

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

Tutor: Konrad M. Lawson

Fall and Spring, 2017-2018



**"The View of Ginza from Shinbashi Street" 1914**

**Lecturer:** Konrad M. Lawson **Email:** kml8@st-andrews.ac.uk  
**Meets:** Fall and Spring 2017-8 Wed 9:00-12:00 St. Katharine's Lodge B3  
**Office Hours:** Wed 12:00

## 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 1 - Impressions: Asian Cities Today  
Week 2 - Historical and Theoretical Approaches to Urban Space  
Week 3 - Background: 19th to 20th East and Southeast Asia  
Week 4 - Pre-20th Cent. Development of Beijing and Edo  
*Gobbets Due*  
Week 5 - Treaty Ports and Foreign Concessions  
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 - Long Essay Discussion and Pair Writing  
Week 10 - Health and Hygiene *This meeting will have to be rescheduled*  
Week 11 - Labour, Politics, and Protest  
*Long Essay Due*

## Semester Two:

Week 1 - Broadening Theoretical Approaches  
Week 2 - Migration and Minorities  
*Gobbets Due*  
Week 3 - Transformations: Cities and Hinterland  
Week 4 - "Second Cities"  
Week 5 - Molding Colonial Spaces  
Week 6 - Neighborhoods and Local Space  
Week 7 - Architecture and Domestic Spaces  
*Spring Break*  
Week 8 - Transportation Within and Beyond the City  
Week 9 - Spaces of Tourism  
Week 10 - Commemoration, Preservation, and Memory  
Week 11 - Cities Under Occupation  
*Long Essay Due*

## Assessment Summary

### 60% Coursework

13 Oct - Gobbet Exercise 1 (10% of coursework)  
1 Dec - Long Essay 1 (25% of coursework)  
9 Feb - Gobbet Exercise 2 (10% of coursework)  
27 Apr - Long Essay 2 (25% of coursework%)  
2 Presentations (each 15% 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.

### Gobbet Exercise

In both semesters students will be asked to submit two gobbets, or source analysis essays. Each of these may not exceed 1,000 words in length. Each gobbet collection assignment will be worth 10% of your total coursework mark. In addition, prior to the deadline for each, we will do a practice gobbet that is not assessed.

- 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. If chosen from among assigned primary sources, they must come from different weeks. The full body of the source must be included at the top of the essay, and the source text must not exceed 500 words, preceded by a citation and, in the event the source is chosen by the student, a sentence or two on 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 25% of the coursework and should each be 5,000 words or less. The process of composing an essay of this length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument. The Long Essay should be primary source driven.

Some class time on week three will be dedicated to discussing the essay. At that time, please send me two or three general potential topics of interest that are related to cities in East and Southeast Asia, the name of one or two secondary or primary historical works related to each, and a brief note as to why you chose that work. I will give feedback on the ideas, and throughout the semester encourage students to visit me in office hours to help discuss the move from general topics of interest to specific historical questions. I am also willing to look at an outline of your essay and your final list of sources.

## **Making an Argument**

The academic study of history embraces 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 something: 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. If you are answering one of the questions rather than choosing one of the broader topics, this can usually be accomplished by giving a clear answer and adding at least some detail about how you will go on to support your answer. Your argument should be falsifiable, that is, it should be possible to meaningfully contradict the argument you make and demonstrate that it is false if the presented evidence is not sufficient or poorly deployed. 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 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 these are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. 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 replace:

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

with something like:

*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.*

**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.

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 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?
- Have I been careful not to plagiarise sources and cite them whenever used?
- Have I cited with footnotes all claims that are not a well-known and general historical fact.
- Have I used a variety of appropriate sources?
- 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?
- 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 carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- 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?
- Did I follow the formatting guidelines below?

## **Carrying Out Research for Essays**

When you have selected a question or topic for your longer 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 at least one substantive primary source is required for a module such as this emphasising primary sources. 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. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

## Headers and Formatting

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

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

When formatting your assignments, please follow these guidelines:

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

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

## **Footnotes and References**

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

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

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

## **Online Submission**

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

## **Extensions, Late Work, and Short/Long Work**

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

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

## **Feedback**

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

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

Important: You will be asked to make shorter presentations, 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 for these presentations. These shorter presentations are not assessed. When making these shorter presentations you should again bring a few questions for discussion. Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- 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 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

## **Marking**

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

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



## City Focus

We will be focusing on cities throughout the year but each semester each student should select a city to focus on. Students can decrease the amount of background reading they will need to do if the city they select is also the one, or similar to the one they focus in on for their long essay of the semester. However, it is also so that, each week, you spent 15-20 minutes looking briefly through your sources or online to think about how the week's themes are related to your city. Some of the larger cities have large bodies of published scholarship, but it may be more interesting to find a city that has some nice primary sources in a language you can read that you can progressively read into and draw upon during the year, since you will already be reading a lot of material on the largest cities.

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 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

## Reading

Weekly average pages of required reading: 200-250

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 an average of 15-20 hours a week (some weeks you may need a few more, some weeks less) including the seminar is expected. Of this, you should expect your weekly preparation for eat class in terms of reading to be 7-12 hours in all weeks except the consolidation week and pair writing week, together with 3-6 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 up to 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 possible 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. You can find our module list through the University Library:

## 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.

## Emails

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

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

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 strong 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 printed copies of assigned reading that is made available every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

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

## **Collective Notes**

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

Academic misconduct includes *inter alia* the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

For more information:

<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/>

## Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form (through e-Vision) as soon as possible.

## Absence from Examinations

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self Certificate of Absence form (through e-Vision) as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 24 hours after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

Contact

Examinations Officer

The Old Burgh School, Abbey Walk

Telephone: 01334 464100

Email: [examoff@st-andrews.ac.uk](mailto:examoff@st-andrews.ac.uk)

## Illegible Exam Scripts

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews then you will have to bear the costs of any return travel to the University. More information is available at: <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/illegible-scripts.pdf>

## **Academic Alerts**

Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students' grades. Academic Alerts will be issued by email from the Director of Teaching, Director of Postgraduate Studies, Module Coordinator or School administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student's permanent transcript. For more information on Academic Alerts and details on how the categories work, see <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Academic%20Alerts.pdf>

## **Penalties for Late Work and/or Work of Incorrect Length**

See <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf>

## **Disability Support**

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical condition and much more.

## Seminars

### Throughout Year

Consider getting a copy of:

Calvino, Italo *Invisible Cities* - It is a short but powerful work 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. Consider reading a chapter or two each week and reflecting on it.

### 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.

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

Using the Rumsey Map collection:

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

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

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

#### Readings

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

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.

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.

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

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.

#### Further Reading

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.

### **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

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

#### **Primary Sources\***

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

*Yedo 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," [http://www.columbia.edu/~hds2/pdf/1986\\_Edo-Tokyo\\_Transition.pdf](http://www.columbia.edu/~hds2/pdf/1986_Edo-Tokyo_Transition.pdf)

### 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.

## 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

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

"Origin and Development of the Political System in the Shanghai International Settlement," n.d.

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.

## **Week 6: Independent Learning Week**

## **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.

### **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](#)

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

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.

### **Week 9 - Long Essay Discussion and Pair Writing**

#### **Preparation**

There is no assigned reading for this session. The time you would otherwise spend reading for our seminar should be dedicated entirely to work on your long essay. Take good advantage of this time.

Please bring your laptop or tablet to class for this session.

By this point in the semester, you should have made good progress on your long essay and composed at least some portion of it. This might be a first attempt at the introduction, an analytical passage articulating some important argument you wish to make, or an anecdote which provides a piece of support for your argument. It is tempting to have only a detailed outline at this point, but there is a very long way between the beautiful structure apparent on an outline and the reality of text on a screen. Please bring some portion of what you have written, no more than a single printed page in length with you. We will proceed as follows:

1. 30-45m - First we will exchange some of the written work we have done so far, read it silently for 10-15 minutes, and then have a discussion. Each student can discuss some of their challenges in the research so far, ask for help, and give each other general feedback.
2. 25m - We will form pairs and do a 'pair writing' exercise. During this time one student, the 'driver' will write on their long essay. This can be a direct continuation of what they have already written, a new section, or more casual free flowing of ideas about their paper. If you like, you can write a summary of your essay as a whole. If you are behind in your work, you can write an updated 'prospectus' discussing the direction you are hoping to develop the essay. As you do this, your partner, the 'observer' will sit beside you and watch you write, offering occasional feedback, suggestions, or pose questions to you about what you write. If you struggle with a phrase or an idea, your partner should offer you help.
3. 25m - After a five minute break, we will switch driver/observer to allow the other partner to write. Same as above.
4. 30-45m - Finally we will re-form as a class and share thoughts on the experience and offer each other concrete suggestions on how to overcome problems faced so far, or where to proceed. Did you learn anything from the style or approach of your partner? Did you get any new ideas from interacting with others either in the groups early on or in the partner writing exercise? We will ask for volunteers, who are comfortable with their progress so far to present more in depth about their project and progress to everyone. Time permitting, we will share some of the material that we wrote together in class.

## Week 10: Health and Hygiene

- Selected SMPA files

Laura Victoir and Victor Zatsepine, 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

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.

Henry, Todd A. “Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905-1919.” *The Journal of Asian Studies* 64, no. 3 (August 1, 2005): 639–75. doi:10.2307/25075828.

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

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.

Yeoh, Brenda S. A. *Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment*. NUS Press, 2003.

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.

## Week 11: Labour, Politics, and Protest

- Selected SMPA files

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.

[Social Protest in Imperial Japan](#)

## Semester 2 Readings

**NOTE:** The readings for semester two will very likely 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

Henri Lefebvre *The Production of Space*, complete the book

Gaston Bachelard, *The Poetics of Space*, complete the book

Jacobs, Jane M. *Edge of Empire: Postcolonialism and the City*. London ; New York: Routledge, 1996, 15-36, 70-87.

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

### Week 2: Migration and Minorities

- Selected SMPA files

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

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

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.

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

### Further Reading

Kawashima, Ken C. *The Proletarian Gamble: Korean Workers in Interwar Japan*. Duke University Press, 2009.

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.

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

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.

### **Week 3: Transformations: Cities and Hinterland**

#### **Primary Source:**

Statistical Department of the Inspectorate General of Customs, *The Soya Bean of Manchuria* (Shanghai, 1911).

#### **Secondary Reading**

George William Skinner, "Introduction: Urban and Rural in Chinese Society," in *The City in Late Imperial China* (Stanford University Press, 1977).

E. Patricia Tsurumi, "Cotton: Recruiting in the Hinterland," in *Factory Girls Women in the Thread Mills of Meiji Japan* (Princeton University Press, 1990).

Kenneth Pomeranz, *The Making of a Hinterland State, Society, and Economy in Inland North China, 1853-1937* (University Of California Press, 1993), TBD.

Mariko Asano Tamanoi, "The City and the Countryside: Competing 'Taishō' Modernities on Gender," in *Japan's Competing Modernities: Issues in Culture and Democracy, 1900-30*, ed. Sharon Minichiello (University of Hawai'i Press, 1998).

Margherita Zanasi, "Far from the Treaty Ports Fang Xianting and the Idea of Rural Modernity in 1930s China," *Modern China* 30, no. 1 (January 1, 2004): 113–46

Toby Lincoln, "The Rural and Urban at War: Invasion and Reconstruction in China during the Anti-Japanese War of Resistance," *Journal of Urban History*, February 15, 2012

#### **Presentation Opportunity:**

Raymond Williams, *The Country and the City* (New York: Oxford University Press, 1975).

### **Week 4: "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 Nikkō and Isé* (J. Murray, 1880), letters on Niigata (15-17)

#### **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.

### **Week 5: 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"

## **Week 6: Neighborhoods and Local Space in Tokyo**

- 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 on Shinjuku Station

### **Secondary Reading**

Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), chapter on Hiroba.

Theodore C. Bestor, *Neighborhood Tokyo* (Stanford University Press, 1990), 1-81

Miriam Rom Silverberg, *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* (University of California Press, 2009), chapter The Household Becomes Modern Life, chapter Asakusa Eroticism

### **Presentation Opportunity**

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

## **Week 7: Architecture and Domestic Spaces**

Jordan Sand, Harvard University, and Asia Center, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), TBD.

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.

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

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

### **Presentation Opportunity**

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

## **Week 8: Transportation Within and Beyond the City**

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.

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

Freedman, Alisa. *Tokyo in Transit: Japanese Culture on the Rails and Road*. Stanford University Press, 2011, TBD.

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

## **Week 9: Spaces of Tourism and Liesure**

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

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

"Asakusa Eroticism" in Silverberg, Miriam Rom. *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times*. University of California Press, 2009.

“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, TBD.

### **Presentation Opportunity**

Joseph De Sapia *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, TBD

### **Week 10: Commemoration, Preservation, and Memory**

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.

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.

### **Week 11: Cities Under Occupation**

Henriot, Christian “Scythe and Sojourning in Wartime Shanghai”

Selections from:

Fu, Poshek. *Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945*. 1st ed. Stanford University Press, 1997.

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.

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

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

## 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](#)
- [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](#)
  - Some of these 200 newspapers can be viewed directly but not all of them)
- [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).
- [國民之友 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](#)
- [Hong Kong Government Reports Online 1842-1941](#)
- [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 \(British Government newspaper\)](#)
- [Digital South Asia Library](#)
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [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 teh United States
  - Missionary Correspondence and Journals
- 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

## 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

## Other

- [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
- [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
- [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](#)
- [Digital Vatican Library](#)

## Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [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](#)
- [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](#)
- 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.
- 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

## 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

## China

- [Chinese maritime digitization project](#)
- [Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [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](#)
- 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.

## 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 - missionary journal from China
- 申報 (Chinese newspaper Shanghai)
- 人民日报 (Communist newspaper)
- 台灣日日新聞 (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 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](#)
- Please get in touch if you find that this list contains any dead links, or you wish to suggest an addition