

MO3354 Rethinking the World in East Asia

Tutor: Konrad M. Lawson

Spring, 2019

世界大同

Shijie Datong = The Great Harmony of the World

Calligraphy by the warlord Yan Xishan for the cover of 世界大同綱要

MO3354 Rethinking the World in East Asia 1850s-1990s

Overview

1. **Introduction to Buddhism**
Introduction to Buddhism and to some schools in China and Japan that are most relevant to discussion in later weeks
2. **Introduction to Confucianism**
Introduction to some of the basic Confucian classics and its monumental impact on East Asian history
3. **Taiping and Tonghak**
On the universalist aspirations of the Taiping Rebellion (Qing), Tonghak Rebellion (Chosŏn)
4. **Revolutionary Internationalism**
Focusing on the political imaginations of key East Asian anarchists
5. **New Orders for Love, Family, and the Individual**
Reordering domestic space and women's liberation as the first step to comprehensive social and global change at the global level
6. **Inventing Asias**
Comparing differing pan-asianist visions, especially with regard to how they linked to world orders
7. **Buddhist World Orders**
Nichiren, Zen, Shin and new Buddhist movements in 20th century East Asia
8. **Cosmopolitanism from the East**
Chinese world redemptive movements, Esperantists, and some utopian visionaries
9. **Exploring the Kyoto School and Overcoming Modernity**
The universal and the particular in Japan's most influential philosophical school
10. **Confucian Renewals**
The development of new Confucianism in a variety of forms focusing on China and Korea
11. **Imagining Alternate Futures**
Utopian visions of Kita Ikki and Kagawa Toyohiko; alternative futures in Japanese and Chinese science fiction

Key Details

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

Meets: Spring, 2019 - Tue 13:00-15:00

Location: Old Seminar Room, 71 South Street

Office: St. Katharine's Lodge B3 **Office Hours:** Tue 11:00-12:00

Description

This intellectual history of late modern East Asia explores the ways social, political and religious movements, as well as the evolving ideas of key individuals in Korea, Japan, and China hoped to transform or reimagine the social and political order of their times. Literary and visual sources as well as philosophical or religious texts, debates, and the political tracts of various movements will be at the core of the module and offer opportunities to explore the multiplicity of inspirations and dynamic nature of the intellectual history of the region that challenges some common depictions of the relationship between tradition and modernity, as well as assumptions about the simplistic adaptation of Western ideologies in East Asian history.

Assessment Summary

10% Essay abstract and annotated bibliography – 800 words **6 March**

20% Blog entries – 3,000 words minimum in minimum of 4 postings **6 May**

50% Long Essay – 6,000 **6 May**

20% Two Presentations

All submissions are by MMS and due before midnight

Learning Outcomes

- Understand the intellectual history of 19th to 20th century East Asia in the context of a rapidly transforming region's proactive engagement with the world
- Develop skills for analysing diverse literary, religious, and philosophical textual sources translated from Korea, Chinese, and Japanese as well as visual sources
- Employ an approach to the history of ideas in East Asia which is open to inspiration from historical sociological and anthropological disciplines, is able to negotiate scales from the domestic sphere to the transnational, and encompasses discussion from the concrete world of political reform to the heights of eschatology

Assignments

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

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

Headers and Formatting

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

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A specific title describing the contents (for Prospectus write prospectus but also proposed essay title)
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

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

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

Footnotes and References

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

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

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully. See below for more on the simpler citation method for use in the critical review essay and in the final examination.

Prospectus and Annotated Bibliography

The prospectus (500-800 words) and annotated bibliography (no set word count) are worth 10% of your overall grade. It is designed to give you an opportunity to demonstrate your research in progress. It does not need to represent the final choice of topic, but please get your tutor's approval on any major shifts in your essay topic after you submit the prospectus.

Prospectus A prospectus summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay, but also says something about the sources you will use and approach you will take. Look to article, dissertation, and book abstracts as the model for this assignment. Write the prospectus as if the long essay is already written and complete and you are merely summarizing what it has accomplished. You can find these abstracts for academic presentations, for example, on the websites of annual conferences such as the AAS (Association of Asian Studies) meeting or countless other conferences. Article abstracts, another possible model, are found at the beginning of articles of many journal articles. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic clearly along with a prospective argument for your essay, then write in a bit more detail about in greater depth discussing how you will use certain sources, what new approach you will take or what existing approaches you are hoping to contest. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way. Even if you are still at a relatively early stage in your research, write confidently about a topic and argument even if you are not sure if you will actually be able to follow through in the final essay or suspect you may have to change topics. Write to a reader of a publication, as if you are proposing a talk at a conference or providing an abstract to accompany an article submission, not to me as your only reader.

Things to include in the prospectus:

- What is your provisional argument?
- What are you contributing to the historiography on this? That is, how are you going beyond synthesising what is already out there?
- What is some of the previous work on this you will engage with? Or key primary sources you will make use of?
- What is the "so what" of your project?

Annotated Bibliography

Below your prospectus, add an annotated bibliography of primary and secondary sources (8-20 would be a fair range at this stage) you are considering for use in the long essay. Below each source, primary and secondary sources in separate categories, add at 1-3 sentences describing the source and why you think it will be useful for your long essay.

Long Essay

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

Some class time in most weeks will be dedicated to discussing the essay. It is not uncommon for a student to change topics once or twice during the semester, as the feasibility of one topic or another is evaluated and the sources explored. My suggestion is that you answer two questions for yourself very early in your research: 1) Once you have a general topic or area of history you are interested in, think about what kinds of arguments or historical approaches have been applied to this area before that will serve as the starting point for your intervention? 2) What kinds of primary sources will I have realistic access to for use in the essay unless I want to make a purely historiographical essay based exclusively on secondary materials.

Topics for the Essay

You may write your essay on any topic related to the intellectual history of East Asia or Southeast Asia (not limited to the time period we primarily focus on). This may include history of religion, history of philosophy, history of social and political thought, history of mass movements impacted by the above, or some aspect of the intersection between any these histories and the social and political history of East Asia. Check with me first, but I will also be generally open to approving topics on any element of the cultural history of the region as well.

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

The Journal of Asian Studies
Monumenta Nipponica
Asian Philosophy
Philosophy East and West
Positions: East Asia Cultures Critique
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
Far Eastern Survey
Dao
Monumenta Serica
Late Imperial China
Modern China
Modern Asian Studies
Asian Studies Review
Critical Asian Studies
The China Quarterly
Journal of the History of Ideas
History and Theory
Global Intellectual History

Making an Argument

The academic study of history embraces change in the past as a way to explore solutions to particular problems. The object of an analytical historical research essay is not to tell us simply what happened, but to use what happened in order to make a historical argument about some problem clearly defined. For example, if an essay was written (to take an example from Chinese history) about some aspect of the 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 something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

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

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

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

For example replace:

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

with something like:

I will argue that the alarm clock sleep function is a major hindrance to our productivity without contributing at all to our rest after a night of sleep. I will base this upon the studies of Hansen and Jenson in 1983 and in a series of interviews with wise old people in 2014. This argument is important because, as I will show, evidence shows that the increased availability of time in the morning to eat a healthier breakfast, carry out some light house chores, and do morning exercise, not only allows for greater evening rest after a long day of work, but decreases the tiredness we feel throughout the day.

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

Engaging with the historiography: What does this phrase mean? It means directly and explicitly acknowledging what historians have said about your topic and your specific question in existing work. Point out both positive contributions and problematic ones when appropriate. Who has worked on this before, and what specifically have they argued? See your essay as part of a larger conversation (it doesn't necessarily have to be an adversarial one) that includes previous historians.

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

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

- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Have I gone back and considered my major claims from a critical perspective, and answered any major possible weaknesses in my essay?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Has the long essay engaged with the historiography on the relevant issue effectively throughout?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?
- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?

Carrying Out Research for Essays

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

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

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

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

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other

sources in the specific sections that are likely to show whether your potential argument holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

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

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

How your Long Essay is Evaluated

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

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

Online Submission

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

Feedback

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

Oral Presentations

Being able to synthesise reading and present ideas orally in class is a key skill. You will receive a mark on **two presentations**, but *may optionally offer up to three (if module ≥ 8 students) or four (if module < 8 students) presentations during the semester*. If you present three times instead of two, *your two best presentation marks will be posted* after our last meeting.

Presentation skill is shown in your ability to: choose what is most useful to share, choose a quantity of information that will still allow you to speak at a measured pace, project your voice clearly, make use of effective pauses, modulate your voice effectively, make use of a spoken rather than a written register that engages the listener, give eye contact to everyone in the room, avoid exactly reproducing the content of a handout, and present in a way that, even if you are referring to a written set of notes or text, still flows naturally.

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

A supplementary handout (one piece of paper front and back at most) should be emailed to me by Sunday night and sufficient copies brought to class. It should include some paragraphs or bullet points that may include arguments, interesting empirical examples, key quotes, any interesting sources used, or highlight key persons or dates. The bullet points should be complete sentences (describing an argument or concrete point), not merely short phrases representing vague topics in an outline form. Please bring copies of the handout to class but also add (or link) the handout text to the class collaborative notes document. When possible, excellent presentations will ideally connect what is read and presented to our other readings and the discussion of the day. Thus, it is very important that you do not focus on your assigned reading to the exclusion of other readings for that week. Connecting the reading to past readings and discussions in the module is also a very welcome. Outside research is not required. Slides are not needed for the presentation and not assessed, but the handout may include 1-2 images or a map if appropriate. Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions.

Some questions to consider as you prepare:

- Did the student give eye contact to everyone in the room and not merely the tutor?
- Did the student project their voice clearly, modulate their voice appropriately, make effective use of pauses, and speak at an appropriate speed?
- Did the distributed handout of one or at most two sides of a piece of paper accurately summarize the general points to be made in the presentation in the form of concise bullet points
- Did the handout include any important dates, sources, or a map that serves as a useful reference?
- Was the 7 minute limit very strictly observed in the presentation?
- Did the presentation briefly provide the context of the work, and introduce the author *very briefly*?
- Was the presentation well-structured, organized, and focus on a only a few key points?
- Was there a good balance of arguments, examples to support them, and critique?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation avoid being a reproduction of the handout, using it instead as a complement.
- Did the presentation make an effort to connect the readings to other readings for the day or find ways to connect to the reading and discussion from previous weeks?

Blog Entries

We have a module website at:

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

This is a public facing website where students will contribute postings, but no students will be asked to use their real name. You can set or change your pseudonym through the blog interface whenever you like. Students are required to post a minimum of four postings, and these postings must be spread across at least four different weeks. The total number of words must be a minimum of 3,000 words posted during the course of the semester (for example, four postings with 750 words, or six postings with 500, etc.). You are also asked, *each week*, to post a comment on at least one posting (by another student), though this is not assessed.

At the end of the semester, you should copy and paste four selected blog postings (Note: they may total less than 3,000 overall since you could have posted more than four during the semester), including their titles, links to the online version, and the date they were posted online into a document and upload this to 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 four selected and submitted postings. Each posting will receive a mark based on the cumulative score according to the following simple criteria, which are judged to be *either present or absent* (no partial marks)

- 5 points if the posting makes a clear analytical point
- 4 points if the posting makes concrete references to particular parts of a reading, 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 additional points will be given for postings that are of a high quality

A decent posting, with no significant flaws, should, therefore, get a score of 18. Particularly strong postings may garner 20s. *Example:* A student writes 6 postings during the semester totaling 3,200 words. They select four of these, including 1 high quality post of 500 words (20), 2 posts that meet the requirements, one 400 and one 600 words (each getting 18), and 1 post of 800 words that follows all the above but did not maintain a clear focus (18-3=15), then the overall blog mark would come to $(20+18+18+15)/4 = 17.8$

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

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

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

What to Write:

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

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

- Focus in on a passage in a primary source, quote part of the passage (try not to make the quote too long) in the posting and then offer a reflection on it.
- Same as above, but instead of just offering a reflection, put that passage into meaningful conversation with another secondary or primary reading we did either this week or another week.

- Describe or synthesise a point that you find important or interesting from a secondary reading and say why you think it is important.
- Put the arguments of two secondary sources into dialogue with each other
- Reflect on how the arguments of a text might contribute to our understanding of some other class in another place or time
- Write a posting on the use of language or terms in a source and why you think it is meaningful or important
- Write a posting around a certain pattern you see across multiple texts

Tutorial Preparation

Reading

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

- 1) Core readings that all students are required to read, usually around 100 pages (3-5 hours)
- 2) Additional elective reading which is required but selected by the student from several options provided. Choose one category of readings to prepare. (4-7 hours)
- 3) Further reading in the general area of your long essay or specific research towards the long essay (3-8 hours)

Elective Reading Handout

Each week, by Sunday night - **unless you are signed up for a presentation** you will be expected to email me a copy of a single-sided handout relating to one of the *elective readings* you have done (if there is more than a single chapter or work, you can limit the handout to just one chapter or article from the elective reading). The contents of this handout should be similar to the handouts you provide for presentations (see above - but limited to a single side in this case). *Note*: It is fine if your blog entries are written about the same text or texts that your chosen elective reading and handout are about.

Introducing Elective Readings to Your Classmates

In submitting your handout on Sunday night, you are, in a sense, announcing which of the categories of elective reading you have chosen. You may be called upon in class, without warning, to tell the class a bit about the category of elective readings that you read. This is not a full non-assessed presentation but you should be prepared to present the main ideas of one or more texts that comprise the elective reading category in an articulate manner, on the basis of your notes. It is therefore important that you have your notes organised well enough to allow you to clearly and concisely present the main ideas. You may be also asked in class to report on the progress on your long essay research. Please be sure to reserve some time each week to work on your long essay and

Policies

Marking

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

The marking scale can be found here:

<https://www.st-andrews.ac.uk/history/info/infoug/markshons.html>

Extensions

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

Word Limits and Late Work

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

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

Absence from Classes

Please see this document for more on Student Absence:

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

Emails

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

Laptops in Class

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

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

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

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

Collective Notes

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

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security

and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree. For more information on university policies see:

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

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

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

Seminars

Abbreviations for readings:

- GORDON: Andrew Gordon *A Modern History of Japan: From Tokugawa Times to the Present* (short loan)
- SOURCES JAPAN 1 *Sources of Japanese Tradition: From Earliest Times to 1600* ([ebook](#))
- SOURCES JAPAN 2: *Sources of Japanese Tradition: Volume 2, 1600 to 2000* ([ebook](#))
- SOURCES CHINA 1: *Sources of Chinese Tradition: Volume 1* (short loan)
- SOURCES CHINA 2: *Sources of Chinese Tradition: Volume 2* ([ebook](#))
- SOURCES KOREA 2: *Sources of Korean Tradition: Volume 2* (short loan)
- HEISIG: 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. (short loan)

F = optional further reading

P = Text is a candidate for presentations

Week 1 - Introduction to Buddhism

Required Reading

- *The Foundations of Buddhism* by Rupert Gethin (77 pp, huginn)
 - Ch 2 The Word of the Buddha pp35-58
 - Ch 3 Four Truths pp59-84
 - Ch 9 The Mahāyāna pp224-252
 - (F) Ch 4 The Buddhist Community; Ch 5 The Buddhist Cosmos; Ch 6 No Self; Ch 10 The Evolving Traditions of Buddhism
- *Religion and the Making of Modern East Asia* by Thomas David DuBois (34 pp, huginn)
 - p15-36 (from Ch 2.I Religious Foundations of Late Imperial China)
 - p53-66 (from Ch 3.I Religious Foundations of Medieval Japan)

Elective Reading

Each week you will be *required* to do additional reading but have a choice from a selection. In future weeks this will also provide the selection for material to be presented on, about which you bring an overview handout, and be the subject of your blog postings. In our first week, come prepared to introduce the texts you read if called upon, and describe them to fellow students who made a different selection, tying it, when you can, to the required reading.

Choose one of these categories: A1, A2 (Pure Land), B (Nichiren), C1, C2 (Ch'an/Zen) and read only the material labelled with your category.

- SOURCES JAPAN 1 [ebook](#)
 - (A2) III.10 Amida, the Pure Land, and the Response of the Old Buddhism to the New p211-231
 - (B) III.13 Nichiren: The Sun and the Lotus 292-306
 - (C2) III.14 Zen Buddhism 306-335
- *Japanese Philosophy: A Sourcebook*: (huginn)
 - (A2) Hōnen; Shinran pp235-262
 - (B) Nichiren: Buddhist Views on Current Issues pp86-91
 - (C2) Dōgen pp141-162
- SOURCES CHINA 1: (huginn)
 - (A1) Huiyuan: A Monk Does Not Bow Down Before a King pp280-286 (1st ed)
 - (A1) The Pure Land School pp334-345 (1st ed)
 - (C1) The Meditation School pp346-368 (1st ed)
- *Readings of the Lotus Sutra*: (huginn)
 - (B) Interpreting the Lotus Sutra pp1-60 + pp195-205

Further Reading

You are not required to do any particular further reading on any given week. However, this section in each week will be useful for you as you think about the topic for your long essay and provide you with additional sources that can serve as the starting place for your research.

Primary Sources

- Conze, Edward, ed. *Buddhist Wisdom: The “Diamond” and “Heart Sutra.”* Reprint edition. New York: Vintage Books, 2001.
- Cleary, Thomas. *The Blue Cliff Record.* 1st Pbk. Ed edition. Boston: Shambhala Publications Inc, 2005. (P)
- Hakeda, Yoshito. *The Awakening of Faith: Attributed to Asvaghosha.* New Ed edition. New York: Columbia University Press, 2006. (P)
- Pine, Red, trans. *The Lankavatara Sutra: Translation and Commentary.* Counterpoint, 2013.
- Ryokan. *The Great Fool: Zen Master Ryokan - Poems, Letters and Other Writings.* Translated by Ryuichi Abe and Peter Haskell. (P)
- Stewart, Harold. *The Three Pure Land Sutras.* Translated by Hisao Inagaki. Second edition. Berkeley, Calif: Hawaii Distributed Titles, 2006. (P)
- Unno, Taitetsu, trans. *Tannisho: A Shin Buddhist Classic.* Revised edition. Honolulu, Hawaii: Buddhist Study Center Pr, 1996. (P)
- Watson, Burton. *The Lotus Sutra.* New Ed edition. New York: Columbia University Press, 1994. (P)
- Yampolsky, Philip. *Platform Sutra of the Sixth Patriarch.* With a new foreword and updated glossary edition. New York: Columbia University Press, 2012. (P)
- Horner, I. B., David Snellgrove, Arthur Waley, and Edward Conze. *Buddhist Texts Through the Ages.* Reprint edition. Oneworld Publications, 2014.
- Watson, Burton. *The Vimalakirti Sutra.* New Ed edition. New York: Columbia University Press, 2001. (P)
- Tikhonov, Vladimir, and Owen Miller, eds. *Selected Writings of Han Yongun: From Social Darwinism to “Socialism with a Buddhist Face.”* Global Oriental, 2008. (P)

Buddhism in Korea

- Anderson, Emily, ed. *Belief and Practice in Imperial Japan and Colonial Korea.* Softcover reprint of the original 1st ed. 2017 edition. Palgrave Macmillan, 2018. (P)
- Baker, Don. *Korean Spirituality.* 1 edition. Honolulu: University of Hawai'i Press, 2008.
- Cho, Eunsu. *Korean Buddhist Nuns and Laywomen: Hidden Histories, Enduring Vitality.* SUNY Press, 2011. (P)
- Grayson, James H. *Korea - A Religious History.* Routledge, 2013.
- Kim, Hwansoo Ilmee. *Empire of the Dharma: Korean and Japanese Buddhism, 1877–1912.* Cambridge, MA: Harvard University Asia Center, 2013. (P)
- ———. *The Korean Buddhist Empire: A Transnational History, 1910–1945.* Cambridge, Massachusetts: Harvard University Asia Center, 2018. (P)
- Lancaster, Lewis R, Kikun Suh, and Chai-Shin Yu. *Buddhism in Koryŏ: A Royal Religion.* Fremont (Calif.): Asian humanities Press, 2002. (P)
- Lancaster, Lewis R, and Chai-Shin Yu. *Buddhism in the Early Chosŏn: Suppression and Transformation.* Fremont, Calif.: Asian Humanities Press, 2002. (P)
- Ahn, Juhn Y. *Buddhas and Ancestors: Religion and Wealth in Fourteenth-Century Korea.* University of Washington Press, 2018.
- Lancaster, Lewis R., and Chai-Shin Yu. *Assimilation of Buddhism in Korea: Religious Maturity and Innovation in the Silla Dynasty.* Jain Publishing Company, 1991. (P)
- McBride, Richard D. *Domesticating the Dharma: Buddhist Cults and the Hwaŏm Synthesis in Silla Korea.* University of Hawaii Press, 2008. (P)
- Min, Anselm K., ed. *Korean Religions in Relation: Buddhism, Confucianism, Christianity.* Reprint edition. Place of publication not identified: State University of New York Press, 2017. (P)
- Park, Jin Y., ed. *Makers of Modern Korean Buddhism.* Albany: State University of New York Press, 2010.

Other Secondary Sources

- “Buddhism in China: A Historical Survey” by Whalen Lai in Antonio S. Cua ed. *Encyclopedia of Chinese Philosophy*

- Ch'ên, Kenneth Kuan Shêng. *Buddhism in China, a Historical Survey*. Princeton, N.J.: Princeton University Press, 1972.
- Clower, Jason. *The Unlikely Buddhologist: Tiantai Buddhism in Mou Zongsan's New Confucianism*. Leiden: Brill, 2010. (P)
- Davis, Winston. *Japanese Religion and Society: Paradigms of Structure and Change*. SUNY Press, 1992.
- DuBois, T. *Casting Faiths: Imperialism and the Transformation of Religion in East and Southeast Asia*. Springer, 2009.
- Dumoulin, Heinrich. *Zen Buddhism, Volume 1: A History*. Bloomington, IN: World Wisdom Books, 2006.
- Dumoulin, Heinrich. *Zen Buddhism, Volume 2: A History*. First Edition edition. Bloomington, IN: World Wisdom Books, 2006.
- Elverskog, Johan. *Our Great Qing: The Mongols, Buddhism, And the State in Late Imperial China*. University of Hawaii Press, 2006.
- Godart, G. Clinton. *Darwin, Dharma, and the Divine: Evolutionary Theory and Religion in Modern Japan*. University of Hawai'i Press, 2017. (P)
- Hardacre, Helen. *Lay Buddhism in Contemporary Japan: Reiyukai Kyodan*. Princeton University Press, 2014. (P)
- Ketelaar, James Edward. *Of Heretics and Martyrs in Meiji Japan: Buddhism and Its Persecution*. Princeton University Press, 1993.
- LaFleur, William R. *Dôgen Studies*. Enlarged ed. edition. Honolulu: University of Hawaii Press, 1986.
- Meynard, Thierry. *The Religious Philosophy of Liang Shuming: The Hidden Buddhist*. BRILL, 2010. (P)
- Pittman, Don Alvin. *Toward a Modern Chinese Buddhism: Taixu's Reforms*. University of Hawaii Press, 2001. (P)
- Queen, Christopher S., and Sallie B. King. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. SUNY Press, 1996. (P)
- dition. Honolulu: University of Hawaii Press, 1996.
- Snodgrass, Judith. *Presenting Japanese Buddhism to the West: Orientalism, Occidentalism, and the Columbian Exposition*. 1 edition. Chapel Hill: University North Carolina Pr, 2003. (P)
- Sponberg, Alan, ed. *Maitreya, the Future Buddha*. Reissue edition. Cambridge: Cambridge University Press, 2011. (P)
- Stone, Jacqueline. "Some Reflections on Critical Buddhism." Edited by Jamie Hubbard and Paul L. Swanson. *Japanese Journal of Religious Studies* 26, no. 1/2 (1999): 159–88.
- Suzuki, D. T. *Studies in the Lankavatara Sutra*. Delhi: Munshiram Manoharlal Publishers, 1998. (P)
- Tarocco, Francesca. *The Cultural Practices of Modern Chinese Buddhism: Attuning the Dharma*. Routledge, 2007. (P)
- Teiser, Stephen, Jacqueline I. Stone, and Jacqueline Stone. *Readings of the Lotus Sutra*. New York: Columbia University Press, 2009. (P)
- Victoria, Brian. *Zen War Stories*. 1 edition. London ; New York: Routledge, 2002. (P)
- Victoria, Brian Daizen. *Zen at War*. 2 edition. Lanham, Md: Rowman & Littlefield Publishers, Inc., 2006. (P)
- Yamada, Shoji. *Shots in the Dark: Japan, Zen, and the West*. Translated by Earl Hartman. Reprint edition. Chicago, Ill.; Bristol: University of Chicago Press, 2011. (P)

Reference

- Buswell, Robert E., and Donald S. Lopez. *The Princeton Dictionary of Buddhism*. Princeton: Princeton University Press, 2013.
- Keown, Damien. *Buddhism: A Very Short Introduction*. 2 edition. Oxford: Oxford University Press, 2013.
- Swanson, Paul L., and Clark Chilson, eds. *Nanzan Guide to Japanese Religions*. Honolulu: University of Hawaii Press, 2005.

Week 2 - Introduction to Confucianism

Required Reading

(~105)

These readings will give you some basic exposure to the Analects, Mengzi, and a little bit from Xunzi.

- Bryan W. Van Norden *Introduction to Classical Chinese Philosophy*, pp10-31 (Ch 1 III The Period of the Philosophers, Ch 2), pp84-100 (Ch 6 Mengzi and Human Nature) (short loan)
- Philip J. Ivanhoe and Bryan W. Van Norden *Readings in Classical Chinese Philosophy* 2nd Edition, pp1-25 (from Ch 1 The Analects), pp116-151 (Ch 3 Mengzi), pp298-306 (Ch 6 Xunzi)

Bonus Challenge

Complete text adventure game, with translation exercise “The Hall of Sages,” that I designed for my nephew as a Christmas puzzle: <http://huginn.net/projects/hall-of-sages/>

Elective Reading

Complete the reading for one of the sections below from A-D:

A) Gender and Confucianism

- Ko, Dorothy, JaHyun Kim Haboush, and Joan R. Piggott. *Women and Confucian Cultures in Premodern China, Korea, and Japan*. University of California Press, 2003. (P)
 - Choose one from Ch 4, 5, or 6
 - Choose one from Ch 8, 9

Further Reading

- Pang-White, Ann A. *The Confucian Four Books for Women: A New Translation of the Nü Shishu and the Commentary of Wang Xiang*. Oxford University Press, 2018. (P)
- Dorothy Ko ed. *Women and Confucian Cultures in Premodern China, Korea, and Japan* (P)
- Wang, Robin R. *Images of Women in Chinese Thought and Culture: Writings from the Pre-Qin Period to the Song Dynasty*. Indianapolis: Hackett Pub. Co., 2003.
- Mann, Susan, and Yu-Yin Cheng. *Under Confucian Eyes: Writings on Gender in Chinese History*. University of California Press, 2001. (P)
- Kim, Youngmin, ed. *Women and Confucianism in Chosŏn Korea: New Perspectives*. Albany, N.Y.; Bristol: State University of New York Press, 2012. (P)
- Anne Behnke Kinney trans. *Exemplary Women of Early China: The Lienü Zhuan of Liu Xiang* (P)
- Li, Chenyang. *The Sage and the Second Sex: Confucianism, Ethics, and Gender*. Open Court Publishing, 2000.
- Mou, Sherry J. *Gentlemen's Prescriptions for Women's Lives: A Thousand Years of Biographies of Chinese Women: A Thousand Years of Biographies of Chinese Women*. Routledge, 2015.
- Kim, Jisoo M. *The Emotions of Justice: Gender, Status, and Legal Performance in Choson Korea*. University of Washington Press, 2016.
- Rosenlee, Li-Hsiang Lisa. *Confucianism and Women: A Philosophical Interpretation*. SUNY Press, 2012. (P)
- Birge, Bettine. *Women, Property, and Confucian Reaction in Sung and Yuan China (960–1368)*. Cambridge University Press, 2002.
- Foust, Mathew, and Sor-Hoon Tan. *Feminist Encounters with Confucius*. BRILL, 2016. (P)
- Pang-White, Ann A. *The Bloomsbury Research Handbook of Chinese Philosophy and Gender*. Bloomsbury Publishing, 2016.
- Barlow, Tani. *The Question of Women in Chinese Feminism*. Duke University Press, 2004. (P)
- Ebrey, Patricia Buckley. *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*. University of California Press, 1993.
- Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China*. Stanford University Press, 1994.

B) Confucianism in Korea

- Deuchler, Martina. *The Confucian Transformation of Korea: A Study of Society and Ideology*. Harvard Univ Asia Center, 1992. (P) ([ebook](#))
 - Introduction; Ch 2, 3; Conclusion

Further Reading

- De Bary, William Theodore, and JaHyun Kim Haboush. *The Rise of Neo-Confucianism in Korea*. New York: Columbia Univ. Press, 1985. (P)
- Chung, Chai-Sik, ed. *A Korean Confucian Encounter with the Modern World: Yi Hang-No and the West*. Curzon Press, 1996. (P)
- (P) Min, Anselm K., ed. *Korean Religions in Relation: Buddhism, Confucianism, Christianity*. Reprint edition. Place of publication not identified: State University of New York Press, 2017. (P)
- Haboush, JaHyun Kim, and Martina Deuchler. *Culture and the State in Late Choson Korea*. Harvard Univ Asia Center, 2002.
- Deuchler, Martina. *Under the Ancestors' Eyes: Kinship, Status, and Locality in Premodern Korea*. Harvard University Asia Center, 2015. (P)
- Haboush, JaHyun Kim. *Epistolary Korea: Letters in the Communicative Space of the Chosŏn, 1392-1910*. Columbia University Press, 2009. (P)
- Chung, Edward Y.J. *The Korean Neo-Confucianism of Yi Toegye and Yi Yulgok: A Reappraisal of the "Four-Seven Thesis" and Its Practical Implications for Self-Cultivation*. SUNY Press, 1995.
- Oh, Young Kyun. *Engraving Virtue: The Printing History of a Premodern Korean Moral Primer*. BRILL, 2013. (P)
- *The Annals of King Taejo*. Harvard University Press, 2014.
- Haboush, JaHyun Kim. *The Memoirs of Lady Hyegyong: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea*. Univ of California Press, 2013. (P)
- Palais, James B. *Confucian Statecraft and Korean Institutions: Yu Hyongwon and the Late Choson Dynasty*. University of Washington Press, 2015. (P)
- Seth, Michael J. *Routledge Handbook of Modern Korean History*. Routledge, 2016.

C) Confucianism in Japan

- SOURCES JAPAN 2 - "Ogyū Sorai and the Return to the Classics," comprising several texts in Ch 24
- Olof G. Lidin "Ogyū Sorai: Confucian Conservative Reformer: From Journey to Kai to Discourse on Government" in Huang, Chun-chieh, John Allen Tucker, and SpringerLink (Online service), eds. *Dao Companion to Japanese Confucian Philosophy*. Dao Companions to Chinese Philosophy 5. Heidelberg: Springer, 2014, pp165-192 ([ebook](#)) (P)

Further Reading

- HEISIG: Confucian Traditions section
- Ansart, Olivier. "Making Sense of Sorai: How to Deal with the Contradictions in Ogyū Sorai's Political Theory." *Asian Philosophy* 19, no. 1 (March 1, 2009): 11–30.
- Ogyū, Sorai. *Tokugawa Political Writings*. Cambridge University Press, 1998.
- Ogyū Sorai, *Discourse on Government (Seidan): An Annotated Translation*, trans. Olof G. Lidin (Weisbaden: Harrossowitz Verlag, 1999) (P)
- Kiri Paramore *Japanese Confucianism: A Cultural History* (P)

- Watanabe, Hiroshi, and David Noble. *A History of Japanese Political Thought, 1600-1901*. Tōkyō: Internat. House of Japan, 2012.
- Nosco, Peter. *Confucianism and Tokugawa Culture*. University of Hawaii Press, 1997.
- Tu, Wei-ming. *Confucian Traditions in East Asian Modernity: Moral Education and Economic Culture in Japan and the Four Mini-Dracōns*. Harvard University Press, 1996. (P)
- Huang, Chun-chieh, John Allen Tucker, and SpringerLink (Online service), eds. *Dao Companion to Japanese Confucian Philosophy*. Dao Companions to Chinese Philosophy 5. Heidelberg: Springer, 2014.
- Paramore, Kiri. “‘Civil Religion’ and Confucianism: Japan’s Past, China’s Present, and the Current Boom in Scholarship on Confucianism.” *The Journal of Asian Studies* 74, no. 02 (May 2015): 269–282.
- McMullen, James. *The Worship of Confucius in Japan*. Harvard University Press, 2019. (P)
- Tucker, Mary Evelyn. *Moral and Spiritual Cultivation in Japanese Neo-Confucianism: The Life and Thought of Kaibara Ekken (1630-1714)*. SUNY Press, 1989.
- Maruyama, Masao. *Studies in Intellectual History of Tokugawa Japan*. Princeton University Press, 2014.
- Nakai, Kate Wildman. *Shōgunal Politics: Arai Hakuseki and the Premises of Tokugawa Rule*. Council on East Asian Studies, Harvard University, 1988. (P)
- Kracht, Klaus. *Japanese Thought in the Tokugawa Era: A Bibliography of Western-Language Materials*. Otto Harrassowitz Verlag, 2000.

D) Neo-Confucianism

- Gardner, Daniel K. *Four Books: The Basic Teachings of the Later Confucian Tradition*. Indianapolis: Hackett Publishing Co, Inc, 2006. (P)
- (P) Bol, Peter K. *Neo-Confucianism in History*. Reprint edition. Cambridge, Mass.; London: Harvard University Press, 2010. Ch 4, pp 128-152, Ch 6 Belief, pp 194-217 (P)

Further Reading

- Makeham, John, ed. *Dao Companion to Neo-Confucian Philosophy*. 2010 edition. Place of publication not identified: Springer, 2012. (P)
- Angle, Stephen C. *Sagehood: The Contemporary Significance of Neo-Confucian Philosophy*. Oxford University Press, 2009.
- Angle, Stephen C., and Justin Tiwald. *Neo-Confucianism: A Philosophical Introduction*. John Wiley & Sons, 2017.
- Bary, William T. De. *Neo-Confucian Education: The Formative Stage*. University of California Press, 1989. (P)
- Bary, William Theodore De, Wm Theodore De Bary, and John Mitchell Mason Professor of the University and Provost Emeritus Wm Theodore De Bary. *The Message of the Mind in Neo-Confucianism*. Columbia University Press, 1989.
- Brasovan, Nicholas S. *Neo-Confucian Ecological Humanism: An Interpretive Engagement with Wang Fuzhi (1619-1692)*. SUNY Press, 2017.
- Chan, Wing-Tsit. *Chu Hsi and Neo-Confucianism*. University of Hawaii Press, 1986.
- Ching, Julia. “Neo-Confucian Utopian Theories and Political Ethics.” *Monumenta Serica* 30 (1972): 1–56.
- Chung, Edward Y.J. *The Korean Neo-Confucianism of Yi Toegye and Yi Yulgok: A Reappraisal of the “Four-Seven Thesis” and Its Practical Implications for Self-Cultivation*. SUNY Press, 1995. (P)
- De Bary, William Theodore, and JaHyun Kim Haboush. *The Rise of Neo-Confucianism in Korea*. New York: Columbia Univ. Press, 1985. (P)
- Hymes, Robert P., and Conrad Schirokauer. *Ordering the World: Approaches to State and Society in Sung Dynasty China*. University of California Press, 1993. (P)
- Liu, JeeLoo. *Neo-Confucianism: Metaphysics, Mind, and Morality*. John Wiley & Sons, 2017. (P)
- Liu, Kwang-Ching. *Orthodoxy in Late Imperial China*. University of California Press, 1990. (P)
- Ivanhoe, Phillip. *Readings from the Lu-Wang School of Neo-Confucianism*. Hackett Publishing, 2009. (P)
- Setton, Mark. *Chong Yagyong: Korea’s Challenge to Orthodox Neo-Confucianism*. SUNY Press, 1997. (P)
- Tu, Weiming, Tou Wei-Ming, Tu (Wei-ming), and Weiming Du. *Neo-Confucian Thought in Action: Wang Yang-Ming’s Youth (1472-1509)*. University of California Press, 1976. (P)
- Tucker, Mary Evelyn. *Moral and Spiritual Cultivation in Japanese Neo-Confucianism: The Life and Thought of Kaibara Ekken (1630-1714)*. SUNY Press, 1989. (P)
- Watanabe, Hiroshi, and David Noble. *A History of Japanese Political Thought, 1600-1901*. Tōkyō: Internat. House of Japan, 2012.

General Further Reading

- Edward Slingerland trans. *Confucius Analects with Selections from Traditional Commentaries*
- Bryan W. Van Norden trans. *Mengzi with Selections from Traditional Commentaries*
- Eric L. Hutton trans. *Xunzi: The Complete Text* (P)
- Wm. Theodore de Bary ed. *Finding Wisdom in East Asian Classics* (P)
- Wm. Theodore de Bary *The Trouble with Confucianism* (P)
- Philip J. Ivanhoe *Ethics in the Confucian Tradition: The Thought of Mengzi and Wang Yangming* (P)
- Henry Rosemont and Roger T. Ames *The Chinese Classic of Family Reverence: A Philosophical Translation of the Xiaojing* (P)
- Tu Wei-ming *Centrality and Commonality: An Essay on Chung-yung* (P)

Week 3 - Taiping and Tonghak

Required Reading

(~115)

- SOURCES CHINA 2: Ch 29 - "The Heavenly Kingdom of the Taipings" pp213-230
- SOURCES KOREA 2: Ch 20 - "The Tonghak Uprisings and the Kabo Reforms" pp261-276
- Philip A. Kuhn. "The Taiping Rebellion" in *Cambridge History of China* v10 Late Qing Part 1, pp264-317.
- Lew, Young Ick. "The Conservative Character of the 1894 Tonghak Peasant Uprising: A Reappraisal with Emphasis on Chŏn Pong-Jun's Background and Motivation." *The Journal of Korean Studies* (1979-) 7 (1990): 149-80. ([jstor](#))

Elective Reading

Read A or B:

A) Taiping Rebellion Reilly, Thomas H. *The Taiping Heavenly Kingdom: Rebellion and the Blasphemy of Empire*. University of Washington Press, 2011. Ch 2-4

B) Tonghak Rebellion Young, Carl F. *Eastern Learning and the Heavenly Way: The Tonghak and Ch'ŏndogyo Movements and the Twilight of Korean Independence*. University of Hawai'i Press, 2014. Ch 1-3

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Week 4 - Revolutionary Internationalism

Required Reading

- Hane, Mikiso. *Reflections on the Way to the Gallows: Rebel Women in Prewar Japan*. University of California Press, 1988. from Ch 3 pp51-58, from Ch 4 pp75-80, 109-124 (short loan)
- Dirlik, Arif. *Anarchism in the Chinese Revolution*. University of California Press, 1991. Ch 1, 3 (short loan)

Elective Reading

A) Shifu

- Krebs, Edward S. *Shifu, Soul of Chinese Anarchism*. Rowman & Littlefield, 1998. Ch 1, 4, 7 ([ebook](#))

B) Development of Chinese Anarchism

- Dirlik, Arif. *Anarchism in the Chinese Revolution*. University of California Press, 1991. Ch 2, 4, 5 (short loan)

C) Anarchist Cooperatism

- Konishi, Sho. *Anarchist Modernity: Cooperatism and Japanese-Russian Intellectual Relations in Modern Japan*. Cambridge: Harvard University Press, 2013. Introduction, Ch 1 (short loan)
- Konishi, Sho “Ordinary Farmers Living Anarchist Time: Arishima Cooperative Farm in Hokkaido.” *Modern Asian Studies* 47, no. 6 (November 2013): 1845–87. ([online](#))

D) Kōtoku Shūsui

- Tierney, Robert Thomas, and Kotoku Shusui. *Monster of the Twentieth Century: Kotoku Shusui and Japan's First Anti-Imperialist Movement*. Univ of California Press, 2015. Introduction pp1-11, Ch “The Asian Solidarity Association and the High Treason Case” pp115-132, Imperialism pp135-185 ([ebook](#))

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- Anderson, Benedict. *The Age Of Globalization: Anarchists And The Anticolonial Imagination*. Verso Books, 2013.
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- Hirsch, Steven, and Lucien van der Walt. *Anarchism and Syndicalism in the Colonial and Postcolonial World, 1870-1940: The Praxis of National Liberation, Internationalism, and Social Revolution*. BRILL, 2010.

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- Tierney, Robert Thomas, and Kotoku Shusui. *Monster of the Twentieth Century: Kotoku Shusui and Japan’s First Anti-Imperialist Movement*. Univ of California Press, 2015.
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Week 5 - New Orders for Love, Family, and the Liberation of Women

Required Reading

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- Liu, Lydia He, Rebecca E. Karl, and Dorothy Ko. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. Columbia University Press, 2013, Introduction pp1-26; “The Historical Context: Chinese Feminist Worlds at the Turn of the Twentieth Century” pp27-50; “On the Revenge of Women” 105-168. [ebook](#)

Elective Reading

A) Debates on Family and Love in China

- Glosser, Susan L. *Chinese Visions of Family and State, 1915-1953*. University of California Press, 2003. Ch 1, 4 [ebook](#)

B) More on He Zhen

- Liu, Lydia He, Rebecca E. Karl, and Dorothy Ko. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. “On the Question of Women’s Liberation”, “On the Question of Women’s Labor”, “Economic Revolution and Women’s Revolution”, “The Feminist Manifesto” [ebook](#)

C) Qiu Jin

- Wolf, Margery. *Women in Chinese Society*. Acls History E Book Project, 2008. “The Emergence of Women at the End of the Ch’ing: The Case of Ch’iu Chin” pp39-66 [ebook](#)
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D) Tang Qunying

- Strand, David. *An Unfinished Republic: Leading by Word and Deed in Modern China*. University of California Press, 2011. Ch 1 “Slapping Song Jiaoren”, 3 “A Women’s Republic”. [ebook](#)

C) Shifting Interpretations

- Judge, Joan. *The Precious Raft of History: The Past, the West, and the Woman Question in China*. Stanford, Calif.: Stanford University Press, 2008. Ch 4-6 (short loan)

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- Frühstück, Sabine, and Anne Walthall. *Recreating Japanese Men*. University of California Press, 2011.
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- Hane, Mikiso. *Peasants, Rebels, Women, and Outcasts: The Underside of Modern Japan*. Rowman & Littlefield Publishers, 2004.
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- Ono, Kazuko, and Joshua A Fogel. *Chinese Women in a Century of Revolution, 1850-1950*. Stanford, Calif.: Stanford University Press, 1989.
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Week 6 - Inventing Asias

Required Reading

- Saaler, Sven, and Christopher W. A. Szpilman. *Pan-Asianism: A Documentary History, 1850–1920*. Vol 1 Rowman & Littlefield Publishers, 2011. ([ebook](#)) Introduction
- Saaler, Sven, and Christopher W. A. Szpilman. *Pan-Asianism: A Documentary History, 1920–Present*. Vol 2 Rowman & Littlefield Publishers, 2011. ([ebook](#)) Introduction

Elective Reading

Read 8 of the following 17 chapters on individual pan-asianist perspectives.

- *Pan-Asianism: A Documentary History, 1850–1920*. (Vol 1)
 - Ch 7-8 Okakura Tenshin pp93-112
 - Ch 11 Miyazaki Tōten pp133-139
 - Ch 15 Sō Chap'il pp171-176
 - Ch 16 Zhang Taiyan pp177-184
 - Ch 18 Sin Ch'ae-ho pp191-194
 - Ch 20 An Chung-gūn pp205-209
 - Ch 22 Li Dazhao pp217-222
 - Ch 27 Kitta Ikki pp271-277
- *Pan-Asianism: A Documentary History, 1920–Present*. (Vol 2)
 - Ch 4 Ōkawa Shūmei
 - Ch 5 Sun Yat-sen
 - Ch 9 Raja Mahendra Pratap
 - Ch 18 Rōyama Masamichi
 - Ch 20 Ozaki Hotsumi
 - Ch 22 Ishiwara Kanji
 - Ch 30 Hirano Yoshitarō
 - Ch 35 Takeuchi Yoshimi
 - Ch 41 Wang Yi

General Further Reading

- Abel, Jessamyn R. *The International Minimum: Creativity and Contradiction in Japan's Global Engagement, 1933-1964*. University of Hawai'i Press, 2015.
- Avenell, Simon. "What Is Asia for Us and Can We Be Asians? The New Asianism in Contemporary Japan." *Modern Asian Studies* 48, no. 06 (November 2014): 1594–1636.
- Aydin, Cemil. *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*. Columbia Studies in International and Global History. New York: Columbia University Press, 2007.
- Duara, Prasenjit. *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*. Rowman & Littlefield Publishers, 2004. — Duara, Prasenjit. "The Discourse of Civilization and Pan-Asianism." *Journal of World History* 12, no. 1 (2001): 99–130.
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- HAU, CAROLINE S., and TAKASHI SHIRAISHI. "Daydreaming about Rizal and Tetchō On Asianism as Network and Fantasy." *Philippine Studies* 57, no. 3 (September 1, 2009): 329–88.
- Hotta, Eri. *Pan-Asianism and Japan's War 1931-1945*. New York: Palgrave Macmillan, 2007.
- Huebner, Stefan. *Pan-Asian Sports and the Emergence of Modern Asia, 1913-1974*. NUS Press, 2016.
- Kishida, Yuka Hiruma. *Kenkoku University and the Experience of Pan-Asianism: Education in the Japanese Empire*. Bloomsbury Academic, 2019.
- Krämer, Hans Martin. "Pan-Asianism's Religious Undercurrents: The Reception of Islam and Translation of the Qur'ān in Twentieth-Century Japan." *The Journal of Asian Studies* 73, no. 03 (2014): 619–40.

- Lüthi, Lorenz M. “Non-Alignment, 1946–1965: Its Establishment and Struggle against Afro-Asianism.” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 7, no. 2 (July 29, 2016): 201–23.
- Matthiessen, Sven. *Japanese Pan-Asianism and the Philippines from the Late Nineteenth Century to the End of World War II: Going to the Philippines Is Like Coming Home?* BRILL, 2015.
- Moon, Yumi. *Populist Collaborators: The Ilchinhoe and the Japanese Colonization of Korea, 1896–1910*. Ithaca, NY: Cornell University Press, 2013.
- Peattie, Mark R. *Ishiwara Kanji and Japan's Confrontation with the West*. Princeton, NJ: Princeton University Press, 1975.
- Saaler, Sven. *Pan-Asianism in Modern Japanese History Colonialism, Regionalism and Borders*. London; New York: Routledge, 2007. — Saaler, Sven. “The Construction of Regionalism in Modern Japan: Kōdera Kenkichi and His ‘Treatise on Greater Asianism’ (1916).” *Modern Asian Studies* 41, no. 6 (2007): 1261–94.
- Saaler, Sven, and Christopher W. A. Szpilman. *Pan-Asianism: A Documentary History, 1850–1920*. Rowman & Littlefield Publishers, 2011. — Saaler, Sven. *Pan-Asianism: A Documentary History, 1920–Present*. Rowman & Littlefield Publishers, 2011.
- Stegewerns, Dick. *Nationalism and Internationalism in Imperial Japan: Autonomy, Asian Brotherhood, or World Citizenship?* London: Routledge, 2003.
- Stolte, Carolien. “‘Enough of the Great Napoleons!’ Raja Mahendra Pratap’s Pan-Asian Projects (1929–1939).” *Modern Asian Studies* 46, no. Special Issue 02 (2012): 403–23.
- Tankha, Brij. *Okakura Tenshin and Pan-Asianism: Shadows of the Past*. Global Oriental, 2008.
- Tankha, Brij, and Ikki Kita. *Kita Ikki and the Making of Modern Japan: A Vision of Empire*. Global Oriental, 2006.
- Tansman, Alan, ed. *The Culture of Japanese Fascism*. Duke University Press Books, 2009.
- Tikhonov, Vladimir. “Korea’s First Encounters with Pan-Asianism Ideology in the Early 1880s.” *The Review of Korean Studies* 5, no. 2 (2002): 195–232.
- Weber, Torsten. *Embracing “Asia” in China and Japan: Asianism Discourse and the Contest for Hegemony, 1912–1933*. Springer, 2017.
- Xiong, Ying. *Representing Empire: Japanese Colonial Literature in Taiwan and Manchuria*. BRILL, 2014.

Primary Sources on East and Southeast Asia

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

Newspapers and Periodicals:

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

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

Government Documents

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

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

Missionary Reports and Publications

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

Memoirs, Diaries, Digitised Books etc.

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

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

Propaganda, Posters, and Pamphlets

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

Photographs, Postcards, Films

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

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

Recordings and Sound

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

Maps and GIS

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

Old Books Related to East and Southeast Asian Region

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

Other

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

Japan

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

- *Transactions of The Asiatic Society of Japan* - early journal published in Japan going back to prewar days. Many volumes on Archive.org
- Satow, Ernest Mason. *A Diplomat in Japan: An Inner History of the Critical Years in the Evolution of Japan*. Rutland, VT: Charles E. Tuttle Company, 1983.
- Cortazzi, Hugh. *Victorians in Japan: In and around the Treaty Ports*. London ; Atlantic Highlands, NJ: Athlone Press, 1987.
- Holme, Charles, Toni Huberman, Sonia Ashmore, Emma Lasenby Liberty, and Yasuko Suga. *The Diary of Charles Holme's 1889 Visit to Japan and Northamerica: With Mrs Lazenby Liberty's Japan: A Pictorial Record*. Folkestone, UK: Global Oriental Ltd, 2008.
- *Unbeaten Tracks in Japan* by Isabella L. Bird
- *Japanese Homes and Their Surroundings* by Edward Sylvester Morse (1885)
- *Glimpses of Unfamiliar Japan: First Series* by Lafcadio Hearn
- *Glimpses of Unfamiliar Japan: Second Series* by Lafcadio Hearn (1895)
- *Kimiko, and Other Japanese Sketches* by Lafcadio Hearn (1896)
- *Kokoro: Hints and Echoes of Japanese Inner Life* by Lafcadio Hearn (1896)
- *My Japanese Wife* by Clive Holland (1895)
- *The Gist of Japan: The Islands, Their People, and Missions* by R. B. Peery
- *Japanese Girls and Women* by Alice Mabel Bacon (1891)
- *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.

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)

Taiwan

- [Taiwan Postwar National Historical Archive](#) (Chinese)
- [National Taiwan University Digital Projects Home](#) (Chinese)
- [Taiwan History Digital Library](#) (Chinese)
- [Taiwan National Repository of Cultural Heritage](#) (Chinese)
- [Taiwan Colonial Court Records](#) (Chinese/Japanese)
 - requires online application for access
- [Taiwan Database for Empirical Legal Studies](#) (Chinese)
- [Digital Repository of Taiwan Provincial Assembly](#) (Chinese)
 - requires online application for access
- [National Taiwan University Taiwan Historical Photo Archive](#) (Chinese)
- [National Taiwan University Institutional Repository](#) (Chinese)
 - historical records related to NTU
 - chief prosecutor in the Tokyo war crimes trials
- [Japanese Rule in Formosa](#) by Yosaburo Takekoshi (1907)
- [From far Formosa the island: The island, its people and missions](#)](https://archive.org/details/fromfarformosai00macdgoog) George Mackay (1896)
- [Glimpses of Japan and Formosa](#) by Harry A. Franck
- [The island of Formosa : historical view from 1430 to 1900: history, people, resources and commercial prospects](#) James Davidson (1903)
- [The Statistical Summary of Taiwan](#) Japanese Government General in Japan.
- [Sketches from Formosa](#) by W. Campbell (1915)
- [Among the head-hunters of Formosa](#) by Janet McGovern (1922) - raw text on [Project Gutenberg](#)
- [The call of the East; a romance of far Formosa](#) by James Davidson (1902) also on [PG](#) by Thurlow Fraser
- [Formosa Today: An Analysis of the Economic Development and Strategic Importance of Japan's Tropical Colony](#) Andrew J. Grajdanzev (1943)
- [Fireproof moth : a missionary in Taiwan's white terror](#) (in library)
- [The heathen heart : an account of the reception of the gospel among the Chinese of Formosa](#) by Campbell N. Moody (1907)
- [The Black-Bearded Barbarian : The Life of George Leslie Mackay of Formosa](#) (1912)

China

- [Chinese maritime digitization project](#)
- [Bibliothèque Numérique Asiatique / Asian Digital Library](#) - many digitized materials from Asia, especially China
 - [Shanghai Municipal Council Minutes](#)
 - [Scanned Books](#) - over a thousand volumes here, mostly related to China
- [Harvard Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [The Cultural Revolution in Images: Caricature-Posters from Guangzhou 1966-1977](#)
- [Chinese Rare Book Digital Collection](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese

- [Virtual Shanghai](#)
- [Chinese Text Project](#)
 - Collection of classical Chinese texts with translations
- [Heidelberg University China Digital Archive](#)
 - need to apply for an account to access, application online
- [Chinese Civilization in Time and Space](#)
- [Hiroshima Archive](#)
- [International Dunhuang Project: The Silk Road Online](#)
- [Yale Nanjing Massacre Archival Project](#)
- [Ailing Zhang \(Eileen Chang\) Papers](#) at USC
- *Three Years' Wanderings in the Northern Provinces of China* by Robert Fortune (1847)
- *Memoirs of Father Ripa, during thirteen years' residence at the court of Peking in the service of the emperor of China; with an account of the foundation of the college for the education of young Chinese at Naples* (1849)
- *China and the Chinese* by Herbert Allen Giles (1902)
- *A Tale of Red Peking* by Constancia 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)
- 台灣日日新報 (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