

MO3337: China's Revolutions, 1850-1989

University of St Andrews, Scotland

Tutor: Konrad M. Lawson - Semester 1 Martinmas 2025

Thursdays 11:00-13:00
St Katharine's Lodge Room 1.10



The More we Study, the Brighter our Hearts will Become
Poster by Lin Longhua, 1964 - IISH Landsberger Collections

Overview

0. *Online Orientation Meeting*
1. 17 Sep **Rebellions and Revolution**
2. 24 Sep **From 1911 to May Fourth**
3. 01 Oct **Building Revolution and the War with Japan, 1931-1945**
4. 08 Oct **Great Leaps Forward: Violence and Reform 1945-1961**
5. 15 Oct **The Cultural Revolution**
6. *Independent Learning Week*
7. 29 Oct **From Reform to June Fourth: Tiananmen**
8. 05 Nov **Reforming Thought**
9. 12 Nov **Gender and the Family**
10. 19 Nov **Maoism in the World**
11. 26 Nov **History and Memory**

Research Bibliography

Key Details:

Email: kml8@st-andrews.ac.uk

Meets: Thu 11:00-13:00 St. Katharine's Lodge 1.10 **Office:** St. Katharine's Lodge B3

Office Hours: Thu 13:00 (sign up [here](#))

Description

This module traces the modern history of China through the lens of its most transformative political and social changes. It begins with the rebellions that shook the Qing dynasty to its roots and concludes with the 1989 democracy movement that centred on Tiananmen square in Beijing.

Assessment Summary

Summative (100% coursework)

- 60% **Long Essay** (4,000 Words) **11 December, 5pm**
- 20% **Four Reading Analysis Posts** (2,500) **21 November, 5pm**
- 20% **Presentation** (10 minutes)

Formative (Required to pass the module, but no grade given)

- **Essay Prospectus** (500 words) **27 Oct, 5pm**
- **Three Elective Reading Handouts**
- **Map Quiz**
- **Two Event Quizzes**
- **Essay Outline**
- *Optional:* **Formative Presentation**

Learning Outcomes

- Assess the impact of economic and social changes on political upheaval in Chinese history and the role of Western and Japanese imperialism
- Compare the ways in which revolution and rapid social and political transformations were inspired by and contributed to myth building and historiography
- Analyse the institutions for 'thought reform' and 'ideological struggle' in the Maoist period
- Evaluate continuities and differences in the scale of violence in China's revolutions and the impact of revolution on gender relations, family, and culture

Assignments

The **summative** assessed portion of the coursework for this module consists of **one long essay**, one **ten minute presentation**, and four **reading analysis posts**. There are several **formative** assessments, most of which are required to pass the module, but do not receive a grade. These include a **essay prospectus**, **map quiz**, **two event quizzes**, a **formative presentation** (optional), essay outline, and three elective reading handouts.

Note: Paper submissions are not requested for any of the assessments. You may upload the submissions directly onto MMS. Formative assessments are often shared on Teams for everyone.

Headers and Formatting

At the top of all your written work or on a **cover page**, you are required to include the following:

- Date: The date of submission
- Assignment: The assignment you are submitting (e.g. Long Essay, etc.)
- Student Number
- Title: A *specific title* (not the assignment type) for your essay in the case of the Prospectus and Long Essay
- Word Count: The total number of words (use the word count feature of your word processor, including footnotes)

When formatting your assignments, you are required to follow these guidelines:

- Page numbers are required
- Use a minimum of 12 sized font

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

Footnotes and Bibliography

Long essays must use footnotes and a bibliography. Reading analysis posts can use simple parenthetical citation with no bibliography. Please carefully read the St Andrews School of History Style Sheet:

[School of History Style Sheet](#)

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. Note: reading analysis posts do not need a bibliography (see below).

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

If you prefer **and do so consistently**, you may use the Chicago Style (Notes and Bibliography) over the St Andrews note formatting. I encourage you to manage your sources in a referencing tool such as [Zotero](#) to help manage your sources.

Ten Minute Presentation

20% Presentation Recorded with Slides or In-person with Handout

Being able to synthesise reading and present ideas orally in class is a key skill and you will have opportunities to improve this skill during the semester in four ways: 1) You will be formally assessed on **one presentation**. 2) If you are presenting in Week 3-11, you may submit a **recorded formative presentation** to get some early feedback on your presentation skills in an office hour meeting. 3) In addition, in any given week, if asked, you should be prepared to speak to the class for 3-4 minutes about the elective reading you have signed up for that week. You should be able to introduce the reading to other students who may not have read the reading, and articulate its main contributions to the week's themes in a concise manner. If you are uncomfortable with being called on in this way about elective readings, please get in touch so we can discuss other options. 4) You will often be asked to discuss readings and questions in groups.

Sign-ups for **in-person** presentations are in Week 0-1 and are usually limited to one per week. Other presentations not in-person are recorded submissions, generally limited to one per week. **In-person presentations require a handout but should not have slides. Recorded presentations have slides, but no handout.** Slides or handout should be submitted to MMS by the day before your presentation as well as shared on Teams for everyone. Recorded presentations must be uploaded to the team **at least 48 hours** before our class begins so everyone has a chance to watch it. See the content session below for information about what to present on.

Recorded Presentation

The recorded presentation has slides but no handout. Record your voice over slides in Apple Keynote, in Powerpoint, or some other application, **but this must export the result as a movie file** for sharing with your teammates - you may not submit a powerpoint or keynote file and it should be a standalone video file that you share with the class via Teams (you can upload the simple slides or exported PDF of slides to MMS). You must submit the video *at least 48 hours before the class* related to the content, or you will receive a late penalty for each day as if it were an essay submitted late. A strong first class recorded presentation will not have very text heavy slides, will have an excellent connection between visual, textual, content and linking of slide content and spoken word, and will be delivered in a dynamic manner.

- **IMPORTANT:** You must submit a movie to teams for sharing with the class - *not a powerpoint file with embedded sound, and not a keynote file*, but a movie file. Again: you must submit a movie file (MP4, etc.). The MMS upload can be a pdf or slides file.
- Confirm that your movie can be viewed using the open source software [VLC](#).
- After saving as a movie file, please confirm that voice is clearly audible (not a faint or unclear voice) and your slides display.
- The recorded presentation video should be uploaded to the class files in Microsoft Teams no later than 48 hours before the class relevant to the content which lists the book as an option. No handout for the recorded presentation.
- Please name the video file you upload strictly following this format: the week number, your first name, "Presentation", and a title of the text your presentation is about. For example: "W5 - Sarah Presentation - The Book Title"
- Consider making good use of visual images, and try to keep the amount of text on screen, except for cases of an important quote, to a minimum.
- Recorded presentations assess a slightly different set of skills than the in person presentation: they are a good way to practice and improve your ability combine images with your voiced narration and a small amount of text on screen. More time is required to prepare a recorded presentation, but you have the advantage of being able to re-record sections you are unhappy with. More time is required to find effective visual material and evaluate the amount of textual material you will present to supplement your voice, but you don't need to worry about either the handout or responding to questions.

- if a recorded presentation with slides, make effective use of images, show restraint in the use of text, generally slides that are merely a list of bullet points (in other words, don't do what lecturers often do at St Andrews!).

In-Person Presentation

We will have a limited number of slots during the semester for in-person presentations, first come, first serve via sign-up list on Week 0-1. You are expected to produce a supplementary handout (single side of a single page) and answer one or two questions directed at you after your presentation. A strong first class live dissertation will *not be read from an exact transcript*, nor will it reproduce exactly content from any handout bullet points: it will be well-practiced, clearly articulated, show good eye contact with other students (not the tutor), and is never rushed.

- Use the handout to indicate the overall structure of your presentation and key points you will make. You may include some basic names, events, or places of importance, or any key quotes.
- The handout should be shared via the Team by the beginning of class to the appropriate folder and be named strictly as follows: the week number, your first name, and a title of the text your presentation is about. For example: "W5 - Sarah - The Book Title"

Presentation Content

Unless you secure permission for a special topic from me, the topic of your presentation should be a *single author* monograph (not an edited volume of different chapters) from among those approved for the given week of your presentation. Throughout the seminar readings provided below you will see a (P) next to appropriate texts you may present on (don't forget to check the further reading for options). If the work is in the required or elective reading section, however, **your presentation should cover the entirety of the work**, not merely any assigned chapters.

Because you are presenting on the work as a *whole* the presentation assessment, it is impossible to cover everything. You can tell us what aspects of the book you will focus on and which ones you will say little or nothing about based on their importance overall. You must have read to book as a whole, however, to know what is important or not important to present. This presentation will evaluate your demonstration of your ability to:

- choose what is most useful to share: a very concise sentence or two of author background, the key arguments in the work, main cases it considers, strengths and weaknesses, links to other reading of the week when relevant
- include illustrative examples that give the listener a feel for the work
- project your voice clearly, make use of effective pauses, modulate your voice effectively
- make use of a spoken rather than a written register that engages the listener
- avoid exactly reproducing the content of a handout and don't sound like you are using bullet points
- try to avoid the *appearance of reading* from a script - first class in-person presentations do not come across as read presentations

The assessed presentation should be 10 minutes in length *and not a minute longer*. Being slightly under the time limit is fine. Better to say too little in what is within the time limit and not rushed, than a rushed completion or over time. The presentation should summarise the main arguments, point out what was most interesting or useful as a takeaway from the chosen text, and include at least some consideration of your critical evaluation: discuss at least one limitation or shortcoming. This should be substantive, based on an evaluation of concrete content, not superficial or based on your own enjoyment of the text (avoid "it was too long", "it was boring", "it was too theoretical", etc.). It should *not* a detailed and exhaustive retelling of the content: it should set the context, highlight the arguments, strengths, contributions, and offer an evaluation. Nor is your goal to determine whether or not you can "recommend" that someone should read a book. Part (but not all) of the presentation may offer greater detail on a particularly important section.

What Ifs

If you have signed up for an in person presentation and you are sick or otherwise unable to attend your presentation, contact Konrad. Make-up presentations will be in the form of a recorded presentation. If you submit a recorded presentation late (that is, later than 48 hours before class to both MMS and Teams), you will receive the standard -1 per day it is late until it is submitted.

Some questions I consider when marking the presentations:

- Did the student project their voice clearly, modulate their voice appropriately, make effective use of pauses
- Did the student speak at an appropriate pace and not overload their presentation with too much content?
- Did the student appear to move beyond simply reading a written document?
- Did the distributed handout accurately summarize the general points to be made in the presentation in the form of concise bullet points?
- Did the handout include any important dates, sources, key people, or, if necessary, a map that serves as a useful reference?
- Was the time minute limit very strictly observed in the presentation?
- Did the presentation provide the context of the work, and very briefly introduce the author without this taking up too much time?
- Was the presentation well-structured, organized, and focus on a only a few key points in depth?
- Was there a good balance of arguments, examples to support them, and critique?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation make an effort to connect the readings to other readings for the day or find ways to connect to the reading and discussion from previous weeks?

Formative Presentation Presentations can be a stressful assessment for some students and practice helps. Any student who has signed up for a presentation from Week 3-11 may submit a recording of a 3-4 minute presentation focused on one of our required or elective readings (just an article or a chapter is fine from within the assigned material of any kind) and book an office hour to get feedback on this presentation and suggestions for their assessed presentation. Keep in mind you will need to share this on the team in the folder labeled as such at least a full day before office hours to leave time for your tutor to watch it and be able to give live feedback.

Reading Analysis Posts

20% Four posts shared on Teams and then Final MMS Upload of Four Chosen Posts Friday, Week 10, 5pm

20% of the grade for this module comes from **four reading analysis posts** you write in response to weekly reading. Together the final submitted version should amount to no more than 2,500 words (usual 10% rule for penalties) across four posts. Your reading analysis posts must be shared on Teams **in four separate weeks of the semester at least 24 hours before the relevant class in the Teams channel for the appropriate week**. Please name your shared Teams post strictly following this format: the week number, your first name, "Post", and a title for your post. For example: "W5 - Yoshiko Post - [title for the post]" These are shared initially on Teams so we can all read them and potentially work them into our seminar discussion. This also ensures that these posts are being written throughout the semester, and not by the final deadline. For example, if you are writing one reading analysis post about readings for our Week 3 session, you must share the post a full day before our meeting in Week 3. If you like, you may choose to submit one post any time in independent learning week (Week 6) related to any week you like. You may submit a post for Week 11 in Week 10 (even if you have already submitted a post that week). When you post to Teams, **do not post a file**, just paste in your post text and post it directly to Teams. Then, in Week 10 (or any time after you have completed four posts), choose four of your posts, put them together into a **single document** for MMS re-submission, including the following for each post:

- each post title in bold
- date post was originally shared on teams and the week number
- a link to the post on teams (find your old post and "copy link" from the menu at top right of your post)
- word count of the post
- the content of the post pasted in.

You will receive a summative mark for these only after final submission of all posts, but you are welcome to come to office hours to ask for oral feedback on your first or second post. I strongly urge you to get most or all of these out of the way quickly, ideally by Week 6 or Week 7 so you can focus your energies on essay research and writing.

Special Offer: Some students are uncomfortable about the fact that the posts and the essay are both submitted late in the semester. This means that two major summative grades are provided near the end of the module. The logic behind this is that these are *summative* assessments, which build on your *formative* work during the semester that you can iterate and improve upon. This is why you have the option to write more posts than you submit - you may come to office hours to get feedback on one or more posts and suggestions for improvement. However, students are welcome to complete and submit all their posts by the end of Week 6 to MMS, and they may receive their mark unofficially in week seven or eight. They may not resubmit the posts after this time, however, and must accept that mark.

Reflective Posts - What to Write:

- You can focus on one or more required readings (including primary sources - which I encourage you to engage with) and/or your elective reading.
- If you are also submitting a handout on this week (which you are free to do), you should not have the handout and the post be on the same text.
- I recommend that your post make a single clear argument about your reading/s, backed with evidence and several examples from one or ideally several of the texts
- Posts that put the week's readings in conversation with each other or connect to previous weeks are most welcome, but to the end of a single overarching point.
- Please make **at least one explicit reference to a specific part of a source, but ideally your post will have several**. You do not need formal footnotes or bibliography! Instead, mention the

title clearly in the body of your post or else make it clear from context which of the week's readings you are referring to, and (you must) include relevant page number references in parentheses.

- Your posts should ideally each aim to be between 500-700 words each (remember all of them together should add up to 2,500)
- The posts should have a single overarching purpose and unified focus - if you find your post getting too long ask yourself if you have remained focused throughout. Do one thing well: think of the post as a mini-essay.
- Avoid vague references to what you like and don't like; what you found interesting or not interesting - again: use these posts as a place to practice the making and supporting of arguments about your reading.
- Be concise and avoid repetition.

Note: Many, perhaps most, of you will only write four posts to share on Teams that are eventually submitted. However, you are free to write posts to share on Teams in as many weeks as you like (only one post per week) but you may **only submit four of them in Week 11 on MMS**. You may make minor editorial changes (corrections to language etc.) on the MMS submitted version, but may not make them longer or substantively change the content. However, you may make them shorter or more concise by cutting material, if you like.

Elective Reading Handouts

Three Handouts Shared on Teams Channel 24 Hours before Relevant Class

During the semester, you are required to submit at least **three elective reading handouts**. You may submit no more than one handout per week but you may choose the weeks. I strongly encourage you to get this done early in the semester. These are not marked, but submission of three of them is required to pass the module. Each week on Teams, **by the evening before class at 11pm**, you can upload a reading handout as a pdf odt, rtf, docx, or txt file to the "Files" for the channel of the week. The handout should be **two pages** and provide general info about the elective reading you chose. At the top, write 2-4 sentences which summarizes the text/s in your own words (you may not use generative AI for this!), including any main argument of the work/s. On the rest of the two page should include information you think is most important on the structure of the text/s, timeline, main sources used, key historiography engaged with, people or description of events discussed, and your own main takeaway points. You may make use of bullet points, lists, outlines, etc. Please name your handout strictly following this format: the week number, your first name, "Handout", the category of elective reading and category title. For example: "W5 - Henrik Handout - C [name of elective reading category]"

- These are required submissions but not marked.
- The whole thing may be in the form of hierarchical bullet points if you like, but make most of these full sentences whenever possible, rather than fragmented phrases except when outlining structure or listing things.
- No smaller than size 10 font. No need for images

Prospectus and Indicative Bibliography

abstract, overview, and bibliography of a minimum of 12 secondary sources for your long essay due Monday Week 7 5pm

You are required to submit a 500 word prospectus, a proposal or abstract for your long essay, including a draft articulation of a possible argument and an indicative bibliography (the latter not included in word count). You are also **strongly encouraged** to come to office hours to discuss a draft of this you will have an opportunity to submit earlier.

Prospectus (500 Words): Write a brief summary of your essay **as if you have already written it**. What did it do (in the past tense)? What kinds of sources did you use? How did you structure the essay? Include in this 500 words a sentence in **bold** which is a statement of the essay's proposed argument.

At this early stage of your research, this is highly speculative, and it is very unlikely to end up being the actual argument you will make in your essay. Your eventual final argument will also likely be much more concrete than it is here in the prospectus but use this as an opportunity to practice stating a possible argument you will make.

Indicative Bibliography: Divided into two sections, primary and secondary sources, offer a list of sources that you will have access to in a language you can read that you think will be useful for your essay based on your reading so far. For each source, include one complete sentence explaining why you think the source is useful. List no fewer than 12 secondary sources and no more than 30 (for this exercise). Sources should not merely be limited to those directly on the topic, but “climb up the ladder of abstraction” to include important works on the more general topic you can learn from.

Map Quiz

In Week 2 there will be a formative map quiz (required but not graded). To prepare for this review the interactive [map online here](#). You will be given a map and asked to label as many of the provinces and key cities you can. You will also be asked to draw the courses of the Yellow river and the Yangzi. The quiz will be peer graded. Results will be tracked on semester leaderboard. There may be prizes.

Event Quizzes

There will be two event Quizzes, in Week 3 and Week 5. The first of these will be on the “China Timeline 1830s-1989” set of events which you can [review directly online here](#). The second event quiz will be on one of the supplemental event lists of your choosing (there are “small” and “large” packets, the in-class quiz will be based on the small packets). By the second week you should [choose one of the main periods covered by the module](#) which will determine which set of events you will be quizzed on for the second quiz. Results will be tracked on semester leaderboard. There may be prizes.

Long Essay

The 4,000 word essay (including footnotes) for the course is worth 60% of the total coursework. This is the heart of your efforts during the semester. It may be up to 5,000 words without penalty (as opposed to the penalty starting at 10% limit over 4,400). Penalties for longer essays are then as normal. 5,001 words receives a -1 penalty, and 5,401 a -2 penalty, 5,801 a -3 penalty and so on. Don’t assume a longer essay is better.

This is not an essay you research and compose in the final weeks of the semester. This essay requires you to make progress on it **throughout the semester**. Again: **You must set aside several hours every week to work on this essay**. Narrow down an area of interest, read within this area of interest, isolate a few themes of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time in most weeks will be dedicated to discussing the essay. It is not uncommon for a student to change topics once or twice during the semester, as the feasibility of one topic or another is evaluated and the sources explored. I don’t recommend bigger topic changes after Week 7. My suggestion is that you answer two questions for yourself very early in your research: 1) Once you have a general topic or area of history you are interested in, think about what kinds of arguments or historical approaches have been applied to this area before that will serve as the starting point for your intervention? 2) What kinds of primary sources do you have realistic access to for use in the essay. Most first class essays will show an ability to carry out original research that includes use and analysis of **primary sources**, but students may choose to do a historiographical essay instead. It is harder, but by no means impossible, to meet the first class grade descriptors for a historiographical essay.

Topics for the Essay

Your essay should be an **argument driven** analytic research essay and in almost all cases should engage extensively with primary sources. The title should aim to be similar to that of an academic article. Academic articles rarely have questions in their title and instead suggest the topic, scope, and argument that the reader will find in the essay. You should write your essay on a topic which falls within the scope of one of the following periods:

- Late Qing dynasty history (1790s onwards)
- China during the Republic (1911-1945)
- China during the second Sino-Japanese War (1937-1945)
- The rise of the CCP and the Chinese Civil War (1921-1949)
- China during the Maoist period and thereafter but only up to 1989 (1949-1989)

Please choose one of these eras to focus on by the second week. That will also determine the supplemental event list for your second quiz.

Journals for Inspiration: I would suggest browsing some of the following journals, and especially note articles that fit the above description:

The Journal of Asian Studies

China Quarterly Late Imperial China Harvard Journal of Asiatic Studies

Twentieth-Century China Modern China Journal of Modern Chinese History

Modern Asian Studies

Critical Asian Studies

positions: east asia cultures critique

Asian Studies Review Chinese Historical Review Chinese Studies in History Bulletin of Concerned Asian

Scholars British Journal of Chinese Studies China Heritage China Perspectives Saksaha: A Journal of Manchu Studies

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 religious aspects of the Boxer Uprising, it should not consider its task complete when the major facts of the Boxer Uprising and its religious elements 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 Uprising as an opportunity 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? The answer takes the form of a claim that does more than merely repeat a synthesis of what previous scholarship has established and agrees to be the case. The possibilities are many, but in every case, they offer an answer to the question: So what? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

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

by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

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

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 main argument** you are going to make in the essay. After you have finished writing your essay, read it through and for each paragraph and sentence ask yourself if it supported your argument, provided essential background to establishing your argument, or else if it does not offer much of a contribution. If it doesn’t, cut it ruthlessly from your essay to make room for better material.

Engaging with the historiography: What does this phrase mean? It means directly and explicitly acknowledging what historians have said about your topic and your specific question in existing work. Point out both positive contributions and problematic ones when appropriate. Who has worked on this before, and what specifically have they argued? See your essay as part of a larger conversation (it doesn’t necessarily have to be an adversarial one) that includes previous historians. Once you have considered those who have done research very close to your case or argument, also engage with the important historiography in the broader field most relevant to your topic.

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

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay? Does it move beyond telling the reader what the essay is “about” and what the essay “will do” to tell the reader very clearly what *has been accomplished* in the essay and *what be specifically shown* in the essay, and not leave this only for the conclusion?
- Does the essay have a clear conclusion which restates the main points and then makes some effort to contextualise the findings in the broader issues of the course?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of our module topic?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument with clear and specific examples to enforce my points?
- Does the essay avoid long quotations from secondary works whenever possible? Do I instead summarise, without plagiarising, and cite the work of secondary work except when the particular wording or language is key to the argument I wish to make?
- Have I cited with footnotes all claims that are not a well-known and general historical fact.
- Have I used a variety of appropriate sources to provide evidence in support of my claims?
- Have I avoided using phrases like “many historians argue” or “much scholarship” or “it is often argued” and offer specific examples and citations?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?
- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?

- Have I gone back and considered my major claims from a critical perspective, and answered any major possible weaknesses in my essay?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Has the long essay engaged with the historiography on the relevant issue effectively throughout?
- 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 avoid using imprecise or abstract terms when concrete ones would suit better?
- 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? Does it have separate sections for primary and secondary sources?
- 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 introduction, historiography and any background does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?

Carrying Out Research for Essays

Secondary to Primary: When you have selected a question or broader topic for your longer essay the first, one common approach is to look for information on the topic among the various books and articles that are assigned or proposed in this course, especially the further reading of each week. This is the “secondary to primary” approach. 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. “Scrape” the bibliography and footnotes of more general works in your area of interest, look those works up and then “scrape” the bibliography/footnotes of those works (move between recent books/articles and older ones to try to fill out your search better). Eventually you will get a broader shape of the landscape of research around your topic. Along the way you will get the feel for what the key works are, but also what more general works “up the ladder of abstraction” are often cited that influence the writers or help them establish basic categories and concepts. You hopefully also get an impression for what kinds of primary sources have been used in the past, or at least categories of sources that may be useful. Then dive into the primary sources, either those which you have found through the secondary scholarship, or which may have been neglected by it but which has potentially something to contribute.

Primary then Secondary: Other students and scholars argue that you should avoid reading closely related secondary research on a topic in the first stage (beyond very general background), but instead directly dive into a set of relevant primary sources. Reading these, they look for things that stand out or which surprise or shock them, then they return to the secondary scholarship. If your initial ideas and reading end up not working out and you need to pivot during the semester, this is often a great way to do it: instead of starting the process above from scratch, find a rich body of primary sources and dive deep with them. Even with time lost on one idea, some of the best essays I have read have emerged from a student who has read deeply on some initial topic, started over, and this time tried things the other way around, starting with a single collection of interesting historical primary sources.

Whichever of these general approaches you take, in reality all students and scholars will need to move back and forth multiple times between primary and secondary sources as they refine their research questions and their proposed arguments.

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

- The secondary bibliography at the end of this handbook
- The primary sources at the end of this handbook
- Our library catalogue
- Major journal databases we have access to such as JSTOR and MUSE
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Google Books and The Internet Archive (archive.org)
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- LLMs - Large Language Models such as ChatGPT are highly problematic tools given their propensity to confidently manufacture completely false information, but may be useful as *one early part* of your brainstorming process. See my separate document on the LLM policy for this module.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks " " when appropriate
 - Try adding filetype:pdf to limit results to PDF files
- Frog in a Well Primary Source Guides:
 - [History of Modern Shanghai](#)
 - [Missionary Perspectives on China](#)
 - [History of Taiwan](#)
 - [Modern Korean History](#)
 - [History of Burma](#)
 - [History of the Philippines](#) (under construction)
 - [History of the Malay World](#)
 - [Primary Source Nuggets](#)

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

The process described above of “scraping” footnotes and bibliographies is a stage which requires only rapid skimming and brisk movement across a large number of candidate materials. This might be combined with a closer reading of a good general work. Once you have a good body of secondary sources, you can return to works previously skimmed and read in a more informed targeted way. 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.

Essay Outline Anytime between Week 8-11 you should submit an outline of your essay which includes an overview of how you are thinking of structuring your essay. This should also include a tentative essay title, the argument (updated from your prospectus), and hierarchical bullet points that follow the structure of your essay. You can do this down to the level of paragraphs, but don't include whole paragraphs of text in the outline, just generalized overviews. At the bottom you may include a list of 2-3 questions that you are concerned about or problems you would like advice on. Then book an office hour and come and discuss your outline with me. Make sure you have emailed a copy of your outline to Konrad at least a full 24 hours or more before you meet Konrad in office hours.

How your Long Essay is Evaluated

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

- **Important:** The essay gives a clear presentation of its argument in the introduction of the essay
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic
- The argument is well signposted, with different sub-arguments of the essay clearly introduced with clear topical sentences.
- The essay shows that extensive reading and research was done in order to write this essay and the evidence is used effectively in support of the argument
- The essay consistently cites its sources with footnotes and these footnotes are generally formatted well.
- The essay engages with the relevant historiography on this topic directly and effectively
- The essay has a good balance between empirical examples and presenting evidence on the one hand, and strong analysis contributing to the argument on the other
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- The essay is written well and has a clear structure.
- The essay is within the word limit and of a sufficient length for its proposed scope.
- The School of History Style Guide was carefully followed.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number.

Feedback

Feedback is generally provided directly on the mark sheet, which will be posted to the MMS within two weeks. Presentation feedback is provided at two points in the semester so they may be marked in groups. Some formative feedback on Moodle posts (before they are submitted to MMS) will be made sporadically throughout the semester, especially on the first or second post made by a student.

Daily Mao Reading

Mao Zedong's speeches and essays have had a huge influence on the political and social discourse of China in the 20th century. More than most national histories, the historian can benefit a lot from a familiarity with his works. At the height of Mao's cult of personality, in the opening years of the cultural revolution, a campaign urged Chinese people to "daily read" (天天读) Mao's works, and a practice of "Ask for instruction in the morning and make a report in the evening" (早请示, 晚汇报) encouraged people to rise each morning to read a bit of Mao in order to receive inspiration from him, and later in the evening, read him again and summarize one's achievements of the day. His words were quoted in thousands of publications, often in bolded text to highlight their value, and phrases from his work seeped into daily conversation.

We will have occasion to discuss in depth some of Mao's most important works, but this semester is a good opportunity to become familiar with a wider range of Maoist discourse through his works and reflect on its broad patterns, tendency for repetition, contradictions and rhetorical techniques, but also changes over time. To this end, students are asked to "Ask for instruction in the morning" and do a bit of "daily reading" of Mao some five days a week for ten weeks of the semester.

This daily reading should come from two distinct sources and together shouldn't take more than 30 minutes at most:

- **Each weekday**, read about 10 pages (that is, 5 PDF scanned images) out of 504 pages in total from [*Selected Readings from the Works of Mao Tsetung* \(1971\)](#) available for [PDF download here](#). This book is a selection of works from the broader *Selected Works* series. I encourage you to print this out and mark this text up with your notes and highlights. You can also find and [purchase a used copy of this](#) but look for the 1971 edition. If you want to read the Chinese version, look for the 1966 2nd edition of 《毛泽东著作选读》(甲种本 2 版) which can be [found online here](#).
- **Each weekday**, read one of the 33 chapters of the [*Quotations from Chairman Mao Tse-tung* \(1966 edition\)](#). I have combined a version of these text available at marxists.org and www.mzdbl.com.cn for use in this class [available online here](#). Any students learning Chinese can easily switch to the Chinese version of any verse and also hear it read out. If you are only using the English version, again I suggest you print it out and mark it up (there are lots of used copies of the little red book but it has become a bit of a collector item and lots of rubbish versions out there). Most chapters are under 1,000 words, but a few of the chapters are longer (3, 4, 5, 10, 11, 22 and 29) with 1,500-3000 words and you may want to break those into two.

If you want to learn a bit more about the *Selected Readings* and *Quotations* in terms of what they include and exclude, you may be interested in this post: [Swimming in the Sea of Mao's Works](#). For more on the *Quotations* I recommend the opening chapters of *Mao's Little Red Book: a Global History (Ebook)*.

Things to Note, Things to Ask

- Highlight and keep a note file where you record key terms that keep appearing throughout Mao's texts. What special meanings do they take on in Mao's language? E.g. does liberalism or democracy mean what you might think they mean?
- What passages in his texts touch on themes of violence or may be particularly useful in a violent campaign? How does he justify or limit legitimate violence?
- What passages seem to support a diversity or range of opinions on policies? What passages might be used to crush dissent?
- *Selected Readings*
 - Keep an eye on the shift in frequency of mention of particular themes or terms over time
 - When Mao appeals to a source for authority or legitimacy, what figures or kinds of texts does he appeal to?
 - Mao likes facts, objectivity and being practical, but how specific or abstract are different pieces that he writes? When is he more abstract and when is he more concrete?

- Mao loves on the one hand but on the other constructions of dialectical reasoning. Find examples of this in his writing: what impact do you think it has in practice for revolutionary politics?
- *Quotations*
 - As you read, you will start to recognize the quotations from the texts you have already read in *Selected Readings* but taken out of their original context. What gets lost when they have been pulled out of their context? What can we learn from the way they have been assembled in groupings in the *Quotations*?
 - How might some of these quotations find their way into daily life? How might you use them?
 - Plucking out phrases from the quotations, how might they be used for purposes that they were not intended? Can Mao's quotes be useful in a struggle against Mao or the Chinese state?

Policies

Marking

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

The marking scale can be found here:

<https://www.st-andrews.ac.uk/history/students/ug/assessment/>

Extensions

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

Word Limits and Late Work

It is important to work consistently through the semester and work around your other commitments and deadlines. Plan ahead and don't save your work until the last minute. Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

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

<https://www.st-andrews.ac.uk/history/students/ug/assessment/>

Please Note: In this module you will not be penalised for a *long* essay that goes over the requested word range but is up to 5,000 words. This exception applies **only** to the long essay.

Absence from Classes

Please see this page for more on our attendance policy:

<https://www.st-andrews.ac.uk/history/students/ug/attendance/>

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. Please try to avoid sending emails that require more than a very brief answer. If the email requires a substantive answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday. In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails. Finally, before hitting the send button, please confirm that the answer to your question is not found in the handbook, on official school websites, or other handouts provided to the class.

Laptops in Class

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

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

You are welcome to bring a laptop to class and use it for notes and reading. Please do not to use applications on your laptop not related to our class, including email applications and social media. Obviously they will interfere with your own concentration but that is not the primary concern: using other applications on your laptop is a severe distraction to anyone sitting next to you.

There will a number of occasions during the seminar when full undivided attention is required by students. Group work not related to sources, student presentations, and some other moments will not require any note-taking or referring to documents on your computer. In those occasions I may ask students to close laptops or turn over tablets so they can concentrate on the task at hand.

Academic Misconduct and Plagiarism

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

<https://www.st-andrews.ac.uk/education/staff/assessment/good-academic-practice/>

Students are permitted to use Large Language Models (LLMs, or generative AI) in this module, as they see fit, but it is imperative that they understand the limitations of the technology. If you decide to use them (to assist in research, editing your writing, etc.), you, as the student, are **fully responsible for your submissions**. Fake or hallucinated citations or other content will be significantly penalised in your mark as an expression of poor research skills. I have a separate document where I outline the ways in which LLMs (generative AI) *may* be potentially useful in the course of your research and writing. Summative assessments should include a declaration of what LLM models were used and a brief description of how they were used.

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

<https://www.st-andrews.ac.uk/ceed/>

Equality, Diversity and Inclusion

The School of History is committed to supporting equality of opportunity and inclusion at every level, irrespective of age, gender, maternity, disability, race, faith, sex and sexual orientation, through the enactment of fair policies and practices. The School seeks to provide a place of welcome, tolerance

and inclusivity in which to study, work and research. For more information, please visit the Equality, Diversity and Inclusion section of the School's website, on

<https://www.st-andrews.ac.uk/history/about/equality-diversity-inclusion/>

Films of Interest

For each week of our seminar I have listed one or more films that relate somewhat to the theme for that week. Many of these films are, to be frank, awful. Some of them use a historical event as a backdrop for their own plots. Some generally focus on the historical event or some historical figure in it, but almost all of them deviate significantly from the historical events and generally should be treated as fictional accounts.

However, I am a very strong supporter of watching bad historical films, especially around the time when one is studying the same period with good historical accounts and primary sources. A great pioneer of this is Henry Smith and other historians who put together [the book *Learning from Shogun*](#) (1980) to allow students to learn something about Tokugawa period Japanese history from the very popular novel (and later horrible but also very popular TV series) called *Shogun* (which is now back again! See [the recording of this event for a discussion](#)). This work was my own first encounter with Japan as a child, and like for many of us, seeing these films or television shows, for better or for worse, leaves us with incredibly long-lasting images of a historical event. Thus, instead of ignoring them, dismissing them contemptuously, or merely non-critically accepting them as pure entertainment, I think it can be productive to watch them while you are studying a historical period and critique them.

When I say critique them, I do not mean to complain about anachronistic historical dress, or invented composite characters, or impossible to recreate dialogue, or even more blatant distortions of historical events. I mean to think of them as a narrative, because, like the narratives of historians, these films are forced every minute of the way to make important decisions about what to show and not to show, who to highlight and who not to, what aspects of a historical story are important and which ones aren't. Critiquing this in films is a fun and perhaps easier way to practice the art of being sensitive to these decisions made by historians in their own writings.

These films are listed for your reference and I welcome student comments in class who have seen them and wish to raise thoughts they have about them. However, you are not required to watch any of these films during the semester and, indeed, many of them are very difficult to get a hold of, and some cannot be found with official or fan based subtitles.

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

Your weekly reading will usually consist of 200-250 pages of required reading. 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 8-9 hours, but most likely longer if you take more notes. To this must be added time for your research and assessments.

It is not wise to do your reading in a single sitting, as your concentration will fade, so I suggest you split the readings into two or three, and read them across several days. Give yourself more time for the primary sources vs the secondary sources relative to their length to allow you to pay especially

close attention to language and detail in the former. I would recommend that you try to “timebox” the readings, giving yourself a fixed period of time for any given reading and, if it looks unlikely that you will have time to read something carefully, skim it with general notes on the main arguments, events, and issues, as necessary. This is especially useful in weeks when you need to limit your reading preparation time in order to work more on your research for the long essay.

Chronology

Below are some of the major dates relevant to this course. Please become familiar with them and commit them to memory if possible, if at least for the duration of our course, as it will help to put our various readings into the context of other events around them:

- 1839-1842 (First) Opium War
- 1842 Sino-British Treaty of Nanjing; beginning of unequal treaties
- 1850-1864 Taiping Rebellion
- 1851-1868 Nian Rebellion
- 1894-1895 The (First) Sino-Japanese War
- 1895, Apr Taiwan Becomes a Colony of Japan
- 1900 Yihequan Movement (Boxer Uprising), occupation of north China by foreign forces
- 1905 Sun Yat-sen founds Revolutionary Alliance (Tongmenghui)
- 1910, Aug Korea is Annexed by Japan
- 1911, Oct The Xinhai Revolution, leading to fall of the Qing
- 1911-1928 Severely fragmented power in China (Warlord rule)
- 1915, Jan Japan Issues the Twenty-One Demands
- 1919 The May Fourth Movement
- 1921, Jul Founding of the Chinese Communist Party, First Congress in Shanghai
- 1924-7 First United Front Between the Nationalist Party (GMD) and the Communist Party (CCP)
- 1925, Mar The Death of Sun Yat-sen, rise of Chiang Kai-shek
- 1925 May 30th Movement
- 1926-7 The Northern Expedition
- 1927 Mao writes his Hunan Report on the peasant movement
- 1927, Apr The White Terror, anti-Communist purge begins in Shanghai after city is taken by GMD
- 1927-1937 The “Nanjing Decade”
- 1930-4 Chiang Kai-shek “encirclement” campaigns against Communists in Jiangxi
- 1931, Sep The Japanese Invasion of Manchuria
- 1931, Nov Jiangxi Soviet formally established with capital at Ruijin
- 1934-1935 CCP The Long March
- 1936, Dec The Xi’an Incident
- 1937, Jul The Marco Polo Bridge Incident
- 1937-1945 The (Second) Sino-Japanese War and Second United Front
- 1937, Dec Fall of Nanjing to Japan and the Nanjing Massacre
- 1938, Jun Chiang Kai-shek blows up the Yellow River dikes leading to mass death through flooding and starvation
- 1942-5 Yan’an Rectification Movement
- 1945, Aug 15 Japanese surrender and Japanese emperor’s radio announcement
- 1945-1949 2nd Civil War between the CCP and GMD
- 1947, Feb 2.28 Incident and GMD repression in Taiwan
- 1946-1952 Communist Land Reform Campaign
- 1949, Oct The Proclamation of the People’s Republic
- 1950, Apr New Marriage Law pronounced
- 1950, Oct PLA invasion of Tibet
- 1950-1953 Campaign to Suppress Counterrevolutionaries (Zhenfan)
- 1950-1953 China participates in the Korean War
- 1951-2 Three-anti and Five-anti campaigns in the cities
- 1956-1957 Hundred Flowers Movement
- 1957-1958 Anti-Rightist Campaign
- 1958 Great Leap Forward Pronounced
- 1958 Launch of the Four Pests Campaign
- 1959 Tibetan revolt, Dalai Lama flees Tibet

- 1959-1961 The Great Leap Famine
- 1959 Lushan Conference; Peng Dehuai ousted, replaced by Lin Biao
- 1960 Sino-Soviet split widens
- 1962-1966 Rectification and Socialist Education Movement (“four cleans”)
- 1963 Learn from Comrade Lei Feng movement
- 1964 First nuclear weapon tested in China
- 1966-1976 The Cultural Revolution Period
- 1968-1978 Down to the Countryside movement
- 1967-1968 Revolutionary committees are most active
- 1969 Cultural Revolution proclaimed success, Liu Shaoqi dies
- 1969 Soviet and Chinese troops clash
- 1971, Oct UN recognises the PRC as the government of China
- 1971, Sep Lin Biao incident and death
- 1972, Feb Nixon visit to China and signs Shanghai Communiqué
- 1973-1975 Criticize Lin and Confucius movement
- 1975, Apr Chiang Kai-shek dies in Taiwan
- 1976, Sep Death of Mao, Zhou Enlai and Zhu De die earlier in the year
- 1976, Oct The “Gang of Four” are arrested
- 1978 Deng’s proposed reform policies approved (“Four Modernizations”)
- 1978 Posters appear on democracy wall
- 1978, Dec Wei Jingsheng’s “Fifth Modernization” poster
- 1979 Crack down on democracy movement, Wei Jingsheng among those arrested
- 1980, Sep One-Child policy formally implemented, lasts until 2015
- 1979, Jan USA recognises the PRC as the government of China, in place of Taiwan
- 1981, Jan Gang of Four condemned
- 1981 Mao blamed for leftist excesses but 70/30 correct and incorrect ratio
- 1983, Jan CCP Central Committee calls for rural decollectivisation
- 1984 Sino-British joint declaration signed on return of Hong Kong
- 1988 Corruption and inflation issues become serious; economic adjustment policy
- 1989, Apr Hu Yaobang dies, students in Tian’anmen square
- 1989, May Hunger strike in Tiananmen square, large occupation of square

Romanisation and Pronunciation

There are two very common ways to romanise Chinese: Pinyin and Wade-Giles. Both systems have their strengths and weaknesses, but Wide-Giles is very much in decline with the strong support given Pinyin by its recognition by the People's Republic of China as the official romanisation method. I prefer pinyin myself, mostly because I have been using it the longest. However, the older Wade-Giles romanisation system is still found in many of the older publications that you have been assigned in this class.

I would prefer that you use pinyin in your writing for this class, and convert Wade-Giles, when necessary, to pinyin, except in the case of the names of Chiang Kai-shek and Sun Yat-sen.

To make this easier, consider using this website:

[Wade-Giles to Pinyin Conversion Table](#)

When it comes to pronouncing Chinese, there are a number of good videos on Youtube and on various websites online. I encourage you to give it a try and watch some of these videos or listen to the audio available on a number of online sites. Spending a few minutes of work a few times during the semester you should be able to learn the main sounds in Chinese, even if you will not be able to master the rules for tones. While obviously, this is not assessed in this history course, but I hope you will find this rewarding, as the we see Chinese names, terms, and hear ever more about China in our daily lives.

A few particularly troublesome sounds when trying to pronounce words in pinyin:

- X = "sh" as in "sheep"
- ZH = "j" as in "jam"
- C = "ts" as in "bits"
- Q = "ch" as in "chips"
- Z = "ds" in "woods"
- YI = "ee" as in "sheep"
- I = "ee" as in "sheep"
- E = the vowel part of "ughh" when someone punches you hard in the stomach
- Ü = start saying "ee", then close your mouth as if you are blowing out a candle. As in "ou" in Scottish "You!" or German ü
- Shi, Zhi, Chi = "ure" sound as in Sure, (Jer)sey, and (Chur)n

Seminars

Week 0 - Orientation

Optional orientation meeting my office. See email from me for the details.

Week 1 - Introduction: Rebellion and Revolution

Required Reading

Spence, Jonathan D. *The Search for Modern China* Ch 8-11 pp164-254 (in 3rd ed.)

Over the summer, I advised students to read Ch 8-26 of any edition of *The Search for Modern China*. If you didn't find time for this over the summer, I would recommend you do continue to work through the text for that chapter range. The relevant chapters for the week will be listed normally as "background reading" but only this week will they be listed as the required reading. No ebook, so consider getting your own copy.

Elective Reading

Read either category A or category B readings:

(A) Taiping Rebellion

- *Cambridge History of China* Vol. 11 ([Ebook](#))
 - Ch 6 – The Taiping Rebellion (but can focus on pp274-281, pp291-297, pp316-317)
 - This will provide you with a more detailed overview of the rebellion than Spence provides
- *The Taiping Revolution* (1976) [Archive.org](#)
 - Skim through this book, but especially read pp38-41, 152-159, 168-178
 - This Foreign Languages Press book gives you a Communist approved version of the history of the rebellion. What aspects of the rebellion are emphasised and which aspects underplayed? What aspects of the history are indicative of its Marxist approach? How and when does Mao come into it?

(B) Boxer Uprising (Yihequan Movement)

- Cohen, Paul A. *History in Three Keys: The Boxers as Event, Experience, and Myth*. Columbia University Press, 1998. Ch 1, 9 [Link](#)
- *The Yi Ho Tuan Movement of 1900* (1976) [Archive.org](#)
 - Skim through this book, but especially read pp12-13, 17-19, 23-24, 95-97, 119-128
 - This Foreign Languages Press book gives you a Communist approved version of the history of the rebellion. What aspects of the rebellion are emphasised and which aspects underplayed? What aspects of the history are indicative of its Marxist approach? How and when does Mao come into it?

To Watch

- Videos with Cai Chang, William C. Kirby, Peter K. Bol
 - China X: Learn the (Major) [Dynasty Song](#) and be prepared to sing it in class. Practice [them here](#)
 - China X: Watch the [Historical Overview](#) for the 20th Century
 - China X: Watch [Physical Geography](#)
 - China X: Watch [Ethnicity](#)
 - China X: Watch [Language](#)
 - China X: Watch [Written Language](#)
- Please watch 55 Days at Peking (available on [YouTube](#)) and as a DVD in the library.

- If you want to learn more about the film and its depiction of China, see “The Cold War in Three Acts” Naomi Greene ed. *From Fu Manchu to Kung Fu Panda: Images of China in American Film* (2014) pp120-136; James Hevia *English Lessons: The Pedagogy of Imperialism in Nineteenth-Century China* pp327-9

To Review

Review resources here, practice some of the “China Timeline 1830s-1989” flashcards and review the provinces and cities on the map.

[MO3337 Study Resources](#)

Mao Reading

Please start your daily Mao reading, which you should continue throughout the semester.

Overview

- Discuss: What things do you already know about the Chinese revolution, what do you want to know about?
- Short Background Mini-lecture
 - Why revolutions in plural, 1911 and 1949, and the long/plural Communist revolutions in China?
 - The proposed logic for the structure of the module
- Task: Form our two “small groups” (小组): “Red Heart” (红心) and “For the People” (为民)
 - in each group, one volunteer will play the informal role of a “backbone element” (骨干分子) who can be relied upon to consistently and enthusiastically support the assigned tasks for group work, and serve as a model for (not a keeper of!) discipline - never straying from their focus or getting distracted. We can swap this role later in the semester if anyone gets tired of being a backbone.
 - in each of the small groups, one or more students may be individually contacted during the semester to carry out special tasks as “activists” (积极分子)
 - There will be no struggle sessions, self-criticism, or speaking bitterness!
- Task: Form our “mutual aid groups” (互助小组) of with mostly three students.
- Task: Assemble little red books
- Task: We will have our presentation week sign-ups (in person or recorded)
- Task: Elective readings for next two weeks
- Activity: First mutual aid group meeting to discuss essay topic ideas
- Activity: We will sing the dynasty song together
- Activity: Student presentation(s)
- Activity: Discussion on depictions of these rebellions and their motivations

Long Essay Ideas

- The late Qing dynasty was a period of great tumult. There were a large number of western missionaries and merchants in China during this time, however, who have left behind their papers, memoirs, and other records. This includes many from Scotland. As these primary sources are in English and other European languages, those without the ability to read East Asian languages can make use of these rich sources to explore this period.
- The White Lotus rebellion, Taiping Rebellion, Nian rebellion, Boxer Rebellion, Muslim rebellions, “Miao” uprising in Guizhou, the Eight Trigrams Uprising, and others are all rich areas to explore conflict and rebellion in the late Qing dynasty.
- Some of the great rebellions also provide rich terrain for comparative study, or transnational study. Westerners took part in the Taiping Rebellion or witnessed it at close hand. For example, some of

the American soldiers sent to join the repression of the Boxer movement were fresh from crushing revolution in the Philippines and Haiti. You may look for some of the many interesting international connections to explore

- Works published before 1923 can be found in great quantities on Archive.org, making this a great place to explore publications about China that can serve as primary sources if published near the time.

Further Reading

For sources see Ch 3 and Ch 5 in *Sources in Chinese History: Diverse Perspectives from 1644 to the Present* and Michael, Franz H. *The Taiping Rebellion: History and Documents* 3 Vols.. 1971.

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See bibliography: [Qing Readings](#)

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Below are some larger bibliographies that can help you find scholarship on a variety of topics.

- [The Qing Dynasty](#)
- [Republican China](#)
- [The Communist Revolution and the People's Republic](#)

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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.

SCONUL: St Andrews students may get a [SCONUL](#) card which allows them to access libraries elsewhere in Scotland, including the University of Edinburgh, which has a very extensive East Asia collection of books and resources.

Frog in a Well Primary Source Guides

See these guides on Frog in a Well for many useful resources:

- [History of Modern Shanghai](#)
- [Missionary Perspectives on China](#)
- [History of Taiwan](#)
- [Modern Korean History](#)
- [History of Burma](#)
- [History of the Philippines](#) (under construction)
- [History of the Malay World](#)
- [Primary Source Nuggets](#)

Newspapers and Periodicals:

- [East Asian Newspapers and Periodicals 1850-1950](#) - A very large collection of newspapers on the Internet Archive. Most in Chinese but also several important newspapers in Japanese, Korean, and English languages
- [Southeast Asian Newspapers](#)
- [Late Qing and Republican-Era Chinese Newspapers](#)
- [Korea Times 1950-2016](#)
- [Korea Times](#) - This is for 1998 to present.
- [Chinese Newspaper Collection](#)
- [Historical Newspapers: Communist Historical Newspaper Collection](#)
- [South China Morning Post 1903-1941](#)
- [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](#) - Also see Internet Archive
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Biblioteca Gino Bianco](#) (Italian)
- [Leo Baeck Institute Library Periodical Collection](#) (mostly German)
 - [Shanghai Jewish Chronicle](#) (1939-1945), [Shanghai Echo](#) (1946-1948), [Shanghai Woche](#) (1939, 1942), [Sport](#) (1942-1943), [Shanghaier Morgenpost](#) (1941), [S. Z. am Mittag der Shanghai Post](#) (1939-1940), [Jüdisches Nachrichtenblatt](#), [Acht Uhr Abendblatt](#) (1939-1941), [Mitteilungen der Vereinigung der Emigranten-Ärzte in Shanghai](#) (1940-1), [Gelbe Post: Ostasiatisch Halbmonatsschrift](#) (1939-40)
- [Newsvault](#)
 - Combines some of the Databases above
- [Old Hong Kong Collections and Newspapers](#)
 - Here you may want to check: Hong Kong Collection, Old HK Newspapers, Hong Kong Oral History (you can filter by language)
- [Singapore Newspaper Archive 1831-2009](#)
 - Large collection of newspapers, but not all viewable off site.
 - [Syonan Shimbun](#) (1942-1945), [The Straits Times](#) (1845-2018), [Malaya Tribune](#) (1914-1951), [The Singapore Free Press and Mercantile Advertiser](#) (1884-1942), [The Singapore Free Press](#), [Morning Tribune](#) (1936-1949), [南洋商报](#) (1923-1983), [Indian Daily Mail](#) (1946-1956), [The Daily Advertiser](#) (1890-1894)
- [XXth Century 1941-1945](#)
 - unusual magazine from Japanese occupied Shanghai
- [Australian Historical Newspaper Archive](#)
- [明六雜誌 1874-5](#)
 - Digitized version of the famous Meiji period journal (Japanese)
- [国民之友 1887-8](#)
- [滿州技術協會誌](#)
 - Journal of Manchuria Technical Association journal 1925-1941
 - Digitized version of “The Nation’s Friend” (Japanese).
- [Chinese Women’s Magazines in the Late Qing and Early Republican Period](#) (Chinese)
- [Xiaobao - Chinese Entertainment Newspapers](#) (Chinese)
- [Funü Zazhi - Chinese women’s magazine](#) (Chinese)
- [Ling Long Magazine](#) (Chinese)
- [Korean Historical Newspapers](#) (Korean)

- [PRCHistory.org Archive of Journals Remembrance and Yesterday](#)
- [奈良女子大学所蔵資料電子画像集](#)
 - Digital collection of historical journals and other materials related to women's university education in Japan. (Japanese)
- [Puka Puka Parade](#)
 - Post 1945 Newsletter of 100th Infantry Battalion of Japanese-American veterans
- [Japan Times 1998-](#)
- [Press Translations, Japan 1945-1946](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Hsinhua News Agency 1977-Present \(Nexis UK\)](#)

Government Documents

- [Wilson Center Digital Archive](#)
 - Massive collection of Cold War period documents, many of them translated and transcribed
- [Wilson Center Chinese Foreign Policy Database](#)
- [Foreign Office Files for China 1919-1980](#)
- [Foreign Office Files for Japan 1919-1952](#)
- [British Documents on the End of Empire](#)
- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [US Occupation Government in Korea Documents](#)
 - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [日本外交文書デジタルアーカイブ](#)
- [帝国議会会議録](#)
- [朝鮮王朝實錄](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Office of Strategic Services](#) - United States intelligence agency formed during World War II, predecessor to CIA. Archive.org collection contains many East Asia related documents.
- [National Security Internet Archive \(NSIA\)](#) - Archive.org collection of documents related to US government documents, includes many East Asia related documents.
- [Digital South Asia Library](#)
- [National Archives of Singapore ArchivesOnline](#) - online collections include government records, maps, oral histories, photographs, and legal documents
 - Includes many oral interviews of former POWs in the Changi Military Camp
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [LTD Legal Tools Database - Tokyo Trials Documents](#)
- [IMFTE Judgement transcript](#)
- [League of Nations Archives](#)
- [Nineteenth Century Collections Online - Asia and the West](#)
 - U.S. State Department Consular and Diplomatic Records - despatches from many US consuls in region
 - British Foreign Office Political Correspondence: Japan
 - Korean, Siamese, Japanese and Chinese legations in the United States
 - Missionary Correspondence and Journals

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

Missionary Reports and Publications

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

Memoirs, Diaries, Digitised Books etc.

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

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

Propaganda, Posters, and Pamphlets

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

Photographs, Postcards, Films

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

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

Recordings and Sound

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

Maps and GIS

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

Old Books Related to East and Southeast Asian Region

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

Other

- [Voices of Civil Internment: WWII Singapore](#) - The Royal Commonwealth Society Collection at Cambridge University Library has digitised the archives of two Second World War civilian internment camps
- [Public Library of India](#) - Archive.org hosted collection of scanned materials, includes many scanned books related to East Asia
- [Digital Bodleian](#)

- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Digital Vatican Library](#)
- [California Digital Library](#) - Many scanned historical works related to East Asia, hosted by Archive.org.

Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Databases of the Historiographical Institute at the University of Tokyo](#) - Most of it on pre-modern Japanese history
- [Waseda Kotenseki Sogo Database](#) - Contains a lot of materials related to Japanese and Chinese classics but also some special collections from a more modern period, much in Japanese
 - [Modern Japan and Waseda](#)
 - [Japanese History through the Library Collections](#)
 - [Edo-Period Japanese Literature Collection](#)
 - [Western Studies Collection](#)
 - [Okuma Shigenobu Collection](#)
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Joseph B. Keenan Digital Collection](#)
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Hiroshima Archive](#)
- [PRCHistory.org Document of the Month](#)
- [Illustrated Books from the Edo and Meiji Periods](#) - at the Smithsonian Libraries
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [National Archives of Japan Digital Collections](#)
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Digital Library of the Meiji Period \(Japanese\)](#)
 - pretty much every book published in the Meiji period is digitized here, Taisho period books increasingly available too
- [Denshō Archive for Japanese-American internment](#)
- [Japanese Historical Text Initiative](#)
- [Japan Air Raids Historical Archive](#)
- [ジャパンアーカイブズ 1850-2100](#)
- [Exhibition of the Empire of Japan: Official Catalogue \(1904\)](#)
- *A Handbook for Travellers in Japan* Basil Hall Chamberlain - volumes from different years on Archive.org
- *Terry's Japanese empire, including Korea and Formosa, with chapters on Manchuria, the Trans-Siberian railway, and the chief ocean routes to Japan* - various editions available on Archive.org
- *Pocket Guide to Japan* - Old prewar government produced guidebook for tourists to Japan, volumes available on Archive.org
- *Japan to America* - collection of papers and translations on Japan produced by the Japan Society of America going back to early 20th century. Many volumes on Archive.org
- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London ; Atlantic Highlands,

NJ: Athlone Press, 1987.

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

Korea

- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a massive variety of historical sources can be found here
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [Korean American Digital Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Korean Literary Collection Digital Archive 1945-1950](#)
 - Some rare books in Korean from the early postwar period digitised by the University of Washington
- Foreign Broadcast Information Service 1974-1996
 - search SAULCAT
- [Prospectus of the Oriental Development Company](#) - colonial period land development and expro-

priation company.

- [Japanese Atrocities in Korea: reports emphasized and made convincing by Japanese propaganda](#) (1919)
- [Fifteen Years Among the Top-Knots; Or, Life in Korea](#) (1908)
- [Corea or Cho-sen: The Land of the Morning Calm](#) by Arnold Henry Savage Landor (1895)
- [Our Little Korean Cousin](#) by H. Lee M. Pike (1905)
- [Korea's Fight for Freedom](#) by Fred A. McKenzie (1920)
- [Quaint Korea](#) by Louise Jordan Miln (1895)
- [The Case of Korea: A Collection of Evidence on the Japanese Domination of Korea](#) by Henry Chung (1921)

Taiwan

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

China

- [Chinese Cultural Revolution Database](#)
- [Chinese Anti-Rightist Campaign Database](#)
- [Chinese maritime digitization project](#)
- [Bibliothèque Numérique Asiatique / Asian Digital Library](#) - many digitized materials from Asia, especially China
 - [Shanghai Municipal Council Minutes](#)
 - [Scanned Books](#) - over a thousand volumes here, mostly related to China

- [Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [The Cultural Revolution in Images: Caricature-Posters from Guangzhou 1966-1977](#)
- [Chinese Rare Book Digital Collection](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Chinese Text Project](#)
 - Collection of classical Chinese texts with translations
- [Heidelberg University China Digital Archive](#)
 - need to apply for an account to access, application online
- [Chinese Civilization in Time and Space](#)
- [Hiroshima Archive](#)
- [International Dunhuang Project: The Silk Road Online](#)
- [Yale Nanjing Massacre Archival Project](#)
- [Ailing Zhang \(Eileen Chang\) Papers at USC](#)
- [Three Years' Wanderings in the Northern Provinces of China](#) by Robert Fortune (1847)
- [Memoirs of Father Ripa, during thirteen years' residence at the court of Peking in the service of the emperor of China; with an account of the foundation of the college for the education of young Chinese at Naples](#) (1849)
- [China and the Chinese](#) by Herbert Allen Giles (1902)
- [A Tale of Red Peking](#) by Constanica Serjeant (1902)
- [With the Allies to Peking: A Tale of the Relief of the Legations](#) by G. A. Henty (1904)
- [New Forces in Old China: An Inevitable Awakening](#) by Arthur Judson Brown (1904)
- [Lion and Dragon in Northern China](#) by Sir Reginald Fleming Johnston (1910)
- [Notable Women of Modern China](#) by Margaret E. Burton (1912)
- [A Woman In China](#) by Mary Gaunt (1914)
- [The Fight for the Republic in China](#) by B. L. Putnam Weale (1917)
- [Peking Dust](#) by Ellen N. La Motte (1919) also on [PG](#)
- Kuo Sung-t'ao, Liu Hsi-hung, Chang Te-yi, and John David Frodsham, eds. *The First Chinese Embassy to the West: The Journals of Kuo Sung-T'ao, Liu Hsi-Hung and Chang Te-Yi*. Oxford: Clarendon Press, 1974.
- The works of Mao Zedong: When citing his writings avoid the occasionally problematic [online marxists.org version](#) and use the series collection of his works found in the library: Mao, Tse-tung, and Stuart R. Schram. *Mao's Road to Power: Revolutionary Writings, 1912-1949* Armonk NY: M.E. Sharpe, 1992.

Hong Kong

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

Southeast Asia

- [The Former Philippines thru Foreign Eyes](#) by Comyn, Jagor, Virchow, and Wilkes (1912)
- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources

- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)
- [Southeast Asia Digital Library](#)
- [SouthEast Asian Images & Texts](#)
- [Southeast Asia Visions](#) - European travel accounts of pre-modern Southeast Asia
- [Ohio University Thai Sources on Internet Archive](#) (Thai)
- [Cornell Modern Indonesia Collection](#)
- [Batavia Digital](#)
- [OneSearch Indonesia](#)
- [ASEAN Digital Library](#)
- [UMass Southeast Asia Digital Archive](#)
- [Elibrary of Cambodia](#)
- Cornell University Guides:
 - [List of US Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [List of British Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [Some General Historical Sources on Southeast Asia](#)
 - [Colonial Era Sources on Southeast Asia](#)
 - [Travel Literature on Southeast Asia](#)

See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information - I may have suggestions or have copies of some other collections, including:
- Shanghai Municipal Police Archives
- US State Department Records on Japan
- US Intelligence Files on East Asia (mostly post-WWII)
- Chinese Recorder and Missionary Journal - missionary journal from China

Some Key Secondary Source Databases

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

Some Good LibGuides and Link Collections for East Asia Related Sources

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

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