

MO3337: China's Revolutions, 1850-1989

Tutor: Konrad M. Lawson

Fall 2024

Tuesdays 13:00-15:00
St Katharine's Lodge 0.02 - Seminar Room



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 1942-1961**
5. 15 Oct **The Cultural Revolution**
6. *Independent Learning Week*
7. 29 Oct **From Reform to “Six Four”: Tiananmen**
8. 05 Nov **Reforming Thought**
9. 12 Nov **Gender and the Family**
10. 19 Nov **Maoism in the World**
11. 26 Nov **Culture, History, and Memory**

Key Details:

Email: kml8@st-andrews.ac.uk

Meets: Tue 13:00-15:00 St. Katharine's Lodge 0.02 **Office:** St. Katharine's Lodge B3

Office Hours: Tue 15:00 (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)

- 50% **Long Essay** (4,000 Words) **10 December, 5pm**
- 20% **Four Reading Analysis Posts** (2,500) **29 November, 5pm**
- 15% **Essay Prospectus** (500 words) **1 November, 5pm**
- 15% **Presentation** (10 minutes)

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

- **Three Elective Reading Handouts**
- Map Quiz
- Two Event Quizzes
- Essay Outline
- *Optional:* Formative Presentation; Draft Prospectus

Learning Outcomes

- Assess the impact of economic and social changes on political upheaval in Chinese history and the role of Western and Japanese imperialism
- Understand the impacts of the war of resistance against Japan on the rise of the Chinese Communist Party
- 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**, a **long essay prospectus**, one **ten minute presentation**, and four **reading analysis posts**. These will receive a mark according to the honours marking scale. In addition, students are required to come prepared every week having completed the required reading plus one elective reading category. Students will be expected to be able to articulate the main argument of each assigned reading or, absent one, its contribution to the week's theme. There are several **formative** assessments, most of which are required to pass the module, but do not receive a grade. These include a **map quiz**, **two event quizzes**, a **formative presentation** (optional), a draft prospectus (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. Your handouts for an in person presentation should also be uploaded to both the presentation section of MMS and our Microsoft Team by midnight the evening before class when you give your presentation.

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* for your essay in the case of the 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:

- Add page numbers!
- 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](#) which makes it easy to automatically generate formatted notes and bibliography if you have the correct information for each source.

Ten Minute Presentation

15% 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 2-3 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.

There will be up to 11 ten minute assessed-presentations delivered in person (sign up in Week 1) and other presentations are recorded. In-person presentations require a handout but should not have slides. Recorded presentations have slides, but do not need a handout. Slides or handout should be submitted to MMS by the day before your presentation. 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). The advantage to a recorded presentation is that you can do this entirely from the comfort of your own home and no supplementary handout is required. The disadvantage is that you must submit the video *at least 3 days 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 10 or 11 slots during the semester for in-person presentations during class, first come, first serve via sign-up list on week 1. The advantage is that you give the talk without any slides, and you may prepare until the day of the class related to the content of your presentation. You don't have worry about exporting to a movie file, or be concerned about audibility of your voice, etc. You are also 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 and allow the student to spend most of the presentation looking around the room at their audience.

- 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. Many of these are found in the further reading section. 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: author background, key arguments in the work, 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

The assessed presentation should be 5 minutes in length for in person and 8 minutes in length for recorded presentations *and not a minute longer*. Being slightly under the time limit is fine. 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 ("it was too long", "it was boring", "it was too theoretical"). It should *not* a detailed and exhaustive retelling of the content: it should highlight the arguments, strengths and set the context. 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?

Reading Analysis Posts

20% Four posts shared on Teams and then Final MMS Upload of Four Chosen Posts Friday, Week 11, 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. 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 11 (or any time after you have completed four posts), choose four of your posts, put them together into a **single document**, including the following for each post:

- each post title
- date post was originally shared on teams
- 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

You will receive a 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.

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 source, but ideally your post will have several. You do not need formal footnotes or bibliography! Simply 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 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.
- 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.
- LLMs (generative AI) are strictly forbidden for use in these posts and, at any rate, are unlikely to write satisfactory posts.

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. You may make them shorter by cutting material, if you like.

Elective Reading Handouts

Three Handouts Shared on Teams Channel by Evening 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 a single side of a single page 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 page include information you think is most important on the structure of the text/s, main sources used, key historiography engaged with, people or events discussed, and your own main take aways. 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, Argument, and Indicative Bibliography

15% abstract, overview, and bibliography of a minimum of 12 secondary sources for your long essay due Friday Week 7 5pm

15% of your mark for the module comes from 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.

If you shared a draft prospectus earlier, include a copy of the first draft prospectus after your submission (obviously, this doesn't count against your word count). You will be **primarily** be evaluated on whether your argument clear, your scope realistic, your structure logical, and if you included an earlier draft, how you have developed your ideas in response to your first prospectus (if you have changed topics, which is not at all uncommon, you should still work on improving the quality of the proposal). You will be only **secondarily** marked on the overall historical merit of your proposal, whether the sources appropriate for the task, and whether the structure and scope indicated by your prospectus are well crafted.

Long Essay

The 4,000 word essay (including footnotes) for the course is worth 50% of the total coursework. 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 are as normal. 5,001 words receives a -1 penalty, and 5,400 a -2 penalty, 5,800 a -3 penalty and so on.

This is not an essay you research and compose in the final weeks of the semester. You cannot expect to receive a good or excellent mark if you begin your essay late. 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. 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 general areas:

- 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
- China during the Maoist period and up to 1989

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

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 Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion 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 Rebellion as an opportunity to tell us something, to make an argument about something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. 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 a short overview of what kinds of evidence you will use, how your argument fits into a historiographical context (how your argument relates to what other historians have to say about the matter), and why you think it is important.

For example replace:

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

with something like:

I will argue that the alarm clock sleep function is a major hindrance to our productivity without contributing at all to our rest after a night of sleep. I will base this upon the studies of Hansen and Jenson in 1983 and in a series of interviews with wise old people in 2014. This argument is important because, as I will show, evidence shows that the increased availability of time in the morning to eat a healthier breakfast,

carry out some light house chores, and do morning exercise, not only allows for greater evening rest after a long day of work, but decreases the tiredness we feel throughout the day.

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

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.

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?
- 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 carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)

- Did I include a word count in the header and followed the other header guidelines?

Carrying Out Research for Essays

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

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

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

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

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

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

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. 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.

How your Long Essay is Evaluated

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

- The essay gives a clear presentation of its argument in the introduction of the essay
- The essay is written well and has a clear structure.
- The essay is within the word limit and of a sufficient length for its proposed scope.
- 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.
- 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.
- The essay consistently cites its sources with footnotes and these footnotes are generally formatted well.
- This essay employs evidence based on its sources in an effective manner.
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- The essay engages with the relevant historiography on this topic directly and effectively
- The essay has a good balance between empirical examples and presenting evidence on the one hand, and strong analysis contributing to the argument on the other
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic

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/infoug/markshons.html>

Extensions

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

Word Limits and Late Work

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

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

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

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

Absence from Classes

Please see this document for more on Student Absence:

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

Emails

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

Laptops in Class

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

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

You are welcome to bring a laptop to class and use it for notes and reading. If you do not bring a laptop, I ask that you bring either printed or photocopied copies of assigned reading that is made available every week or else good notes so that you can easily refer to the readings as we discuss them. It is especially important that you have copies of assigned primary sources with you and not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

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

Collective Notes

I believe in the benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, I have created, and will provide the link for a Google document where you can post readings, organize reference material and online links to info and sources, etc. throughout the semester. I will also provide a link to notes from previous years (which may include some different readings and seminar topics). Both present and past years should be treated as you might any historical source: you should not use them to replace your own reading and note taking, and you should not treat content and notes provided by others as something you can uncritically accept as accurate. Use them as a productive supplement, as an alternative perspective as you conduct your own studies.

Knowledge Transfer and Ongoing Feedback

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

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

There are also links to a repository containing the full history of changes to this handbook over time. The reflections on the course include some selections from student feedback. I value your evaluations a great deal and take them, both the formal evaluation at the end of the semester, and any feedback informally received during the course of the semester, very seriously. Please do not hesitate to share

with me your concerns as well as suggestions for how you think the module might be improved in the future. I also encourage all students to consider including advice to future students of the module in the shared collective notes document, especially suggestions on the selection of topics, research, and the writing process.

Academic Misconduct and Plagiarism

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

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

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

<http://www.st-andrews.ac.uk/capod/>

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*. 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.

Moodle

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

Reading

Weekly average pages of required reading: 180-250

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

A work load of fifteen to eighteen hours a week (some weeks you may need a few more, some weeks less) outside of seminar is expected. Of this, you should expect your weekly preparation for class in

terms of reading to be 7-12 hours in all weeks except the consolidation week and pair writing week, together with 5-8 hours of work on your assignments and research, especially for the long essay. I urge you to spread the load of your work on assignments across the weeks, to prevent stress towards the end of the semester.

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

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

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

Sleep

One of the most significant variables impacting your performance in this module is the amount of sleep you get. If you do not manage to get eight hours of sleep opportunity each night, there are serious consequences for your health. Your attention and cognitive ability will be impaired significantly. Your ability to problem-solve, think creatively, and form memories is measurably decreased both the following day, and in the days to come. This has been well-established in the scientific literature. Cramming for examinations by reducing your sleep has been clearly shown to be counterproductive. Even obtaining 6 hours (an amount many people falsely believe to be sufficient) is universally harmful to your health and mental abilities. The short-term and long-term harm to your body and mind is compounded with multiple days of six hours of sleep (or even less). The permanent negative health consequences (life expectancy, mental health, chance of disease) of frequently getting less than a full night of sleep are also very well established. When missing out on sleep happens unavoidably, naps have been shown to significantly boost performance in mentally demanding tasks. There is unfortunately a widespread academic (and work) culture of pride in getting by sleeping less than eight hours, which I can only hope you will attempt to resist. If you wish to learn more about the recent scientific studies on short- and long-term health consequences of anything less than an eight hour sleep opportunity, consider reading *Why We Sleep: The New Science of Sleep and Dreams* by Matthew Walker (2017).

Seminars

Week 1 - Introduction: Rebellion and Revolution

Preparation:

- Moodle: Using the module Moodle “Presentation Signup” wiki, sign up for a week to do a presentation on one of the 10 weeks from 2-11. Choose a week with a theme you are interested in but have a backup in case you don’t get your first choice. We will revisit this in class if you have any problems.
- Our module is not a general survey of Chinese history but will focus in on the history of its revolutions. While you will get some general background video clips on Chinese history (see below) from week to week, I suggest you purchase an introductory survey text on modern Chinese history to read as the module goes along. A few of the most popular survey texts include:
 - Jonathan Spence, *The Search for Modern China* (old, longer work, but still used as textbook in most courses on modern China) - [library ebook](#)
 - Diana Lary *China’s Republic* (short, interesting mix of materials)
 - Patricia Ebrey, *Cambridge Illustrated History of China* (if you want something that covers pre-modern period as well)
 - Rana Mitter, *A Bitter Revolution* (we’ll read parts of this, more episodic and character based with a narrower argumentative narrative) - [library ebook](#)
 - Karl, Rebecca E. *Mao Zedong and China in the Twentieth-Century World: A Concise History* (this has less on the pre-1949 period)
- Memorise the basic chronology in the student handbook up to 1927. Look up 2 of these events online and read a bit about them. Be prepared to say something you find interesting or curious about them.
- Write down 2-3 things about revolution that you know, or alternatively, things that you are hoping to learn about
- Most weeks you will be asked to watch a few clips from the Harvard China X online history course that, while often available from general textbooks, can be a fun visual way to get background information on the week’s topics. This first week, please watch the following clips:
 - China X: Learn the (Major) [Dynasty Song](#) and be prepared to sing it in class.
 - China X: Watch the [Historical Overview](#) for the 20th Century
 - China X: Watch the [Space and Place](#) video.
 - China X: Watch [Physical Geography](#)
 - China X: Watch [Ethnicity](#)
 - China X: Watch [Language](#)
 - China X: Watch [Written Language](#)
- Look up William C. Kirby, Peter K. Bol and Mark C. Elliot. What kinds of history do each of these scholars do? They will be in a number of video clips from China X that we will use as a basic introduction to some background in the course.
- ChinaX WorldMap: Visit and browse the spatial data layers for Qing, Republic, and People’s Republic on the [China X WorldMap](#) (Turn off the pre-Qing layers for a clearer look). Use this map throughout the semester to help orient you in your reading.
- Be ready to sing the dynasty song from the link above!

Overview:

- Short Lecture: China, some of the basics, 19th century background to 20th century developments
 - We will return to the pre-1911 period in Weeks 7 and 10.
- Discuss: What things do you already know about the Chinese revolution, what do you want to know about?
- Task: We will sing the dynasty song together
- What this course will cover and not cover
- Why revolutions in plural, 1911 and 1949, and the long/plural Communist revolutions in China?

- Getting to know the course:
 - The long essay as focus for semester efforts: start thinking about it now!
 - Strategies for reading and preparation in this course
 - Our shared notes document
 - How presentations work
- If Time: Discuss events you looked up and some of the aspects of them you found interesting.

Long Essay Topics:

- 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.
- Some of the great rebellions provide rich terrain for comparative study, or transnational study. 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. 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.

Week 2 - From 1911 to May Fourth

Preparation:

- Start your research for your long essay!
- Moodle: Post one or two or three ideas for your long essay to the Moodle in the form of a few sentences, and bring two printed copies to class for discussion. (By Class start)
- Begin your reading with Rana Mitter's overview in *Bitter Revolution* as it will help you make sense of the rest of it.
- The reading is relatively heavy this week, please give the primary sources a close look over and don't forget to bring them to class
- Have a look at these posters from post-1949: [May 4 Posters Landsberger Collection](#)
- Watch the following ChinaX videos:
 - X [End of Empire](#)
 - X [Regional Militarisation](#)
 - X [Yuan Shikai](#)
 - X [Warlordism](#)
 - X [China and Culture](#)
 - X [May Fourth Movement](#)
 - X [Chen Duxiu and New Youth](#)
 - X [Bai Hua](#)

Reading:

- Mao, [Orientation of the Youth Movement](#)
- Mao, [The May 4th Movement](#)
- Mao, [The Suicide of Miss Zhao](#)
- SOURCES (32) Sources of Chinese Tradition [library ebook](#)
 - Ch 32: Hu Hanmin, "The Six Principles of the People's Report" (4) [link](#)
 - Ch 32: Sun Yat-sen "The Three People's Principles" (11) [link](#)
 - Hu Shi and Chen Duxiu: [link](#)
 - * CDX: "The Way of Confucius and Modern Life" (3)
 - * HS: "A Preliminary Discussion of Literary Reform" (4)
 - * CDX: "On Literary Revolution" (1)
 - * HS: "Constructive Literary Revolution..." (2)
 - * CDX: "The True Meaning of Life" (1)
 - * HS: "Pragmatism" (2)
 - * HS: "Science and Philosophy of Life" (2) [link](#)
 - * "Declaration for Cultural Construction on a Chinese Basis" (1) [link](#)
 - * HS: "Criticism of the 'Declaration for Cultural Construction on a Chinese Basis'" [link](#)
- Mitter, *A Bitter Revolution*, 3-40, 102-152 (Ch 1, 4)
- Zhang, "General Review of the Study of the Revolution of 1911" 525-531 [jstor](#)
- Mitter, "1911: The Unanchored Chinese Revolution" 1009-1020 [jstor](#)

Further Reading:

- Hill, *Voting as a Rite : Changing Ideas of Elections in Early Twentieth Century China*, 149-219 (Ch 3 Voting in a New Republic 1912-13) (P)
- Grieder, Jerome B. *Hu Shih and the Chinese Renaissance*
- Cambridge History of China v11, 463-534 (Ch 9 Republican Revolutionary Movement)
- Rankin, *Early Chinese Revolutionaries*
- Esherick, Joseph W. *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*. (P)
- Mao, [Oppose Stereotyped Party Writing](#) - Only the first few paragraphs which refer to May 4th. Note that this takes place in the midst of the 1942 "Rectification Movement"
- Chow, *The May Fourth Movement* (P)

- [Commentary on the Suicide of Miss Zhao](#)
- Smith, *Like Cattle and Horses*, 92-115 (Ch 5 The May Fourth Movement) (P)
- Grieder, *Hu Shih and the Chinese Renaissance* (P)
- Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement* (P)
- Wang, *Women in the Chinese Enlightenment* (P)
- Fitzgerald, John. *Awakening China: Politics, Culture and Class in the Nationalist Revolution* (P)
- Manela, Erez, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt Against Empire in 1919," *American Historical Review* (2006)

Overview:

- Our discussion will be focused mostly on the the primary sources from the New Culture Movement with very brief discussion on historiography of 1911
- Long essay topics and discussion on them.
- Discussion on essay types, historiographical, primary source driven
- Discussing the balance between narration and analysis in writing argumentative historical essays

Questions:

1. In what sense was 1911 a revolution? Or, if you prefer, why does it not deserve the name?
2. What kind of legacies did the revolution have and what lost opportunities were there?
3. What are the longer term legacies of the May fourth movement?
4. What are the ways that culture and politics are intertwined in this period?

Long Essay Topics:

- 1911 gave rise to a deeply chaotic period during which it is even harder than usual to generalise about changes across China. Consider exploring this early post-1911 period or the "warlord period" more broadly at the regional level.
- Japan, individual Japanese figures, and Chinese in Japan played an important role in the late Qing period, during the 1911 revolution and in the aftermath. There are many aspects of this relationship which are worth examining more closely.
- The new culture movement is an exciting transformative period. In addition to the many new debates being carried out among youth and students within Japan there are many Chinese increasingly active abroad. Focusing in on some aspect of the internationally based Chinese can be an interesting focus for an essay.
- This period overlaps with intense competition among various Western powers and Japan for control in China which will intensify anti-imperialism around China
- This is the period of the formation of the Communist Party in China and a period of far greater diversity of ideas and vision both within the party and among revolutionaries of various kinds. Focusing in on some aspect of this for a long essay can make use of a rich secondary literature and availability of translations of early Communist leaders.
- There are lots of interesting comparisons to be made between the May 4th Movement and movements elsewhere. The work of Erez Manela on the "Wilsonian Moment" can give you some ideas both for this week, and broader ideas for transnational long essays throughout the essay.

Films of Interest:

- 1911 (2011) - An pretty awful movie with Jackie Chan
- Xinhai Revolution (辛亥革命 - 2011) - Chinese TV miniseries on the revolution in 41 parts.
- The Soong Sisters (宋家皇朝 1997)
- My Early Days in France (我的法兰西岁月 2012)
- My 1919 (我的 1919 1999)
- Epoch-Making (开天辟地 2011)

Week 3 - Building Revolution and the War with Japan, 1931-1945

Preparation:

- Moodle: Post a Research Diary entry on the Moodle Forum. See the Moodle for the format of this diary entry. Then post a constructive comment on at least one other student's post. (Entry by Tuesday Morning, Comment by Thursday)
- Refine your long essay topics and evaluate them for feasibility of sources and interesting possible approaches. If you already have a topic, then continue reviewing the historiography not only directly on your place, event, people, or organisation, but historiography related to the theme that may not be China specific. What are key texts on this theme generally (for any place in the world)?
- For the reading today and generally, try not to get bogged down in the details of local case studies - you can skim over those details. Instead keep your eye open for how these authors contest each others' general arguments about the role of the wartime period on the rise of the Communist party and its later success in taking power. Make yourself good notes comparing what are sometimes subtle, sometimes very blunt differences in emphasis, agency, use of sources, and forms of evidence.
- Watch the following ChinaX videos:
 - X [Period of Orthodoxy 1921-1927](#)
 - X [Period of Experimentation 1927-1935](#)
 - X [Report of an Investigation into the Peasant Movement in Hunan](#)
 - X [The Long March](#)
 - X [Yan'an](#)
 - X [Introduction](#)
 - X [Economic and Social Consequences](#)
 - X [Postwar Dilemmas](#)

Reading:

- SOURCES, Ch 34-35 Communist Revolution, Communist Praxis
 - Liu Shiwei "Anarchist Revolution..." [link](#)
 - Mao "Report on an Investigation of the Hunan Peasant Movement" [link](#)
 - Mao "The Question of Land Redistribution"
 - Mao "The Chinese Revolution and the Chinese Communist Party"
 - Mao "The Mass Line"
 - Mao "On New Democracy"
 - Mao "The Dictatorship of the People's Democracy"
 - Liu Shaoqi "How to Be A Good Communist" [link](#)
 - Mao "Report of the Propaganda Bureau of the Central Committee..." [link](#)
 - Liu Shaoqi "On Inner-Party Struggle" [link](#)
 - Mao "Combat Liberalism" [link](#)
 - Mao "On Art and Literature"
 - Ding Ling "Thoughts on March 8, 1942"
- Seybolt, "Terror and Conformity: Counterespionage Campaigns, Rectification, and Mass Movements, 1942-1943" [link](#)
- Read two of the following, then choose one of them, based on what you found interesting, and read a bit more in depth (1-3 chapters) in one of these texts and be ready to talk about it in class. Consider sharing your notes from your in depth reading on our collaborative notes document:
 - Zarrow, *China in War and Revolution*, 271-288, 295-303 (Ch 14, part of Ch 15) (P)
 - Goodman, *North China at War*, 1-18 (Explaining Revolution) (P)
 - Johnson, *Peasant Nationalism and Communist Power*, 1-30 (Ch 1 Peasant Nationalism) (P)
 - Selden, *China in Revolution*, 320-352 (Conclusion, Epilogue) (P)
 - Kataoka, *Resistance and Revolution*, 1-11, 303-311 (Intro, Conclusion) (P)
 - Chen, *Making Revolution*, 1-19, (Intro, Conclusion) (P)
 - Gatu, *Village China at War*, 1-15 (Introduction) (P)

- Wou, *Mobilizing the Masses*, 1-19 (Introduction) (P)

Further Reading:

- Consider completing one of Selden, Johnson, Kataoka, Wou, Chen, or Gatu
- Mitter, *China's War with Japan* (P)
- Lary, *The Chinese People at War* (P)
- Etō, Hai-Lu-Feng: The First Chinese Soviet Government, 43-98 - an earlier example
- Cohen, Myron. "Cultural and Political Inventions in Modern China: the Case of the Chinese 'Peasant.'" *Daedalus* 122.2 (1993).
- Averill, Stephen C. *Revolution in the Highlands: China's Jinggangshan Base Area* (P)
- Duara, Prasenjit. *Culture, Power, and the State: Rural North China, 1900-1942* (P)
- Gilmartin, Christina Kelley. *Engendering the Chinese Revolution: Radical Women, Communist Politics, and Mass Movements in the 1920s* (P)

Overview:

- A brief check-in with all of you on how your long essay research is progressing, giving you a chance to share discoveries
- We will focus on the primary sources but also discuss a bit some of the differing interpretations of the war's role in the rise of the CCP

Questions:

1. In the debates over the relevance of the second Sino-Japanese war on the rise of the Communist party, evaluate the claims of two historians whose arguments can be said to significantly contradict one another.
2. What is one way that regional differences matter in discussing the impact of the second Sino-Japanese war on the rise of the Communist party during this period?
3. What patterns do you see in the language and style of Mao and Liu's writing?
4. What does "democracy" mean for the Communist Party?
5. What is the party's approach to the public exchange of ideas, art, and literature? How is the view justified?

Long Essay Ideas:

- This is one of the most active areas of research on modern Chinese history. While the war itself does not have a huge amount of scholarship compared to its impact, as you saw this week the historiography on the connection of the war to CCP growth and later success is massive. You might consider wading into this debate in some modest way, perhaps with a focus on a particular case, place, or specific aspect of the argument.
- If the historiography is heavily on the CCP, exploring the role of the war on the nationalist party might also be worth exploring.
- Many international visitors came to China or went from China to other parts of the world and commented on the conflict. Primary sources related to this are more accessible if you don't read Chinese and can offer some interesting perspectives.
- Again here there are rich opportunities for comparative studies or looking at influences and interactions across borders.

Films of Interest:

- Devils on the Doorstep (鬼子来了 2000)
- City of Life and Death (南京! 南京! 2009)
- Red Sorghum (红高粱 1987)
- Yellow Earth (黄土地 1984)
- Lust, Caution (色, 戒 2007)
- The Last Emperor (1987)
- The Mountain of Tai Hang (太行山上 2005)

- Back to 1942 (一九四二 2012)
- Feng Shui (风水 2011)
- The Message (风声 2009)

Week 4 - Great Leaps Forward: Violence and Reform 1945-1961

Preparation:

- Moodle: Please consider posting a copy of your prospectus to the Moodle forum. There you are required to give a constructive comment on at least one other student's prospectus.
- This week brings us from the campaigns around the time of liberation to the end of the Great Leap Forward. My own previous research has included a focus on "anti-treason" campaigns of the mid-1940s against accused collaborators (among others) which overlap somewhat with a wartime "rent and interest reduction campaign" and preparations for the massive and important land reform campaign after Japanese defeat. The land reform campaigns, much of it carried under civil war conditions, was a hugely important and in many places extremely popular campaign that was often looked back upon as the greatest achievement of the Chinese communist party, despite the murder of over a million people in its implementation. The "Great Terror" (Campaign to Suppress Counterrevolutionaries) beginning 1950 may have resulted in the murder of around two million people and was the most concentrated period of political killings in the history of the CCP (The Cultural Revolution impacted a much larger number of people over a longer period of time but is a far more complex event and most likely a smaller aggregate number of victims).
- The "Hundred Flowers" campaign and the repression that followed in its wake is one of the more debated and unusual moments in CCP history but while we have read a bit on this for today, it will not occupy much of our class discussion.
- The Dikötter reading is narrative with small pages, rather than heavy analytical material so should be a smooth easy read.
- You also have your short essay coming due. Please make enough time to get through it.
- Clips on the Hundred Flowers Movement and repression that followed:
 - X: [Hundred Flowers Movement](#)
 - X: [Scholars and Emperors](#)
 - X: [Nameless Individual](#)
 - X: [Beginning of the Campaign](#)
 - X: [Mao and the Hundred Flowers](#)
 - X: [Three Scourges](#)
 - X: [End of 100 Flowers](#)

Reading:

- SOURCES
 - Mao "On the Correct Handling of Contradictions Among the People" including "On 'Letting a Hundred Flowers Blossom'" [link](#)
 - Peng Dehuai "Letter of Opinion" To Mao [link](#)
- Zhou, *The Great Famine in China, 1958-1962 A Documentary History* - please read documents: #14, #19, #26, #80, #120
- Brown, *Maoism at the Grassroots: Everyday Life in China's Era of High Socialism* 1.3 "An Overt Conspiracy: Creating Rightists in Rural Henan 1957-1958"
- Dikötter, *Tragedy of Liberation*, (Ch 3 Liberation, 5 The Great Terror, 12 The Gulag)
- Manning and Wemheuer eds., *Eating Bitterness: New Perspectives on China's Great Leap Forward* Intro (only p1-9), Ch 4 (only p122-127), Ch 8 "Under the Same Maoist Sky" and Ch 11 "A Study of Peasant 'Counter-Action'"
- Dikötter, *Mao's Great Famine*, (Ch 7-11, 35)
- Garnaut, Anthony. "Hard Facts and Half-Truths: The New Archival History of China's Great Famine." *China Information* 27, no. 2 (July 1, 2013): 223-46. [link](#)

Further Reading:

- "Looking for Great Leap 'smoking gun' document" [H-PRC forum posting thread](#)
- Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village* (P)
- Yang, Jisheng. *Tombstone: The Untold Story of Mao's Great Famine* (P)

- Dikötter, finish Tragedy of Liberation
- Dikötter, finish Mao's Great Famine
- Finish Manning, Kimberley Ens, and Felix Wemheuer. *Eating Bitterness: New Perspectives on China's Great Leap Forward and Famine*.
- Friedman, Edward, Paul Pickowicz, and Mark Selden. *Chinese Village, Socialist State* (P)
- Amartya Sen *Poverty and Famine* (P)
- Ralph Thaxton *Catastrophe and Contention in Rural China* (P)
- Joan Scott *Weapons of the Weak* (P)
- Mukherjee, Janam. *Hungry Bengal: War, Famine and the End of Empire* (P)

Overview:

- We will devote most of our class time to discussing our readings on the Great Leap Forward and its associated famine, which had a devastating impact on China, leading to tens of millions of victims, mostly from starvation.

Long Essay Ideas:

- This is also a very dark period in Chinese history and more difficult to explore without the ability to read Chinese primary sources. However, those of you interested in economic history have a lot of possibilities to explore the economic aspects of the great famine (including the role of Chinese exports in this period) and the commune system, and there are also possibilities to explore this period from a comparative perspective.
- There are a range of personal memoirs and accounts that include this period that can form the basis of a student essay.
- From an international perspective it might be interesting to explore how this period was depicted abroad at the time with a close case study.

Questions:

1. Do what degree do the severity of the various political campaigns have to do with individual action versus structural factors?
2. Why was the Great Leap famine unusually devastating?

Films of Interest:

- To Live (活着 1994)
- The Blue Kite (蓝风筝 1993)

Week 5 - The Cultural Revolution

Preparation:

- Moodle: Post a Research Diary entry on the Moodle Forum. See the Moodle for the format of this diary entry. Then post a constructive comment on at least one other student's post. (Entry by Tuesday Morning, Comment by Thursday)
- Watch *Morning Sun* (2003) - 2 Hour Documentary by Carma Hinton. It is available in the library reference area. Consider scheduling a time to watch it together with 2-3 classmates. The fact the DVD was in use the day before class is not an appropriate excuse for not having watched the documentary. Plan ahead. Take notes and be ready to discuss the documentary. This film is considered fair game for the final exam.
- Look through these posters related to the Cultural Revolution by browsing the following page, and then the various pages for individual campaigns 1966-1976:
 - Chinese posters.net: <https://chinese posters.net/themes/cultural-revolution-campaigns.php>
- Please use this week to make serious progress on developing your ideas for the long essay.
- MacFarquhar on CR:
 - X: [Setting the Stage](#)
 - X: [Bombard the Headquarters](#)

Reading:

- SOURCES Ch 36 Mao Regime
 - “Sixteen Points” [link](#)
 - “Red Guard Memoirs” [link](#)
- MacFarquhar and Schoenhals *Mao's Last Revolution* 239-252 Ch 4, 6-7, 14
- Brown, *Maoism at the Grassroots: Everyday Life in China's Era of High Socialism* Ch: 2.9 China's “Great Proletarian Information Revolution” of 1966-1967, p230-248.
- Walder, Andrew G., and Yang Su. “The Cultural Revolution in the Countryside: Scope, Timing and Human Impact.” *The China Quarterly* 173 (March 2003): 74–99. [link](#)

Further Reading:

- ter Haar, Barend. “Rethinking Violence in Chinese Culture.” In Goran Aijmer and Jos Abbink, eds., *Meanings of Violence: A Cross Cultural Perspective*
- Read rest of MacFarquhar, *Mao's Last Revolution* (P)
- Michael Schoenhals, *China's Cultural Revolution, 1966-1969: Not a Dinner Party*
- Bonnin, Michel. *The Lost Generation: The Rustication of China's Educated Youth* (P)
- White, Lynn T. *Policies of Chaos: the organisational causes of violence in China's Cultural Revolution*. (P)
- Walder, Andrew G and Dong Guoqiang “Local Politics in the Chinese Cultural Revolution: Nanjing under Military Control” *Journal of Asian Studies* 70.2 (2011)
- Frank Dikötter, *The Cultural Revolution: A People's History*
- White, *Policies of Chaos* (P)
- Esherick, *The Chinese Cultural Revolution As History* (P)
- MacFarquhar, *Origins of the Cultural Revolution*, vols 1-3 (P)
- Yue, *To the Storm: The Odyssey of a Revolutionary Chinese Woman* (P)
- Wu, Yiching. *The Cultural Revolution at the Margins*
- Nien, *Life and Death in Shanghai*
- Feng, *Ten Years of Madness* (P)
- Rae Yang, *Spider Eaters: A Memoir*. (P)
- Gao, *Born Red: A Chronicle of the Cultural Revolution* (P)
- Li, *Private Life of Chairman Mao*

- Yang, *Collective Killings During the Cultural Revolution* (P)
- Walder, Andrew, *Fractured Rebellion: The Beijing Red Guard Movement*
- Perry, Elizabeth, and Li Xun, *Proletarian Power: Shanghai in the Cultural Revolution*

Overview:

- We'll learn a few Chinese phrases popular among young revolutionaries
- We will discuss how one might talk about several cultural revolutions that call for entirely different historical approaches: the focus on a political campaign carried out by Mao that MacFarquhar emphasises; the experience of its violence by its victims; the campaign to send youth to the villages; a localised political transformation; an emancipatory breathe of fresh air for those who participated actively; a period of cultural devastation for China; the way that all of these have come to be remembered.

Questions:

1. How does the Cultural Revolution differ from the many political campaigns that preceded it?
2. What are the longer term legacies of the Cultural Revolution?

Films of Interest:

- The East Is Red (1965)
- again To Live
- again Farewell my Concubine
- In the Heat of the Sun (阳光灿烂的日子 1994)
- Hibiscus Town (芙蓉镇 1986)
- Balzac and the Little Chinese Seamstress (巴尔扎克与小裁缝 2002)
- Under the Hawthorn Tree (山楂树之恋 2010)
- 11 Flowers (我十一 2011)
- Up to the Mountain Down to the Village

Long Essays:

The cultural revolution is one of the most fascinating periods of PRC history. There are many published accounts, visual sources, documentary collections (The *Not a Dinner Party* collection by Schoenhals is one important one) and literary materials that can form the basis of a student essay.

Independent Learning Week

Week 7 - From Reform to “Six Four”: Tiananmen

Preparation:

- It is important that you watch the long documentary on Tiananmen entitled, *Gate of Heavenly Peace* by Richard Gordon and Carma Hinton. Note, that this is over 3 hours long but a great deal of importance happens towards the end. Consider dividing it into two viewings, but please watch the whole documentary. As with *Morning Sun*, this documentary is available in the library in the reference area and again consider watching it in groups. This film is considered fair game for the final exam.
- ChinaX clips to watch:
 - X: [Ezra Vogel: Deng's Background](#)
 - X: [Deng's Plans for Modernization After Cultural Revolution](#)
 - X: [Reform and Opening Under Deng](#)
 - X: [Political Deng: The Democracy Wall and Tiananmen Protests](#)
 - X: [Deng's Legacy](#)
 - X: [Elizabeth Perry: Social Movement in China](#)
 - X: [Social Movements II](#)
 - X: [Legacy of Mao](#)

Reading:

- SOURCES, (in Ch 37)
 - Early Critiques of the Deng Regime [link](#) including works by Wei Jingsheng, Hu Ping, Wang Ruoshui
 - Assessing the New Policies [link](#) including Deng Xiaoping, Chen Yun
 - New Demands for Change and Democracy [link](#) including Fang Lizhi, Li Xiaojiang
 - The New Authoritarianism [link](#) including Wu Jiaxiang, Rong Jian, Yan Jiaqi,
- Esherick and Wasserstrom, “Acting Out Democracy,” 835-860 [link](#)
- Hung, “Tiananmen Square: A Political History of Monuments,” 84-117 [link](#)
- Zhao, *The Power of Tiananmen*, 1-10, 53-78, 79-99, 101-121, 124-141 (Intro, Ch 2-5) (P)

Further Reading:

- Excerpt from “Totalitarian Nostalgia” Geremie Barmé, *In The Red: On Contemporary Chinese Culture* [link](#)
- Lim, *The People's Republic of Amnesia* (P)
- Unger, J. *The Pro-Democracy Protests in China: Reports from the Provinces*
- Walder, Andrew G. and Gong Xiaoxia, Workers in the Tiananmen Protests: The Politics of the Beijing Workers' Autonomous Federation, *The Australian Journal of Chinese Affairs*, No. 29, January 1993. [link](#)
- *Turmoil at Tiananmen: A Study of U.S. Press Coverage of the Beijing Spring of 1989* [link](#) (P)
- Nathan and Link eds., *The Tiananmen Papers*
- Wasserstrom, *Popular Protest and Political Culture in Modern China* (P)
- Oksenberg, *Beijing Spring, 1989: Confrontation and Conflict: The Basic Documents*
- Nathan, *Chinese Democracy* (P)
- Vogel, *Deng Xiaoping and the Transformation of China* (P)
- Brook, Timothy. *Quelling the People: The Military Suppression of the Beijing Democracy Movement* (P)
- Zhao, *Ziyang Prisoner of the State: The Secret Journal of Premier Zhao Ziyang* (P)

Overview:

- Today we conclude the chronological half of the course with a consideration of a critical turning point in Chinese history, a moment when China shifted from a period of general opening and

reform, to one which sacrificed any serious political reform in exchange for stability and economic development.

- We will divide the discussion into two parts: First trying to understand the protests themselves, and then considering them in the much longer history of youth, politics, and mass movements in the history of Chinese revolutions. Then we will shift to thinking about the legacies of the massacre, and how it plays a crucial role in engagement with China today.

Questions:

1. How does *The Gate of Heavenly Peace* help transform the way we think about the Tiananmen protests? About mass protest movements in general?
2. The Chinese government, and many Chinese will claim that the blood of Tiananmen was a price to pay in order to avert political chaos that would have resulted in far more violence. What logic and assumptions are at work here? What happens when we generalise these claims to other places and times?

Week 8 - Reforming Thought

Week 9 - Gender and the Family

Preparation:

- Moodle: Post a Research Diary entry on the Moodle Forum. See the Moodle for the format of this diary entry. Then post a constructive comment on at least one other student's post. (Entry by Tuesday Morning, Comment by Thursday)
- Your long essay should really be coming along now, unless you have had to shift gears during the semester. Please try to have something written by this point. Some students will like to be working with a full draft at this point and then looking for areas in the essay that are weak.
- If you are doing well on the long essay front, this might be a time to consider the state of your notes and consider start meeting with some of your fellow classmates to collect your notes and study together for the final examination.

Reading:

- Primary Sources:
 - *Birth of Chinese Feminism*, p8-26, 53-71 "On the Question of Women's Liberation"
 - *Women in Republican China: A Sourcebook*:
 - * 3 "Is This Also a Human Being?" Ye Shengtao 18-21
 - * 31 "The Great Inappropriateness of Women's Emancipation" Zhang Shenfu 168-171
 - * 34 "Women's Careers" Yang Zhihua 174-176
 - * 35 "What Happens after Nora Leaves Home" Lu Xun 176-181
- Barlow, Tani E. *The Question of Women in Chinese Feminism*, Ch: 5 "Woman under Maoist Nationalism in the Thought of Ding Ling" p190-252
- Glosser, *Chinese Visions of Family and State*, p27-80 Ch 1 "Saving Self and Nation" (P)
- Ko, *Cinderella's Sisters*, 1-8 Introduction, 38-68 Ch 2 "The Body Inside Out" (P)
- Hershatler, *Gender of Memory*, Ch 1-2, p96-128, Ch 5, p186-191 (P)
- Note: If you are interested more in the post-'49 period, you can skip Ono and Glosser, if you are more interested in pre-'49 period, you can just read Ch 1-2 of Hershatler

Further Reading:

- Finish Hershatler, *Gender of Memory* (P)
- Lu Xun "New Year's Sacrifice" [link](#)
- Finish *Cinderella's Sisters* (P)
- Hershatler, Gail. *Women in China's Long Twentieth Century*.
- Brownell, Susan, and Jeffrey Wasserstrom. *Chinese Femininities/Chinese Masculinities: A Reader*
- Judge, Joan. *The Precious Raft of History: The Past, the West, and the Woman Question in China*
- Mann, Susan L. *Gender and Sexuality in Modern Chinese History*.
- Hershatler, *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai* (P)
- Susan L. Mann, *Gender and Sexuality in Modern Chinese History* (P)
- Jacka, *Woman-work: Women and the Party in Revolutionary China*, 70-114, 191-197 (Ch 3, Conclusion)
- Emily Honig, "Socialist Sex: The Cultural Revolution Revisited."
- Ono, *Chinese Women in a Century of Revolution, 1850-1950*, 54-92 (Ch 4 Women in the 1911 Revolution) (P)

Overview:

- This week tries to do two things at once: examine the role of women specifically in the revolution, but more generally, to consider the way that the revolution was itself gendered or, tried to portray itself in de-gendered ways.

Week 10 - Mao's Revolution in a Global Context

Preparation:

- Moodle: Post a Research Diary entry on the Moodle Forum. See the Moodle for the format of this diary entry. Then post a constructive comment on at least one other student's post. (Entry by Tuesday Morning, Comment by Thursday)
- Consider posting your prospectus on the Moodle Forum. You are asked to write at least one constructive suggestion on a fellow student's shared prospectus.
- Please continue your work on the Long Essay. Our reading is relatively light this week for the last time so make your big push this week. The reading is not light next week so this is the week to get that first draft done!
- Choose 2-3 quotations from Mao's red book that we have assigned this week and be ready to say something about what you think is telling about the quote, problematic, or ironic

Reading:

- [Quotations from Mao Tse Tung](#), (Ch 2, 4, 5-6, and 24)
- Charu Mazumadar, [Take this Opportunity](#)
- Elbaum, [Maoism in the United States](#)
- "On Popular Justice: A Discussion with Maoists" in Michel Foucault, Colin Gordon ed. *Power/Knowledge: Selected Interviews & Other Writings 1972-1977*
- "Revolutionary Socialist Students' Federation (RSSF) Manifesto" *New Left Review* 1/53 Jan-Feb 1969.
- Cook, *Mao's Little Red Book: A Global History* (Ch 1-2, 5, 7, 8, 13)

Further Reading:

- Cook, *Mao's Little Red Book: A Global History* - read rest of the book
- Mertha, Andrew. *Brothers in Arms: Chinese Aid to the Khmer Rouge, 1975-1979*. (P)
- Robcis, Camille, "'China in our Heads': Althusser, Maoism, and Structuralism," *Social Text* 110 30.1 (Spring 2012), pp. 51-69
- Wolin, Richard, *The Wind from the East: French Intellectuals, the Cultural Revolution, and the Legacy of the 1960s*
- Alexander, *Maoism in the Developed World* (P)
- Marks, *Maoist Insurgency Since Vietnam* (P)
- Chakrabarty, *Maoism in India* (P)
- Hutt, *Himalayan People's War: Nepal's Maoist Rebellion* (P)
- Paul, Santosh, *The Maoist Movement in India: Perspectives and Counter-Perspectives*
- Pettigrew, *Maoists at the Hearth: Everyday Life in Nepal's Civil War* (P)
- Lüthi, Lorenz, *The Sino-Soviet Split: Cold War in the Communist World* (P)
- Rozman, Gilbert, *A Mirror for Socialism: Soviet Criticisms of China* (P)
- Hoxha, Enver, *Reflections on China (1962-1972)* [link](#) (P)
- Ferrante, Stefano, *La Cina non era vicina: Servire il popolo e il maoismo all'italiana* (P)
- Fred Ho and Bill V. Mullen, eds., *Afro-Asia: Revolutionary Political and Cultural Connections Between African Americans and Asian Americans*
- Slavoj Žižek, *On Practice and On Contradiction: Žižek Presents Mao*
- Timothy Cheek, ed., *Critical Introduction to Mao*
- Belden Fields, A., *Trotskyism and Maoism: Theory and Practice in France and the United States* (P)
- Bourg, Julian, "The Red Guards of Paris: French Student Maoism of the 1960s," *History of European Ideas* 31 (2005), pp. 472-90

Overview:

- In this class we will attempt to understand the impact of the Chinese revolution on other movements around the world, both in the developed world, and in countries as distant as Nepal and

Peru. We will consider how aspects of the cultural revolution in particular were attractive, but also how the broader approach of the Chinese revolution offered an alternative radical path for revolutionaries. We will attempt to identify certain patterns in various places but also appreciate local translations of Maoist ideas.

Questions:

1. What does it mean to call a movement “Maoist”?
2. What accounts for the sheer variety of Maoist or Maoist inspired movements in the world? How did they differ?

Films of Interest:

- Gymnaslærer Pedersen (2005) - Comedy about a Norwegian maoist high school teacher
- See You at Mao (1970)
- La Chinoise (1967) - French comedy.
- United Red Army (実録・連合赤軍 あさま山荘への道程 2007) - On the rise and fall of Japan's most violent and self-destructive Communist organisation.
- Baader Meinhof Complex (Der Baader Meinhof Komplex 2008) - German film on the multiple generations of the famous German terrorist organisation
- Eight Glorious Years of Nepali People's War (2004) - Propaganda piece by Communist Party of Nepal (Maoist) on Archive.org

Week 11 - Culture, History, and Memory

Preparation:

- Your long essay is due next week. You should really have a draft of the essay done this week so that you can spend the last week in revisions.
- ChinaX clip to watch:
 - X: [Boxers and Qing Response](#)

Reading:

- Cohen, *History in Three Keys* 14-56, 59-68, 211-222, 238-260, 261-297 (P)
- Mittler, *Continuous Revolution*, Ch 3 139-188 Destroying the Old, Ch 5 267-304 Art of Repetition (P)
- Lim, *The People's Republic of Amnesia*, 1-7 Introduction, 7-31 Soldier, 133-157 Patriot, 157-182 Official, 182-206 Chengdu (P)

Further Reading:

- Mittler, *Continuous Revolution* - Complete the book
- Lim, *People's Republic of Amnesia* - Complete the book
- Ho, Denise Y. *Curating Revolution: Politics on Display in Mao's China* (P)
- Kuhn, Philip A. *Rebellion and Its Enemies in Late Imperial China: Militarization and Social Structure, 1796-1864* (P)
- Cook, James A., Joshua Goldstein, Matthew D. Johnson, and Sigrid Schmalzer. *Visualizing Modern China: Image, History, and Memory, 1750–Present*
- Rowe, William. *Crimson Rain: Seven Centuries of Violence in a Chinese County*. Stanford: Stanford University Press, 2007 (P)
- Esherick, Joseph. *The Origins of the Boxer Uprising*. (P)
- Berry, Michael A *History of Pain: Trauma in Modern Chinese Literature and Film* (P)
- Lee, Ching Kwan. *Re-Envisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China* (P)
- Li, Jie, and Enhua Zhang. *Red Legacies in China: Cultural Afterlives of the Communist Revolution* (P)
- Denton, Kirk A. *Exhibiting the Past: Historical Memory and the Politics of Museums in Postsocialist China* (P)
- Matten, Marc Andre. *Places of Memory in Modern China: History, Politics, and Identity* (P)
- Perry, Elizabeth J. *Anyuan: Mining China's Revolutionary Tradition*

Overview:

- We'll split our time between Cohen, moving back to the Boxer Rebellion and how it was deployed in later times, Mittler, which attempts to think more explicitly about the role of culture in Mao's revolution, and Lim, which is more on forgetting than on remembering.
- Task: We will also discuss the three character classic and do an exercise with this in class.

Week 11 - Science, Technology, and the Environment

Preparation:

- Bring to class any questions you have about the final exam, or the coverage of the module.
- Come prepared to reflect a bit on the long essay writing process: what worked and what didn't. How can you take these lessons into the spring and, for some of you, the fourth year?

Reading:

- Shapiro, *Mao's War Against Nature*, Introduction 1-20, Ch 2 67-93, Ch 5 195-216 (P)
- Schmalzer, *People's Peking Man*, 97-111, 155-168 [Ebook](#) (P)
- Schmalzer, *Red Revolution, Green Revolution*, 201-205 (P) [Ebook](#)
- Greenhalgh, *Just One Child*, 316-327 [Ebook](#) (P)
- Fang, *Barefoot Doctors and Western Medicine*, 20-41, Ch 7 Conclusion (P)
- Rogaski, *Hygienic Modernity* [Ebook](#) - Ch 10: Germ Warfare and Patriotic Weisheng (P)

Further Reading:

- Choose one from among Shapiro, Greenhalgh, Schmalzer's two books, or Fang and read another chapter or two.
- Shapiro, *Mao's War Against Nature* - complete the book (P)
- Shen, Grace Yen *Unearthing the nation : modern geology and nationalism in republican China* [Ebook](#) (P)
- Andreas, Joel. *Rise of the Red Engineers: The Cultural Revolution and the Origins of China's New Class* (P)
- Elvin, Mark. *The Retreat of the Elephants: An Environmental History of China* (P)

Overview:

- We'll spend a bit of time talking about the final exam
- Using our readings for today we'll talk about the relationship between revolution, science and the environment.

Questions:

1. In what ways was this a fairly unmitigated disastrous relationship between revolution and science and the environment?
2. In what ways have some scholars pushed back on this and suggested alternative perspectives?

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
- 1850-1864 - Taiping Rebellion
- 1900 - Boxer Rebellion
- 1894-1895 - The (First) Sino-Japanese War
- 1895, Apr - Taiwan Becomes a Colony of Japan
- 1910, Aug - Korea is Annexed by Japan
- 1911, Oct - The Xinhai Revolution
- 1911-1927 - Severely fragmented power in China (Warlord rule)
- 1915, Jan - Japan Issues the 21 Demands
- 1919 - The May Fourth Movement
- 1921 - Founding of the Chinese Communist Party
- 1924 - Alliance Between the Nationalist Party (GMD/KMT) and the Communist Party (CCP)
- 1927 - The Death of Sun Yat-sen, rise of Chiang Kai-shek
- 1927 - The Northern Expedition
- 1927, Apr - The White Terror
- 1927-1937 - The "Nanjing Decade"
- 1931, Sep - The Japanese Invasion of Manchuria
- 1934-1936 - The Long March
- 1936, Dec - The Xi'an Incident
- 1937, Jul - The Marco Polo Bridge Incident
- 1937-1945 - The (Second) Sino-Japanese War
- 1937, Dec - Fall of Nanjing to Japan and the Nanjing Massacre
- 1941-5 - Rectification Movement
- 1945, Aug - Japanese surrender
- 1947-1953 - Communist Land Reform Campaign
- 1949, Oct - The Proclamation of the People's Republic
- 1950, Apr - New marriage law pronounced
- 1950-1953 - Campaign to Suppress Counterrevolutionaries (Zhenfan)
- 1951-2 - Three-anti and Five-anti campaigns in the cities
- 1950-1953 - China participates in the Korean War
- 1953, Jan - First five year plan begins
- 1956-1957 - Hundred Flowers Movement
- 1957-1959 - Anti-Rightist Campaign
- 1958 - Great Leap Forward Pronounced
- 1958-1963 - Four Pests Campaign
- 1959 - Tibetan uprising
- 1959-1962 - The Great Leap Famine
- 1959 - Lushan Conference; Peng Dehuai ousted, replaced by Lin Biao
- 1960 - Sino-Soviet split widens
- 1962, Aug - Rectification and Socialist Education campaign
- 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
- 1973-1975 - Criticize Lin and Confucius movement
- 1967-1968 - Revolutionary committees are most active
- 1969, Apr - Cultural Revolution proclaimed success, Liu Shaoqi dismissed
- 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
- 1975, Jul - 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, Feb - 5th National People’s Congress adopts Four Modernizations plan
- 1978-1981 - Deng Xiaoping solidifies power and begins reforms
- 1978 - Posters appear on democracy wall
- 1979 - One-Child policy implemented, until 2015
- 1979, Jan - USA recognises the PRC as the government of China, in place of Taiwan
- 1981, Jan - Gang of Four condemned
- 1983, Jan - CCP Central Committee calls of rural decollectivisation
- 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
- 1989, Jun - The Tian’anmen Square Massacre, “6.4”

Primary Sources on East and Southeast Asia

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

Newspapers and Periodicals:

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

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

Government Documents

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

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

Missionary Reports and Publications

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

Memoirs, Diaries, Digitised Books etc.

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

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

Propaganda, Posters, and Pamphlets

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

Photographs, Postcards, Films

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

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

Recordings and Sound

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

Maps and GIS

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

Old Books Related to East and Southeast Asian Region

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

Other

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

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

Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Databases of the Historiographical Institute at the University of Tokyo](#) - Most of it on pre-modern Japanese history
- [Waseda Kotenseki Sogo Database](#) - Contains a lot of materials related to Japanese and Chinese classics but also some special collections from a more modern period, much in Japanese
 - [Modern Japan and Waseda](#)
 - [Japanese History through the Library Collections](#)
 - [Edo-Period Japanese Literature Collection](#)
 - [Western Studies Collection](#)
 - [Okuma Shigenobu Collection](#)
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Joseph B. Keenan Digital Collection](#)
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Hiroshima Archive](#)
- [PRCHistory.org Document of the Month](#)
- [Illustrated Books from the Edo and Meiji Periods](#) - at the Smithsonian Libraries
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [National Archives of Japan Digital Collections](#)
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Digital Library of the Meiji Period \(Japanese\)](#)
 - pretty much every book published in the Meiji period is digitized here, Taisho period books increasingly available too
- [Denshō Archive for Japanese-American internment](#)
- [Japanese Historical Text Initiative](#)
- [Japan Air Raids Historical Archive](#)
- [ジャパンアーカイブズ 1850-2100](#)
- [Exhibition of the Empire of Japan: Official Catalogue \(1904\)](#)
- [A Handbook for Travellers in Japan](#) Basil Hall Chamberlain - volumes from different years on Archive.org
- *Terry's Japanese empire, including Korea and Formosa, with chapters on Manchuria, the Trans-Siberian railway, and the chief ocean routes to Japan* - various editions available on Archive.org
- *Pocket Guide to Japan* - Old prewar government produced guidebook for tourists to Japan, volumes available on Archive.org
- *Japan to America* - collection of papers and translations on Japan produced by the Japan Society of America going back to early 20th century. Many volumes on Archive.org
- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London; Atlantic Highlands, NJ: Athlone Press, 1987.

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

Korea

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

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

Taiwan

- [Taiwan Postwar National Historical Archive](#) (Chinese)
- [National Taiwan University Digital Projects Home](#) (Chinese)
- [Taiwan History Digital Library](#) (Chinese)
- [Taiwan National Repository of Cultural Heritage](#) (Chinese)
- [Taiwan Colonial Court Records](#) (Chinese/Japanese)
 - requires online application for access
- [Taiwan Database for Empirical Legal Studies](#) (Chinese)
- [Digital Repository of Taiwan Provincial Assembly](#) (Chinese)
 - requires online application for access
- [National Taiwan University Taiwan Historical Photo Archive](#) (Chinese)
- [National Taiwan University Institutional Repository](#) (Chinese)
 - historical records related to NTU
 - chief prosecutor in the Tokyo war crimes trials
- [Japanese Rule in Formosa](#) by Yosaburo Takekoshi (1907)
- [From far Formosa the island: The island, its people and missions](#)[(https://archive.org/details/fromfarformosai00mackay George Mackay (1896)]
- [Glimpses of Japan and Formosa](#) by Harry A. Franck
- [The island of Formosa : historical view from 1430 to 1900: history, people, resources and commercial prospects](#) James Davidson (1903)
- [The Statistical Summary of Taiwan](#) Japanese Government General in Japan.
- [Sketches from Formosa](#) by W. Campbell (1915)
- [Among the head-hunters of Formosa](#) by Janet McGovern (1922) - raw text on [Project Gutenberg](#)
- [The call of the East; a romance of far Formosa](#) by James Davidson (1902) also on [PG](#) by Thurlow Fraser
- [Formosa Today: An Analysis of the Economic Development and Strategic Importance of Japan's Tropical Colony](#) Andrew J. Grajdanzev (1943)
- [Fireproof moth : a missionary in Taiwan's white terror](#) (in library)
- [The heathen heart : an account of the reception of the gospel among the Chinese of Formosa](#) by Campbell N. Moody (1907)
- [The Black-Bearded Barbarian : The Life of George Leslie Mackay of Formosa](#) (1912)

China

- [Chinese maritime digitization project](#)
- [Bibliothèque Numérique Asiatique / Asian Digital Library](#) - many digitized materials from Asia, especially China
 - [Shanghai Municipal Council Minutes](#)
 - [Scanned Books](#) - over a thousand volumes here, mostly related to China
- [Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [The Cultural Revolution in Images: Caricature-Posters from Guangzhou 1966-1977](#)

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

Hong Kong

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

Southeast Asia

- *The Former Philippines thru Foreign Eyes* by Comyn, Jagor, Virchow, and Wilkes (1912)
- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources
- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)

- [Southeast Asia Digital Library](#)
- [SouthEast Asian Images & Texts](#)
- [Southeast Asia Visions](#) - European travel accounts of pre-modern Southeast Asia
- [Ohio University Thai Sources on Internet Archive](#) (Thai)
- [Cornell Modern Indonesia Collection](#)
- [Batavia Digital](#)
- [OneSearch Indonesia](#)
- [ASEAN Digital Library](#)
- [UMass Southeast Asia Digital Archive](#)
- [Elibrary of Cambodia](#)
- Cornell University Guides:
 - [List of US Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [List of British Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
 - [Some General Historical Sources on Southeast Asia](#)
 - [Colonial Era Sources on Southeast Asia](#)
 - [Travel Literature on Southeast Asia](#)

See Me

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

Some Key Secondary Source Databases

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

Some Good LibGuides and Link Collections for East Asia Related Sources

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

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