

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

Tutor: Konrad M. Lawson

Fall and Spring, 2021-2022



**"The View of Ginza from Shinbashi Street" 1914**

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**Meets:** Fall and Spring 2021-2022 Wed 10:00-13:00 KEN Watson Lecture Room  
**Office Hours:** Tue 9-12 (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 0 - Introduction: Spaces of History  
Week 1 - Treaty Ports and Foreign Concessions  
Week 2 - Historical and Theoretical Approaches to Spatial History  
Week 3 - Urban Planning  
Week 4 - Utopian Spaces  
Week 5 - Geomancy  
Week 7 - Home and Domestic Space  
Week 8 - Housing, Neighbourhood, and Suburb  
Week 9 - Parks and Gardens  
Week 10 - Social Spaces  
Week 11 - Spaces of Consumption

*Long Essay Due*

## Semester Two:

Week 1 - Exhibitions  
Week 2 - Guest Seminar: Heritage, Memory and Punishment  
Week 3 - Tropicality  
Week 4 - Health, Hygiene and Sanitation  
Week 5 - Messy Urbanism  
Week 6 - Other Spaces  
Week 7 - Urban Space, Order, and Politics  
Week 8 - Migration and Ethnic Space  
Week 9 - Space and Mobility  
Week 10 - Spaces of Tourism  
Week 11 - Sacred Space

## Assessment Summary

### 100% Coursework

Long Essay Fall (25%) - 5,000 words - 10 December (Exam week 1 Friday)  
Long Essay Spring (25%) - 5,000 words - 18 April (Revision Week 2 Monday)  
Blog Entries Fall (10%) - 4 entries - 29 October (W7 Friday)  
Blog Entries Spring (10%) - 4 entries - 11 March (W7 Friday)  
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 four goblets (two each semester), two long essays (one each semester), two presentations (one each semester). In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them. Most weeks students will also be asked to do short unassessed presentations 10 or less minutes each.

## 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*

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](http://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 supplementary 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 15 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 four different weeks**. They are due in Week 7 of the fall and spring so you may skip a week or two.

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 Friday of Week 7, you should copy and paste four selected blog postings, including their titles, links to the online version, and the date they were posted 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. Points for the overall mark will be the average of the mark on the six selected and submitted postings. Each posting will not receive specific feedback but instead receive a mark based on the cumulative score according to the following simple criteria, which are judged to be *either present or absent* (no partial marks):

- 3 points if the posting makes a clear analytical point
- 3 points if the posting makes concrete references to particular parts of a source and ideally one of our secondary readings, with a footnote
- 3 points if the posting was well-written in terms of language
- 3 points if the posting was relevant to assigned readings or further readings
- 3 points if the posting keeps a good focus throughout.
- 2 points if the posting had no issues of accuracy
- 3 additional points will be given for postings that are of especially high quality

A decent posting, with no significant flaws, should, therefore, get a score of 17. Particularly strong postings may garner 20s.

*Example:* A student writes 6 postings during the semester totalling 3,200 words. They select 4 of these, including 1 high quality post of 500 words (20), 2 posts that meet the requirements but were not exceptional, one 500 and one 600 words (each getting 17), and 1 post of 800 words that follows all the above but did not maintain a clear focus (17-3=14), then the overall blog mark would come to  $(20+17+17+14)/4 = 17$

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

<http://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:**

- 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.
- The remainder of your postings should focus on a primary source, ideally not from among the required readings of the week. Find a source for a space and time period you are interested in and write about it, tying 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

Each week, you are required post a handout (Word, Txt, RTE, 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, and you may then be asked to submit a short review essay of the work for the alert to be resolved.

- Post it as a Word, Txt, RTE, 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 - 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 \(CEED\)](#)

## Seminars

### Week 0 - 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.

Please read:

Riccardo Bavaj, Konrad Lawson, and Bernhard Struck *Doing Spatial History* (forthcoming 2022), Introduction (I will supply you a copy of this)

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.

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.

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*. 3rd ed. edition. New York: Oxford University Press, USA, 2013.

Spence, Jonathan D. *The Search for Modern China*, 2013.

#### Getting Ahead Over the Summer

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 Chalan, 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).

Elizabeth LaCouture, *Dwelling in the World: Family, House, and Home in Tianjin, China, 1860–1960* (New York: Columbia University Press, 2021). Note: Will be available from early August.

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

Freek Colombijn and Joost Côté, eds., *Cars, Conduits, and Kampongs: The Modernization of the Indonesian City, 1920–1960* (BRILL, 2014).

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



## Week 1: 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.

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

*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

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

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.

#### 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.

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 2 - Historical and Theoretical Approaches to Space

### 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 3 - Urban Planning

### 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 4 - Utopian Spaces

### 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 5 - Geomancy

### Primary Sources

Eitel, Ernest John. *Feng Shui or the Rudiments of Natural Science in China* (1873) [IA](#) Ch 1 Introductory 7 Conclusion

Edwin Joshua Dukes. *Everyday Life in China: Or, Scenes Along River and Road in Fuh-Kien*. Religious Tract Society, 1885. [IA](#) Ch VIII Feng-shui: The Biggest of All Bugbears pp145-159

*In Class: London and China Telegraph* v11 1869 June 7 p1-3 “Summary of News from the Far East - Tientsin (From a Correspondent)”

### Required Reading:

Bruun, Ole *An Introduction to Fengshui* (2008) [Ebook](#)

Ch 2 “A Brief History of Feng Shui” pp11-14, pp31-48

Ch 3 “Feng Shui in the Context of Chinese Popular Religion” pp59-71

Ch 4 “Feng Shui Research” pp84-94

Wright, Arthur ‘The Cosmology of the Chinese City’ in G. William Skinner ed. *The City in Late Imperial China* (1977) [Ebook](#)

Sand, Jordan *House and Home in Modern Japan* (2005) Ch 8 “House Design and the Mass Market” pp262-287. [Ebook](#)

Yeoh, Brenda *Contesting Space in Colonial Singapore* Ch 8 The Control of ‘Sacred’ Space: Conflicts over the Chinese Burial Grounds pp281-311 [Ebook](#)

Han, Jung-san “Japan in the Public Culture of South Korea, 1945-2000s: The Making and Remaking of Colonial Sites and Memories” *Japan Focus* [Link](#)

### Elective Reading:

A) Crump, Thomas *Japanese Numbers Game: The Use and Understanding of Numbers in Modern Japan* (2012) Ch 7 Time pp96-113 Ch 8 The Spatial World of Numbers pp114-125

B) Lawrence Chua, Ronald G. Knapp, and Xing Ruan, *Bangkok Utopia: Modern Architecture and Buddhist Felicities, 1910–1973*, (2021). Ch 2 A Historical and Cosmological Framework pp13-25. + Van Roy, Edward. ‘Rise and Fall of the Bangkok Mandala’. *Journal of Asian History* 45, no. 1/2 (2011): 85–118.

C) Hong-Key Yoon *The Culture of Fengshui in Korea: An Exploration of East Asian Geomancy* Ch 6 The Principles of House Geomancy Ch 9 The Cartography of Geomancy

D) Hong-Key Yoon *The Culture of Fengshui in Korea: An Exploration of East Asian Geomancy* Ch 12 The Use of Geomantic Ideas in Chinese, Japanese, and Korean Cities Ch 13 Seoul: A New Dynasty’s Search for an Auspicious Site

E) Hong-Key Yoon *The Culture of Fengshui in Korea: An Exploration of East Asian Geomancy* Ch 14 The Social Construction of Kaesong Ch 15 Iconographic Warfare and the Geomantic Landscape of Seoul

F) Paton, Michael *Five Classics of Fengshui: Chinese Spiritual Geography in Historical and Environmental Perspective* - Preface, Introduction pp3-10; Ch 3 Review of the Literature

G) Ronald Knapp *Chinese Landscapes: The Village as Place* Ch 5 “Sheung Wo Hang Village, Hong Kong: A Village Shaped by Fengshui” pp79-94 + Madeddu, Manuela, and Xiaoqing Zhang. *Feng Shui and the City: The Private and Public Spaces of Chinese Geomancy* (2021) Ch 4 “Feng Shui in the Chinese Territories: Hong Kong” [Ebook](#)

H) Yon, Hong-Key ed. *Pungsu: A Study of Geomancy in Korea* Ch 9 Geomancy and Traditional Architecture during the Chosŏn Dynasty, Ch 12 Geomantic Modification of Landforms: The Idea of Chosŏn Pibo

I) Bruun, Ole *An Introduction to Fengshui* (2008) [Ebook](#) Ch 5-7

### Further Reading:

Boxer, Baruch. “Space, Change and Feng-Shui in Tsuen Wan’s Urbanization.” *Journal of Asian and African Studies* 3, no. 3-4 (January 1, 1968): 226–40. [DOI](#).

Smith, Richard J. *Fortune-Tellers And Philosophers: Divination In Traditional Chinese Society* (1991), Introduction, pp1-12, Ch 4 The Ways of Wind and Water pp131-172.

Maurice Freedman, "Geomancy," *Proceedings of the Royal Anthropological Institute of Great Britain and Ireland* (1968)

McMahon, Daniel *China's Borderlands under the Qing, 1644–1912: Perspectives and Approaches* Ch 4 Geomancy and Walled Fortifications on a Late Eighteenth Century Qing Borderland

Sun Joo Kim, *Marginality and Subversion in Korea: The Hong Kyongnae Rebellion of 1812* Ch 4 Prophecy and Popular Rebellion pp89-109

## **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.