

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

Tutor: Konrad M. Lawson

Fall and Spring, 2015-2016



"The View of Ginza from Shinbashi Street" 1914

Lecturer: Konrad M. Lawson **Email:** kml8@st-andrews.ac.uk

Meets: Fall and Spring 2015-6 Wed 10:00-13:00 St. Katharine's Lodge B3

Office Hours: Tue, Thu 15:00-16:00

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

16.09 Week 1 - Impressions: Asian Cities Today

23.09 Week 2 - Historical and Theoretical Approaches to Urban Space

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

07.10 Week 4 - Pre-20th Cent. Development of Hansōng, Beijing, and Edo

09.10 - Two Gobbets Due

14.10 Week 5 - Treaty Ports and Foreign Concessions

21.10 Week 6 - Utopian Planning and Development of Colonial Cities

28.10 Week 7 - Source Focus: Shanghai Municipal Police Archive (SMPA)

04.11 Week 8 - Long Essay Discussion and Pair Writing

[-] - Week 9 Health and Hygiene

18.11 Week 10 - Crime and Order

20.11 - Long Essay 1 Due

25.11 Week 11 - Power, Politics, and Protest

Semester Two:

27.01 - Week 12 - Broadening Theoretical Approaches

01.02 - Two Gobbets Due

03.02 Week 13 - Migration and Minorities

10.02 Week 14 - Transformations: Cities and Hinterland

17.02 Week 15 - "Second Cities"

24.02 Week 16 - Molding Colonial Spaces

02.03 Week 17 - Neighborhoods and Local Space

09.03 Week 18 - Architecture and Domestic Spaces

Spring Break

30.03 Week 19 - Transportation Within and Beyond the City

06.04 Week 20 - Spaces of Tourism

13.04 Week 21 - Commemoration, Preservation, and Memory

15.04 - Long Essay 2

20.04 Week 22 - Cities Under Occupation

28.04 - Revision Session (Thursday)

Assessment Summary

60% Coursework

09 Oct - Gobbet Exercise 1 (10% of coursework)

20 Nov - Long Essay 1 (25% of coursework)

01 Feb - Gobbet Exercise 2 (10% of coursework)

15 Apr - Long Essay 2 (25% of coursework%)

2 Presentations (each 15% of coursework)

40% Exam

2 Take-Home Examinations, 10 hours each

Learning Outcomes

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

Assignments

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

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) 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 submissions are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

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

Extensions and Late Work

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

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

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

Word Limits

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

Feedback

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

Two Assessed Presentations

Most weeks of the semester students will be given and 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 to focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion.

You will be asked to make shorter presentations, 10 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

- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include 1-3 discussion questions?
- Was the 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

Marking

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

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

Outstanding First: 19.0, 19.5, 20.0

Clear First: 18.0, 18.5

Borderline First: 16.5, 17.0, 17.5

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

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

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

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

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

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

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

Pass: 7.0

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

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

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

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

Unclassifiable: 0

No acceptable work presented.

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/>

Advice and Support for Students

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-and.ac.uk.

Semester Dates

The Semester Dates for 2015-16 are available at:

<http://www.st-andrews.ac.uk/semesterdates/2015-2016/>

Examination Dates

The dates for 2015-16 are:

S1 Exam Diet: Mon 7-Thursdays 17 December 2015

S2 Exam Diet: Mon 9 – Thursdays 19 May 2016

Common Reporting Scale (20-point)

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at

<https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/>

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

Good Academic Practice

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

[http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September 2014 Updated GAP Guide for Students.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/documents/September%202014%20Updated%20GAP%20Guide%20for%20Students.pdf)

Special Circumstances - 'S' coding

'S' Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. 'S' coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. 'S' coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to 'S' code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be 'S' coded.

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your final junior and senior Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, 'S' coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying 'S' to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module 'S' coded as well. Academic appeals, complaints and disciplinary issues

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- An appeal requesting a formal review of an academic decision - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);
- Complaints - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints Handling Procedure);
- Disciplinary cases - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures. If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you must bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

Using the Right Procedure

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

Contact

Iain Cupples Student Advocate (Education)

Telephone: 01334 462700 Email: inc@st-andrews.ac.uk

Termination of Studies on Academic Grounds – Undergraduates

If your academic performance is unsatisfactory, i.e. you have gained insufficient credits to progress to the next stage of your degree programme, your studies may be terminated. You will then be notified by the Dean or the Pro Dean (Advising) that your studies are terminated and you will normally have no more than five working days to request a review of this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit a request for review of the decision you will have your studies automatically terminated. This decision is taken by the Dean in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct.

If your request for review is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your request for review is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late submissions may not be considered further by the University. For further information, see the University's Policy on Student Academic Ap-

peals at <http://www.st-andrews.ac.uk/students/rules/appeals/policy/> International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

Contact

Student Services, The ASC, 79 North Street, KY16 9AL

Telephone: 01334 462020

Email: theasc@st-andrews.ac.uk

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.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

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

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

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

Deferred Assessment

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess Policies Procedures.pdf>.

Deans' List

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans' List, an honour which will also appear on your University transcript. The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans' List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in 120 credits taken part-time over no more than three academic sessions. Full details of all the criteria and conditions for the Deans' List are available at

<https://www.standrews.ac.uk/students/academic/awards/universityprizes/deanslist/> and

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT Credit Grades Awards.pdf>

Laidlaw Undergraduate Internship Program

The Laidlaw Undergraduate Internship Programme in Research and Leadership is sponsored by a generous donation from The Rt Hon Lord Laidlaw of Rothiemay, an honorary graduate of the University. This exciting summer vacation Programme, now in its second year, equips students with the skills and values to become leaders in their chosen occupations beyond University.

Interns will design, pursue and report on a research question of their own devising working on this research with an academic in their chosen School during the summer vacation. Importantly, interns will also complete two intensive, bespoke Leadership training sessions.

This programme is open to undergraduate students in their penultimate year of study. Vacation projects last between 8 and 10 weeks; interns are supported with a weekly stipend of £400. In addition those who successfully complete their internship will also be awarded a further £1000 in their final year of study as part of the Excellence Bursary. Applications open on 5 October. Please see the Laidlaw website for more information at <http://www.st-andrews.ac.uk/students/involve/laidlaw/>.

Undergraduate Research Assistantship Scheme (URAS)

This programme was introduced to promote projects that emphasise the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. The URAS is open to any undergraduate student matriculated at the University of St Andrews. URAS funding (currently at £50 per 6 hours of work, up to £2,000 per school) cannot be used to support research for a credit-bearing programme. The programme is administered by the Proctor's Office. For full details of the application process visit www.st-andrews.ac.uk/students/academic/internships/

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>

Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at: <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf>

Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf>

Degree Regulations

A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at <https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/> and <https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/>.

Leave of Absence

Note to schools: A new Leave of Absence policy came into effect in May 2015. Please ensure you reference the most up to date policy, which can be found at <https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LOA.pdf>.

Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with your Adviser of Studies in the first instance or your Supervisor if you are a Research Postgraduate student. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact the appropriate Pro Dean who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the

way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal.

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>

Student Fees

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

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

Week 1 - Impressions: Asian Cities Today

Readings

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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](#)

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)

Week 4: Pre-20th Cent. Development of Hansǒng, 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

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

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

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.

Sheldon, Charles David. The Rise of the Merchant Class in Tokugawa Japan, 1600-1868: An Introductory Survey. 1st ed. J.J. Augustin, 1958.

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.

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.

Djumenova, 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: Utopia, Planning, and Colonial Cities

- For primary sources, focus on the maps of Changchun in our various readings
- Examine Changchun today and reflect on how the city has expanded and transformed

Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*, *Twentieth-Century Japan* 8 (Berkeley, Calif: University of California Press, 1999), 241-268.

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

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

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.

William Shaw Sewell, "Japanese Imperialism and Civic Construction in Manchuria: Changchun, 1905-1945" (University of British Columbia, 2000), chs. 6-7

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.

Further Reading

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>

Week 7: Source Focus - Shanghai and the SMPA

- Read over the index of the SMPA and browse file structure

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.

Week 8 - 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 9: Health and Hygiene

- Selected SMPA files

Ruth Rogaski and American Council of Learned Societies, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004), <http://0-hdl.handle.net.biblio.eui.eu/2027/heh.06659>.

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

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.

Further Reading

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 10: Crime and Order

- Selected SMPA files

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 11: Labour 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](#)

Week 12: 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 13: 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.

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

Week 14: 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 Tamanai, "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 15: "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 (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 16: 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.

Week 17: 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 18: 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 19: 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 20: 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 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, TBD

Week 21: 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 22: 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](#)

- [満州技術協会誌](#)
 - [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. \(Japanese\)](#)

Government Documents

- [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 \(Japanese\)](#)
- [Archive of Japanese Foreign Policy Documents \(Japanese\)](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Digital South Asia Library](#)
- [Burma, the Struggle for Independence, 1944-1948: Documents from Official and Private Sources \(books\)](#)
 - [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](#)
- Google Books
- Gutenberg Project
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [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
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)
- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)
- [World War II Diaries of Ernest F. Easterbrook, 1944–45](#)

Visually Rich Materials

- [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](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [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](#)

Other

- [Harvard-Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [Chinese maritime digitization project](#)
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Hiroshima Archive](#)
- [Chinese Pamphlet Digital Archive \(Chinese\)](#)
- [PRCHistory.org Document of the Month](#)
- [Taiwan Postwar National Historical Archive \(Chinese\)](#)
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a variety of historical sources can be found here
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Korean American Digital Archive](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
- [Foreign Broadcast Information Service 1974-1996](#)
 - search SAULCAT
- [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
- [Lafayette College East Asian Postcard Collections](#)
- [Joseph B. Keenan Digital Collection](#)
 - chief prosecutor in the Tokyo war crimes trials
- [National Archives of Japan Digital Collections](#)
- [Showa Period Photo Archive from Shashin Shūhō 1938-1944 \(Japanese\)](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [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
- [British Pathe Historical Footage](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Formosa Nineteenth Century Images](#)
- [Hedda Morrison Photographs of China](#)
- [Botanical and Cultural Images of Eastern Asia](#)
- [Korean War Propaganda Leaflets](#)
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [MIT Visualising Cultures](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources

- [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
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China
- [Chinese Civilization in Time and Space](#)
- [Chinese Propaganda Poster Collection](#)
- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage
- [Colonial Film Database of the British Empire](#)
- [Hiroshima Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Denshō Archive for Japanese-American internment](#)

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
- Shenbao (Chinese newspaper Shanghai)
- Renmin Ribao (Communist newspaper)
- Taiwan Nichi Nichi Shinbun (Taiwanese colonial newspaper in Japanese)
- Keijo Nippo (Korean colonial newspaper in Japanese)
- Choson Ilbo (Korean newspaper)
- Tonga Ilbo (Korean newspaper)
- Minbao (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