

MO4971 From City to Home: Spatial Histories of East and Southeast Asia c 1850-1950

Tutor: Konrad M. Lawson

Fall and Spring, 2022-2023



“The View of Ginza from Shinbashi Street” 1914

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Meets: Fall and Spring 2021-2022 Wed 10:00-13:00 St Katharine's Lodge 1.10

Office Hours: Tue 9-11 on Teams or Thu 5-6pm in person (please sign up for a [time](#))

Description

This module explores the spatial histories of nineteenth- and twentieth-century East and South East Asia from the scale of the urban to the domestic. Students will study the history of Asian cities in colonial, semi-colonial, and early post-colonial contexts. Using travel accounts, newspapers, colonial records, police archives, literature, maps, and other images, students will use primary sources to analyse historical change in the spaces of everyday life such as the home, parks, transportation networks, department stores, and teahouses.

Overview

Week 1 - Introduction: Spaces of History

Week 2 - Treaty Ports and Foreign Concessions

Week 3 - Historical and Theoretical Approaches to Spatial History

Week 4 - Urban Planning

Week 5 - Utopian Spaces

Week 7 - Tropicality

Week 8 - Health, Hygiene and Sanitation Week 9 - The Home and Domestic Space

Week 10 - Housing, Neighbourhood, and Suburb Week 11 - Parks and Gardens

Semester Two:

Week 1 - Space and Mobility

Week 2 - Guest Seminar Yee, Sangwook : Museums and Exhibitions

Week 3 - The Gaze of the Tourist

Week 4 - Social Spaces Week 5 - Spaces of Consumption

Week 6 - Messy Urbanism

Week 7 - Urban Space, Order, and Politics

Week 8 - Migration and Ethnic Space

Week 9 - Other Spaces

Week 10 - Geomancy

Week 11 - Sacred Space

Assessment Summary

100% Coursework

Long Essay Fall (25%) - 5,000 words - 12 December Long Essay Spring (25%) - 5,000 words - 28 April

Blog Entries Fall (10%) - 4 entries - 16 Nov (W7 Wed)

Blog Entries Spring (10%) - 4 entries - 29 March (W7 Wed)

Presentation Fall (15%)

Presentation Spring (15%)

Learning Outcomes

- To gain the ability to analyse a variety of primary sources that each pose particular challenges and serious limitations in accessing a broad range of perspectives in the histories of East and Southeast Asian cities and spaces.
- To develop the ability to balance the need for deep empirical research that appreciates rich local contexts while answering historical problems that explore comparative, transnational, and global connections.
- To apply interdisciplinary approaches to spatial history from the scale of the city to the home.

Assignments

The assessed portion of the coursework for this module consists of a total of two long essays (one each semester), two presentations (one each semester) and eight blog entries (four each semester). In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them. Many weeks students will also be asked to do short unassessed presentations 10 or less minutes each.

Headers and Formatting

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

- The date of submission
- The assignment you are submitting (e.g. Long Essay, etc.)
- Your student number
- A *specific title* for your essay in the case of the Long Essay
- The total number of words (use the word count feature of your word processor, including footnotes)

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

- Add page numbers
- Use a minimum of 12 sized font
- 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 Sheet](#)

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully. You will be penalized in your long essay mark if you do not follow the style guide. Note that blog entries don't need any bibliography.

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

If you prefer **and do so consistently**, you may use the Chicago Style (Notes and Bibliography) over the St Andrews note formatting. I encourage you to manage your sources in a referencing tool such as [Zotero](#) which makes it easy to automatically generate formatted notes and bibliography if you have the correct information for each source.

Long Essay

The two long essays for the course are the highest value assessments for the module and should be 5,000 words long. There will, however, not be any length penalty on submitted essays up to 10,000 words if you wish to write something in even greater depth (thereafter the 10% rule applies). Note that a longer essay is in no way an advantage to your mark. The process of composing an essay of 5,000 or more in length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument. The Long Essay should be primary source driven.

This module is a module on the history of space in East and Southeast Asia from the urban to the domestic. You may choose to write about some aspect a city, a part of a city, comparisons between cities, some aspect of spaces within a city, but also you are most welcome to write an essay which has a strongly spatial theme. In this module we study spaces from the scale of the domestic space of a home and down to gardens and corridors.

Choosing a Long Essay Topic

Choosing an essay topic and then, having researched this topic, developing a focused argument can be challenging for students who have usually been given an “essay question” in all previous modules. I will provide a few examples of past student long essay titles that gives you some ideas of themes, and also a few first class essays that shows you the variety of kinds of essays that have been written for some of my modules in the past.

I recommend that you make use of primary historical sources in your essay and develop an argument around them. As you will see, almost all of the first class sample essays are ones which took the challenge of working with primary historical material. Historiographical essays which focus on a particular historical debate about which you develop your own position may also be submitted instead, but such essays are difficult to develop with originality.

What do I do when I can't think of a topic? For all students that do not immediately think of a theme, time period, or event they want to focus on for their semester-long work on the long essay, **I strongly encourage** you to browse the primary source list at the end of this handbook and spend a day or two closely examining one or more relevant primary sources or source collections. What strikes you as interesting, curious, ironic, or problematic about these sources? That reaction is very often the beginning of an excellent essay. When you come across that feeling, then look for secondary scholarship on a related theme or the relevant event, person, or organisation that you were looking at, and see what kinds of arguments are already being made about it. Look at recently published articles in leading historical journals: what kinds of sources do they use? How do they build an argument around it?

Journals for Inspiration: The following journals have a lot of work with a strong spatial historical focus, plus some journals that have a strong East or Southeast Asia focus. I suggest you browse them for inspiration for topics and the scope of your essay.

Environment and Planning D Society and Space

Home Cultures

Journal of Urban History

Urban History

Journal of Historical Geography

Journal of Cultural Geography

Landscape Research

Space and Society

Place & Culture

Cartographica

Imago Mundi

The Journal of Asian Studies

Monumenta Nipponica

Positions: East Asia Cultures Critique

Japanese Journal of Religious Studies

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

Late Imperial China

Modern China

Modern Asian Studies

Critical Asian Studies

The China Quarterly

Journal of Southeast Asian Studies

See also this list of open access journals here: [Open Access Journals Related to East and Southeast Asia](#)

Making an Argument

The academic study of history explores change in the past as a way to explore solutions to particular problems. The object of an **analytical historical research essay** is not to tell us simply what happened, but to use what happened in order **to make a historical argument about some problem, clearly defined**. For example, if an essay was written (to take an example from Chinese history) about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about a specific problem encompassing some aspect of that event: 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 only 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, this is **not** an argument:

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

This is an argument:

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.

It presents the argument clearly in one sentence, gives a clear indication of how the argument will be carried out, and gives the reader some indication of why the argument matters, that is, why it constitutes an interesting scholarly contribution.

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/or your specific question in existing work and then putting your own findings into conversation with them. 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. Introduce related scholarship early on in your essay, but also as you progress in your argument, noting points where you are reinforcing, tweaking, or contradicting previous scholarship.

Important Note on the Historiography: But what if no one or almost no one has written on exactly what I have written about? “The historiography” relevant to your essay *does not mean only scholarship about the same event, country, or even time period: very often the most useful and rich historiography for you to engage with is found in the form of scholarship on a similar theme but in another place or time.* If you find yourself saying, “No one has written about my topic before,” and you have found less than, say, a dozen or more potential secondary works to engage with (though you may not end up using them all), then you have failed to think about the historiography of your topic in sufficiently broad terms. Ask yourself, what broader category is my topic an instance of? Who has made interesting and important contributions on that broader category or theme in the scholarship of other events, places, times? If not only within the historical scholarship, what of other scholars in the humanities and social sciences? You should be able to find at least half a dozen, but ideally a dozen (or more) secondary sources (in addition to primary sources you focus on), with several of these being engaged with directly in the body of the text, not merely cited for evidence.

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”, avoid the future tense and the helping verb “will”, and tell the reader very clearly what *has been accomplished* in the essay and *what is demonstrated* in the essay
- Does the essay avoid introducing new findings or arguments in 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 primary sources and secondary sources?
- Have I avoided ever using phrases like “many historians argue” or “much scholarship” or “it is often argued” and replaced all such instances with very 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 and not merely the introduction?
- 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 include page numbers?
- Did I divide primary and secondary sources into separate sections of my bibliography?
- Did I carefully follow the style guide for the School of History or alternatively Chicago Style Notes and Bibliography consistently for all footnotes and bibliography?
- 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 Long Essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

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

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

The long essays should use at least half a dozen sources which are not websites and the inclusion of 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. It will also often mean that you end up with several books or articles that are decades old and don't reflect more recent debates. You are also lulled into the confident state of mind that “I have enough material” only to discover after weeks of procrastination that only a fragment of your pile of promisingly

titled works are relevant to your specific argument. Instead think of using a spiral motion: reading one recent survey, scrape the footnotes and bibliography for interesting related works (often not only related to the exact place, event, or period of your theme), and then move out (reading more broadly in the theme) and in (moving more deeply in the primary sources and close empirical literature) several times throughout the semester.

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 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 in the secondary and primary source literature.
- 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, including at least half a dozen secondary sources (more likely to be a dozen or more).
- The essay consistently cites its sources with footnotes
- 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 throughout
- 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). Presentations, however, are marked in bundles with feedback out by the end of week 5 and week 11. Depending on assignment, there may be additional feedback provided in the margins of the original essay. If that is the case, you will find two files uploaded with your mark.

Assessed Presentations

Most weeks of the semester students will be given an opportunity to present a summary, critique, and raise some discussion questions based on assigned required or elective readings. Two such presentations for each student will be given more time and assessed formally, at least one should be a reading presentation and at least one is a seminar lead presentation. Each of your presentations will be worth 5% of your overall mark for the module. You may volunteer to give more than one reading presentations (but must give the presentation if you commit to it). If you do two or three reading presentations (instead of two) your best presentation will have its mark recorded.

Reading Presentation: a reading presentation should be 20 minutes in length and not a minute longer. It may focus on a single author monograph listed in required, elective or the "Further Reading" section for the week and

labelled with a (P). If we have been assigned only a portion of this reading, you should still make your presentation on the work as a whole. It should summarise the main arguments, and make 1-3 to focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be uploaded to the MMS and also copies of it brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion. You may optionally give a second or third reading presentation during the year.

Seminar Lead Presentation: In a seminar lead presentation you will lead the seminar discussion for 30-45 minutes. Focusing on the assigned readings, you may speak for 5-10m about some of the readings and their context, if you wish, and you may run the remainder of the time as you see most appropriate. This may include: asking questions and moderating the discussion that follows; carrying out specific tasks or games related to the readings; bringing in a supplemental primary source (perhaps one mentioned or related to those mentioned in one or more reading) and working with the class on reading it and analysing it; asking students to discuss questions in pairs or groups; and so on. You may also ask students to perform a task in preparation for the seminar, including interacting with the moodle, as you see fit. I may participate in some of the activity and discussion but also need to hang back a bit to observe and take notes for marking purposes. The purpose of this exercise is to give you a taste of the challenges of running a seminar, keeping students engaged, getting students to more actively participate, drawing out important points from the reading, and showing a good mastery of the material for the day.

Important: In addition to these assessed presentation, you will often be asked to make short non-assessed presentations, usually 5 minutes or less in length throughout the year on your elective readings. Your weekly handout will be a guide for me to ask you about the contents.

Questions to ask yourself as you prepare your assessed presentations:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- Did I upload the handout to the moodle before giving my presentation?
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include 1-3 discussion questions?
- Was the time limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Did I have good eye contact with students when I presented?
- Was there a good balance of arguments and a few examples to support them?
- When I led the seminar did I help draw out important arguments and points from the reading for discussion?
- Did I ensure that all students were able to participate in discussion for seminar lead presentations?

Blog Entries

We have a module website at:

<http://spatialhistory.net/cities/>

This is a public facing website where students will contribute postings, but no students will be asked to use their real name. It should include footnotes for reference to a source, but no bibliography. 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 each of the two semesters and these postings must be **posted across at least three different weeks**. They are due in Week 7 of the fall and spring so you may skip a week or two and double post in one week.

Again, your blog entries must be **written, uploaded, and publicly visible** on dates from four different weeks (Monday to Sunday semester weeks). You cannot write the posts and then upload them all at once as the deadline nears. You cannot post entries and set their date to an earlier point in the semester. Any submitted blog entry which comes from the same Monday to Sunday week as another post will receive a 4 point penalty.

By the deadline in Week 7, you should copy and paste four selected blog postings (if you posted more than four, choose your best postings), including their titles, links to the online version, and you must include the date they were posted and available online into a document and upload this document to the MMS. **The postings must already be on the blog, and cannot be new postings produced for the submission.** This is how I confirm that you did indeed write them in at least three different weeks. Points for the overall mark will be the average of the mark on the selected and submitted postings. Feedback will be on the postings in general, highlighting strengths and areas for improvement across them.

- Does the posting makes a clear analytical point?
- Does the posting make concrete references to particular parts of a source and ideally one of our secondary readings, with a footnote?
- Was the posting well-written in terms of language?
- Was the posting was relevant to assigned readings or further readings?
- Did the posting keep a good focus throughout?
- Did the posting have any issues of accuracy?
- Was the posting of especially high quality?

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://spatialhistory.net/cities/post/>

- Use your login user name and password. This will be given to you 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, domestic space, kitchens, advertising” 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:

- **IMPORTANT:** Write a blog entry for a visitor of the website, not for Konrad, or for your classmates. Do not assume your reader has a deep knowledge of the material or historical context: provide enough of this for them to be able to understand what you are speaking of.
- One of your four postings can (but is not required to) be in the form of a prospectus: talk about your essay idea and give concrete examples of the kinds of primary and secondary sources you want to use, demonstrating that you have read some of them at least in part.
- If you like, one of your four postings can write about a primary source that you have found particularly interesting in your essay research.
- The remainder of your postings should focus on a primary source, ideally not from among the required readings of the week, or at least from a page range not included in the required readings. You may choose a source for a space and time period you are interested in and write about it from the footnotes of our readings, etc. but do try to tie it to the secondary scholarship for one of the weeks.
- Your postings should ideally each aim to be between 300-1,000 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
- 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.

Tutorial Preparation

Reading

Weekly average pages of required reading: 180-250

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**:

- 1) Core readings that all students are required to read. (3-5 hours, except in weeks where there is no elective reading, in which case, more)
- 2) In most weeks required 'elective' reading that is selected by the student from several options provided. Choose one category of readings and be ready to introduce these elective readings to your fellow classmates. (4-7 hours)
- 3) Further reading in the general area of your long essay, specific research towards the long essay, or work on your blog entries and presentation preparation. (3-8 hours)

Elective Reading Handout

Five weeks in each semester, you are required post a handout (Word, Txt, RTF, Markdown, or ODT - not PDF, 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 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. If the elective reading involves separate texts, you may focus the handout on one text.

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 an assessed mark, 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 in the weeks you signed up, and you may then be asked to submit a short review essay of the work (500-750 words) for the alert to be resolved.

- Post it as a Word, Txt, RTF, Markdown, or ODT - not PDF
- No more than two pages
- Please put the title of the text/s at the top of the handout
- Please include your name under the title
- Important: For consistency, please name the file that you submit in the following manner: Week number - Your first name - category name or short title of first reading in category. For example: W7 - Konrad - B Asian Self-Representation at World's Fairs

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. 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](#)

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

Absence from Classes

Please see this 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 \(CEED\)](#)

Fall Semester

Week 1 - Introduction: Spaces of History

This first orientation session will offer you an overview of the module and its assessments. We will then have a discussion about what spatial history is, and hear a bit from each student about their main interests and goals for the year.

Overview:

1. I'm going to go over the structure of the module and assessments
2. We will have a discussion about spatial history and what it is.
3. We will discuss a few concrete examples of spatial history
4. We will discuss your ideas of spaces that we may turn the attention of our historical analysis to
5. We will look at some previous student work in this module and discuss the central importance of finding primary sources to work with

Please read:

Riccardo Bavaj, Konrad Lawson, and Bernhard Struck *Doing Spatial History* (2022) [Ebook](#)

Konrad Lawson, Riccardo Bavaj and Bernhard Struck *A Guide to Spatial History: Areas, Aspects, and Avenues of Research* (2021), [City and Home](#) - After reading this short section, have a look through the footnotes to get a feel of the range of scholarship out there.

Here are a few concrete example works to discuss at our first meeting. Consider reading at least one of them. They will come up again later in the year.

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

Jeremy E. Taylor, "The Bund: Littoral Space of Empire in the Treaty Ports of East Asia," *Social History* 27, no. 2 (May 1, 2002): 125–42. [Jstor](#)

Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), Ch 1 "Hiroba: The Public Square and the Boundaries of the Commons" [ebook](#)

Optional Background Reading on East and Southeast Asia

If you have never taken a module on East or Southeast Asian History before, then these books offer helpful broad surveys. We will be focusing on the 19th and 20th centuries:

M. C. Ricklefs et al. *A New History of Southeast Asia*. Palgrave, 2010.

Hwang, Kyung Moon. *A History of Korea*. 2nd ed. 2017 edition. Palgrave, 2016.

Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. Various editions.

Spence, Jonathan D. *The Search for Modern China*, Various editions.

Heavy Use Books for the Year

The following are some examples of books that we will read significant pieces of during the year. If you have any time over the summer, you can get ahead by reading them.

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

Brenda S. A. Yeoh, *Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment* (NUS Press, 2003). [Ebook](#)

Christian Tagsold, *Spaces in Translation: Japanese Gardens and the West* (Philadelphia: University of Pennsylvania Press, 2017). [Ebook](#)

Todd A. Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910–1945* (Univ of California Press, 2014). [Ebook](#)

Su Lin Lewis, *Cities in Motion: Urban Life and Cosmopolitanism in Southeast Asia, 1920–1940*, Asian Connections (Cambridge: Cambridge University Press, 2016). [Ebook](#)

Joseph R. Allen, *Taipei: City of Displacements* (University of Washington Press, 2012).

Di Wang, *The Teahouse: Small Business, Everyday Culture, and Public Politics in Chengdu, 1900–1950* (Stanford, CA: Stanford University Press, 2008). [Ebook](#)

Manish Chalana, ed., *Messy Urbanism: Understanding the ‘Other’ Cities of Asia* (Hong Kong: Hong Kong University Press, 2017). [Ebook](#)

Robert K. Home, *Of Planting and Planning: The Making of British Colonial Cities* (Taylor & Francis, 1996). [Ebook](#)

Hanchao Lu, *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century* (University of California Press, 2004). [Ebook](#)

Elizabeth LaCouture, *Dwelling in the World: Family, House, and Home in Tianjin, China, 1860–1960* (New York: Columbia University Press, 2021). [Ebook](#)

Lawrence Chua, Ronald G. Knapp, and Xing Ruan, *Bangkok Utopia: Modern Architecture and Buddhist Felicities, 1910–1973* (University of Hawaii Press, 2021). [Ebook](#)

Lizzy van Leeuwen *Lost in the Mall: An Ethnography of Middle-Class Jakarta in the 1990s* [Ebook](#)

Alisa Freedman, Laura Miller, and Christine R. Yano, *Modern Girls on the Go: Gender, Mobility, and Labor in Japan* (Stanford University Press, 2013). [Ebook](#)

Week 2: Treaty Ports, Leased Territories, and Foreign Concessions

Today we will explore the unique spaces that are treaty ports, leased territories, and foreign concessions, which will play an important role in shaping life and interactions in the period this module focuses on. The readings will focus most heavily on China, most of all Shanghai, but they were important in Japan and Korea as well.

Task

1. Using the Rumsey Map collection:

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

Find a map of a city in East or Southeast Asia from 1850-1950 that you find interesting. Print it out or bring it in on your laptop/tablet for us to look at and be prepared to discuss what you think we can learn about the city from it. You can create a printable version with the “Export” button visible when viewing a map in the website’s viewer.

Required Reading

Reading Required for Everyone:

Bickers, Robert, and Isabella Jackson, eds. *Treaty Ports in Modern China: Law, Land, and Power*. Routledge, 2015. [Ebook](#) Ch 1 “Extraterritoriality in China: What We Know and What we Don’t Know” by Pär Cassel, pp23-36

Jeremy E. Taylor, “The Bund: Littoral Space of Empire in the Treaty Ports of East Asia,” *Social History* 27, no. 2 (May 1, 2002): 125–42. [Jstor](#)

Christian Henriot, “The Shanghai Bund in Myth and History: An Essay through Textual and Visual Sources,” *Journal of Modern Chinese History* 4, no. 1 (2010): 1–27 [Online](#)

Elective Reading - You are Required to Read the texts from one of the categories below:

A) Bangkok

King, Ross. *Reading Bangkok*. University of Hawaii Press, 2011. Ch 1 “Landscapes of Illusion and the First Level of Colonisation...” p1-42 [Jstor](#)

Trais Pearson, *Sovereign Necropolis: The Politics of Death in Semi-Colonial Siam*, [Ebook](#) (Cornell University Press, 2020). Ch 3 Treaty Port Tort pp62-86, Ch 5 Morbid Subjects pp110-129

B) (More) Shanghai

Shanghai’s Lens on the New: [I](#), [II](#), [III](#)

Robert Bickers, “Shanghaianders: The Formation and Identity of the British Settler Community in Shanghai 1843-1937,” *Past & Present*, no. 159 (May 1, 1998): 161–211 [Jstor](#)

Eileen P. Scully, “Prostitution as Privilege: The ‘American Girl’ of Treaty-Port Shanghai, 1860-1937,” *The International History Review* 20, no. 4 (December 1, 1998): 855–83. [Jstor](#)

C) Tianjin

LaCouture, Elizabeth. *Dwelling in the World: Family, House, and Home in Tianjin, China, 1860–1960*. Columbia University Press, 2021. [Ebook](#) Ch 1 “Unraveling the Chinese Empire” pp17-46, Ch 3 “Power, Power, and Identity in a Colonial-Capitalist City” pp80-119

Marinelli, Maurizio. ‘Making Concessions in Tianjin: Heterotopia and Italian Colonialism in Mainland China’. *Urban History* 36, no. 03 (2009): 399–425. [DOI](#).

D) Yokohama and Legal Edges

Yokohama Boomtown: Foreigners in Treaty-Port Japan

Ambaras, David R. *Japan's Imperial Underworlds: Intimate Encounters at the Borders of Empire*. Cambridge University Press, 2018. Ch 1 "Treaty Ports and Traffickers: Children's Bodies, Regional Markets, and the Making of National Space" pp29-72. [Ebook](#)

Botsman, Daneil V. 'Freedom without Slavery? "Coolies," Prostitutes, and Outcastes in Meiji Japan's "Emancipation Moment"'. *The American Historical Review* 116, no. 5 (2011): 1323–47. [Ebook](#)

E) Pusan

Sungwoo Kang, 'Colonizing the Port City Pusan in Korea: A Study of the Process of Japanese Domination in the Urban Space of Pusan During the Open-Port Period (1876-1910)' (Ph.D. dissertation, University of Oxford, 2012), Ch 2 Transformation of the Japan House (Waegwan) to a Japanese Settlement and other Foreign Settlements in Pusan, pp32-84. [PDF](#)

Noble, Harold J. "The Former Foreign Settlements in Korea." *The American Journal of International Law* 23, no. 4 (October 1, 1929): 766–82. [DOI](#)

F) Hankou

Bickers, Robert, and Isabella Jackson, eds. *Treaty Ports in Modern China: Law, Land, and Power*. Routledge, 2015. [Ebook](#)
Ch 11 "The French Concession in Hankou 1938-43: The Life and Death of a Solitary Enclave in an Occupied City" pp220-239.

Crawford, Alan. 'Imagining the Russian Concession in Hankou'. *The Historical Journal* 61, no. 4 (December 2018): 969–89. <https://doi.org/10.1017/S0018246X17000528>.

Dean, Britten. 'Sino-British Diplomacy in The 1860s: The Establishment of The British Concession at Hankow'. *Harvard Journal of Asiatic Studies* 32 (1972): 71–96. <https://doi.org/10.2307/2718868>.

G) Special Trading Ports and the "Outports"

Brunero, Donna, Stephanie Villalta Puig eds. *Life in Treaty Port China and Japan*. Singapore: Palgrave Macmillan, 2018. Ch 4 "Beyond the Bund: Life in the Outports" pp73-104.

Catherine L. Phipps, *Empires on the Waterfront: Japan's Ports and Power, 1858–1899* (BRILL, 2020). Introduction pp1-16, Ch 1 Special Trading Ports pp19-59

Further Reading

Nield, Robert *China's Foreign Places : the Foreign Presence in China in the Treaty Port Era, 1840-1943*

"Origin and Development of the Political System in the Shanghai International Settlement," [jstor](#)

Bremner, G. Alex, and David P. Y. Lung. "Spaces of Exclusion: The Significance of Cultural Identity in the Formation of European Residential Districts in British Hong Kong, 1877 - 1904." *Environment and Planning D: Society and Space* 21, no. 2 (2003): 223–52. doi:10.1068/d310.

Bickers, Robert A., *Empire Made Me an Englishman Adrift in Shanghai* 2003. (P)

Brunero, Donna, Stephanie Villalta Puig, eds. *Life in Treaty Port China and Japan* Singapore: Palgrave Macmillan, 2018.

Djumenova, Sascha T. *China's Treaty Ports: Lessons for Today's Special Economic Zones*. Techn. Univ., 1995.

Fairbank, John King. *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports 1842-1854*. Stanford University Press, 1969.

Hamashita Takeshi "Tribute and Treaties: East Asian Treaty Ports Networks in the Era of Negotiation, 1834–1894." *European Journal of East Asian Studies* 1, no. 1 (January 1, 2001): 59–87.

Hao, Yen-P'ing. *The Comprador in Nineteenth Century China: Bridge Between East and West*. Harvard University Press, 2013. (P)

- Hoare, James. *Japan's Treaty Ports and Foreign Settlements: The Uninvited Guests, 1858-1899*. Japan Library, 1994. (P)
- Hoare, James Edward. *The Japanese Treaty Ports 1868-1899: A Study of the Foreign Settlements*. University of London, 1970.
- Munson, Todd S. *The Periodical Press in Treaty-Port Japan: Conflicting Reports From Yokohama, 1861-1870*. Brill, 2012. (P)
- Nield, Robert. *The China Coast: Trade and the First Treaty Ports*.
- Tai, En-Sai. *Treaty Ports in China (a Study in Diplomacy)*. New York city [University printing office, Columbia university], 1918. <http://archive.org/details/treatyportsinch01taigoog>.
- Wood, Frances. *No Dogs and Not Many Chinese: Treaty Port Life in China, 1843-1943*. John Murray, 2000.

Week 3 - Historical and Theoretical Approaches to Space

This week will introduce you to the approaches to space and place of several influential spatial theorists.

Task

1. This week is a challenging one. Be ready to answer questions about what certain difficult keywords mean, and what certain challenging sentences may have meant. As you read these theoretical texts, you may not find all of it useful or without contradiction but read with a sympathetic approach, asking yourself what might be helpful take aways from this that may come to help guide you as you read about cities in more concrete scholarship.
2. We are focusing on the theoretical perspectives of three individuals in particular: Henri Lefebvre, Doreen Massey, and Michel de Certeau. Be able to say something about the relationship between these thinkers with regards to their understand of space. What do they have in common, and where do they diverge?

Required Readings

Bavaj, Riccardo "Introduction" in *Doing Spatial History*

Lefebvre, Henri *The Production of Space*, "Plan of the Present Work" only pp. 1-53 (sections I-XVIII).

NOTE: Read this closely and carefully and take notes at the section level: you will be asked to discuss this section by section.

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

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

NOTE: Again, this is a challenging reading. In what ways is de Certeau compatible and incompatible with Lefebvre's approach?

Massey, Doreen *Space, Place, and Gender* "General Introduction" pp1-13.

Elective Readings:

- A) Massey, Doreen *For Space*. 2005. Read Ch 1-4. (P) [Ebook](#)

NOTE: Another challenging reading. Please try to understand her critique of de Certeau, in particular.

- B) Massey, Doreen *Space, Place and Gender* Part II Introduction, Ch 6 "A Global Sense of Place" Ch 11 "Politics and Space/Time" [Ebook](#)
- C) Elden, Stuart. *Understanding Henri Lefebvre: Theory and the Possible*. 2004. Introduction, Ch 3-5.
- D) Buchanan, Ian *Michel de Certeau: Cultural Theorist* Introduction, Ch 1-2, 5

Further Reading

Amin, Ash and Nigel Thrift *Cities: Reimagining the Urban* 2002. (P)

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

Se-Yong Jang, 'The Spatial Theory of de Certeau, a Vagabond in Stray Space', *Localities* 5 (2015): 89-102

Duncan, James S., and David Ley. *Place/Culture/Representation*. London, Routledge, 1993. (ebook)

Wolff, Kurt H. *The Sociology Of Georg Simmel*. The Free Press., 1950. <http://archive.org/details/sociologyofgeorg030082mbp>.

Crang, Mike, and Nigel Thrift, eds. *Thinking Space*. London ; New York: Routledge, 2000.

Tuan, Yi-fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977. (P)

Hubbard, Phil, and Rob Kitchin. *Key Thinkers on Space and Place*. 2 edition. Los Angeles, Calif.: Sage Publications Ltd, 2010.

Aitken, Stuart, and Gill Valentine. *Approaches to Human Geography*. 2 edition. Los Angeles: Sage Publications Ltd, 2014.

Barnes, Trevor J, and Derek Gregory. *Reading Human Geography: The Poetics and Politics of Inquiry*. London: Arnold, 1997.

Soja, Edward W. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. Second Edition edition. London; New York: Verso, 2011. (P)

Goonewardena, Kanishka, Stefan Kipfer, Richard Milgrom, and Christian Schmid, eds. *Space, Difference, Everyday Life: Reading Henri Lefebvre*. 1 edition. New York: Routledge, 2008.

Sack, Robert David. *Conceptions of Space in Social Thought*. London: Macmillan, 1980.

Harvey, David. *Social Justice and the City*. Athens: University of Georgia Press, 2009. (P)

Week 4 - Urban Planning

This week we will explore two of the major urban planning movements and then consider the ways in which urban planning adapts to the colonial setting, especially in the British empire. We'll consider some of the examples where the ambitions of urban planners come into conflict with the realities of urban life in East and Southeast Asia.

Primary Sources:

1. We are going to discuss the early plans for Singapore, including "Raffles Plan" or the "Jackson Plan". See [this resource](#) and [this map](#).

Also useful for reference, but reading not required: Pearson, H. F. 'Lt. Jackson's Plan of Singapore'. *Journal of the Malaysian Branch of the Royal Asiatic Society* 42, no. 1 (215) (1969): 161–65. [JSTOR](#)

2. We will also devote some class time to thinking about the range of sources that we can use to explore the urban planning in cities throughout East and Southeast Asia, especially when there are language limitations. We'll do group work for this task.

Required Reading:

Peter Hall *Cities of Tomorrow: An Intellectual History of Urban Planning and Design since 1880* (2014 4th ed.)

Read at least one of the following two chapters:

Ch 4 "The City in the Garden" - on the Garden City movement.

Ch 6 "The City of Monuments" - on the City Beautiful movement.

Yeoh, Brenda *Contesting Space in Colonial Singapore* Ch 2 Establishing an Institution of Control over the Urban Built Environment: The Municipal Authority of Singapore, 1819-1930 [Ebook](#)

Home, Robert K. *Of Planting and Planning: The Making of British Colonial Cities* (1996)

Ch 1 "The 'Grand Modell' of Colonial Settlement" pp9-37

Ch 2 "'Planting is My Trade': The Shapers of Colonial Urban Landscapes" pp38-63

Elective Reading:

- A) Home, Robert K. *Of Planting and Planning: The Making of British Colonial Cities*. Taylor & Francis, 1996. Ch 6, 7
- B) Dong, Madeleine Yue, *Republican Beijing: The City and Its Histories* (2003). Ch 1 From Imperial Capital to Republican City pp21-53; Ch 3 Tradition: The City and the Nation pp78-101 [Ebook](#)
- C) Colombijn, Freek et al. *Cars, Conduits, and Kampongs: The Modernization of the Indonesian City, 1920-1960* (2014). Ch 4 "Netherlands Indies Town Planning: An Agent of Modernization (1905-1957)" pp87-117 [Ebook](#)
- D) Esherick, Joseph, ed. *Remaking the Chinese City: Modernity and National Identity, 1900-1950* (2002) Ch 9 "Building a Dream: Constructing a National Capital in Nanjing, 1927-1937"; Ch 11 "The City as Nation: Creating a Wartime Capital in Chongqing"
- E) Wooldridge, Chuck. *City of Virtues: Nanjing in an Age of Utopian Visions* (2015) Ch 4 "Zeng Guofan's Construction of a Ritual Center, 1864-72" pp117-149
- F) Dawley, Evan *Becoming Taiwanese: Ethnogenesis in a Colonial City 1880s-1950s* Ch 1 "Building and Populating a Vanguard City" pp27-77
- G) Henry, Todd A. *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945* (2014) Introduction; Ch 1 Constructing Keijō [Ebook](#)
- H) Stapleton, Kristin *Civilizing Chengdu: Chinese Urban Reform, 1895-1937* (2000). Ch 2 Nation Building and the City, 1895-1911 pp46-76.

Further Reading:

Esherick, Joseph, ed. *Remaking the Chinese City: Modernity and National Identity, 1900-1950* (2002) Ch 6 "Yang Sen in Chengdu: Urban Planning in the Interior."

Young, Louise. *Beyond the Metropolis: Second Cities and Modern Life in Interwar Japan* (2013) [Ebook](#)

Week 5 - Utopian Spaces

The line between urban planning and utopian visions of society is often a thin one. This week we'll explore some of the ways they intersect.

Primary Sources

During class we will examine in greater detail some of the maps and plans that appear in Tucker, Buck, and Sewell. We will also watch a short film from the 1930s on Manchuria. We will also discuss several other primary source pamphlets and maps from my own collection from Japanese occupied Manchuria.

Task: Examine the satellite view of Changchun today and browse over the landscape of Northeast China

Required Reading:

Tucker, David "City Planning Without Cities: Order and Chaos in Utopian Manchukuo" in Mariko Asano Tamanoi ed., *Crossed Histories: Manchuria in the Age of Empire*, 53-81 [Ebook](#)

Buck, David D. "Railway City and National Capital: Two Faces of the Modern in Changchun" in *Railway City and National Capital: Two Faces of the Modern in Changchun* [Ebook](#)

Sewell, Bill *Constructing Empire: The Japanese in Changchun, 1905-45* Ch 2 "Imperialist and Imperial Facades"

Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism, Twentieth-Century Japan* (Berkeley, Calif: University of California Press, 1999), "Brave New Empire: Utopian Vision and the Intelligentsia" 241-268. (P) [Ebook](#)

Elective Reading:

- A) Cole Roskam, *Improvised City: Architecture and Governance in Shanghai, 1843-1937* (2019), Ch 5-6.
- B) Wright, Gwendolyn *The Politics of Design in French Colonial Urbanism* (1991) Ch 4 "Indochina: The Folly of Grandeur"
- C) Aaron Moore, *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945* (Stanford University Press, 2013), chapter "Constructing the Continent" - but only the "Urban Technological Imaginaries: The Case of "Pan-Asian" Beijing" section from pp121-135. [Ebook](#) + Leon Antonio Rocha, 'A Utopian Garden City: Zhang Jingsheng's "Beautiful Beijing"', in *The Habitable City in China: Urban History in the Twentieth Century*, 2017. [Ebook](#)
- D) Lin, Zhongjie *Kenzo Tange and the Metabolist Movement: Urban Utopias of Modern Japan* (2010) Ch 1-2
- E) Lawrence Chua, Ronald G. Knapp, and Xing Ruan, *Bangkok Utopia: Modern Architecture and Buddhist Felicities, 1910-1973* Ch 3, 8 [Ebook](#)
- F) Joseph R. Allen *Taipei: City of Displacements* (University of Washington Press, 2012), Ch 1 "Mapping the City", 17-41 (P)
- G) Oshima, Ken Tadashi. 'Denenchōfu: Building the Garden City in Japan'. *Journal of the Society of Architectural Historians* 55, no. 2 (1996): 140-51. [DOI](#) - keep this text in mind when we read more on Denenchōfu later in the semester.

Further Reading

Liu, Yishi. "Competing Visions of the Modern: Urban Transformation and Social Change of Changchun, 1932-1957." Ph.D., University of California, Berkeley, 2011. (P)

Wooldridge, Chuck. *City of Virtues: Nanjing in an Age of Utopian Visions*. University of Washington Press, 2015.

Week 6 - Independent Learning Week

There is no meeting in Independent Learning Week but this a very important time for you to make progress on your long essay: a time for reading, refining, or a time for a shift in direction if your initial ideas are not fruitful. Especially important is to give yourself to browse primary sources and allow for potentially useful discoveries. You can also use this time to catch up on any readings you may not have good notes for.

Week 7 - Tropicality

Required Reading:

Hippocrates v. 1 'Airs Waters Places' XII-XVI pp105-117 [ebook](#)

Anne M. Cohler et al eds. Montesquieu *The Spirit of the Laws* Book 17 Ch 3 'On the Climate of Asia' to Ch 8 pp279-284 (Teams)

Arnold, David John. *The Tropics and the Traveling Gaze: India, Landscape, and Science, 1800-1856* Introduction + Ch 4 From the Orient to the Tropics [ebook](#)

Jiat-Hwee Chang *A Genealogy of Tropical Architecture: Colonial Network, Nature and Technoscience* Introduction + Conclusion

Alatas, Syed Hussein. *The Myth of the Lazy Native: A Study of the Image of the Malays, Filipinos and Javanese from the 16th to the 20th Century and Its Function in the Ideology of Colonial Capitalism* (P) (On Teams) Ch 1-2 (pp35-59), Ch 7 (pp98-111)

Elective Reading:

- A) Riccardo Bavaj, Konrad Lawson, Bernhard Struck eds. *Doing Spatial History* Ch 13 Regional Imaginaries [ebook](#)
- B) Jiat-Hwee Chang *A Genealogy of Tropical Architecture: Colonial Network, Nature and Technoscience* Ch 1
- C) Clayton, Daniel, and Gavin Bowd. 'Geography, Tropicality and Postcolonialism: Anglophone and Francophone Readings of the Work of Pierre Gourou'. *Espace Géographique* 35, no. 3 (2006): 208. [DOI](#) (Teams)
- D) Driver, Felix. 'Imagining the Tropics: Views and Visions of the Tropical World'. *Singapore Journal of Tropical Geography* 25, no. 1 (2004): 1–17. [DOI](#) (Teams)
- E) Driver, Felix, and Luciana Martins. *Tropical Visions in an Age of Empire* Afterward: Tropic and Tropicality [ebook](#)
- F) Jennings, Eric Thomas. *Imperial Heights: Dalat and the Making and Undoing of French Indochina* [ebook](#) Ch 1 Escaping Death in the Tropics; Ch 3 Health, Attitude, and Climate

Further Reading:

- Demay, Aline. *Tourism and Colonization in Indochina (1898-1939)* (P) Ch 2 Indochinese Resorts, a New Reading of Space
- Clayton, Daniel. 'Tropical Geography'. In *International Encyclopedia of Geography: People, the Earth, Environment and Technology* edited by Douglas Richardson, Noel Castree, Michael F. Goodchild, Audrey Kobayashi, Weidong Liu, and Richard A. Marston, 1–3. Oxford, UK: John Wiley & Sons, Ltd, 2017. [DOI](#)
- Zabielskis, Peter, Seng Guan Yeoh, Kat Fatland. *Penang and Its Networks of Knowledge* Ch 5 Tropical Picturesque
- Stepan, Nancy, and Nancy Leys Stepan. *Picturing Tropical Nature* Reaktion Books, 2001. (P)
- Driver, Felix, and Luciana Martins. *Tropical Visions in an Age of Empire* University of Chicago Press, 2005. (P) [ebook](#)
- Bowd, Gavin, and Daniel Clayton. *Impure and Worldly Geography: Pierre Gourou and Tropicality* Routledge, 2019. (P)
- Jennings, Eric T. *Curing the Colonizers: Hydrotherapy, Climatology, and French Colonial Spas* (P)
- Kennedy, Dane Keith. *The Magic Mountains: Hill Stations and the British Raj* Berkeley; London: University of California Press, 1996. (P)

Week 8 - Health, Hygiene and Sanitation

Task:

- Read over the index of the SMPA and browse file structure - look also at the supplemental files discussing the archive.
- Read the introduction to these records here [Records of the Shanghai Municipal Police 1894-1949](#)
- SMPA Focus: Bring (or upload to teams if long) an SMPA document related to health, hygiene and sanitation and be prepared to introduce it to the class. If you don't have your own copy of the archive, see the online collection divided in groups of rolls on the [Bibliothèque Numérique Asiatique](#)

Required Reading:

- Colombijn, Freek, and Joost Coté, eds. *Cars, Conduits, and Kampongs: The Modernization of the Indonesian City, 1920-1960* [Open Access](#) Ch 3 (Post)Colonial Pipes: Urban Water Supply in Colonial and Contemporary Jakarta pp63-81
- Todd A. Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945* Ch 4 Civic Assimilation: Sanitary Life in Neighborhood Keijō [Ebook](#)
- Yeoh, Brenda S. A. *Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment*. NUS Press, 2003. Read Ch 3 Municipal Sanitary Surveillance, Asian Resistance and the Control of the Urban Environment" and skim Ch 5 "Municipal versus Asian Utilities Systems: Urban Water Supply and Sewage Disposal" [ebook](#)
- Laura Victoir and Victor Zatspine, eds., *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940* [ebook](#) Ch 11 Hygienic Colonial Residences in Hanoi

Elective Readings:

- A) Vann, Michael G. "Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Episode in French Colonial History." *French Colonial History* 4 (2003): 191-203.
- B) Liang, Qizi, Angela Ki Che Leung, and Charlotte Furth. *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century*. [ebook](#) Read Introduction, and chapters on "The Treatment of Night Soil and Waste in Modern China", "Eating Well in China: Diet and Hygiene in Nineteenth-Century Treaty Ports"
- C) Harald Fuess, "Informal Imperialism and the 1879 'Hesperia' Incident: Containing Cholera and Challenging Extraterritoriality in Japan," *Japan Review*, no. 27 (January 1, 2014): 103-40.
- D) Sutphen, Mary P. "Not What, but Where: Bubonic Plague and the Reception of Germ Theories in Hong Kong and Calcutta, 1894-1897." *Journal of the History of Medicine and Allied Sciences* 52, no. 1 (January 1, 1997): 81-113. [DOI](#)

Further Reading:

- Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. [ebook](#)
- Shin Dongwon, 'Hygiene, Medicine, and Modernity in Korea, 1876-1910', *East Asian Science, Technology and Society: An International Journal* 3, no. 1 (1 March 2009): 5-26, [DOI](#).
- Park Yunjae, 'Sanitizing Korea: Anti-Cholera Activities of the Police in Early Colonial Korea', *Seoul Journal of Korean Studies* 23 (1 December 2010): 151-71.
- Vann, Michael G. *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* Oxford University Press, 2019.
- Hoshino, Takanori. "Transition to Municipal Management: Cleaning Human Waste in Tokyo in the Modern Era." *Japan Review*, no. 20 (January 1, 2008): 189-202.
- Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* [ebook](#) (Berkeley: University of California Press, 2004) (P)
- Ma, Shu-Yun. "The Making and Remaking of a Chinese Hospital in Hong Kong." *Modern Asian Studies* 45, no. 5 (September 2011): 1313-36. doi:10.1017/S0026749X10000107.

- Siniawer, Eiko Maruko *Waste: Consuming Postwar Japan* [ebook](#) (2018) (P)
- Bu, Liping, Darwin H. Stapleton, and Ka-Che Yip. *Science, Public Health and the State in Modern Asia*. Routledge, 2012.
- Haynes, Douglas M. *Imperial Medicine: Patrick Manson and the Conquest of Tropical Disease*. [ebook](#) University of Pennsylvania Press, 2011. (P)
- Kim, Jeong-Ran. “The Borderline of ‘Empire’: Japanese Maritime Quarantine in Busan c.1876–1910.” *Medical History* 57, no. 02 (April 2013): 226–48. doi:10.1017/mdh.2012.104.
- Liang, Qizi, Angela Ki Che Leung, and Charlotte Furth. *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century*. Duke University Press, 2010.
- Macpherson, Kerrie L. *A Wilderness of Marshes: The Origins of Public Health in Shanghai, 1843-1893*. Lexington Books, 1987. (P)
- Rawcliffe, Carole. *Urban Bodies: Communal Health in Late Medieval English Towns and Cities*. 1 edition. Woodbridge: Boydell Press, 2013. (P)
- Yip, Ka-che. *Disease, Colonialism, and the State: Malaria in Modern East Asian History*. Hong Kong University Press, 2009. [ebook](#) (P)
- Arnold, David. *Imperial Medicine and Indigenous Societies*
- Prasad, Srirupa. *Cultural Politics of Hygiene in India, 1890-1940: Contagions of Feeling*
- Peckham, Robert Shannan, and David M Pomfret. *Imperial Contagions: Medicine, Hygiene, and Cultures of Planning in Asia*

Week 9 - Home and Domestic Space

Our focus this week will be on the home and domestic space, especially through a comparison of home cultures in 19-20th century urban China and Japan in the works of Elizabeth LaCouture and Jordan Sand.

Primary Sources and Activities

- We will have a group based discussion collecting ideas for the *kinds* of sources that can be used to explore domestic spaces.
- We will discuss some of the images from Jordan Sand's first two chapters.
- We will do a short activity discussing this web advertisement [The Lost Art of Japanese Dining Culture](#)

Required Secondary Reading:

Elizabeth LaCouture, *Dwelling in the World: Family, House, and Home in Tianjin, China, 1860–1960* (New York: Columbia University Press, 2021). Ch 3-6. [ebook](#) (P)

Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Introduction and Ch 1-2 (pp1-94). [ebook](#) (P)

Elective Reading:

- A) Elizabeth LaCouture, 'Translating Domesticity in Chinese History and Historiography', *The American Historical Review* 124, no. 4 (1 October 2019): 1278–89, <https://doi.org/10.1093/ahr/rhz644>.
- B) Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Introduction and Ch 3-4.
- C) Rudolf Mrázek, *A Certain Age: Colonial Jakarta through the Memories of Its Intellectuals* (Duke University Press, 2010).
– Ch 1 The Walls pp24-71
- D) Ozaki, Ritsuko, and John Rees Lewis. 'Boundaries and the Meaning of Social Space: A Study of Japanese House Plans'. *Environment and Planning D: Society and Space* 24, no. 1 (1 February 2006): 91–104. <https://doi.org/10.1068/d62j>.
- E) Yamaguchi, Kiyoko. "The New 'American' Houses in the Colonial Philippines and the Rise of the Urban Filipino Elite." *Philippine Studies* 54, no. 3 (January 1, 2006): 412–51. [jstor](#)
- F) Timothy Mitchell *Colonising Egypt* University of California Press. Ch 2 "Enframing"

Further Reading

- Ozaki, Ritsuko. 'Society and Housing Form: Home-Centredness in England vs. Family-Centredness in Japan'. *Journal of Historical Sociology* 14, no. 3 (2001): 337–57.
- Saito, Satoru. *Detective Fiction and the Rise of the Japanese Novel, 1880-1930*. Harvard University Asia Center, 2012. (P)
- Li, Jie. *Shanghai Homes: Palimpsests of Private Life*. Global Chinese Culture. New York: Columbia University Press, 2015. (P)
- Després, Carole. "The Meaning of Home: Literature Review and Directions for Future Research and Theoretical Development," 2021, 21.
- Fox, Michael Allen. *Home: A Very Short Introduction*. Oxford, United Kingdom: OUP Oxford, 2016.
- Briganti, Chiara. *The Domestic Space Reader*. Edited by Kathy Mezei. Toronto ; Buffalo: University of Toronto Press, 2012.
- Cicraad, Irene, ed. *At Home: An Anthropology of Domestic Space*. Syracuse: Syracuse University Press, 1999.
- McLaren, Anne. *Chinese Women - Living and Working*. Routledge, 2005. (P)
- Ronald, Richard, and Allison Alexy. *Home and Family in Japan: Continuity and Transformation*. Routledge, 2017. (P)
- Yan, Yunxiang. *Private Life Under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999*. Stanford University Press, 2003. (P)

- Schneider, Helen M. *Keeping the Nation's House: Domestic Management and the Making of Modern China* UBC Press, 2011.
- Rybczynski, Witold. *Home: A Short History of an Idea*. New York, NY: Penguin, 1987.
- *A Cultural History of the Home* series by Bloomsbury, 2021.
- Brecher, William Puck. *Japan's Private Spheres: Autonomy in Japanese History, 1600-1930*. BRILL, 2021.
- Briganti, Chiara, and Kathy Mezei, eds. *The Domestic Space Reader*. Toronto ; Buffalo: University of Toronto Press, 2012.
- Burton, Antoinette M.. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford University Press, 2003.
- Clancy-Smith, Julia Ann, and Frances Gouda. *Domesticating the Empire: Race, Gender, and Family Life in French and Dutch Colonialism*. University Press of Virginia, 1998.
- Colomina, Beatriz. *Domesticity at War*. MIT Press, 2007.
- Daniels, Inge. *The Japanese House: Material Culture in the Modern Home*. Bloomsbury Academic, 2010.
- Finn, Margot, and Kate Smith. *East India Company at Home, 1757-1857*. UCL Press, 2018.
- Fraiman, Susan. *Extreme Domesticity: A View from the Margins*. Columbia University Press, 2017.
- Freeman, Judith, and June Freeman. *The Making of the Modern Kitchen: A Cultural History*. Berg Publishers, 2004.
- Gordon, Andrew. "Managing the Japanese Household: The New Life Movement in Postwar Japan." *Soc Pol* 4, no. 2 (June 1, 1997): 245–83. <https://doi.org/10.1093/sp/4.2.245>.
- Jenkins, Virginia. *The Lawn: A History of an American Obsession*. Smithsonian Institution, 2015.
- Johnson, Matthew H. *Housing Culture: Traditional Architecture In An English Landscape*. Routledge, 2003.
- Jones, Robin D. *Interiors of Empire: Objects, Space and Identity Within the Indian Subcontinent, C.1800-1947*. Manchester: Manchester University Press, 2007.
- Ronald G. Knapp, and Kai-Yin Lo. *House, Home, Family: Living and Being Chinese*. University of Hawaii Press, 2005.
- Knapp, Ronald G. *Chinese Houses of Southeast Asia: The Eclectic Architecture of Sojourners and Settlers*. Tuttle Publishing, 2013.
- ———. *Chinese Houses: The Architectural Heritage of a Nation*. Tuttle Publishing, 2012.
- Marcus, Sharon. *Apartment Stories: City and Home in Nineteenth-Century Paris and London*, 2020.
- Min'an, Wang. *Domestic Spaces in Post-Mao China: On Electronic Household Appliances*. Routledge, 2017.
- Pink, Sarah. *Home Truths: Gender, Domestic Objects and Everyday Life*. Oxford: Berg, 2004.
- Ponsonby, Margaret. *Stories from Home: English Domestic Interiors, 1750–1850*. Routledge, 2016.
- Ravetz, Alison, and R. Turkington. *The Place of Home: English Domestic Environments, 1914-2000*. Routledge, 2013.
- Ronald, Richard, and Allison Alexy. *Home and Family in Japan: Continuity and Transformation*. Routledge, 2017.
- Tang, Beibei. *China's Housing Middle Class: Changing Urban Life in Gated Communities*. Routledge, 2017.
- Tosh, John. *A Man's Place: Masculinity and the Middle-Class Home in Victorian England*. Yale University Press, 2008.
- Wiedmer, C., and S. Hardy. *Motherhood and Space: Configurations of the Maternal through Politics, Home, and the Body*. Springer, 2016.

Week 10 - Housing, Neighbourhood, and Suburb

We continue the exploration of the home and broaden it to consider the context of the home in its neighbourhood and emerging suburban setting. The main focus will be on postwar Japanese housing with a smaller segment dedicated to discussion of the Chinese “shequ” or “residential community” structure.

Primary Sources and Activities

- *In class*: We will explore some maps and housing plans in East and Southeast Asia in class and analyse them in light of our reading this week.
- We will have a two group exercises today: one on the Japanese area of Den'enchōfu, and separately, on residential units/communities in a Chinese context.

Required Secondary Reading

Ann Waswo *Housing in Postwar Japan* Ch 2 pp5-38 Ch 4 62-85

Bray, David. ‘Designing to Govern: Space and Power in Two Wuhan Communities’. *Built Environment* (1978-) 34, no. 4 (2008): 392–407.

Jordan Sand, *House and Home in Modern Japan: Reforming Everyday Life 1880-1930* (Cambridge, Mass.; London: Harvard University Press, 2005), Ch 7 “Culture Villages: Inscribing Cosmopolitanism in the Landscape” [ebook](#)

Elective Reading Categories

- A) Hanchao Lu *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century* Ch 4 The Homes of the Little Urbanites, pp138-185
- B) Lily Kong and Brenda S. A. Yeoh, *The Politics of Landscapes in Singapore: Constructions of ‘Nation’* (Syracuse University Press, 2003).
 - Ch 6 Housing the People, Building a “Nation” pp94-117
- C) Cars, Conduits, and Kampongs: The Modernization of the Indonesian City, 1920-1960 (BRILL, 2014).
 - Ch 6 Kotabaru and the Housing Estate as Bulwark against the Indigenization of Colonial Java pp152-170 or Ch 7 Public Housing in Semarang and the Modernization of Kampongs, 1930-1960 pp172-190
- D) Marc Askew, *Bangkok: Place, Practice and Representation* (Routledge, 2002).
 - Ch 6 A Place in the Suburbs: Making a Neighbourhood in the Middle-Class Housing Estate pp170-193
- E) Nikhil Rao *House, But No Garden: Apartment Living in Bombay’s Suburbs, 1898-1964*. Ch 3 The Rise of the Bombay Flat
- F) Freek Colombijn, *Under Construction: The Politics of Urban Space and Housing during the Decolonization of Indonesia, 1930-1960* (BRILL, 2013). Ch 4 Life in the Kampongs pp103-140 or Ch 6 Housing in the Kampong pp181-227

Further reading:

Abidin Kusno and Phillip Darby, *After the New Order: Space, Politics, and Jakarta*, (De Gruyter: University of Hawaii Press, 2013). Ch 7 Housing the Margin pp139-171

Freek Colombijn, *Under Construction: The Politics of Urban Space and Housing during the Decolonization of Indonesia, 1930-1960* (BRILL, 2013).

Drémaitė, Marija. *Baltic Modernism: Architecture and Housing in Soviet Lithuania*. DOM Publishers, 2017.

Harloe, Michael. *The People’s Home?: Social Rented Housing in Europe and America*. John Wiley & Sons, 2011.

Harris, Steven E. *Communism on Tomorrow Street: Mass Housing and Everyday Life after Stalin*. Woodrow Wilson Center Press / Johns Hopkins University Press, 2013.

- Lane, Barbara Miller, ed. *Housing and Dwelling: Perspectives on Modern Domestic Architecture*. Routledge, 2006.
- Lee, James. *Housing, Home Ownership and Social Change in Hong Kong*. Routledge, 2019.
- Pryor, E. G. *Housing In Hong Kong*. Hong Kong: Oxford University Press, 1996.
- Tang, Beibei. *China's Housing Middle Class: Changing Urban Life in Gated Communities*. Routledge, 2017.
- Urban, Florian. *Tower and Slab: Histories of Global Mass Housing*. Routledge, 2013.
- Wright, Gwendolyn. *Building The Dream: A Social History of Housing in America*. Knopf Doubleday Publishing Group, 2012.
- Fishman, Robert. *Bourgeois Utopias: The Rise And Fall Of Suburbia*. 3.1.1989 edition. New York: Basic Books, 1989.
- . *Bourgeois Utopias: The Rise And Fall Of Suburbia*. Basic Books, 2008.
- Giles, Judy. *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity*. Oxford: Berg Publishers, 2004.
- Haynes, Bruce D. *Red Lines, Black Spaces: The Politics of Race and Space in a Black Middle-Class Suburb*. Yale University Press, 2008.
- Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States*. New Ed edition. New York, NY: Oxford University Press, U.S.A., 1985.
- Jacobs, James A. *Detached America: Building Houses in Postwar Suburbia*. University of Virginia Press, 2015.
- McKellar, Elizabeth. *Landscapes of London: The City, the Country, and the Suburbs, 1660-1840*. Paul Mellon Centre BA, 2014.
- Nicolaides, Becky, and Andrew Wiese, eds. *The Suburb Reader*. Routledge, 2013.
- Rao, Nikhil. *House, But No Garden: Apartment Living in Bombay's Suburbs, 1898-1964*. Minneapolis: University of Minnesota Press, 2013.
- Rome, Adam. *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism*. Cambridge University Press, 2001.
- Teaford, Jon C. *Post-Suburbia: Government and Politics in the Edge Cities*. JHU Press, 2020.
- Warner, Sam Bass. *Streetcar Suburbs: The Process of Growth in Boston, 1870-1900*. 2nd edition. Cambridge, Mass.: Harvard University Press, 1978.

Week 11 - Parks, Gardens, and Squares

Our focus this week is on garden and park spaces. We will especially focus on the history of the ‘zen’ garden, but also the spatial history of public parks and squares more generally.

Primary Sources and Activities

- We will be discussing the Cowden Japanese garden in Dollar, Scotland.
 - [Background \(Archived\)](#)
 - [History \(Archived\)](#)
 - [Ecological History \(Archived\)](#)
- We will do a group exercise examining some accounts of zen garden visits from the early 20th century and more recent times.

Required Reading

Tagsold, Christian. *Spaces in Translation: Japanese Gardens and the West*. *Penn Studies in Landscape Architecture*. Philadelphia: University of Pennsylvania Press, 2017. Introduction, Ch 1-5. [Ebook](#)

Elective Reading Categories:

- A) Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), Introduction and Ch 1 “Hiroba: The Public Square and the Boundaries of the Commons” [ebook](#)
- B) Allen, Joseph R. “Taipei Park: Signs of Occupation.” *The Journal of Asian Studies* 66, no. 1 (February 1, 2007): 159–99. <https://doi.org/10.2307/20203109>. [jstor](#)
- C) Chalana, Manish, ed. *Messy Urbanism: Understanding the “Other” Cities of Asia*. Hong Kong: Hong Kong University Press, 2017. Chapter 5 “The Royal Field (Sanam Luang): Bangkok’s Polysemic Urban Palimpsest” [ebook](#)
- D) Chalana, Manish, ed. *Messy Urbanism: Understanding the “Other” Cities of Asia*. Hong Kong: Hong Kong University Press, 2017. Ch 5 The Royal Field (Sanam Luang): Bangkok’s Polysemic Urban Palimpsest
- E) Mingzheng Shi, ‘From Imperial Gardens to Public Parks: The Transformation of Urban Space in Early Twentieth-Century Beijing’, *Modern China* 24, no. 3 (1998): 219–54.
- F) Lee, Haiyan. “The Ruins of Yuanmingyuan Or, How to Enjoy a National Wound.” *Modern China* 35, no. 2 (March 1, 2009): 155–90. <https://doi.org/10.1177/0097700408326911>. [jstor](#)
- G) Tagsold, Christian. *Spaces in Translation: Japanese Gardens and the West*. *Penn Studies in Landscape Architecture*. Philadelphia: University of Pennsylvania Press, 2017. Ch 6-7. [Ebook](#)

Further Reading

Hung, Wu. ‘Tiananmen Square: A Political History of Monuments’. *Representations*, no. 35 (1 July 1991): 84–117.

Hung, Wu. *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*. Reaktion Books, 2005. (P)

Bickers, Robert A., and Jeffrey N. Wasserstrom. “Shanghai’s ‘Dogs and Chinese Not Admitted’ Sign: Legend, History and Contemporary Symbol.” *The China Quarterly*, no. 142 (1995): 444–66. [jstor](#)

Yuezhi, Xiong. ‘From Racecourse to People’s Park and People’s Square: Historical Transformation and Symbolic Significance’. *Urban History* 38, no. Special Issue 03 (2011): 475–90.

Barnard, Timothy P. *Nature’s Colony: Empire, Nation and Environment in the Singapore Botanic Gardens*. NUS Press, 2016. (P)

Prest, John. *The Garden of Eden: The Botanic Garden and the Re-Creation of Paradise*. Yale University Press, 1988. (P)

Rosenzweig, Roy, and Elizabeth Blackmar. *The Park and the People: A History of Central Park*. Cornell University Press, 1992.

Hotta-Lister, A. *The Japan-British Exhibition of 1910: Gateway to the Island Empire of the East*. 1 edition. Richmond: Routledge, 1999.

Takei, Jiro, Marc Peter Keane, and Marc P. Keane. *Sakuteiki: Visions of the Japanese Garden: A Modern Translation of Japan's Gardening Classic*. Tuttle Publishing, 2008. (P)

Tschumi, Christian. *Mirei Shigemori - Rebel in the Garden: Modern Japanese Landscape Architecture*. Walter de Gruyter, 2012. (P)

———. *Mirei Shigemori: Modernizing the Japanese Garden*. Stone Bridge Press, 2005. (P)

Yamada, Shoji. *Shots in the Dark: Japan, Zen, and the West*. University of Chicago Press, 2011. (P)

Primary Sources on East and Southeast Asia

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

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

Frog in a Well Primary Source Guides

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

- [Primary Sources: Modern Korean History](#)
- [Primary Sources: History of Taiwan](#)
- [Primary Sources: Missionary Perspectives on China](#)
- [Primary Sources: History of Burma](#)
- [Primary Sources: History of the Malay World](#)
- [Primary Sources: History of the Philippines](#) - Under construction
- [Primary Sources: Cities of East and Southeast Asia](#) - Under construction
- [Historical Works on Japanese Gardens](#)

Newspapers and Periodicals:

- [East Asian Newspapers and Periodicals 1850-1950](#) - A very large collection of newspapers on the Internet Archive. Most in Chinese but also several important newspapers in Japanese, Korean, and English languages
- [Southeast Asian Newspapers](#)
- [Late Qing and Republican-Era Chinese Newspapers](#)
- [Korea Times 1950-2016](#)
- [Korea Times](#) - This is for 1998 to present.
- [Chinese Newspaper Collection](#)
- [Historical Newspapers: Communist Historical Newspaper Collection](#)
- [South China Morning Post 1903-1941](#)
- [The Times](#)
- [Japan Chronicle](#)
- [19th Century British Newspapers](#)
- [19th Century British Periodicals](#)
- [British Periodicals I & II](#)
- [British Newspapers 1600-1950](#)
- [Historic American Newspapers](#)
- [Irish Times](#)
- [Los Angeles Times](#)
- [North China Herald](#) - Also see Internet Archive

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

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

Government Documents

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

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

Missionary Reports and Publications

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

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#) - Huge and fantastic resource for published works before 1920s
- [Google Books](#) - If there is only snippet view on old works, try archive.org
- [Gutenberg Project](#) - Pure text versions of many popular out of copyright books
- [Hathi Trust](#)
 - massive collection of digitized books
 - when they cannot be viewed because they are in copyright, they can still help you pin point which pages things are mentioned
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)
- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)

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

Propaganda, Posters, and Pamphlets

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

Photographs, Postcards, Films

- [Showa Period Photo Archive from Shashin Shūhō 1938-1944](#)(Japanese)
- [National Archives UK on Flickr](#)
- [US National Archives on Flickr](#)
- [New York Public Library Digital Collections](#)
- [Boston Museum of Fine Arts Image Collection](#)
- [Mainichi Photo Bank](#)
 - You can search the archive of photos from the Mainichi newspaper and see relatively small watermarked images
- [Memories of Metropolis - Tokyo](#) - Japanese (and some English), mostly photographs from various sources on the history of Tokyo. OA.
- [Joseph Needham Photographs - Wartime China, 1942-1946](#)
- [Historical Chinese Postcard Project: 1896-1920](#)
- [Historical Photographs of China](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [UW-Madison East Asian Collection Photograph Collection](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)
- [Lafayette College East Asian Postcard Collections](#)
- [MIT Visualising Cultures](#)
- [Formosa Nineteenth Century Images](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [UW Milwaukee Asia and Middle East Photos from American Geographical Society](#)
- [An American GI in Japan, Autumn 1945: A Photographic Memoir](#)
- [Philippine Photographs Digital Archive](#)
- [The United States and its Territories 1870-1925 photographic collections](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Hedda Morrison Photographs of China](#)
- [Dutch East Indies in Photographs, 1860-1940](#)

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

Recordings and Sound

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

Maps and GIS

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

Old Books Related to East and Southeast Asian Region

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

Other

- [Voices of Civil Internment: WWII Singapore](#) - The Royal Commonwealth Society Collection at Cambridge University Library has digitised the archives of two Second World War civilian internment camps
- [Public Library of India](#) - Archive.org hosted collection of scanned materials, includes many scanned books related to East Asia
- [Digital Bodleian](#)
- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Digital Vatican Library](#)
- [California Digital Library](#) - Many scanned historical works related to East Asia, hosted by Archive.org.

Japan

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

- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London ; Atlantic Highlands, NJ: Athlone Press, 1987.
- Holme, Charles, Toni Huberman, Sonia Ashmore, Emma Lasenby Liberty, and Yasuko Suga. *The Diary of Charles Holme's 1889 Visit to Japan and Northamerica: With Mrs Lazenby Liberty's Japan: A Pictorial Record*. Folkestone, UK: Global Oriental Ltd, 2008.
- *Unbeaten Tracks in Japan* by Isabella L. Bird
- *Japanese Homes and Their Surroundings* by Edward Sylvester Morse (1885)
- *Glimpses of Unfamiliar Japan: First Series* by Lafcadio Hearn
- *Glimpses of Unfamiliar Japan: Second Series* by Lafcadio Hearn (1895)
- *Kimiko, and Other Japanese Sketches* by Lafcadio Hearn (1896)
- *Kokoro: Hints and Echoes of Japanese Inner Life* by Lafcadio Hearn (1896)
- *My Japanese Wife* by Clive Holland (1895)
- *The Gist of Japan: The Islands, Their People, and Missions* by R. B. Peery
- *Japanese Girls and Women* by Alice Mabel Bacon (1891)
- *Things Japanese: Being Notes on Various Subjects Connected with Japan for the Use of Travellers and Others* by Basil Hall Chamberlain (1902)
- *Kobo: A Story of the Russo-Japanese War* by Herbert Strang (1905)
- *A Journal from Japan: A Daily Record of Life as Seen by a Scientist* by Marie Stopes (1910)
- *The Shinto Cult: A Christian Study of the Ancient Religion of Japan* by Milton Terry (1910)
- *A Daughter of Japan* by F. D. Bone (1914) - also on [GP](#)
- *An Artist's Letters from Japan* by John La Farge
- *The Japanese Spirit* by Yoshisaburo Okakura (1905) also [GP](#)
- Heisig, James W., Thomas P. Kasulis, and John C. Maraldo, eds. *Japanese Philosophy: A Sourcebook. Nanzan Library of Asian Religion and Culture*. Honolulu: University of Hawai'i Press, 2011.
- This is a wonderful series of volumes in our library containing books on Japan, thus serving as contemporary primary sources of a sort, and a separate series of books with pamphlets and press articles from 1906-1948:
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda in East Asia. Series 1, Books*; a Collection in Ten Volumes. Folkestone, Kent : Tokyo, Japan: Global Orient ; Edition Synapse, 2008.
 - O'Connor, Peter, ed. *Critical Readings on Japan, 1906-1948: Countering Japan's Agenda and the Communist Menace in East Asia. Series 2, Pamphlets and Press*: A Collection in 10 Volumes. Folkestone, Kent : Tokyo: Global Oriental ; Edition Synapse, 2011.
- [Pocket Guide to Japan \(1926\)](#)
- [Pocket Guide to Japan \(1935\)](#)

Korea

- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a massive variety of historical sources can be found here
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [Korean American Digital Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Korean Literary Collection Digital Archive 1945-1950](#)
 - Some rare books in Korean from the early postwar period digitised by the University of Washington

- Foreign Broadcast Information Service 1974-1996
 - search SAULCAT
- *Prospectus of the Oriental Development Company* - colonial period land development and expropriation company.
- *Japanese Atrocities in Korea: reports emphasized and made convincing by Japanese propaganda* (1919)
- *Fifteen Years Among the Top-Knots; Or, Life in Korea* (1908)
- *Corea or Cho-sen: The Land of the Morning Calm* by Arnold Henry Savage Landor (1895)
- *Our Little Korean Cousin* by H. Lee M. Pike (1905)
- *Korea's Fight for Freedom* by Fred A. McKenzie (1920)
- *Quaint Korea* by Louise Jordan Miln (1895)
- *The Case of Korea: A Collection of Evidence on the Japanese Domination of Korea* by Henry Chung (1921)

Taiwan

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

China

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

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

Hong Kong

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

Southeast Asia

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

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

See Me

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

Some Key Secondary Source Databases

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

Some Good LibGuides and Link Collections for East Asia Related Sources

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

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