

MO3055 The History of History in East Asia

Tutor: Konrad M. Lawson

Fall, 2020



Ban Zhao - Han dynasty historian and scholar. Completed the *Book of Han*

Image from the *Wushuang Pu* (Catalogue of Peerless Figures), preface 1690

MO3055 The History of History in East Asia

Overview of Topics

1. Introductions and Overview
2. The Spring and Autumn Annals and its Commentaries
3. The *Shiji* and Emerging Structures of Historical Writing
4. Depictions of Women in Chinese Imperial Historiography
5. The Self and Other in Chinese Imperial Historiography
6. Independent Learning Week
7. Martial Tales and History; *The Romance of the Three Kingdoms* and *The Tale of the Heike*
8. Modern Nationalist Narratives and Reconstructing the Past
9. Marxist History in East Asia
10. History in the Japanese Empire
11. Contested Histories in Postwar East Asia

Key Details

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

Meets: Fall, 2019 - TBD

Location: TBD

Office: St. Katharine's Lodge B3 **Office Hours:** TBD

Description

This module provides a selective thematic survey on the evolving approaches to history in East Asia across a broad chronology, with a focus on those states broadly impacted by the culture of what has been called the Sinosphere (today's Japan, China, Taiwan, and the Korean peninsula). It introduces students to a variety of genres of historical writing, debates on historical methodology and, moving into more recent times, controversies related to historical narratives that have had profound impacts on domestic as well as international politics. Students will read examples of historical scholarship from the region in translation but also engage with a wider secondary scholarship on historiography, as well as encounter efforts to understand East Asian approaches to historical writing in a comparative context.

Assessment Summary

10% Essay Abstract and Annotated Bibliography – 500 words

20% Blog Entries – 4 postings together a minimum of 2,400 words

50% Long Essay – 5,000 words

20% Two Assessed Presentations 7 minutes each

All submissions are by MMS and due before midnight

Learning Outcomes

- Apprehend the diversity of approaches to historical writing in an East Asian context
- Understand the role of fictional or semi-fictional epics, poetry, and novels in influencing historical writing and the broader historical imagination.
- Evaluate the impact of historical writing on the international politics of East Asia since 1945
- Compare debates on historical method found in the East Asian context with similar debates elsewhere
- Understand the challenges of deploying the European theory of Marxist history on the broad sweep of national and regional histories of East Asia
- Analyse the discourses of selected themes, such as those on women in power, across multiple historical texts in translation.

Assignments

The assessed portion of the coursework for this module consists of one long essay, two seven minute presentations, a prospectus with an annotated bibliography, and four blog entries. In addition, students are required to come prepared each week having completed the assigned and elective reading ready to discuss it, and are required to supply a handout with an overview of their chosen elective readings each week.

Note: Paper submissions are not requested for any of the assessments. You may upload the submissions directly onto MMS. Your handout for presentations should also be uploaded to the presentation section of MMS by the beginning of class on the day of the presentation, but hard copies of this for the class should be brought for distribution to everyone.

Headers and Formatting

At the top of all your written work or on a cover page, you must include:

- The date of submission
- The assignment you are submitting (e.g. Prospectus, Long Essay)
- Your student number
- specific title describing the contents
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

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

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

Footnotes and References

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

[School of History Style Guide](#)

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. See below for more on the simpler citation method for use in the critical review essay and in the final examination.

Prospectus and Annotated Bibliography

The prospectus (500 words) and annotated bibliography (no set word count) are worth 10% of your overall grade. It is designed to give you an opportunity to demonstrate your research in progress. It does not need to represent the final choice of topic, but please get your tutor's approval on any major shifts in your essay topic after you submit the prospectus.

A prospectus summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay, but also says something about the sources you will use and approach you will take. Look to article, dissertation, and book abstracts as the model for this assignment. Important: Write the prospectus as if the long essay is already written and complete and you are merely summarizing what it has accomplished. You can find these abstracts for academic presentations, for example, on the websites of annual conferences such as the AAS (Association of Asian Studies) meeting or countless other conferences. Article abstracts, another possible model, are found at the beginning of articles of many journal articles. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature

of this assignment, state your topic clearly along with a prospective argument for your essay, then write in a bit more detail about in greater depth discussing how you will use certain sources, what new approach you will take or what existing approaches you are hoping to contest. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way. Even if you are still at a relatively early stage in your research, write confidently about a topic and argument even if you are not sure if you will actually be able to follow through in the final essay or suspect you may have to change topics. Write to a reader of a publication, as if you are proposing a talk at a conference or providing an abstract to accompany an article submission, not to me as your only reader.

Things to consider including in the prospectus:

- Don't forget to give your project a meaningful title suggestive of the argument you will make.
- What is your provisional argument?
- What are you contributing to the historiography on this? That is, how are you going beyond synthesising what is already out there?
- What is some of the previous work on this you will engage with? Or key primary sources you will make use of?
- What is the "so what" of your project?

Annotated Bibliography

Below your prospectus, add an annotated bibliography of primary and secondary sources (8-20 would be a fair range at this stage) you are considering for use in the long essay. Below each source, primary and secondary sources in separate categories, add at 1-3 sentences describing the source and why you think it will be useful for your long essay. The annotated bibliography is not included in the word count.

Long Essay

The essay for the course is worth 50% of the total coursework and has a limit of 6,000 words including footnotes. The process of composing an essay of this length is made far easier if you make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

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. 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 will I have realistic access to for use in the essay unless I want to make a purely historiographical essay based exclusively on secondary materials.

Topics for the Essay

Your long essay should be related to the historiography of East Asia. Please consult the reading list at the end of the handbook for a list of many of the major secondary sources on the historiography of East Asia. 1) Your essay may analyse a primary historical work, that is to say, a particular historical classic, another classic text or work of literature that has become important in the broader historiography, or a comparison of two or more such texts. Comparative work which is transnational or global is also welcome. The 'primary sources' in this case should be works which themselves engage with an understanding of the past, in the broad understanding of this that we develop during the module. 2) Your essay may itself be a historiographical essay which intervenes and develops an argument around the scholarship on a particular issue related to the historiography of East Asia.

Unless you receive prior permission from Konrad, the essay should *not* be primarily on a recent reproduction of a historical narrative in the form of recent films, computer games, or comics, though it may refer to these in the course of developing an argument.

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
Monumenta Nipponica
Asian Philosophy
Philosophy East and West
Positions: East Asia Cultures Critique
Journal of Japanese Studies
The Journal of Korean Studies
Harvard Journal of Asiatic Studies
Journal of Modern Chinese History
Korean Studies
Korea Journal
Japanese Studies
Monumenta Serica
Late Imperial China
Modern China
Modern Asian Studies
Asian Studies Review
Critical Asian Studies
The China Quarterly
Journal of the History of Ideas
History and Theory
Global Intellectual History

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:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks ” ” when appropriate
 - Try adding filetype:pdf to limit results to PDF files
 - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

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

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

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

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

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. Paper copies do not need to be submitted: let's save paper. If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Feedback

Feedback is generally provided directly on the mark sheet, which will be posted to the MMS within 10 work days (2 weeks). Presentation feedback is provided towards the end of the semester. Some assessments may have additional handwritten feedback provided in the margins.

Oral Presentations

Being able to synthesise reading and present ideas orally in class is a key skill. You have assessed and non-assessed presentations in this module. You will be formally assessed on **two presentations**.

The topic of your presentation should be a single author monograph and 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. Important: Unlike your weekly handout, however, your presentation should cover the entirety of the work, not merely any assigned chapters.

Presentation skill is shown in your ability to: choose what is most useful to share, choose a quantity of information that will still allow you to speak at a measured pace, 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, give eye contact to everyone in the room, avoid exactly reproducing the content of a handout, and present in a way that, even if you are referring to a written set of notes or text, still flows naturally.

The assessed presentations should be 5-7 minutes in length and not a minute longer. You will be cut off at exactly 7 minutes. The presentation should briefly summarise the main arguments, point out what was most interesting or useful as a takeaway from the chosen text, and make 1-3 focused critiques or observations about the read material. It should *not* a detailed summary of the content: it should highlight the arguments, strengths and set the context.

When possible, excellent presentations will ideally connect what is read and presented to our other readings and the discussion of the day. Thus, it is very important that you do not focus on your assigned reading to the exclusion of other readings for that week. Connecting the reading to past readings and discussions in the module is also a very welcome. Outside research is not required. Slides are not needed for the presentation and not assessed, but the handout may include 1-2 images or a map if appropriate. Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions.

For *both* assessed presentations and the weekly supplementary handout (one piece of paper front and back, at most) you should upload the handout to the module Moodle *the evening before* class to allow everyone time to view it and, if they would like to, print a copy. It should include some paragraphs or bullet points that may include arguments, interesting empirical examples, key quotes, any interesting sources used, or highlight key persons or dates. The bullet points should be complete sentences (describing an argument or concrete point), not merely short phrases representing vague topics in an outline form. You do not need to bring a paper copy of your handouts, but you must post it to the Moodle the night before.

Some questions to consider as you prepare:

- Did the student give eye contact to everyone in the room and not merely the tutor?
- Did the student project their voice clearly, modulate their voice appropriately, make effective use of pauses, and speak at an appropriate speed?
- Did the distributed handout of one or at most two sides of a piece of paper 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, or a map that serves as a useful reference?
- Was the 7 minute limit very strictly observed in the presentation?
- Did the presentation briefly provide the context of the work, and introduce the author *very briefly*?
- Was the presentation well-structured, organized, and focus on a only a few key points?
- 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 avoid being a reproduction of the handout, using it instead as a complement.
- 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?

Blog Entries

We have a module website at:

<http://transnationalhistory.net/history/>

This is a public facing website where students will contribute postings, but no students will be asked to use their real name. You can set or change your pseudonym through the blog interface whenever you like. Students are required to post a **minimum of four postings** during the semester, and these postings must be **posted across at least four different weeks**. However, there is flexibility on the content: you may post on readings from before or after the week posted, and may have more than one posting related to material from a single week. The total number of words posted across the semester must be a minimum of 2,400 words posted during the course of the semester (for example, you can get by with only four postings if they are at least 600 words, or six postings with 400, etc.). Important: Your submitted postings must come from at least four different weeks and must be submitted to MMS in a single document by the deadline for you to receive credit. Friday of Week 11 is the last day for blog posts.

Before the online submission deadline for the blog posts, you should copy and paste your four or more selected blog postings, adding up to at least 2,400 words, including their titles, links to the online version and, importantly, the date they were posted online into a document and upload this document to the MMS. The postings *must already be on the blog on the date you have indicated*, and cannot be new postings produced for the submission and cannot have been posted to the blog after Week 11. Points for the overall mark will be the average of the mark on the four or more selected and submitted postings. Each posting will receive a mark based on the cumulative score according to the following simple criteria, which are judged to be *either present or absent* (no partial marks)

- 4 points if the posting makes a clear analytical point
- 4 points if the posting makes concrete references to particular parts of a reading, with at least one footnote
- 3 points if the posting was well-written in terms of language
- 3 points if the posting was relevant to assigned readings or further readings
- 3 points if the posting keeps a good focus throughout.
- 3 additional points will be given for postings that are of a high quality

A decent posting, which follows the instructions and has no significant flaws, should, therefore, get a score of 17. Particularly strong postings may garner 20s.

Example: A student writes 6 postings during the semester totalling 3,000 words. They select 4 of their favourite posts from among these, adding up to 2,500 words, a bit over the requirement. The submission included 1 high quality post of 600 words (20), 2 posts that meet the requirements, one 500 and one 700 words (both getting 17), and 1 post of 700 words that follows all the above but did not maintain a clear focus ($17-3=14$), then the overall blog mark would come to $(20+17+17+14)/4 = 17$

How to Post Blog Entries: You will be given details for your login information late in the first week. Then to login, go to:

<http://transnationalhistory.net/history/post/>

- Use your login user name and password. You will receive this by the end of Week 1.
- From there, on the left hand side you can choose “Add New” from the “Posts” menu.
- There, give your posting a title
- add a few tags on the right side without any caps, for example “japan, 20th century, kyoto school, philosophy of time, nishitani” that indicate things like place, time, people, topics that are relevant to your posting (all without caps).
- Write your blog posting in the middle
- When you have a quote or refer to a text, you must add a footnote by enclosing the footnote contents in double parenthesis. You must leave a space before the first and after the last parenthesis. Example: Here is some text. ((And here is the footnote contents with a space before it))
- Don’t worry about adding categories.
- You can “preview” your posting if you want to read it over and look for mistakes with a nicer view.
- When you are happy with the posting, click “Publish” or save the draft if you wish to return to it later
- You can always return to postings by going to “Posts” on the left and “All Posts”

What to Write:

- Your postings should ideally each aim to be between 400-1,000 words but you won't be penalised for something longer on word count alone.
- The posts should have a single overarching purpose and unified focus
- The posts should be focused on material in the elective or further readings, and may only be from the required set readings if it is a primary source. It may, in addition, refer to additional readings from anywhere.
- Avoid vague references to what you like and don't like; what you found interesting or not interesting - unless you follow this up with concrete and specific reasons why something is interesting or valuable.
- Be concise and avoid repetition.

Here are some ideas of what make good postings (but you aren't limited to this):

- Focus in on a passage in a primary source, quote part of the passage (try not to make the quote too long) in the posting and then offer a reflection on it.
- Same as above, but instead of just offering a reflection, put that passage into meaningful conversation with another secondary or primary reading we did either this week or another week.
- Describe or synthesise a point that you find important or interesting from a secondary reading and say why you think it is important.
- Put the arguments of two secondary sources into dialogue with each other
- Reflect on how the arguments of a text might contribute to our understanding of some other class in another place or time
- Write a posting on the use of language or terms in a source and why you think it is meaningful or important
- Write a posting around a certain pattern you see across multiple texts

Tutorial Preparation

Reading

This module, which has no final exam, is designed to provide you flexibility in your learning, while also providing themes that enable us to have rich seminar discussion. It is important that you come to tutorial well prepared as you will be expected to know the materials well. Your preparation for each week will require the usual 15-20 hours of work, and I suggest you **divide the preparation time across three days**. Your reading and research each week is comprised of:

- 1) Core readings that all students are required to read, usually around 150-200 pages (4-8 hours)
- 2) Additional required 'elective' reading that is selected by the student from several options provided. You must choose one category of readings to prepare and provide an elective reading handout. Usually less than 50 pages. (2-4 hours)
- 3) Each week you should do further reading in the general area of your long essay, do other research or writing towards the prospectus, long essay, or work on your blog entries and presentation preparation. (3-8 hours)

Elective Reading Handout

Each week, you should post a handout (no more than one page front and back; see above under presentation section) relating to the category of *elective readings* you have done to the class files on Teams each week by noon the day before class. This is to allow other students, and myself, to review the handouts the evening before class. The handout *should not be raw notes* on the text. Compose a notes-on-notes approach which highlights key arguments, an overview of the text structure, perhaps listing some key people, events, or historiography mentioned in the text, and consider including one or more full sentence bullet points with your reflection/critique/evaluation of the work. If the elective reading consisted of multiple chapters, you must include an overview of arguments/structure of all chapters, but may optionally focus the majority of your handout on one chapter or section if you want to go into more detail.

Use Microsoft Teams to claim particular readings for your elective reading in a first come, first serve fashion. Try to ensure all elective readings are covered before choosing one already taken, feel free to arrange switches. Since choices are fewer than students in most semesters, so we will get more than one handout. This is useful as differing interpretations of what was important, different critiques, focus on different sections, etc. will meaningfully inform the discussion.

Although you are not given a mark for it, please note that your weekly elective reading handout is a *required* piece of work. You will receive an academic alert if you fail to submit the elective reading handout by noon the day before class, and you may then be asked to submit a short review essay of the work for the alert to be resolved. *Note:* It is perfectly fine if your blog entries are written about the same text or texts that your chosen elective reading and handout are about.

Introducing Elective Readings and your Essay Progress to Your Classmates

In submitting your handout you are showing your understanding of the main arguments and themes of the elective reading you chose. Use your knowledge of this reading as you contribute to the seminar discussion. Sometimes, you may be called upon in class, without warning, to tell the class a bit more about the category of elective readings that you read or answer questions about claims and arguments you have mentioned in the handout. It is therefore important that you have your broader notes organised well enough to allow you to clearly and concisely articulate the main ideas.

You will also be asked in class to report on the progress on your long essay research in multiple weeks. Please be sure to reserve some time each week to work on your long essay and be ready to say what progress you have made on it.

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:

[Honours Marking Scale](#)

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:

[Extensions, Penalties for Late, Long and Short Work](#)

Absence from Classes

Please see this website for more on Student Absence:

[Student Absence](#)

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.

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 CEED, which provides an extensive range of training on Academic Skills.

[Centre for Educational Enhancement and Development \(CEED\)](#)

Seminars

Please Note: We have an online reading list for the module for your convenience but it is harder to read, is sometimes missing texts, and does not include specific tasks that I set for your preparation. Please make sure that you always work from this handbook as you prepare your readings but you can check for ebook versions etc. with the digital reading list.

Again: this handbook is the canonical version of your preparation guidelines. Please work from this handbook as you review readings for the week ahead.

P = Text is a candidate for presentations

Week 1 - Introductions and Overview

Required Reading

I will be emailing prospective students prior to the start of the semester (over the summer when this module is taught during the fall) and encourage you to have come to class having read the chapters related to East Asian historiography in *The Oxford History of Historical Writing* series. We have ebook access to these through the library. Please read the chapters below (about 550 pages including bibliographies) as all of these contain many possibilities for your long essay beyond what is covered in seminar themes, but if you are not able to find time for them all, then please focus on those with a “**” after the title, most of all, and thereafter those with “*”.

Vol 1

- Ch 15 History and Inscriptions, China
- Ch 16 Chinese History and Philosophy **
- Ch 17 Pre-Qin Annals **
- Ch 18 Historiography and Empire
- Ch 19 Sima Qian and the Shiji **
- Ch 20 The Han Histories *
- Ch 21 Historiography of the Six Dynasties Period (220-581)
- Ch 22 Buddhism: Biographies of Buddhist Monks

Vol 2

- Ch 1 The Growth of Historical Method in Tang China *
- Ch 2 Chinese Historiography in the Age of Maturity, 960-1368 *
- Ch 3 The Birth and Flowering of Japanese Historiography *
- Ch 6 The Tradition of Historical Writing in Korea *

Vol 3

- Ch 1 Chinese Official Historical Writing under the Ming and Qing
- Ch 2 The Historical Writing of Qing Imperial Expansion
- Ch 3 Private Historiography in Late Imperial China
- Ch 4 A Social History of Japanese Historical Writing **
- Ch 5 Writing History in Pre-Modern Korea **

Vol 4 Ch 24 The Transformation of History in China and Japan **

Vol 5

- Ch 30 Chinese Historical Writing since 1949 **
- Ch 31 Japanese Historical Writing **
- Ch 32 Historians and Historical Writing in Modern Korea **

Elective Reading

For your elective reading handout, please select one of the chapters of the Oxford History that interests you.

Further Reading

Since you should be focusing on research for your long essay throughout the semester, you are not required to do any particular further reading on any given week. However, this section in each week will be useful for you as you

think about the topic for your long essay and provide you with additional sources that can serve as the starting place for your research.

This module assumes that you have read extensively on historiography in your HI2001 module. You may want to refresh your memory or deepen your engagement with the broader debates in historiography with the following texts, which will also often be good starting points for the theoretical engagement of your essays.

Surveys for Starting Points

- Budd, Adam *Modern Historiography Reader*
- Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge From Scientific Objectivity to the Postmodern Challenge*
- Iggers, Georg G, Wang, Edward Q. and Mukherjee, Supriya *A Global History of Modern Historiography*
- Woolf, Daniel *A Global History of History*

Theoretical Reflections and Differing Approaches

- Ankersmit, Frank *Meaning, Truth, and Reference in Historical Representation*
- Appleby, Joyce, Lynn Hunt, and Margaret Jacob *Telling the Truth about History*
- Bloch, Marc *The Historian's Craft*
- Burke, Peter *History and Social Theory*
- Burke, Peter *New Perspectives on Historical Writing*
- Breisach, Ernst *On the Future of History: The Postmodernist Challenge and Its Aftermath*
- Burckhardt, Jacob *Judgements on History & Historians*
- Carr, E.H. *What is History*
- Certeau, Michel de *The Writing of History*
- Chakrabarty, Dipesh *Provincializing Europe: Postcolonial Thought and Historical Difference*
- Collingwood, R. G. *The Idea of History*
- Doran, Robert ed. *Philosophy of History after Hayden White*
- Evans, Richard *In Defence of History*
- Fabian, Johannes *Time and the Other: How Anthropology Makes Its Object*
- Foot, Sarah, and Partner Nancy *The Sage Handbook of Historical Theory*
- Green, Anna, Troup, Kathleen *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*
- Jenkins, Keith *Re-thinking History*
- Jenkins, Keith *The Postmodern History Reader*
- Koselleck, Reinhart *Futures Past: On the Semantics of Historical Time*
- Scott, Joan *Gender and the Politics of History*
- Smith, Bonnie *The Gender of History: Men, Women, and Historical Practice*
- Tucker, Aviezer *Our Knowledge of the West: A Philosophy of Historiography*
- Tucker, Aviezer *A Companion to the Philosophy of History and Historiography*
- White, Hayden *Metahistory: The Historical Imagination in Nineteenth-Century Europe*
- Wolf, Eric *Europe and the People Without History*

Preparation

1. The East Asia related chapters of the *Oxford History* are written by many of the key authors writing on historiography for the region in the English language. We will meet many of these authors again in future weeks. If you read these chapters well, which almost all have great suggestions for further reading, and engage with a wide range of scholarship through the footnotes, they should provide you with a few early ideas for your long essay project. Please come to the seminar having reflected on this reading not only for understanding, but ask yourself what issues, time period, texts, or historians spark your interest for possible long essay directions. Make note of the some of the suggested readings from the chapters that most interest you.
2. Scan over the list of texts at the end of this handbook and make a list of books that are in your topics of interest. Check on their online availability through the university library, or if necessary, their availability for purchase if you think they will be of central importance to your project.

Week 2 - The Spring and Autumn Annals and its Commentaries

Required Reading

Primary Sources:

Mair, Victor H. et al. *Hawaii Reader in Traditional Chinese Culture* (2005) - Ch 11 The World of the Zuozhuan

Choose and read one of the following of the sections of the *Zuozhuan*:

- Lord Zhuang (693-662 BCE)
- Lord Xi (659-627 BCE)
- Lord Wen (626-609 BCE)
- Lord Xuan (608-591 BCE)
- Lord Cheng (590-573 BCE)

Secondary Sources:

Nylan, Michael *The Five "Confucian" Classics* (2001) - Ch 6: The Spring and Autumn Annals (~50)

Lewis, Mark Edward *Writing and Authority in Early China* (1999) - Ch 3: Writing the Past (~45)

Review your notes from *Oxford History*:

Vol 1: Ch 16 Chinese History and Philosophy, Ch 17 Pre-Qin Annals

Reference: for an overview of the history of this period:

The Cambridge History of Ancient China Ch 8: The Spring and Autumn Period

Elective Reading

1. Schaberg, David *A Patterned Past: Form and Thought in Early Chinese Historiography* (2001) - Ch 1 The Rhetoric of Good Order
2. Schaberg, David *A Patterned Past: Form and Thought in Early Chinese Historiography* (2001) - Ch 5 The Anecdotal History
3. Schaberg, David *A Patterned Past: Form and Thought in Early Chinese Historiography* (2001) - Ch 8 Writing and the Ends of History
4. Nylan, Michael *The Five "Confucian" Classics* (2001) - Ch 3 The Documents
5. Nylan, Michael *The Five "Confucian" Classics* (2001) - Ch 2 The Odes
6. Els, Paul van and Sarah A. Queen *Between History and Philosophy: Anecdotes in Early China* Introduction: Anecdotes in Early China p1-40
7. Els, Paul van and Sarah A. Queen *Between History and Philosophy: Anecdotes in Early China* Ch 7 The Limits of Praise and Blame
8. Denecke, Wiebke et al *The Oxford Handbook of Classical Chinese Literature* Ch 8 Text and Commentary: The Early Tradition + Ch 3 Histories (shi 史)

Further Reading

The Cambridge History of Ancient China Ch 14: The Heritage Left to the Empires

Mair, Victor H. et al. *Hawaii Reader in Traditional Chinese Culture* (2005) - Ch 22 Anecdotes from the Warring States

Crump, James Irving. *Legends of the Warring States: Persuasions, Romances, and Stories from Chan-Kuo T's'.* Center for Chinese Studies, The University of Michigan, 1998.

Durrant, Stephen, Wai-ye Li, and David Schaberg, trans. *Zuo Tradition / Zuozhuan: Commentary on the 'Spring and Autumn Annals'*. Slp Blg edition. Seattle: University of Washington Press, 2016.

Lewis, Mark Edward *Writing and Authority in Early China* (1999) (P)

Li, Wai-ye. *The Readability of the Past in Early Chinese Historiography*. Cambridge, Mass: Harvard University Asia Center, 2008. (P)

Miller, H. *The Gongyang Commentary on The Spring and Autumn Annals: A Full Translation*. 1st ed. 2015 edition. Palgrave Macmillan, 2015.

Ng, On Cho, and Q. Edward Wang. *Mirroring the Past: The Writing and Use of History in Imperial China*. Honolulu: University of Hawai'i Press, 2005.

Nylan, Michael *The Five "Confucian" Classics* (2001) (P)

Pines, Yuri. 'Intellectual Change in the Chunqiu Period: The Reliability of the Speeches in the "Zuo Zhuan" as Sources of Chunqiu Intellectual History'. *Early China* 22 (1997): 77–132.

Schaberg, David *A Patterned Past: Form and Thought in Early Chinese Historiography* (2001) (P)

Tashima, Pauli. 'The Adaptive Commentary of Du Yu (222-284): Schematizing the Presence and Absence of "Norms" (Li 例) in the Tri-Partite Annals through the Zuo Tradition'. *Journal of the American Oriental Society* 139, no. 2 (2019): 455–77.

Van Auken, Newell Ann. 'Could "Subtle Words" Have Conveyed "Praise and Blame"? The Implications of Formal Regularity and Variation in "Spring and Autumn (Chūn Qiū)" Records'. *Early China* 31 (2007): 47–111.

The Most Venerable Book (Shang Shu). Penguin UK, 2014. (P)

Preparation

Continue to reserve some time to think about your long essay for the semester. Look ahead to readings in future weeks and try to read at least an article or chapter related to a potential essay topic.

Long Essay Ideas

There are no shortage of ways to engage with the Spring and Autumn annals and its Zuozhuan or Gongyang commentaries. However, there are other texts from this or before this time we didn't focus on that are deeply interesting to explore: the Book of History, or the Book of Documents as it is sometimes called; The Odes (used as history or in history); and the Legends of the Warring States.

Week 3 - The *Shiji* and Emerging Structures of Historical Writing

Required Reading

Primary Sources:

Watson, Burton trans. *Records of the Grand Historian of China*, Qin Dynasty.

Shi Ji 6: The Basic Annals of the First Emperor of the Qin (~30) Shi Ji 15: Reflections on the Rise of the Qin (~3)

Shi ji 86 Biographies of the Assassin-retainers (~10)

Watson, Burton trans. *Records of the Grand Historian of China*, Qin Dynasty. Han Dynasty II [ACLS ebook](#) Shi ji 29

The Treatise on the Yellow River and Canals (just skim)

Shi ji 125 Biographies of the Emperors' Male Favorites (~5)

Secondary Sources:

Hardy, Grant. *Worlds of Bronze and Bamboo: Sima Qian's Conquest of History* (1999) Ch 2 Representing the World (~35)

Watson, Burton *Ssu Ma Chien: Grand Historian of China* Ch 5 The Thought of Ssu-ma Ch'ien [on Archive.org](#) (~40)

Lewis, Mark Edward *Writing and Authority in Early China* (1999) - Ch 7: The Encyclopedic Epoch section 'Sima Qian and Universal History' pp308-317

Review your notes from the *Oxford History*:

Vol 1: Ch 19 Sima Qian and the Shiji

Elective Reading

1. Nylan, Michael. 'Sima Qian: A True Historian?' *Early China* 23/24 (1998): 203–46.
2. Shankman, Steven, and Stephen W Durrant. *The Siren and the Sage: Knowledge and Wisdom in Ancient Greece and China* (2003) Part II:1-4 Before and After Philosophy: Thucydides and Sima Qian p79-145
3. Stuurman, Siep. 'Herodotus and Sima Qian: History and the Anthropological Turn in Ancient Greece and Han China'. *Journal of World History* 19, no. 1 (2008): 1–40.
4. Ng, On Cho, and Q. Edward Wang. *Mirroring the Past: The Writing and Use of History in Imperial China* Ch 2 From the Warring States Period to the Han
5. Hardy, Grant. *Worlds of Bronze and Bamboo: Sima Qian's Conquest of History* (1999) Ch 3-4 Microcosmic Reading I, II
6. Hardy, Grant. *Worlds of Bronze and Bamboo: Sima Qian's Conquest of History* (1999) Ch 5 Shaping the World + Ch 8 Understanding the World
7. Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* Ch 1 The Frustration of the Second Confucius, Ch 3 Sima Qian, the Six Arts, and the Spring and Autumn Annals 8.Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* Ch 4 Dying Fathers 9.Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* Ch 6 Ideologue Versus Narrator

Further Reading

Consider continuing to read the books we have been reading above.

Burton Watson. *Ssu Ma Chien Grand Historian Of China*. Columbia University Press, 1958. <http://archive.org/details/ssumachiengrand> (P)

Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* (P)

Durrant, Stephen W, Wai-ye Li, Michael Nylan, and Hans van Ess. *The Letter to Ren an and Sima Qian's Legacy*, 2016.

Ess, Hans van. 'Recent Studies on Sima Qian'. Edited by Stephen W. Durrant. *Monumenta Serica* 49 (2001): 517–28.

Hardy, Grant. *Worlds of Bronze and Bamboo: Sima Qian's Conquest of History* (1999) (P)

Hardy, Grant. 'Can an Ancient Chinese Historian Contribute to Modern Western Theory? The Multiple Narratives of Ssu-Ma Ch'ien'. *History and Theory* 33, no. 1 (1994): 20–38. <https://doi.org/10.2307/2505650>.

Li, Wai-Yee. 'The Idea of Authority in the Shih Chi (Records of the Historian)'. *Harvard Journal of Asiatic Studies* 54, no. 2 (1994): 345–405. <https://doi.org/10.2307/2719434>.

Mutschler, F. H. 'Sima Qian and His Western Colleagues: On Possible Categories of Description'. *History and Theory* 46, no. 2 (2007): 194–200.

Nienhauser, William H. 'A Note on a Textual Problem in the "Shih Chi" and Some Speculations Concerning the Compilation of the Hereditary Houses'. *T'oung Pao* 89, no. 1/3 (2003): 39–58.

———. 'For Want of a Hand: A Note on the "Hereditary House of Jin" and Sima Qian's "Chunqiu"'. *Journal of the American Oriental Society* 127, no. 3 (2007): 229–47.

Nylan, Michael, and 戴梅可. 'Mapping Time in the Shiji and Hanshu Tables 表'. *East Asian Science, Technology, and Medicine*, no. 43 (2016): 61–122. Schaab-Hanke, Dorothee. '“Waiting for the Sages of Later Generations”: Is There a Rhetoric of Treason in the Shiji?' *Extrême-Orient Extrême-Occident*, no. 34 (2012): 111–40.

Shankman, Steven, and Stephen W Durrant. *The Siren and the Sage: Knowledge and Wisdom in Ancient Greece and China*. Eugene, Or.: Wipf and Stock Pub., 2003. (P)

Yang, Lei. 'Building Blocks of Chinese Historiography: A Narratological Analysis of Shi Ji'

Preparation

Please continue to work on your long essay ideas. Your essay prospectus will be due soon.

Week 4 - Depictions of Women in Chinese Historiography

Required Reading

Primary Sources:

Wang, Robin R. *Images of Women in Chinese Thought and Culture* (2003)

Ch 8 The Zuo Commentary pp73-82

Ch 21 Strategems of the Warring States pp139-149

Ch 22 Biographies of Women pp149-162

Watson, Burton trans. *Records of the Grand Historian of China*, Qin Dynasty. Han Dynasty I [ACLS ebook](#)

[Shi Ji 9](#) The Basic Annals of Empress Lü (~15)

[Shi Ji 49](#) The Empresses: The Hereditary Houses: The Families Related to The Emperors by Marriage (~15)

Secondary Sources:

Raphals, Lisa *Sharing the Light: Representations of Women and Virtue in Early China* (1998) (P) (~70)

Ch 1 Women as Agents of Virtue and Destruction

Ch 2 Women as Prescient Counselors

Ch 3 Demonic Beauties and Usurpatious Regents

Ess, Hans van. 'Praise and Slander: The Evocation of Empress Lü in the Shiji and the Hanshu'. *NAN NÜ* 8, no. 2 (1 January 2006): 221–54.

Elective Reading

1. Wang, Robin R. *Images of Women in Chinese Thought and Culture* (2003) Ch 32 The Ballad of Mulan + Don, Lan *Mulan's Legend and Legacy in China and the United States* Ch 2 Heroic Lineage: Military Women and Lady Knights-Errant in Premodern China
2. Hinsch, Bret. 'The Criticism of Powerful Women by Western Han Dynasty Portent Experts'. *Journal of the Economic and Social History of the Orient* 49, no. 1 (2006): 96–121.
3. Wang, Robin R. *Images of Women in Chinese Thought and Culture* (2003) Ch 33 Women in the Standard Histories
4. Zheng, Xiucui. 'From "Zuozhuan to Shiji": Changes in Gender Representation in Sima Qian's Rewriting of Stories'. *Chinese Literature: Essays, Articles, Reviews* (CLEAR) 36 (2014): 149–74.
5. Kim, Youngmin, and Michael J. Pettid. 'Representation of Females in Twelfth-Century Korean Historiography'. In *Women and Confucianism in Choson Korea: New Perspectives*
6. Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian* (P) Ch 5 (Wo)men with(out) Names
7. Kim, Youngmin, and Michael J. Pettid. 'Versions and Subversions: Patriarchy and Polygamy in Korean Narratives'. In *Women and Confucianism in Choson Korea: New Perspectives*. SUNY Press, 2011.
8. Chaffee, John. 'The Rise and Regency of Empress Liu (969—1033)'. *Journal of Song-Yuan Studies*, no. 31 (2001): 1–25.
9. McMahon, Keith. 'Women Rulers in Imperial China'. *NAN NÜ* 15, no. 2 (1 January 2013): 179–218.
10. Li, Wai-ye. *The Readability of the Past in Early Chinese Historiography* (P). Ch 2 Signs and Causality section 'Women' pp147-160

Further Reading

Haboush, JaHyun Kim. *The Memoirs of Lady Hyegyong: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea*. Univ of California Press, 2013. (P)

A Companion to Global Queenship. Arc Humanities Press, 2018.

Davis, Richard L. 'Chaste and Filial Women in Chinese Historical Writings of the Eleventh Century'. *Journal of the American Oriental Society* 121, no. 2 (2001): 204–18. <https://doi.org/10.2307/606561>.

Edwards, Louise. 'Women Warriors and Amazons of the Mid Qing Texts Jinghua Yuan and Honglou Meng'. *Modern Asian Studies* 29, no. 2 (1995): 225–55.

Ess, Hans van. 'Praise and Slander: The Evocation of Empress Lü in the Shiji and the Hanshu'. *NAN NÜ* 8, no. 2 (1 January 2006): 221–54.

- Goldin, Paul R. 'Ban Zhao in Her Time and in Ours'. In *After Confucius*, 112–18. Studies in Early Chinese Philosophy. University of Hawai'i Press, 2005.
- Hinsch, Bret. 'Reading Lienüzhuan (Biographies of Women) Through the Life of Liu Xiang'. *Journal of Asian History* 39, no. 2 (2005): 129–57.
- . 'The Criticism of Powerful Women by Western Han Dynasty Portent Experts'. *Journal of the Economic and Social History of the Orient* 49, no. 1 (2006): 96–121.
- . *Women in Early Medieval China*. Rowman & Littlefield, 2018.
- . *Women in Imperial China*. Rowman & Littlefield, 2016.
- Idema, Wilt L., and Beata Grant. *The Red Brush: Writing Women of Imperial China*. Harvard University Asia Center, 2004.
- Judge, Joan, and Ying Hu. *Beyond Exemplar Tales*. Univ of California Press, 2011.
- Judge, Joan. *The Precious Raft of History: The Past, the West, and the Woman Question in China*. Stanford, Calif.: Stanford University Press, 2008. (P)
- Kinney, Anne Behnke, trans. *Exemplary Women of Early China: The Lienü Zhuan of Liu Xiang*. Columbia University Press, 2014. (P)
- Lan, Feng. 'The Female Individual and the Empire: A Historicist Approach to Mulan and Kingston's Woman Warrior'. *Comparative Literature* 55, no. 3 (2003): 229–45. <https://doi.org/10.2307/4125407>.
- Luo, Manling. 'Gender, Genre, and Discourse: The Woman Avenger in Medieval Chinese Texts'. *Journal of the American Oriental Society* 134, no. 4 (2014): 579–99. <https://doi.org/10.7817/jameroriesoci.134.4.579>.
- Mann, Susan, and Yu-Yin Cheng, eds. 'The Book of Filial Piety for Women Attributed to a Woman Née Zheng (ca. 730)'. In *Under Confucian Eyes: Writings on Gender in Chinese History*. University of California Press, 2001.
- McMahon, Keith. *Women Shall Not Rule: Imperial Wives and Concubines in China from Han to Liao*. Rowman & Littlefield Publishers, 2013. (P)
- Queen, Sarah. 'Beyond Liu Xiang's Gaze: Debating Womanly Virtue in Ancient China'. *Asia Major* 29, no. 2 (2016): 7–46.
- Raphals, Lisa *Sharing the Light: Representations of Women and Virtue in Early China* (1998) (P)
- Rothschild, N. Harry. *Emperor Wu Zhao and Her Pantheon of Devis, Divinities, and Dynastic Mothers*. Columbia University Press, 2015. (P)
- Shou, Chen. *Empresses and Consorts: Selections from Chen Shou's Records of the Three States*. Edited by Robert Joe Cutter and William Gordon Crowell. Annotated edition edition. Honolulu: University of Hawai'i Press, 1999. (P)
- Song, Xianlin. 'Re-Gendering Chinese History: Zhao Mei's Emperor Wu Zetian'. *East Asia* 27, no. 4 (1 December 2010): 361–79. <https://doi.org/10.1007/s12140-010-9122-z>.
- Wu, Qingyun. *Female Rule in Chinese and English Literary Utopias*. Syracuse University Press, 1995. (P)
- Zurndorfer, Harriet Thelma. *Chinese Women in the Imperial Past: New Perspectives*. BRILL, 1998.

Preparation

Now that your prospectus for your long essay has been submitted, deepen your reading around your essay. Consider having done one or two of your blog entries by this week. It makes sense to get them out of the way earlier in the semester so you don't become overwhelmed as the long essay deadline approaches.

Week 5 - The Self and Other in Official Histories

Required Reading

Primary Sources:

Watson, Burton trans. *Records of the Grand Historian of China*, Qin Dynasty. Han Dynasty Vol 2 [ACLS ebook](#)
[Shi Ji 110](#) The Account of the Xiongnu (~35)

Read one of the following:

[Shi Ji 114](#) The Account of Eastern Yue

[Shi Ji 123](#) The Account of Dayuan

[Shi Ji 116](#) The Account of the Southwestern Barbarians

[Japan in the Chinese Dynastic Histories](#) in *Sources of Japanese Tradition* Vol 1, pp3-13

Secondary Sources:

Schaberg, David *A Patterned Past: Form and Thought in Early Chinese Historiography* (2001) - Ch 4 Order in the Human World section 'Cultural Others' pp130-135

Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. Ch 3 Beasts and Birds: The Historical Context of Early Chinese Perceptions of the Northern Peoples ([ACLS Ebook](#))

Yuri Pines, "Beasts or Humans: Pre-Imperial Origins of the "Sino-Barbarian" Dichotomy," in *Mongols, Turks, and Others: Eurasian Nomads and the Sedentary World*, ed. Reuven Amitai and Michal Biran (Leiden: Brill, 2005),

Els, Paul van and Sarah A. *Queen Between History and Philosophy: Anecdotes in Early China* Ch 4 Anecdotal Barbarians in Early China

Wang, Edward Q., "History, Space, and Ethnicity: The Chinese Worldview," *Journal of World History* 10, no. 2 (1999).

Elective Reading

1. Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. (P) Ch 7 In Search of Grass and Water: Ethnography and History of the North in the Historian's Records + Ch 8 Taming the North: The Rationalization of the Nomads in Ssu-ma Ch'ien's Historical Thought
2. Mann, Susan, and Yu-Yin Cheng, eds. "The Customs of Various Barbarians by Li Jing (1251-?)". In *Under Confucian Eyes: Writings on Gender in Chinese History*. University of California Press, 2001.
3. Tamara T. Chin, "Defamiliarizing the Foreigner: Sima Qian's Ethnography and Han-Xiongnu Marriage Diplomacy," *Harvard Journal of Asiatic Studies* 70, no. 2 (2010): 318-19.
4. Yujun Li, "The "Sino-barbarian dichotomy" amid the political chess of China's dynasties: In the examples of the Song, Liao, and Jin dynasties," *Chinese Studies in History* 51, no. 1 (2018)
5. Magnus Fiskesjö, "On the 'Raw' and the 'Cooked' Barbarians of Imperial China," *Inner Asia* 1, no. 2 (1999): 140.
6. Schaberg, David. "Travel, Geography, and the Imperial Imagination in Fifth-Century Athens and Han China". *Comparative Literature* 51, no. 2 (1999): 152-91.
7. Kim, Hyun Jin. *Ethnicity and Foreigners in Ancient Greece and China* (P) Ch 3 The Barbarian in Classical Greece and Warring States China + Ch 4 Herodotus and Sima Qian
8. Ge, Zhaoguang. "The Evolution of a World Consciousness in Traditional Chinese Historiography". *Global Intellectual History* (16 March 2020): 1-19.

Further Reading

Amitai, Reuven and Michal Biran *Mongols, Turks, and Others: Eurasian Nomads and the Sedentary World*, ed. Reuven Amitai and Michal Biran (Leiden: Brill, 2005) (P)

Chen, Sanping. *Multicultural China in the Early Middle Ages*. University of Pennsylvania Press, 2012. (P)

Cook, Constance A, and John S Major. *Defining Chu: Image and Reality in Ancient China* Honolulu: University of Hawai'i Press, 2004. (P)

Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. (P)

Elliott, Mark “The Limits of Tartary: Manchuria in Imperial and National Geographies,” *The Journal of Asian Studies* 59, no. 3 (2000): 608-09

Liu, Lydia *Clash of Empires: The Invention of China in Modern World Making* (P) Ch 2 The Birth of a Super-Sign

Tackett, Nicolas. *The Origins of the Chinese Nation: Song China and the Forging of an East Asian World Order*. (P) Cambridge ; New York: Cambridge University Press, 2017.

Wang, Q. Edward. ‘Worldviews in Twentieth-Century Chinese Historiography’. *Global Intellectual History* 0, no. 0 (10 March 2020): 1–6.

Zhi, Chen. ‘From Exclusive Xia to Inclusive Zhu-Xia: The Conceptualisation of Chinese Identity in Early China’. *Journal of the Royal Asiatic Society* 14, no. 3 (2004): 185–205.

Preparation

You should be getting your prospectus feedback this week. Think ahead about how you will be using the independent learning week to make progress on the long essay. Are any inter-library loan books you need already requested?

Week 6 Independent Learning Week

If you didn’t get a chance to read or take notes on the Oxford history before the semester began, consider catching up on those, especially the chapters from volume three onward.

This is the week when you should make the most progress on your research for your long essay. You have dedicated time this week, without the distraction of other reading assignments. After this week you should begin the process of writing the long essay.

Week 7 - Martial Tales and History: The Romance of the Three Kingdoms and The Tale of the Heike

In most years students will have a collective choice on which of these two key texts to focus on for seminar discussion. Due to limits on library access, and the need to prepare online texts over the summer, Fall 2020 will focus on the historical novel attributed to Luo Guanzhong, *The Three Kingdoms*.

Required Reading

Primary Sources:

Roberts, Moss *Three Kingdoms: A Historical Novel Complete and Unabridged* University of California Press, 2004 (Two volume version).

Ch 1 Three Bold Spirits Plight Mutual Faith in the Peach Garden; Heroes and Champions Win First Honors Fighting the Yellow Scarves

Ch 27 The Man of the Magnificent Beard Rides Alone a Thousand Li; The Lord of Hanshou Slays Six Generals and Breaches Five Passes

Ch 38 Still Water Recommends Another Noted Scholar; Liu Xuande Pays Three Visits to Zhuge Liang

Ch 39 Kongming Determines the Realm's Division and Charts a Course; Sun Quan Leads a Naval Attack and Exacts Revenge

Ch 46 Kongming Borrows Cao Cao's Arrows Through a Ruse; Huang Gai Is Flogged Following a Secret Plan

Ch 90 Giant Beasts are Deployed in Kongming's Sixth Victory; Rattan Shields are Burned in Meng Huo's Seventh Capture.

Secondary Sources:

Roberts, Moss *Three Kingdoms: A Historical Novel Complete and Unabridged* University of California Press, 2004 (Two volume version). Afterward: About Three Kingdoms pp937-979

Wang, Q. Edward, et al *The Many Faces of Clio: Cross-Cultural Approaches to Historiography, Essays in Honor of Georg G. Iggers* Ch 12 Time and Space in Chinese Historiography: Concepts of Centrality in the History and Literature of the Three Kingdoms

Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*.
Introduction

Elective Reading

1. Hsia, C. T. *The Classic Chinese Novel: A Critical Introduction* Ch 2 The Romance of the Three Kingdoms
2. Idema, Wilt L. and Stephen H. West trans. *Records of the Three Kingdoms in Plain Language* Introduction
3. Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*. Ch 1 Cosmic Foreordination + Ch 2 Essential Regrets: The Structure of Tragic Consciousness in Three Kingdoms
4. Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture* Ch 3 Notion of Appropriateness + Ch 6 Zhuge Liang and Zhang Fei Bowang shao tun and Competing Masculine Ideals within the Development of the Three Kingdoms Story Cycle
5. Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*. Ch 4 The Beginning of the End The Fall of the Han and the Opening of Three Kingdoms
6. Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*. Ch 9 From Three Kingdoms the Novel to Three Kingdoms the Television Series
7. Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*. Ch 10 The Reception and the Place of Three Kingdoms in South Korea
8. Denecke, Wiebke et al *The Oxford Handbook of Classical Chinese Literature* Ch 17 Elite versus Popular Literature + Ch 18 Narrative Genres
9. McLaren, Anne E. 'Challenging Official History in the Song and Yuan Dynasties: The Record of the Three Kingdoms'. In *Knowledge and Text Production in an Age of Print: China, 900-1400*, edited by Lucille Chia and Hilde de Weerd. BRILL, 2011.

Further Reading

Mair, Victory ed. *The Shorter Columbia Anthology of Traditional Chinese Literature* Ch 211 The Journey to the West, Ch 7 + Ch 212 “Wu Sung Beats the Tiger” from Water Margin

Besio, Kimberly Ann, and Constantine Tung, eds. *Three Kingdoms and Chinese Culture*. (P)

McLaren, Anne E. ‘Ming Audiences and Vernacular Hermeneutics: The Uses of “The Romance of the Three Kingdoms”’. *T'oung Pao* 81, no. 1/3 (1995): 51–80.

Idema, Wilt L. and Stephen H. West trans. *Records of the Three Kingdoms in Plain Language* (P)

Crespigny, Rafe. *Imperial Warlord: A Biography of Cao Cao, 155-220 AD*. Leiden ; Boston: Brill, 2010.

Crespigny, Rafe de. *Generals of the South: The Foundation and Early History of the Three Kingdoms State of Wu*. Canberra: Australian National University, 1990.

Haar, B.J. ter. *Guan Yu: The Religious Afterlife of a Failed Hero*. Oxford University Press, 2017. (P)

Idema, Wilt L., and Stephen H. West. *Battles, Betrayals, and Brotherhood: Early Chinese Plays on the Three Kingdoms*. Hackett Publishing, 2012. (P)

McLaren, Anne E. ‘Challenging Official History in the Song and Yuan Dynasties: The Record of the Three Kingdoms’. In *Knowledge and Text Production in an Age of Print: China, 900-1400*, edited by Lucille Chia and Hilde de Weerdt. BRILL, 2011.

Pingyuan, Chen. *A History of Chinese Martial Arts Fiction*. Cambridge University Press, 2016. (P)

Tian, Xiaofei. *The Halberd at Red Cliff: Jian'an and the Three Kingdoms*. Harvard University Asia Center, 2018. (P)

Tian, Xiaofei. ‘Remaking History: The Shu and Wu Perspectives in the Three Kingdoms Period’. *Journal of the American Oriental Society* 136, no. 4 (2016): 705–31.

Heike Monogatari:

Tyler, Royall trans. *The Tale of the Heike* (Penguin Classics) 2014.

Bialock, David T. *Eccentric Spaces, Hidden Histories: Narrative, Ritual, and Royal Authority from the Chronicles of Japan to the Tale of the Heike* Asian Religions & Cultures. Stanford, Calif: Stanford University Press, 2007. (P)

Bary, Wm Theodore De. *Finding Wisdom in East Asian Classics*. New York: Columbia University Press, 2011. Ch 19 The Tale of the Heike

Oyler, Elizabeth. *Swords, Oaths, And Prophetic Visions: Authoring Warrior Rule in Medieval Japan*. University of Hawaii Press, 2006. (P)

Yoshikawa, Eiji. *The Heike Story: A Modern Translation of the Classic Tale of Love and War*. Translated by Fuki W. Uramatsu. Boston: Tuttle Publishing, 1989.

Rimer, J. Thomas. *Modern Japanese Fiction and Its Traditions: An Introduction*. Princeton University Press, 2014. Ch 6 The Tale of the Heike and the nō Drama

Varley, H. Paul. *Warriors of Japan: As Portrayed in the War Tales*. University of Hawaii Press, 1994. (P)

Keene, Donald. *Seeds in the Heart: Japanese Literature from Earliest Times to the Late Sixteenth Century*. New York: Columbia University Press, 2000. Ch 16 Tales of Warfare.

Preparation

As you prepare for class, think about the ways in which fictional or rather fictionalised works that recount the past play a disproportionately large importance in terms of how many think about what transpired historically.

Consider beginning the writing process for your long essay. Are there easy sections you already have the material ready for that you can get out of the way? Is the historiographical background something you can get started with?

Week 8 - Modern Nationalist Narratives and Reconstructing the Past

Required Reading

Primary Source:

Sourcebook of Korean Civilization Vol 2 Ch 34 Sin Ch'aeho: What is History? What shall we Study in Korean History? pp481-483

Secondary Sources:

Schmid, Andre *Korea Between Empires*
Ch 2 Decentering the Middle Kingdom
Ch 5 Narrating the Ethnic Nation

Pai, Hyung Il. *Constructing 'Korean' Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State-Formation Theories* pp1-12 Nationalist Historiography section in Ch 1 The Formation of Korean Identity

Em, Henry. *The Great Enterprise: Sovereignty and Historiography in Modern Korea* (P)
Ch 3 Nationalizing Korea's Past

Tikhonov, V. M. *Social Darwinism and Nationalism in Korea - The Beginnings, 1883-1910: Survival as an Ideology of Korean Modernity* (P) pp147-162 starting from National Spirit, National History, National Survival in Ch 6 Knowledge is Strength

Review your notes from *Oxford History*:

Vol 3: Ch 4 A Social History of Japanese Historical Writing; Ch 5 Writing History in Pre-Modern Korea

Vol 4: Ch 24 The Transformation of History in China and Japan

Vol 5: Ch 32 Historians and Historical Writing in Modern Korea

Elective Reading

This week, as a class, all elective readings should come from either the China or Japan focus selection. We'll decide this together according to your preferences.

China Focus:

If China is chosen by the class, everyone should read: Wang, Q. Edward. *Inventing China through History: The May Fourth Approach to Historiography*. (P) Introduction

1. Wang, Q. Edward. *Inventing China through History: The May Fourth Approach to Historiography* Ch 2 New Horizon, New Attitude
2. Wang, Q. Edward. *Inventing China through History* Ch 3 Scientific Inquiry
3. Wang, Q. Edward. *Inventing China through History* Ch 4 Equivalences and Differences
4. Wang, Q. Edward. *Inventing China through History* Ch 5 Seeking China's National Identity
5. Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing* Ch 1 Introduction, Ch 2 Origins of the Modernization Narrative*
6. Tang, Xiaobing. *Global Space and the Nationalist Discourse of Modernity: The Historical Thinking of Liang Qichao* (P) Introduction + Ch 1 History Imagined Anew
7. Tang, Xiaobing. *Global Space and the Nationalist Discourse of Modernity* Introduction + Ch 2 Nationalist Historian
8. Tang, Xiaobing. *Global Space and the Nationalist Discourse of Modernity* Introduction + Ch 3 Nation and Revolution
9. Tang, Xiaobing. *Global Space and the Nationalist Discourse of Modernity* Introduction + Ch 4 Modernity as Political Discourse

Japan Focus:

If Japan is chosen by the class, everyone should read: Brownlee, John S. *Japanese Historians and the National Myths* (P) Introduction

1. *Cambridge History of Japan* Ch 12 History and Nature in Eighteenth-Century Tokugawa Thought pp596-621

2. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945: The Age of the Gods and Emperor Jinmu* Ch 1 Hayashi Razan + Ch 2 Dai Nihon Shi + Ch 3 Arai Hakuseki
3. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945* Ch 5 The Resistance of the National Scholars
4. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945* Ch 6 European Influences
5. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945* Ch 7 Beginning of Academic History
6. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945* Ch 8 Kume Kunitake Incident
7. *Sources of Japanese Tradition* Vol. 2, Ch 51 Thinking with the Past: History Writing in Modern Japan - New Histories in Meiji Japan pp1225-1240
8. *Sources of Japanese Tradition* Vol. 2, Ch 51 Thinking with the Past: History Writing in Modern Japan - Writing about the Meiji Restoration pp1240-1256
9. *Sources of Japanese Tradition* Vol. 2, Ch 51 Thinking with the Past: History Writing in Modern Japan - Alternative Histories pp1256-1267

Further Reading

- Akita, George. 'Trends in Modern Japanese Political History: The Positivist Studies'. *Monumenta Nipponica* 37, no. 4 (1982): 497–521. <https://doi.org/10.2307/2384168>.
- Allen, Chizuko T. 'Ch'oe Namsŏn at the Height of Japanese Imperialism'. *Sunkyun Journal of East Asian Studies* 5, no. 1 (2005).
- . 'Early Migrations, Conquests, and Common Ancestry: Theorizing Japanese Origins in Relation with Korea'. *Sunkyun Journal of East Asian Studies* 8, no. 1 (2008).
- . 'Northeast Asia Centered Around Korea: Ch'oe Namsŏn's View of History'. *The Journal of Asian Studies* 49, no. 4 (1990): 787–806. <https://doi.org/10.2307/2058236>.
- Baxter, James C., and Joshua A. Fogel. *Writing Histories in Japan: Texts and Their Transformations from Ancient Times Through the Meiji Era*. International Research Center for Japanese Studies, 2007. (P)
- Benesch, Oleg. *Inventing the Way of the Samurai: Nationalism, Internationalism, and Bushidō in Modern Japan*. Oxford: Oxford University Press, 2014. (P)
- Blussé, Leonard. 'Japanese Historiography and European Sources'. In *Reappraisals in Overseas History*, 1979.
- Brownlee, John S. *History in the Service of the Japanese Nation*. University of Toronto-York University, Joint Centre on Modern East Asia, 1983.
- . *Japanese Historians and the National Myths, 1600-1945: The Age of the Gods and Emperor Jinmu*. UBC Press, 2011. (P)
- Chen, Hsi-Yuan. 'The Making of the Official Qing History and the Crisis of Traditional Chinese Historiography'. *Historiography East and West* 2, no. 2 (1 January 2004): 173–204. <https://doi.org/10.1163/157018606779068306>.
- Dirlik, Arif. 'Reversals, Ironies, Hegemonies: Notes on the Contemporary Historiography of Modern China'. *Modern China* 22, no. 3 (1996): 243–84.
- . 'The Historiography of Colonial Modernity: Chinese History Between Eurocentric Hegemony and Nationalism'. *Journal of Modern Chinese History* 1, no. 1 (1 August 2007): 97–115. <https://doi.org/10.1080/17535650701521171>.
- Em, Henry. *The Great Enterprise: Sovereignty and Historiography in Modern Korea*. Duke University Press, 2013. (P)
- Fukuzawa, Yukichi. *An Outline of a Theory of Civilization*. Columbia University Press, 2009. (P)
- Gluck, Carol. *Japan's Modern Myths: Ideology in the Late Meiji Period*. Reprint. Princeton University Press, 1987. (P)
- . 'Patterns of Change: A "Grand Unified Theory" of Japanese History'. *Bulletin of the American Academy of Arts and Sciences* 48, no. 6 (1995): 35–54. <https://doi.org/10.2307/3824204>.
- . 'The "End" of the Postwar: Japan at the Turn of the Millennium'. *Public Culture* 10, no. 1 (1 January 1997): 1–23. <https://doi.org/10.1215/08992363-10-1-1>.
- . 'The Idea of Showa'. *Daedalus* 119, no. 3 (1990): 1–26.
- Hara, Katsuro. *An Introduction to the History of Japan*. New York & London: Putnam, 1920.

- Keirstead, Thomas. 'Inventing Medieval Japan: The History and Politics of National Identity': *The Medieval History Journal*, 11 August 2016.
- Kwong, Luke S. K. 'The Rise of the Linear Perspective on History and Time in Late Qing China c. 1860-1911'. *Past & Present*, no. 173 (2001): 157–90.
- Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing*. University of Hawai'i Press, 2013. (P)
- Mehl, Margaret. *History and the State in Nineteenth-Century Japan*. Macmillan, 1998. (P)
- . 'Scholarship and Ideology in Conflict: The Kume Affair, 1892'. *Monumenta Nipponica* 48, no. 3 (1993): 337–57. <https://doi.org/10.2307/2385130>.
- . 'The Mid-Meiji "History Boom": Professionalization of Historical Scholarship and Growing Pains of an Emerging Academic Discipline'. *Japan Forum* 10, no. 1 (1 January 1998): 67–83.
- Morier-Genoud, Damien. 'Taiwanese Historiography. Towards a "Scholarly Native History"'. *China Perspectives* 2010, no. 2010/3 (15 September 2010). <https://doi.org/10.4000/chin perspectives.5306>.
- Murthy, Viren, and Axel Schneider, eds. *The Challenge of Linear Time: Nationhood and the Politics of History in East Asia*. BRILL, 2013. (P)
- Pai, Hyung Il. *Constructing 'Korean' Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State-Formation Theories*. Cambridge, Mass.; London: Harvard University Press, 2000. (P)
- Robinson, Michael. 'National Identity and the Thought of Sin Ch'aeho: Sadaejūi and Chuch'e in History and Politics'. *The Journal of Korean Studies* 5 (1984): 121–42.
- Schmid, Andre. *Korea Between Empires*. Columbia University Press, 2002. (P)
- . 'Rediscovering Manchuria: Sin Ch'aeho and the Politics of Territorial History in Korea'. *The Journal of Asian Studies* 56, no. 1 (1997): 26–46. <https://doi.org/10.2307/2646342>.
- Schneider, Axel. 'Between Dao and History: Two Chinese Historians in Search of a Modern Identity for China'. *History and Theory* 35, no. 4 (1996): 54–73. <https://doi.org/10.2307/2505444>.
- . 'Reconciling History with the Nation? Historicity, National Particularity, and the Question of Universals'. *Historiography East and West* 1, no. 1 (1 January 2003): 117–36. <https://doi.org/10.1163/157018603763585267>.
- Schneider, Laurence A. *Ku Chieh-Kang and China's New History: Nationalism and the Quest for Alternative Traditions*. University of California Press, 1971. (P)
- Struve, Lynn A. *The Qing Formation in World-Historical Time*. Harvard University Asia Center, 2004. (P)
- Tanaka, Stefan. *Japan's Orient: Rendering Pasts into History*. New Ed edition. Berkeley: University of California Press, 1995. (P)
- Tang, Xiaobing. *Global Space and the Nationalist Discourse of Modernity: The Historical Thinking of Liang Qichao*. Stanford University Press, 1996. (P)
- Vlastos, Stephen ed. *Mirror of Modernity: Invented Traditions of Modern Japan*. University of California Press, 1998.
- Wang, Fan-sen. *Fu Ssu-Nien: A Life in Chinese History and Politics*. Cambridge University Press, 2000. (P)
- Wang, Q. Edward. *Inventing China through History: The May Fourth Approach to Historiography*. SUNY Press, 2001. (P)
- Wong, Young-tsu. *Search for Modern Nationalism: Zhang Binglin and Revolutionary China, 1869-1936*. Oxford University Press, 1989. (P)
- Zarrow, Peter. 'Old Myth into New History: The Building Blocks of Liang Qichao's "New History"'. *Historiography East and West* 1, no. 2 (1 January 2003): 204–41. <https://doi.org/10.1163/157018603774004502>.

Preparation

I would suggest that you finish up your blog entries early so you can dedicate your time to tutorial preparation and the long essay at this point without distraction.

As you read for this week, ask yourself how some of the processes discussed in these readings are distinctive or share features with other transitions in historical writing during the emergence of modern states.

Week 9 - Marxist History in East Asia

Required Reading

Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing* (P) Ch 3 Origins of the Revolutionary Narrative + Ch 4 The Making of a New Orthodoxy

Barshay, Andrew E. *The Social Sciences in Modern Japan: The Marxian and Modernist Traditions* (P) Ch 3 Doubly Cruel: Marxism and the Presence of the Past in Japanese Capitalism

Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism* (P) Ch 2 Marxist History and the Ethnic Nation during the 1930s

Em, Henry. *The Great Enterprise: Sovereignty and Historiography in Modern Korea* Ch 4 Universalizing Korea's Past

Tikhonov, Vladimir. 'Demystifying the Nation: The Communist Concept of Ethno-Nation in 1920s–1930s Korea'. *Cross-Currents: East Asian History and Culture Review* 7, no. 2 (2018): 474–503

Review your notes from *Oxford History*:

Vol 5: Ch 30 Chinese Historical Writing since 1949

Elective Reading

1. Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing* Ch 5 Between Past and the Present
2. Li, Huaiyin. *Reinventing Modern China* Ch 6 Challenging the Revolutionary Orthodoxy
3. Li, Huaiyin. *Reinventing Modern China* Ch 7 From Revolution to Modernization
4. Li, Huaiyin. *Reinventing Modern China* Ch 8 Master Narratives in Crisis + Conclusion
5. Wang, Q Edward. 'Between Marxism and Nationalism: Chinese Historiography and the Soviet Influence, 1949-1963'. *Journal of Contemporary China* 9, no. 23 (1 March 2000): 95–111.
6. Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism* Ch 1 National Imagery and International Marxism
7. Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism* Ch 3 Rebuilding Marxist History
8. Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism* Ch 4 Marxist history's search
9. Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism* Ch 5 Marxist history and the "min-zoku faction"
10. Weigelin-Schwiedrzik, Susanne. 'History and Truth in Chinese Marxist Historiography' in *Historical Truth, Historical Criticism, and Ideology*

Further Reading

Wang, Q Edward, and Georg G. Iggers. *Marxist Historiographies: A Global Perspective* Ch 9 The importance and legacy of Marxist history in Japan

Barshay, Andrew E. *The Social Sciences in Modern Japan: The Marxian and Modernist Traditions*. University of California Press, 2004. (P)

Bernstein, Gail Lee. *Japanese Marxist: A Portrait of Kawakami Hajime, 1879-1946*. Harvard Univ Asia Center, 1990. (P)

Cohen, Paul A. *History in Three Keys: The Boxers as Event, Experience, and Myth*. Columbia University Press, 1998. (P)

Dirlik, Arif. *Anarchism in the Chinese Revolution*. University of California Press, 1991. (P)

———. 'Reversals, Ironies, Hegemonies: Notes on the Contemporary Historiography of Modern China'. *Modern China* 22, no. 3 (1996): 243–84.

———. *Revolution and History: Origins of Marxist Historiography in China, 1919-1937*. University of California Press, 1989. (P)

Gayle, Curtis Anderson. *Marxist History and Postwar Japanese Nationalism*. Routledge, 2003. (P)

Hoston, Germaine A. *Marxism and the Crisis of Development in Prewar Japan*. Princeton University Press, 2014. (P)

- Koschmann, J. Victor. *Revolution and Subjectivity in Postwar Japan*. Chicago: University of Chicago Press, 1996. (P)
- Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing*. University of Hawai'i Press, 2013. (P)
- Schmidt-Glintzer, Helwig, Achim Mittag, and Jörn Rüsen. *Historical Truth, Historical Criticism, and Ideology: Chinese Historiography and Historical Culture from a New Comparative Perspective*. Brill, 2005.
- Schneider, Axel. 'Bridging the Gap: Attempts at Constructing a "New" Historical-Cultural Identity in the PRC'. *East Asian History*, no. 22 (December 2001).
- Tikhonov, Vladimir. 'Demystifying the Nation: The Communist Concept of Ethno-Nation in 1920s–1930s Korea'. *Cross-Currents: East Asian History and Culture Review* 7, no. 2 (2018): 474–503.
- Unger, Jonathan, ed. *Using the Past to Serve the Present: Historiography and Politics in Contemporary China: Historiography and Politics in Contemporary China*. Routledge, 2015.
- Wang, Q. Edward. 'Between Marxism and Nationalism: Chinese Historiography and the Soviet Influence, 1949–1963'. *Journal of Contemporary China* 9, no. 23 (1 March 2000): 95–111.
- . *Inventing China through History: The May Fourth Approach to Historiography*. SUNY Press, 2001. (P)
- Wang, Q. Edward, and Georg G. Iggers. *Marxist Historiographies: A Global Perspective*. Routledge, 2015.

Preparation

As you read for this week, think about the ways in which Marxist approaches to history navigate the challenges of the universal and the particular in terms of the national experience of transformation over time.

If you have a portion of your long essay written, consider visiting office hours and sharing a few paragraphs with me for comment during our discussion. Or else bring an outline to share.

Week 10 - History in the Japanese Empire

Required Reading

Kang, Sangjung. 'The Discovery of the "Orient" and Orientalism'. In *Contemporary Japanese Thought* edited by Richard Calichman.

Tanaka, Stefan. *Japan's Orient: Rendering Pasts into History*. (P) New Ed edition. Berkeley: University of California Press, 1995.

Introduction Ch 1 From Kangaku to Tōyōshi Ch 2 Tōyōshi: The Convergence of East and West

Yoshikawa, Lisa. *Making History Matter: Kuroita Katsumi and the Construction of Imperial Japan*. (P) Ch 5 Historians' Manifest Destiny, 1927-36

Miller, Owen. 'The Idea of Stagnation in Korean Historiography from Fukuda Tokuzō to the New Right'. *Korean Histories* 2, no. 1 (2010): 3–12.

Elective Reading

1. Brownlee, John S. *Japanese Historians and the National Myths, 1600-1945* Ch 11 Eminent Historians in the 1930s + Ch 12 Commission of Inquiry + Ch 13 Tsuda Sōkichi
2. Allen, Chizuko T. 'Ch'oe Namsŏn at the Height of Japanese Imperialism'. *Sunkyun Journal of East Asian Studies* 5, no. 1 (2005).
3. Allen, Chizuko T. 'Early Migrations, Conquests, and Common Ancestry: Theorizing Japanese Origins in Relation with Korea'. *Sunkyun Journal of East Asian Studies* 8, no. 1 (2008).
4. Yoshikawa, Lisa. *Making History Matter* Ch 2 Resuscitating the Historical Field
5. Yoshikawa, Lisa. *Making History Matter* Ch 3 Entrenching the Historical Field
6. Yoshikawa, Lisa. *Making History Matter* Ch 4 History in Action
7. Tanaka, Stefan. *Japan's Orient* Ch 3 Shina: Separation
8. Tanaka, Stefan. *Japan's Orient* Ch 4 Shina: Narration
9. Tanaka, Stefan. *Japan's Orient* Ch 5: Shina: Authorization
10. Tanaka, Stefan. *Japan's Orient* Ch 6: Archeology

Further Reading

Kikuchi, Yuko. *Japanese Modernisation and Mingei Theory: Cultural Nationalism and Oriental Orientalism*. Routledge, 2004. (P)

Brandt, Kim. *Kingdom of Beauty: Mingei and the Politics of Folk Art in Imperial Japan*. Duke University Press Books, 2007. (P)

Preparation

As you read for this week, think back to our week on the self and other in imperial China. Are the stakes different in this period, and if so how?

Week 11 - Contested Histories in Postwar East Asia

Required Reading

Weigelin-Schwiedrzik, Susanne ed. *Broken Narratives: Post-Cold War History and Identity in Europe and East Asia*. BRILL, 2014.

- Rewriting the History of Colonialism in South Korea

- Colonialism and Modernity in Taiwan: Reflections on Contemporary Taiwanese Historiography

Ceuster, Koen de. 'The Nation Exorcised: The Historiography of Collaboration in South Korea'. *Korean Studies* 25, no. 2 (2001): 207–42.

Weigelin-Schwiedrzik, Susanne. 'Trauma and Memory: The Case of the Great Famine in the People's Republic of China (1959-1961)'. *Historiography East and West* 1, no. 1 (1 January 2003): 39–67. <https://doi.org/10.1163/157018603763585249>.

Em, Henry. *The Great Enterprise: Sovereignty and Historiography in Modern Korea* Ch 5 Divided Sovereignty and South Korean Historiography

Lewis, Michael. '*History Wars*' and Reconciliation in Japan and Korea: The Roles of Historians, Artists and Activists. Introduction: History Wars in Postwar East Asia, 1945-2014

Review your notes from *Oxford History*:

Vol 5: Ch 31 Japanese Historical Writing

Elective Reading

1. Tsutsui, William M. ed. *A Companion to Japanese History* Ch 24 Center and Periphery in Japanese Historical Studies
2. Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia: Divided Memories* Part I Ch 1 History textbooks, divided memories, and reconciliation
3. Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia* Part I Ch 2 Comparative Excerpts...on Eight Historical Issues
4. Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia* Part IV Ch 6 Writing History Textbooks
5. Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia* Part IV Ch 7 Toward Pluralism?
6. Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia* Part IV The War over Words
7. Em, Henry H. "'Overcoming" Korea's Division: Narrative Strategies in Recent South Korean Historiography'. *Positions: Asia Critique* 1, no. 2 (1 May 1993): 450–85. <https://doi.org/10.1215/10679847-1-2-450>.
8. Kim, Kyu Hyun. 'Reflections on the Problems of Colonial Modernity and "Collaboration" in Modern Korean History'. *Journal of International and Area Studies* 11, no. 3 (2004): 95–111.
9. Lewis, Michael. '*History Wars*' and Reconciliation in Japan and Korea Ch 1 Remembering Colonial Korea in Postwar Japan
10. Lewis, Michael. '*History Wars*' and Reconciliation in Japan and Korea Ch 3 The "East Asian History" Elective in Korean High Schools: An Attempt at Reflective Education in Transnational Space

Further Reading

Barnard, Christopher. *Language, Ideology and Japanese History Textbooks*. Taylor & Francis, 2003. (P)

Berger, Thomas U. *War, Guilt, and World Politics after World War II*. 1st ed. Cambridge University Press, 2012.

Bronson, Adam. *One Hundred Million Philosophers: Science of Thought and the Culture of Democracy in Postwar Japan*. University of Hawai'i Press, 2016. (P)

Buruma, Ian. *Wages of Guilt: Memories of War in Germany and Japan*. Atlantic Books Ltd, 2015.

Ceuster, Koen de. 'The Nation Exorcised: The Historiography of Collaboration in South Korea'. *Korean Studies* 25, no. 2 (2001): 207–42.

Chen, Huaiyu. 'The Rise of "Asian History" in Mainland China in the 1950s: A Global Perspective'. *Global Intellectual History* 0, no. 0 (8 March 2020): 1–21.

- Clausen, Søren. 'Autobiography of a Chinese City: The History of Harbin in the Mirror of the Official City Gazetteer'. *Historiography East and West* 2, no. 1 (1 January 2004): 144–72.
- Conrad, Sebastian. 'Remembering Asia: History and Memory in Post-Cold War Japan'. In *Memory in a Global Age Discourses, Practices and Trajectories*, edited by Aleida Assmann and Sebastian Conrad, 163–78, 2010.
- Dierkes, Julian. *Postwar History Education in Japan and the Germanys: Guilty Lessons*. Routledge, 2010. (P)
- Dirlik, Arif. 'Reversals, Ironies, Hegemonies: Notes on the Contemporary Historiography of Modern China'. *Modern China* 22, no. 3 (1996): 243–84.
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- Farquhar, Mary, and Chris Berry. 'Speaking Bitterness: History, Media and Nation in Twentieth Century China'. *Historiography East and West* 2, no. 1 (1 January 2004): 116–43.
- Fujitani, T., Geoffrey M. White, and Lisa Yoneyama. *Perilous Memories: The Asia-Pacific War(s)*. Duke University Press, 2001. (P)
- Gluck, Carol. 'Patterns of Change: A "Grand Unified Theory" of Japanese History'. *Bulletin of the American Academy of Arts and Sciences* 48, no. 6 (1995): 35–54.
- . 'The Idea of Showa'. *Daedalus* 119, no. 3 (1990): 1–26.
- . 'The Past in the Present'. In *Postwar Japan as History*, edited by Andrew Gordon. University of California Press, 1993.
- . 'The People in History: Recent Trends in Japanese Historiography'. *The Journal of Asian Studies* 38, no. 1 (1978): 25–50.
- Hein, Laura, and Mark Selden. *Censoring History: Citizenship and Memory in Japan, Germany, and the United States*. M.E. Sharpe, 2000.
- Igarashi, Yoshikuni. *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945–1970*. Princeton University Press, 2000. (P)
- Ji, Su-gol. 'Discourse of the Nation and the Modern' Reflected in Korean History Textbooks'. *International Journal of Korean History* 3, no. 1 (n.d.): 255–93.
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- Kim, Kyu Hyun. 'Reflections on the Problems of Colonial Modernity and "Collaboration" in Modern Korean History'. *Journal of International and Area Studies* 11, no. 3 (2004): 95–111.
- Kimura, Kan. *The Burden of the Past: Problems of Historical Perception in Japan-Korea Relations*. University of Michigan Press, 2019. (P)
- Lanza, Fabio. *The End of Concern: Maoist China, Activism, and Asian Studies*. Duke University Press, 2017. (P)
- Lee, Sung-Ae. 'Remembering or Misremembering? Historicity and the Case of So Far from the Bamboo Grove'. *Children's Literature in Education* 39, no. 2 (1 June 2008): 85–93.
- Lewis, Michael ed. *'History Wars' and Reconciliation in Japan and Korea: The Roles of Historians, Artists and Activists*. Springer, 2016.
- Li, Huaiyin. *Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing*. University of Hawai'i Press, 2013.
- Lim, Jie-hyun. 'Victimhood Nationalism in Contested Memories: National Mourning and Global Accountability'. In *Memory in a Global Age Discourses, Practices and Trajectories*, edited by Sebastian Conrad and Aleida Assmann, 138–62. Palgrave, 2010.
- Lim, Louisa. *The People's Republic of Amnesia: Tiananmen Revisited*. Oxford University Press, 2014. (P)
- Ller-Saini, Gotelind M. *Designing History in East Asian Textbooks*. Taylor & Francis, 2011. (P)
- Miller, Owen. 'The Idea of Stagnation in Korean Historiography from Fukuda Tokuzō to the New Right'. *Korean Histories* 2, no. 1 (2010): 3–12.

Nozaki, Yoshiko. *War Memory, Nationalism and Education in Postwar Japan: The Japanese History Textbook Controversy and Ienaga Saburo's Court Challenges*. Routledge, 2008. (P)

Qiu, Jin. 'History and State: Searching the Past in the Light of the Present in the People's Republic of China'. *Historiography East and West* 2, no. 1 (1 January 2004): 1–44.

Rosenbaum, Roman. *Manga and the Representation of Japanese History*. Routledge, 2013. (P)

Rudolph, Michael. 'The Emergence of the Concept of "Ethnic Group" in Taiwan and the Role of Taiwan's Austronesians in the Construction of Taiwanese Identity'. *Historiography East and West* 2, no. 1 (1 January 2004): 86–115.

Rüsen, Jörn. 'Mourning by History – Ideas of a New Element in Historical Thinking'. *Historiography East and West* 1, no. 1 (1 January 2003): 13–38.

Schmidt-Glintzer, Helwig, Achim Mittag, and Jörn Rüsen. *Historical Truth, Historical Criticism, and Ideology: Chinese Historiography and Historical Culture from a New Comparative Perspective*. Brill, 2005.

Seraphim, Franziska. *War Memory and Social Politics in Japan, 1945-2005*. Harvard University Press, 2008. (P)

Shim, Jae-Hoon. 'A New Understanding of Kija Chosŏn as a Historical Anachronism'. *Harvard Journal of Asiatic Studies* 62, no. 2 (2002): 271–305.

Shin, Gi-Wook, Soon-Won Park, and Daqing Yang, eds. *Rethinking Historical Injustice and Reconciliation in Northeast Asia: The Korean Experience*. Routledge, 2007.

Shin, Gi-Wook, and Daniel C. Snider. *History Textbooks and the Wars in Asia: Divided Memories*. Routledge, 2011.

Togo, Kazuhiko. *Japan and Reconciliation in Post-War Asia: The Murayama Statement and Its Implications*. Palgrave Macmillan, 2013. (P)

Unger, Jonathan, ed. *Using the Past to Serve the Present: Historiography and Politics in Contemporary China: Historiography and Politics in Contemporary China*. Routledge, 2015.

Vera, Eugenia Roldán, and Eckhardt Fuchs. *Textbooks and War: Historical and Multinational Perspectives*. Springer, 2018.

Wang, Zheng. *Never Forget National Humiliation: Historical Memory in Chinese Politics and Foreign Relations*. Columbia University Press, 2012. (P)

Weatherley, Robert, and Qiang Zhang. *History and Nationalist Legitimacy in Contemporary China: A Double-Edged Sword*. Springer, 2017. (P)

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Yang, Daqing, and Mike Mochizuki. *Memory, Identity, and Commemorations of World War II: Anniversary Politics in Asia Pacific*. Lexington Books, 2018. (P)

Preparation

Many of the elective readings for this week are related to textbooks. What are some of the distinctive features of history textbooks, if any?

Starting Points for Long Essay Research

The Oxford history readings, our semester readings, and the further reading sections from each week should offer you lots of idea. A much longer list, including a list of key translations of East Asian accounts of the past is maintained here:

[Bibliography: The History of History in East Asia](#)