

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

Tutor: Konrad M. Lawson

Fall and Spring, 2018-2019



**"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:** Wed 13:00 (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 *This meeting will have to be rescheduled*  
Week 4 - Pre-20th Cent. Development of Beijing and Edo  
Week 5 - Treaty Ports and Foreign Concessions  
*Gobbets 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  
Week 11 - Migration and Minorities  
*Long Essay Due - No Exam Fall Semester*

## Semester Two:

Week 1 - Broadening Theoretical Approaches  
Week 2 - Second Cities  
*Gobbets Due*  
Week 3 - Molding Colonial Spaces  
Week 4 - Parks 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 - Two Final Exams*

## Assessment Summary

*All assignments due before midnight*

### 60% Coursework

Fri 19 Oct - Gobbet Exercise 1 (two gobbets, together worth 3%)  
Fri 14 Dec - Long Essay 1 (24%)  
Fri 8 Feb - Gobbet Exercise 2 (two gobbets, together worth 3%)  
Fri 26 Apr - Long Essay 2 (24%)  
Two Presentations (each 3% of coursework)

## 40% Exam

2 Take-Home Examinations at the end of spring semester, 10 hours each

## Learning Outcomes

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

## Assignments

The assessed portion of the coursework for this module consists of 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.

## Gobbet Exercise

In each of the two semesters students will be asked to submit two gobbets, or source analysis essays. Each individual gobbet may not exceed 500 words in length. Each pair of gobbets together account for 3% (1.5% + 1.5%) of your overall mark for the module.

- **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 but no more than one visual source per two gobbet assignment. You may choose from among assigned primary sources but then they must 1) each come from different weeks 2) and may not come from an assigned part of the primary source (selecting a part from a different part of the source outside of the assigned pages, for example, is permitted). The full body of the source must be included at the top of the essay, and the selected source text must not exceed 500 words, preceded by a citation and, in the event the source is a completely original one chosen by the student, a brief sentence or two describing what precedes/follows the selected fragment (up to 100 words).
- **Writing the gobbet:** Your goal in the gobbet is to draw out the revealing features of a short source and demonstrate your abilities for analysis. A good gobbet will:
  - it will identify the document 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
  - 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 gobbet, and make sure that you analyse it.
  - For those of you also taking literature modules in other Schools, please note that history 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 each worth 24% of the overall mark for the module and should be 4,000-6,000 words long. However, longer long essays up to full academic article length is permitted if you clear this with me beforehand. 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. 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](http://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.



## Two 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. Each of your presentations will be worth 3% of your overall mark for the module.

**Fall Presentation:** the fall assessed presentation should be 15 minutes in length and not longer. It may focus on a single author monograph or a collection of articles (but this is more difficult and you should consider focusing on several chapters that have good connections between them) from among the assigned required or supplementary readings for each week. 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.

**Spring Presentation:** In the spring you will lead the seminar discussion for one hour. 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 hour as you see most appropriate. This may include: asking questions and moderating the discussion that follows; carrying 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. 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 5-10 minutes or so in length throughout the year on some of the readings assigned. Volunteers will usually be asked and handouts are not required but are welcome for these presentations. Again, these shorter presentations are not assessed.

Questions to ask yourself as you prepare your presentation:

- 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 MMS 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 15 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?
- 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?

## Exam

The two final examinations are take-home exams worth 40% of your total assessment for the module. One is a “Source Exam” or gobbet exam. You will be given six images or selections of text and asked to compose a gobbet on three of them, in line with the work of our gobbet assessments. The second exam is the “Degree Exam” which asks you to answer substantive questions related to the readings of the weeks throughout the semester.

The questions (six will be presented, of which you choose three), will be made available online through our MMS at the appointed start time, and you will be required to submit the answers within 10 hours online to the MMS. The exam is designed to only take you a few hours (3-5 hours of writing, there is a strict word limit of 3,000 words total for all three answers combined) but to give you the freedom to complete it at a time that works for you, as well as other benefits such as: giving you the freedom to draft an initial answer and then review notes to strengthen areas you feel are weak before returning to complete the final version.

Those who are not experienced with this format often make one critical mistake: They see the questions, and immediately begin a long and intensive process of reading and reviewing on the questions before beginning the writing process towards the end of the allotted time. I strongly urge students not to take this approach as it does not, in my experience, produced the strongest answers. You tend to become exhausted and produce poor quality answers, answer in far too much empirical detail but often straying from the question, and sometimes finding yourself critically short on time or sloppy in execution. I strongly encourage you to consider the following approach:

- View the questions
- Review your existing notes and draft out an outline for half an hour or so
- Write a full draft of all three answers, even if they are only half complete in terms of word count
- Read over your work as a marker might and find the areas you think are weak
- Eat a meal or snack, take a nice break, go for a walk, have a nap, do something fun
- Read over your notes or return to the original texts to address the weaknesses in your answer
- Revise your drafted answers and submit the exam

Questions for the exam typically will strive to get you to think synthetically, to make observations and comparisons across the themes of the semester, and as such should show an ability to make sharp analytical arguments, combined with the ability to employ a few detailed empirical examples to support these arguments.

The exam uses a modified citation practice for the exam and *does not need any footnotes or a bibliography* because the body of evidence you are using should consist of our course readings (whether those are the required weekly readings or supplemental readings from each week). You should not have to do any outside reading for the exam, and in fact, the questions do not assume that you have done any of the further reading. In fact, doing outside reading beyond works listed in our required or further reading show that you have not sufficiently digested our existing available material. Thus, for citation, you need only indicate the author last name (when only one work by them, a short version of title if there are multiple works by same author) and a page number. Quotes should be kept to a very minimum but you should cite where you are taking arguments and ideas from, as in any essay. Example: Lawson makes the argument that ... (Lawson, 233). If we have read multiple works by an author during the semester, add the title as well, or make it clear in your sentence which work you are referring to. If, for some reason, you really want to include an outside reading to support your argument, then you must follow the School of History Style Guide citation practices, and the footnote will be included in your overall word count.

Previous versions of the examination are available, as with most classes at St Andrews, through the online portal for that purpose.

If you have any problems submitting the exam through MMS, please email a copy of it to me before the deadline. It is critical that you get the exam submitted by the appointed time so please leave enough time to make sure you have uploaded the exam to MMS or at least emailed me a copy.

Questions to ask yourself as you prepare for the exam throughout the semester:

- Important: Do I have printed, photocopies, or digital versions of the texts I need so that I am not dependent on either an internet connection or the short loan process should I want to look up any particular references?
- Do have I have good notes for each of the readings?
- Do have I have good “notes on notes” which further filters and reduces my notes down to more general points and arguments, and make it easier to refer to or look up more specific notes or text references?

- Have I kept track of page numbers for key arguments or key evidence/examples so that I can easily find/cite them for the exam?
- Have I worked together with some of my fellow classmates before the exam as I prepare, comparing notes, discussing past exam questions, and sharing reference information.
- Have I consulted the collaborative class notes before the exam and incorporated useful information there, or from the presentation handouts throughout the semester so that I am better prepared?
- Have I thought about ways to connect readings to each other and into larger themes that may bridge across weeks?

Questions to ask yourself as you review over your answers on the examination:

- **Important:** Did I put a **full copy** of the question at the top of all my answers? - **Do not merely put the question number**
- Did I state my answer concisely and clearly at the outset?
- Did I use evidence from our readings to support my answer?
- Did I use some specific examples to support my answer?
- Was everything in my answer relevant to the question as asked?
- Have I included a parenthetical citation for each of the claims I make which come from the module reading?

## City Focus

Each semester, choose one of the cities of East or Southeast Asia to focus in on. Build a basic chronology of your city along with a list of key people and interesting locations, links to maps from different periods, primary sources in languages you can read, and secondary scholarship related to your city. Upload this or add this to one already shared in our collaborative notes document. I may ask you to discuss issues we cover from week to week from the perspective of your city in class. You may choose any city in East or Southeast Asia but you may wish to consider:

- Taipei (Taihoku)
- Shanghai
- Manila
- Kuala Lumpur
- Nanjing
- Mandalay
- Osaka
- Chengdu
- Nagasaki
- Bangkok (Thonburi, Rattanakosin)
- Pusan
- Yangon (Rangoon)
- Tianjin
- Wuhan
- Phnom Penh
- Harbin
- Qingdao
- Ho Chi Minh City (Saigon)
- Mandalay
- Yokohama
- Chongqing
- Hanoi (Hà Nội, Bắc Thành, Thăng Long)
- Macao
- Jakarta (Batavia)
- Hangzhou
- Changchun
- Weihai (Weihaiwei)
- Xiamen (Amoy)
- Kyōto
- Suzhou
- Pyongyang
- Dalian (Dairen, Port Arthur)
- Guangzhou (Canton)
- Seoul (Hanyang, Hanseong, Keijō)
- Beijing (Beiping)
- Tokyo (Edo)
- Hong Kong
- Singapore

## Moodle

We have a Moodle installation for the module. It can be found linked to from the MMS for our module. You can sign up for your presentation week (or update it if you are switching with someone) on the Moodle, and occasionally will be asked to post on a forum that is hosted there. It may also be used for other formative assessment tasks during the semester as needed. The most important use of this forum will be in the form of a research diary (required) and as a place for you to (optionally) share your prospectuses to get peer feedback. The research diary entries include a paragraph where you talk about what progress you have made in the research process, both successes and frustrations. You also update your topic, argument, and main sources that you are using there as the semester goes along. You also will be asked to post (required) a constructive comment on at least one other student posting.

## Reading

Weekly average pages of required reading: 180-250

This honours module is by no means an easy one. The fact that the module is on East Asian history, an area which students may have very little familiarity with, but not a sub-honours survey module, means that students should be prepared to take the initiative to read around the assigned materials and delve into the further reading in order to get a better understanding of the material.

A work load of fifteen to eighteen hours a week (some weeks you may need a few more, some weeks less) outside of seminar is expected. Of this, you should expect your weekly preparation for class in terms of reading to be 7-12 hours in all weeks except the consolidation week and pair writing week, together with 5-8 hours of work on your assignments and research, especially for the long essay. I urge you to spread the load of your work on assignments across the weeks, to prevent stress towards the end of the semester.

Your weekly reading will usually consist of 180-250 pages of required reading, plus some reading that you should select from the further reading, or other supplementary reading chosen by yourself to address content you may have trouble understanding or to boost your knowledge if it is related to your long essay research. Thus, working on an estimate of 250 pages a week total is a safe bet, or, at roughly 30 pages an hour (taking some limited notes), about 8.5 hours.

It is not wise to do your reading in a single sitting, as your concentration will fade, so I suggest you split the readings into two or three, and read them across several days. Give yourself more time for the primary sources vs the secondary sources relative to their length to allow you to pay especially close attention to language and detail in the former. I would recommend that you try to “timebox” the readings, giving yourself a fixed period of time for any given reading and, if it looks unlikely that you will have time to read something carefully, skim it with general notes on the main arguments, events, and issues, as necessary. This is especially useful in weeks when you need to limit your reading preparation time in order to work more on your research for the long essay.

You may find the readings on short loan in the library or in some cases in scanned versions or in digital databases online.

## 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. Cramming for examinations by reducing your sleep has been clearly shown to be counterproductive. Even obtaining 6 hours (an amount many people falsely believe to be sufficient) is universally harmful to your health and mental abilities. The short-term and long-term harm to your body and mind is compounded with multiple days of six hours of sleep (or even less). The permanent negative health consequences (life expectancy, mental health, chance of disease) of frequently getting less than a full night of sleep are also very well established. When missing out on sleep happens unavoidably, naps have been shown to significantly boost performance in mentally demanding tasks. There is unfortunately a widespread academic (and work) culture of pride in getting by sleeping less than eight hours, which I can only hope you will attempt to resist. 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).

## Module Website

We have a module blog at:

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

Which will serve this modules across years. From time to time, I will ask permission of students to post selections from your gobbets, or offer you the opportunity to summarize and/or share a copy of your long essay, or summarize arguments from a presentation. This is not assessed, and you are not required to do this, but I have been extremely impressed by some of the work done in this module and would love to highlight it for past, present, and future students, as well as a wider readership beyond.

## 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.

### **Knowledge Transfer and Ongoing Feedback**

The collective notes document is one example of how communication can happen from one year of students in this module to the next. In addition to this, as coordinator, I share my own thoughts about how the ways in which the module worked or fell short online here:

<http://muninn.net/teaching/>

There are also links to a repository containing the full history of changes to this handbook over time. The reflections on the course include some selections from student feedback. I value your evaluations a great deal and take them, both the formal evaluation at the end of the semester, and any feedback informally received during the course of the semester, very seriously. Please do not hesitate to share with me your concerns as well as suggestions for how you think the module might be improved in the future. I also encourage all students to consider including advice to future students of the module in the shared collective notes document, especially suggestions on the selection of topics, research, and the writing process.

### **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

#### Readings

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

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

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](http://www.columbia.edu/~hds2/pdf/1978_Tokyo_as_an_Idea.pdf)

#### 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.

2. Choose a city to focus on for the semester from the list further up in the handbook. Poke around on JSTOR, Google Books, and the library to see if there are interesting articles and books on the city. Visit google maps and browse the city and street view (if available) for the city. Find its major landmarks and distinguishing features (major buildings, rivers, neighborhoods) and be ready to share your observations in class. Keep your notes on this for the task week 3. Note: The city focus doesn't have to be a city that you write about in your long essay and you can change your city in later weeks.



## Week 2 - Historical and Theoretical Approaches to Urban Space

### Readings

“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.

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

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

Tuan, Yi-fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977. Read Ch 2.

Massey, Doreen B. *For Space*. London; Thousand Oaks, Calif.: SAGE, 2005. Read Ch 1-3 pp1-48. NOTE: A third challenging reading. Please try to understand her critique of de Certeau, in particular.

### Further Reading

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

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.

Elden, Stuart. *Understanding Henri Lefebvre: Theory and the Possible*. London ; New York: Continuum, 2004.

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.

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.

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

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

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

### Task

1. This week is a challenging one. Read all of the required readings, but bring to class a handout with organised notes on one of the following: Lefebvre, de Certeau, or Massey. 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

Sophia Raffles, *Memoir of the Life and Public Services of Sir Thomas Stamford Raffles* (London: James Duncan, 1835).

*Foundation Of The Singapore Institution*, 1823

### Secondary Reading

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

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

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*, 2nd ed. (Oxford University Press, USA, 2008), 46-137

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

### Task

1. Create or add to the timeline and list of sources on a shared document we have (link on moodle) related to your focus city. Continue and deepen the exploration of your city focus as in week one, adding to what you know about it. Be ready to share some of your discoveries in class, including possible areas that may be interesting to study (perhaps for your own essay, perhaps of interest to other classmates). Share some scholarship on the city that you found that may be of interest and why you think it might be interesting

## Week 4: Pre-20th Cent. Beijing, Hanoï and Edo

### Primary Sources\*

*Peking and the Pekingese During the First Year of the British Embassy* (1865)

*Edo and Peking* (Read chapters 5-8, 21-22)

*Kaempfer in Japan* (Read chapters 11-12)

### Secondary Reading

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

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

Lillian M. Li and Alison Dray-Novoy, "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

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

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.

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

Yun, Jieheerah *Globalizing Seoul: The City's Cultural and Urban Change* Routledge Ch 1 "A Brief Urban History of Seoul" - copy provided by me.

### Further Reading

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

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.

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.

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

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.

## 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, "Shanghailanders: 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.

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.

### Further Reading

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

Bickers, Robert A., and American Council of Learned Societies. "Empire Made Me an Englishman Adrift in Shanghai." ACLS Humanities E-Book, 2003.

- Bickers, Robert, and Isabella Jackson, eds. *Treaty Ports in Modern China: Law, Land, and Power*. Routledge, 2015.
- 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.
- Hoare, James. *Japan's Treaty Ports and Foreign Settlements: The Uninvited Guests, 1858-1899*. Japan Library, 1994.
- 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.
- Munson, Todd S. *The Periodical Press in Treaty-Port Japan: Conflicting Reports From Yokohama, 1861-1870*. Brill, 2012.
- 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.

## Week 6: Independent Learning Week

There is no meeting in Independent Learning Week but this 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 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

Michel Foucault, "Of Other Spaces: Utopias and Heterotopias" *Architecture/Mouvement/Continuit * 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

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.

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

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 "Mapping Colonial Space".

Aaron Moore, *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945* (Stanford University Press, 2013), chapter on "Constructing the Continent".

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

### 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.

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

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

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. <http://search.proquest.com/dissertations/docview/1525818580/abstract/F>

Sewell, William Shaw. “Japanese Imperialism and Civic Construction in Manchuria: Changchun, 1905–1945.” Ph.D., The University of British Columbia (Canada), 2000. <http://search.proquest.com/dissertations/docview/304673930/abstract>

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
- 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

Frederic E. Wakeman, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*, First Edition (Cambridge University Press, 1996), 1-92

### Further Reading

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.

### 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

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 Hygienic Colonial Residences in Hanoi

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.

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"

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"

### Further Reading

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.

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

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>.

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.

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

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.

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.

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

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

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

### 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

Read one of the following two:

Elizabeth J. Perry, *Shanghai on Strike: The Politics of Chinese Labor* (Stanford University Press, 1995), 1-130.

Andrew Gordon, *Labor and Imperial Democracy in Prewar Japan* (University of California Press, 1992), 1-109.

1. Contribute to the shared SMPA document and be ready to present on one of your shared documents.
2. You have only one major reading this week, use this time to focus on your long essay.

## Week 11: Migration and Minorities

- Selected SMPA files

### Secondary Sources

Eric Han, "A True Sino-Japanese Amity? Collaborationism and the Yokohama Chinese (1937–1945)," *The Journal of Asian Studies* 72, no. 03 (August 2013): 587–609

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

Goodman, Bryna. *Native, Place, City, and Nation: regional networks and identities in Shanghai, 1853-1937* pp4-23 and pp29-41 in Introduction

Emily Honig, "The Politics of Prejudice: Subei People in Republican-Era Shanghai," *Modern China* 15, no. 3 (July 1, 1989): 243–74.

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

Michael Weiner, *Japan's Minorities: The Illusion of Homogeneity* (London; New York: Routledge, 2009), chapter on Zainichi: Koreans in History and Memory - I'll provide a copy

### Further Reading

- (P) *Presentation opportunities*

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.

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. doi:10.1017/S0021911811000878.

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

———. “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, n.d.

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

### 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

**NOTE:** The readings for semester two may change before the first week of the second semester. Feel free to use the list to get ideas for your long essays but please see the updated handbook of readings distributed in the first week of the second semester.

#### Week 1: Broadening Theoretical Approaches

Edward Case *The Fate of Place; A Philosophical History* Ch 12 “Giving a Face to Place in the Present” [ebook](#)

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](#)

#### Week 2: “Second Cities”

##### Primary Source

Isabella Lucy Bird, *Unbeaten Tracks in Japan: An Account of Travels in the Interior Including Visits to the Aborigines of Yezo and the Shrines of Nikkô and Isé* (J. Murray, 1880), letters on Niigata (Letters XV, XVI, XVII)

##### Secondary Reading

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.

- *If presenting, do an overview of Young’s book*



## Week 3: Molding Colonial Spaces

### Primary Sources

- Japan-British Exhibition selected materials

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

### Secondary Sources

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.

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

### Further Reading

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>.

## Week 4: Gardens, Parks and Squares

### Primary Sources

- Provided by me, TBD

### Secondary Sources

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](#)

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](#)

Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), Ch 1 “Hiroba: The Public Square and the Boundaries of the Commons” [ebook](#)

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](#)

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

### Further Reading

Read more chapters of Chalana, Manish, ed. *Messy Urbanism: Understanding the “Other” Cities of Asia*. Hong Kong: Hong Kong University Press, 2017.

## Week 5: Neighborhoods and Local Space

- Selected maps of Shinjuku station and area around it

### Literary Approach

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”

### Secondary 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.

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](#)

### Further Reading

Theodore C. Bestor, *Neighborhood Tokyo* (Stanford University Press, 1990) (P)

### Presentation Opportunity

David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley; London: University of California Press, 1993).

## Week 6: Architecture

### Primary Sources

- Selected drawings and images, brought by Konrad

### Secondary Sources

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

### Further Reading

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](#)

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

### Presentation Opportunity

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

- *Or do a full overview of Jordan Sand's book*

## Week 7: Domestic Space

### Primary Sources

- TBD

### 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](#)

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](#)

### Further Reading

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

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

## 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)

### Further Reading

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)

## Week 9: Spaces of Tourism and Leisure

### Primary Sources

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

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

"Japanese Tourism to Korea, Circa 1940: The Tension between Tourism Promotion and Assimilation Policies" *Japan Focus* [Online](#)

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).

### Further Reading

- If presenting do one of the (P) books below over an overview of Kenneth Ruoff's book as a whole above

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

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

## 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”

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

## 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)

### 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* - 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://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)
- *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.

## 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)

## 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 Constancia 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-T'ao, 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)
- 台湾日日新報 (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