony* Andrew J. Grajdanzev (1943)
- *Fireproof moth : a missionary in Taiwan's white terror* (in library)
- *The heathen heart : an account of the reception of the gospel among the Chinese of Formosa* by Campbell N. Moody (1907)
- *The Black-Bearded Barbarian : The Life of George Leslie Mackay of Formosa* (1912)

China

- Chinese maritime digitization project
- Bibliothèque Numérique Asiatique / Asian Digital Library - many digitized materials from Asia, especially China
 - Shanghai Municipal Council Minutes
 - Scanned Books - over a thousand volumes here, mostly related to China
- Harvard-Yenching Library Chinese Republican Period 1911-1949 digitization project - Chinese books digitized by Harvard-Yenching library.

- [The Cultural Revolution in Images: Caricature-Posters from Guangzhou 1966-1977](#)
- [Chinese Rare Book Digital Collection](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Chinese Text Project](#)
 - Collection of classical Chinese texts with translations
- [Heidelberg University China Digital Archive](#)
 - need to apply for an account to access, application online
- [Chinese Civilization in Time and Space](#)
- [Hiroshima Archive](#)
- [International Dunhuang Project: The Silk Road Online](#)
- [Yale Nanjing Massacre Archival Project](#)
- [Ailing Zhang \(Eileen Chang\) Papers](#) at USC
- *Three Years' Wanderings in the Northern Provinces of China* by Robert Fortune (1847)
- *Memoirs of Father Ripa, during thirteen years' residence at the court of Peking in the service of the emperor of China; with an account of the foundation of the college for the education of young Chinese at Naples* (1849)
- *China and the Chinese* by Herbert Allen Giles (1902)
- *A Tale of Red Peking* by Constanica Serjeant (1902)
- *With the Allies to Peking: A Tale of the Relief of the Legations* by G. A. Henty (1904)
- *New Forces in Old China: An Inevitable Awakening* by Arthur Judson Brown (1904)
- *Lion and Dragon in Northern China* by Sir Reginald Fleming Johnston (1910)
- *Notable Women of Modern China* by Margaret E. Burton (1912)
- *A Woman In China* by Mary Gaunt (1914)
- *The Fight for the Republic in China* by B. L. Putnam Weale (1917)
- *Peking Dust* by Ellen N. La Motte (1919) also on [PG](#)
- Kuo Sung-t'ao, Liu Hsi-hung, Chang Te-yi, and John David Frodsham, eds. *The First Chinese Embassy to the West: The Journals of Kuo Sung-Tao, Liu Hsi-Hung and Chang Te-Yi*. Oxford: Clarendon Press, 1974.
- The works of Mao Zedong: When citing his writings avoid the occasionally problematic [online marxists.org version](#) and use the series collection of his works found in the library: Mao, Tse-tung, and Stuart R. Schram. *Mao's Road to Power: Revolutionary Writings, 1912-1949* Armonk NY: M.E. Sharpe, 1992.

Hong Kong

- [Hong Kong Government Reports Online 1842-1941](#)
- [Hong Kong and the West Until 1860](#) - database of historical sources, over 400 volumes and hundreds of images.
- [Hong Kong Image Database](#)
- [Hong Kong's War Crimes Trials Collection](#)

Southeast Asia

- *The Former Philippines thru Foreign Eyes* by Comyn, Jagor, Virchow, and Wilkes (1912)
- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources
- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)
- [Southeast Asia Digital Library](#)
- [SouthEast Asian Images & Texts](#)
- [Southeast Asia Visions](#) - European travel accounts of pre-modern Southeast Asia
- [Ohio University Thai Sources on Internet Archive](#) (Thai)

- [Cornell Modern Indonesia Collection](#)
- [Batavia Digital](#)
- [OneSearch Indonesia](#)
- [ASEAN Digital Library](#)
- [UMass Southeast Asia Digital Archive](#)
- [Elibrary of Cambodia](#)
- Cornell University Guides:
 - [List of US Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [List of British Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [Some General Historical Sources on Southeast Asia](#)
 - [Colonial Era Sources on Southeast Asia](#)
 - [Travel Literature on Southeast Asia](#)

See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information:
- Shanghai Municipal Police Archives
- US State Department Records on Japan
- US Intelligence Files on East Asia (mostly post-WWII)
- Chinese Recorder and Missionary Journal - missionary journal from China
- 申報 (Chinese newspaper Shanghai)
- 人民日报 (Communist newspaper)
- 台灣日日新報 (Taiwanese colonial newspaper in Japanese)
- 京城日報 (Korean colonial newspaper in Japanese)
- 朝鮮日報 (Korean newspaper)
- 東亞日報 (Korean newspaper)
- 民報 (Taiwan newspaper, early postwar)

Some Key Secondary Source Databases

- [CiNii Japanese Article Database](#) - the “Google Scholar” of Japan. Often has links to PDFs of Japanese language scholarship

Some Good LibGuides and Link Collections for East Asia Related Sources

- These will include links to many resources available only to students of that university
- [Harvard Korea Research Guide](#)
- [Harvard Japan Research Guide](#)
- [Harvard China Research Guide](#)
- [U of California Berkely East Asia Research Guide](#)
- [University of Washington East Asia Guide](#)
- [Yale China English Sources Research Guide](#)

- [Yale China Research Guide](#)
- [Yale Japan Research Guide](#)
- [Yale Korea Research Guide](#)
- [国立国会図書館アジア情報の調べ方案内](#)
- [AsiaPortal](#)
- Please get in touch if you find that this list contains any dead links, or you wish to suggest an addition