

# MO3354 Rethinking the World in East Asia

Tutor: Konrad M. Lawson

Fall, 2025

**Thursdays 15:00-17:00**  
**St Katharine's Lodge 0.01 - Seminar Room**

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. *Independent Learning Week*
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. **New Directions in Japanese Thought 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**  
Alternative futures in Japanese and Chinese science fiction

## Key Details

**Lecturer:** Konrad M. Lawson **Email:** [kml8@st-andrews.ac.uk](mailto:kml8@st-andrews.ac.uk)

**Meets:** Fall, 2025 - Thu 15:00-17:00

**Location:** St. Katharine's Lodge 0.01

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

**Office Hours (Online):** Sign up for a [time here](#)

## 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

### Summative (100% coursework)

- 60% [Long Essay](#) (4,000 Words) **8 December, 5pm**
- 20% [Four Reading Analysis Blog Posts](#) (2,500) **21 November, 5pm**
- 20% [Presentation](#) (10 minutes)

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

- [Essay Prospectus](#) (500 words) **27 October, 5pm**
- [Five Elective Reading Handouts](#)
- [Essay Outline](#)
- *Optional:* [Formative Presentation](#)

## 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 **summative** assessed portion of the coursework for this module consists of **one long essay**, one **ten minute presentation**, and four **reading analysis posts**. There are several **formative** assessments. These include a **formative presentation** (optional), an **essay prospectus**, essay outline, and five elective reading handouts.

**Note:** Paper submissions are not requested for any of the assessments. You may upload the submissions directly onto MMS. Formative assessments are often shared on Teams for everyone.

## Headers and Formatting

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

- Date: The date of submission
- Assignment: The assignment you are submitting (e.g. Long Essay, etc.)
- Student Number
- Title: A *specific title* (not the assignment type) for your essay in the case of the Prospectus and Long Essay
- Word Count: The total number of words (use the word count feature of your word processor, including footnotes)

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

- Page numbers are required
- Use a minimum of 12 sized font

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

## Footnotes and Bibliography

Long essays must use footnotes and a bibliography. Reading analysis posts can use simple parenthetical citation with no bibliography. Please carefully read the St Andrews School of History Style Sheet:

### [School of History Style Sheet](#)

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully. Note: reading analysis posts do not need a bibliography (see below).

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

If you prefer **and do so consistently**, you may use the Chicago Style (Notes and Bibliography) over the St Andrews note formatting. I encourage you to manage your sources in a referencing tool such as [Zotero](#) which can also helpfully save citations from various web databases and libraries.

## Ten Minute Presentation

### 20% Presentation Recorded with Slides or In-person with Handout

Being able to synthesise reading and present ideas orally in class is a key skill and you will have opportunities to improve this skill during the semester in four ways: 1) You will be formally assessed on **one presentation**. 2) If you are presenting in Week 3-11, you may submit a **recorded formative presentation** to get some early feedback on your presentation skills in an office hour meeting. 3) In addition, in any given week, if asked, you should be prepared to speak to the class for 3-4 minutes about the elective reading you have signed up for that week. You should be able to introduce the reading to other students who may not have read the reading, and articulate its main contributions to the week's themes in a concise manner. If you are uncomfortable with being called on in this way about elective readings, please get in touch so we can discuss other options. 4) You will often be asked to discuss readings and questions in groups.

Sign-ups for **in-person** presentations are in Week 0-1 and are usually limited to one per week. Other presentations not in-person are recorded submissions, generally limited to one per week. **In-person presentations require a handout but should not have slides. Recorded presentations have slides, but no handout.** Slides or handout should be submitted to MMS by the day before your presentation as well as shared on Teams for everyone. Recorded presentations must be uploaded to the team **at least 48 hours** before our class begins so everyone has a chance to watch it. See the content session below for information about what to present on.

### Recorded Presentation

The recorded presentation has slides but no handout. Record your voice over slides in Apple Keynote, in Powerpoint, or some other application, **but this must export the result as a movie file** for sharing with your teammates - you may not submit a powerpoint or keynote file and it should be a standalone video file that you share with the class via Teams (you can upload the simple slides or exported PDF of slides to MMS). You must submit the video *at least 48 hours before the class* related to the content, or you will receive a late penalty for each day as if it were an essay submitted late. A strong first class recorded presentation will not have very text heavy slides, will have an excellent connection between visual, textual, content and linking of slide content and spoken word, and will be delivered in a dynamic manner.

- **IMPORTANT:** You must submit a movie to teams for sharing with the class - *not a powerpoint file with embedded sound, and not a keynote file*, but a movie file. Again: you must submit a movie file (MP4, etc.). The MMS upload can be a pdf or slides file.
- Confirm that your movie can be viewed using the open source software [VLC](#).
- After saving as a movie file, please confirm that voice is clearly audible (not a faint or unclear voice) and your slides display.
- The recorded presentation video should be uploaded to the class files in Microsoft Teams no later than 48 hours before the class relevant to the content which lists the book as an option. No handout for the recorded presentation.
- Please name the video file you upload strictly following this format: the week number, your first name, "Presentation", and a title of the text your presentation is about. For example: "W5 - Sarah Presentation - The Book Title"
- Consider making good use of visual images, and try to keep the amount of text on screen, except for cases of an important quote, to a minimum.
- Recorded presentations assess a slightly different set of skills than the in person presentation: they are a good way to practice and improve your ability combine images with your voiced narration and a small amount of text on screen. More time is required to prepare a recorded presentation, but you have the advantage of being able to re-record sections you are unhappy with. More time is required to find effective visual material and evaluate the amount of textual material you will present to supplement your voice, but you don't need to worry about either the handout or responding to questions.

- if a recorded presentation with slides, make effective use of images, show restraint in the use of text, generally slides that are merely a list of bullet points (in other words, don't do what lecturers often do at St Andrews!).

### In-Person Presentation

We will have a limited number of slots during the semester for in-person presentations, first come, first serve via sign-up list on Week 0-1. You are expected to produce a supplementary handout (single side of a single page) and answer one or two questions directed at you after your presentation. A strong first class live dissertation will *not be read from an exact transcript*, nor will it reproduce exactly content from any handout bullet points: it will be well-practiced, clearly articulated, show good eye contact with other students (not the tutor), and is never rushed.

- Use the handout to indicate the overall structure of your presentation and key points you will make. You may include some basic names, events, or places of importance, or any key quotes.
- The handout should be shared via the Team by the beginning of class to the appropriate folder and be named strictly as follows: the week number, your first name, and a title of the text your presentation is about. For example: "W5 - Sarah - The Book Title"

### Presentation Content

Unless you secure permission for a special topic from me, the topic of your presentation should be a *single author* monograph (not an edited volume of different chapters) from among those approved for the given week of your presentation. Throughout the seminar readings provided below you will see a (P) next to appropriate texts you may present on (don't forget to check the further reading for options). If the work is in the required or elective reading section, however, **your presentation should cover the entirety of the work**, not merely any assigned chapters.

Because you are presenting on the work as a *whole* the presentation assessment, it is impossible to cover everything. You can tell us what aspects of the book you will focus on and which ones you will say little or nothing about based on their importance overall. You must have read to book as a whole, however, to know what is important or not important to present. This presentation will evaluate your demonstration of your ability to:

- choose what is most useful to share: a very concise sentence or two of author background, the key arguments in the work, main cases it considers, strengths and weaknesses, links to other reading of the week when relevant
- include illustrative examples that give the listener a feel for the work
- project your voice clearly, make use of effective pauses, modulate your voice effectively
- make use of a spoken rather than a written register that engages the listener
- avoid exactly reproducing the content of a handout and don't sound like you are using bullet points
- try to avoid the *appearance of reading* from a script - first class in-person presentations do not come across as read presentations

The assessed presentation should be 10 minutes in length *and not a minute longer*. Being slightly under the time limit is fine. Better to say too little in what is within the time limit and not rushed, than a rushed completion or over time. The presentation should summarise the main arguments, point out what was most interesting or useful as a takeaway from the chosen text, and include at least some consideration of your critical evaluation: discuss at least one limitation or shortcoming. This should be substantive, based on an evaluation of concrete content, not superficial or based on your own enjoyment of the text (avoid "it was too long", "it was boring", "it was too theoretical", etc.). It should *not* a detailed and exhaustive retelling of the content: it should set the context, highlight the arguments, strengths, contributions, and offer an evaluation. Nor is your goal to determine whether or not you can "recommend" that someone should read a book. Part (but not all) of the presentation may offer greater detail on a particularly important section.

## What Ifs

If you have signed up for an in person presentation and you are sick or otherwise unable to attend your presentation, contact Konrad. Make-up presentations will be in the form of a recorded presentation. If you submit a recorded presentation late (that is, later than 48 hours before class to both MMS and Teams), you will receive the standard -1 per day it is late until it is submitted.

*Some questions I consider when marking the presentations:*

- Did the student project their voice clearly, modulate their voice appropriately, make effective use of pauses
- Did the student speak at an appropriate pace and not overload their presentation with too much content?
- Did the student appear to move beyond simply reading a written document?
- Did the distributed handout accurately summarize the general points to be made in the presentation in the form of concise bullet points?
- Did the handout include any important dates, sources, key people, or, if necessary, a map that serves as a useful reference?
- Was the time minute limit very strictly observed in the presentation?
- Did the presentation provide the context of the work, and very briefly introduce the author without this taking up too much time?
- Was the presentation well-structured, organized, and focus on a only a few key points in depth?
- Was there a good balance of arguments, examples to support them, and critique?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation make an effort to connect the readings to other readings for the day or find ways to connect to the reading and discussion from previous weeks?

**Formative Presentation** Presentations can be a stressful assessment for some students and practice helps. Any student who has signed up for a presentation from Week 3-11 may submit a recording of a 3-4 minute presentation focused on one of our required or elective readings (just an article or a chapter is fine from within the assigned material of any kind) and book an office hour to get feedback on this presentation and suggestions for their assessed presentation. Keep in mind you will need to share this on the team in the folder labeled as such at least a full day before office hours to leave time for your tutor to watch it and be able to give live feedback.

## Reading Analysis Blog Posts

We have a module blog at:

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

**20% At least four posts posted online in four separate weeks and then the Final MMS Upload of four Chosen Posts by the deadline.**

This is a public facing website where students will contribute postings, but no students will be asked to use their real name. The posts there should be for an external audience who is interested in learning more about the topic and not be written from the perspective of a student in a class. It should include footnotes for reference to a source, but should not include a bibliography. You can set or change your pseudonym through the blog interface whenever you like. Students are required to post a **minimum of four postings** during the semester and these postings must be **posted across at least four different weeks**.

Again, your blog entries must be **written, uploaded, and publicly visible** on dates from four different weeks (Monday to Sunday semester weeks). You cannot write the posts and then upload them all at once as the deadline nears. You cannot post entries and set their date to an earlier point in the semester. Any submitted blog entry which comes from the same Monday to Sunday week as another post will receive a 3 point penalty.

You will receive a mark for these only after final submission of all posts, but you are welcome to come to office hours to ask for oral feedback on your first or second post. I strongly urge you to get most or all of these out of the way quickly, ideally by Week 6 or Week 7 so you can focus your energies on essay research and writing.

### Blog Posts - What to Write:

- You should focus **either on a primary source or an elective reading** or put readings in conversation with each other. If you choose a primary source, consider analysing a primary source that is referred to in one of our required or elective or further secondary readings rather than our required assigned primary sources, or find a new primary historical source of relevance which connects to the topic of the week. Look at some of the earlier blog posts for inspiration. Introduce the source to a blog visitor who is not in our class and may not be very knowledgeable about East Asia then make an argument with it. Don't refer to our class, but write the post for the blog's external audience.
- If you are also submitting a handout on a week you post a blog entry (which you are free to do), you should not have the handout and the post be on the same text.
- I recommend that your post make a single clear argument about a reading/s, backed with evidence and several examples from one or ideally several of the texts
- Posts that put the week's readings in conversation with each other or connect to previous weeks are most welcome, but to the end of a single overarching point.
- The post must make at least one explicit reference to a particular source, but but strong posts will have several. This should be footnoted using Wordpress format footnote. (( after the sentence period, put your footnote inside double parentheses like this. ))
- Your posts should ideally each aim to be between 500-700 words each (remember all of them together should add up to 2,500)
- The posts should have a single overarching purpose and unified focus - if you find your post getting too long ask yourself if you have remained focused throughout.
- Avoid vague references to what you like and don't like; what you found interesting or not interesting - again: use these posts as a place to practice the making and supporting of arguments about your reading.
- Be concise and avoid repetition.

**Note:** Many, perhaps most, of you will only write four posts during the semester. However, you are free



to write more posts for the blog but you may **only submit four of them in Week 11 on MMS**. You may make minor editorial changes (corrections to language etc.) on the MMS submitted version, but may not make them longer. You may make them shorter by cutting material, if you like.

**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/>

- **Important: Do not copy and paste from Microsoft Word or use Word footnotes** - this creates formatting issues on WordPress and can impact not only your own post but the display of others by corrupting the formatting. You can compose it in a raw text editor (e.g. [VS Code](#) or any plain text editor or markdown editor) and copy and paste from there, but not from Word or word processors that don't use raw text. Alternatively you may compose and save the entries directly on WordPress.
- Use your login user name and password. You will receive this by the end of Week 1.
- From there, on the left hand side you can choose "Add New" from the "Posts" menu.
- There, give your posting a title
- add a few tags on the right side without any caps, for example "japan, 20th century, kyoto school, philosophy of time, nishitani" that indicate things like place, time, people, topics that are relevant to your posting (all without caps).
- Write your blog posting in the middle
- When you have a quote or refer to a text, you must add a footnote by enclosing the footnote contents in double parenthesis. You must leave a space before the first and after the last parenthesis. Example: Here is some text. ((And here is the footnote contents with a space before it))
- Don't worry about adding categories.
- You can "preview" your posting if you want to read it over and look for mistakes with a nicer view.
- you can save your draft as you write.
- 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"

## Elective Reading Handouts

### Five Handouts Shared on Teams Channel by Evening Before Relevant Class

During the semester, you are required to submit at least **five elective reading handouts**. You may submit no more than one handout per week but you may choose the weeks. I strongly encourage you to get this done early in the semester. These are not marked, but submission of three of them is required to pass the module. Each week on Teams, **at least 24 hours before class**, you can upload a reading handout as a pdf, odt, rtf, docx, or txt file to the "Files" for the channel of the week. The handout should be **two pages** and provide general info about the elective reading you chose. At the top, write 2-4 sentences which summarize the text/s in your own words, including any main argument of the work/s. On the rest of the two page should include information you think is most important on the structure of the text/s, timeline, main sources used, key historiography engaged with, people or description of events discussed, and your own main takeaway points. You may make use of bullet points, lists, outlines, etc. Please name your handout strictly following this format: the week number, your first name, "Handout", the category of elective reading and category title. For example: "W5 - Henrik Handout - C [name of elective reading category]"

- These are required submissions but not marked.
- The whole thing may be in the form of hierarchical bullet points if you like, but make most of these full sentences whenever possible, rather than fragmented phrases except when outlining structure or listing things.
- you should include at least some specific reference to arguments or passages in the text, with page number references in simple parenthesis, e.g. (24)

- No smaller than size 10 font. No need for images
- When you do your elective reading handout on a text, you are expected to have good notes on that text, and you should review these before seminar. You may be called upon in class to briefly summarise the text, or answer questions about the work.

## Prospectus and Indicative Bibliography

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

15% of your mark for the module comes from a 500 word prospectus, a proposal or abstract for your long essay, including a draft articulation of a possible argument and an indicative bibliography (the latter not included in word count). You are also strongly encouraged to come to office hours to discuss a draft of this you will have an opportunity to submit earlier.

**Prospectus (500 Words):** Write a brief summary of your essay **as if you have already written it**. What did it do (in the past tense)? What kinds of sources did you use? How did you structure the essay? Include in this 500 words a sentence in **bold** which is a statement of the essay's proposed argument. At this early stage of your research, this is highly speculative, and it is very unlikely to end up being the actual argument you will make in your essay. Your eventual final argument will also likely be much more concrete than it is here in the prospectus but use this as an opportunity to practice stating a possible argument you will make.

**Indicative Bibliography:** Divided into two sections, primary and secondary sources, offer a list of sources that you will have access to in a language you can read that you think will be useful for your essay based on your reading so far. For each source, include one complete sentence explaining why you think the source is useful. List no fewer than 12 secondary sources and no more than 30 (for this exercise). Sources should not merely be limited to those directly on the topic, but "climb up the ladder of abstraction" to include important works on the more general topic you can learn from.

## Long Essay

The 4,000 word essay (including footnotes) for the course is worth 50% of the total coursework. It may be up to 5,000 words without penalty (as opposed to the penalty starting at 10% limit over 4,400). Penalties for longer essays are then as normal. 5,001 words receives a -1 penalty, and 5,401 a -2 penalty, 5,801 a -3 penalty and so on.

This is not an essay you research and compose in the final weeks of the semester. This essay requires you to make progress on it throughout the semester. Again: **You must set aside several hours every week to work on this essay**. Narrow down an area of interest, read within this area of interest, isolate a few themes of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time in most weeks will be dedicated to discussing the essay. It is not uncommon for a student to change topics once or twice during the semester, as the feasibility of one topic or another is evaluated and the sources explored. I don't recommend bigger topic changes after Week 7. My suggestion is that you answer two questions for yourself very early in your research: 1) Once you have a general topic or area of history you are interested in, think about what kinds of arguments or historical approaches have been applied to this area before that will serve as the starting point for your intervention? 2) What kinds of primary sources do you have realistic access to for use in the essay. Most first class essays will show an ability to carry out original research that includes use and analysis of **primary sources**, but students may choose to do a historiographical essay instead. It is harder, but by no means impossible, to meet the first class grade descriptors for a historiographical essay.

## Topics for the Essay

Your essay should be an argument driven analytic research essay and a first class essay will extensively engage with primary sources. 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, and the history of social and political thought. Because the use of primary sources is strongly recommended, you should carefully consider what topics have sources available. For this module, one way to do this is to explore a particular individual based in East Asia during the 19th to 20th century (a philosopher, a religious figure, the leader of a political or social movement with an interesting ideological element) whose works are available in English. Alternatively, exploring a particular institution or religious group active in the region which has extensive materials available in English is another approach. I would prefer that you avoid films as your main primary sources, though they may play a supporting role.

*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 religious aspects of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion and its religious elements have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to 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? The answer takes the form of a claim that does

more than merely repeat a synthesis of what previous scholarship has established and agrees to be the case. The possibilities are many, but in every case, they offer an answer to the question: So what? 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 the rest of your argument, 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.

**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 main 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. Once you have considered those who have done research very close to your case or argument, also engage with the important historiography in the broader field most relevant to your topic.

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 to provide evidence in support of my claims?
- 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 avoid using imprecise or abstract terms when concrete ones would suit better?
- 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? Does it have separate sections for primary and secondary sources?
- 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 introduction, historiography and any background 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

**Secondary to Primary:** When you have selected a question or broader topic for your longer essay the first, one common approach is to look for information on the topic among the various books and articles that are assigned or proposed in this course, especially the further reading of each week. This is the “secondary to primary” approach. 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. “Scrape” the bibliography and footnotes of more general works in your area of interest, look those works up and then “scrape” the bibliography/footnotes of those works (move between recent books/articles and older ones to try to fill out your search better). Eventually you will get a broader shape of the landscape of research around your topic. Along the way you will get the feel for what the key works are, but also what more general works “up the ladder of abstraction” are often cited that influence the writers or help them establish basic categories and concepts. You hopefully also get an impression for what kinds of primary sources have been used in the past, or at least categories of sources that may be useful. Then dive into the primary sources, either those which you have found through the secondary scholarship, or which may have been neglected by it but which has potentially something to contribute.

**Primary then Secondary:** Other students and scholars argue that you should avoid reading closely related secondary research on a topic in the first stage (beyond very general background), but instead directly dive into a set of relevant primary sources. Reading these, they look for things that stand out

or which surprise or shock them, then they return to the secondary scholarship. If your initial ideas and reading end up not working out and you need to pivot during the semester, this is often a great way to do it: instead of starting the process above from scratch, find a rich body of primary sources and dive deep with them. Even with time lost on one idea, some of the best essays I have read have emerged from a student who has read deeply on some initial topic, started over, and this time tried things the other way around, starting with a single collection of interesting historical primary sources.

Whichever of these general approaches you take, in reality all students and scholars will need to move back and forth multiple times between primary and secondary sources as they refine their research questions and their proposed arguments.

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

- The secondary bibliography at the end of this handbook
- The primary sources at the end of this handbook
- Our library catalogue
- Major journal databases we have access to such as JSTOR and MUSE
- Google Scholar ([scholar.google.com](https://scholar.google.com)) which can then direct you to other journals our library may provide access to
- Google Books and The Internet Archive ([archive.org](https://archive.org))
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- LLMs - Large Language Models such as ChatGPT are highly problematic tools given their propensity to confidently manufacture completely false information, but may be useful as *one early part* of your brainstorming process. See my separate document on the LLM policy for this module.
- Learn to use Google more effectively:
  - Search for phrases in quotation marks " " when appropriate
  - Try adding filetype:pdf to limit results to PDF files
- Find in a Well Primary Source Guides:
  - [History of Modern Shanghai](#)
  - [Missionary Perspectives on China](#)
  - [History of Taiwan](#)
  - [Modern Korean History](#)
  - [History of Burma](#)
  - [History of the Philippines](#) (under construction)
  - [History of the Malay World](#)
  - [Primary Source Nuggets](#)

The long essays should use at least a dozen secondary sources which are not websites and the inclusion of several primary sources (their number depends very much on what you are doing with them) is strongly encouraged. 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.

The process described above of “scraping” footnotes and bibliographies is a stage which requires only rapid skimming and brisk movement across a large number of candidate materials. This might be

combined with a closer reading of a good general work. Once you have a good body of secondary sources, you can return to works previously skimmed and read in a more informed targeted way. 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.

**Inter-library Loan, NSL and SCONUL** Our library has a fair number of works related to our topic but still is missing many texts that will be of great use to many students in their research. Two resources that you should become aware of early on for honours level historical research, if you aren't already are inter-library loan and SCONUL. Effective use of these two resources depend on you establishing your research topic early in the semester to allow for the time it takes to obtain the relevant materials, when they are not at St Andrews. The library can request materials that are in the holdings of other libraries in the UK and Europe, and sometimes beyond, and give you permission to either check out or access within the library itself those materials, for a limited time. UK requests can sometimes arrive within a week, but from farther afield, may take several weeks. To make an inter-library loan request, visit the relevant library resources page:

<https://www.st-andrews.ac.uk/library/resources/>

SCONUL is a library scheme that helps you get direct access to other libraries. There are particularly rich East Asia collections at many libraries in the UK, including Edinburgh, Leeds, Manchester, Birmingham, SOAS in London, Cambridge, Oxford, and others. In other cases, libraries in Glasgow, Aberdeen, and elsewhere may not have as strong of an East Asia collection, but possess interesting primary sources with connections to East Asia that may serve well for a long essay. If you know there is a significant collection of materials, especially primary source collections or special collection, you may apply for SCONUL access to use these materials, but it can take a bit of time. Read more and apply here:

<https://www.st-andrews.ac.uk/library/using-library/other-libraries/>

Finally, the National Library of Scotland in Edinburgh is a fantastic library that has very rich collections of both secondary sources (as one of the legal deposit libraries in the UK) and rich primary source collection. You can join for free, but bring with you some evidence of your current address and ID. Once you are a member, you also may access some resources online remotely. See the website for more on the requirements and how to work with its collections:

<https://www.nls.uk/join/>

The key to using any of the above resources is acting early in the semester.

**Essay Outline** Anytime between Week 8-11 you should submit an outline of your essay which includes an overview of how you are thinking of structuring your essay. This should also include a tentative essay title, the argument (updated from your prospectus), and hierarchical bullet points that follow the structure of your essay. You can do this down to the level of paragraphs, but don't include whole

paragraphs of text in the outline, just generalized overviews. At the bottom you may include a list of 2-3 questions that you are concerned about or problems you would like advice on. Then book an office hour and come and discuss your outline with me. Make sure you have emailed a copy of your outline to Konrad at least a full 24 hours or more before you meet Konrad in office hours.

### **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:

- **Important:** The essay gives a clear presentation of its argument in the introduction of the essay
- 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
- 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 and the evidence is used effectively in support of the argument
- The essay consistently cites its sources with footnotes and these footnotes are generally formatted well.
- 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
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- 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 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.

### **Feedback**

Feedback is generally provided directly on the mark sheet, which will be posted to the MMS within two weeks. Presentation feedback is provided at two points in the semester so they may be marked in groups. Some formative feedback on Moodle posts (before they are submitted to MMS) will be made sporadically throughout the semester, especially on the first or second post made by a student.

## **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/students/ug/assessment/>

### **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:

<https://www.st-andrews.ac.uk/history/students/ug/assessment/>

**Please Note:** In this module you will not be penalised for a *long* essay that goes over the requested word range but is up to 5,000 words. This exception applies **only** to the long essay.

### **Absence from Classes**

Please see this page for more on our attendance policy:

<https://www.st-andrews.ac.uk/history/students/ug/attendance/>

### **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 try to 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. 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.

There will a number of occasions during the seminar when full undivided attention is required by students. Group work not related to sources, student presentations, and some other moments will not require any note-taking or referring to documents on your computer. In those occasions I may ask students to close laptops or turn over tablets so they can concentrate on the task at hand.

### **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/education/staff/assessment/good-academic-practice/>

Students are permitted to use Large Language Models (LLMs, or generative AI) in this module, as they see fit, but it is imperative that they understand the limitations of the technology. If you decide to use them (to assist in research, editing your writing, etc.), you, as the student, are fully responsible for your submissions. Fake or hallucinated citations or other content will be significantly penalised in your mark as an expression of poor research skills. I have a separate document where I outline the ways in which LLMs (generative AI) *may* be potentially useful in the course of your research and writing. Summative assessments should include a declaration of what LLM models were used and a brief description of how they were used.

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

<https://www.st-andrews.ac.uk/ceed/>

### **Equality, Diversity and Inclusion**

The School of History is committed to supporting equality of opportunity and inclusion at every level, irrespective of age, gender, maternity, disability, race, faith, sex and sexual orientation, through the enactment of fair policies and practices. The School seeks to provide a place of welcome, tolerance and inclusivity in which to study, work and research. For more information, please visit the Equality, Diversity and Inclusion section of the School's website, on

<https://www.st-andrews.ac.uk/history/about/equality-diversity-inclusion/>

## **Reading**

Weekly average pages of required reading: 200-250

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

A work load of fifteen to eighteen hours a week (some weeks you may need a few more, some weeks less) outside of seminar is expected. Of this, you should expect your weekly preparation for class in terms of reading to be 7-12 hours in all weeks except the consolidation week and pair writing week, together with 5-8 hours of work on your assignments and research, especially for the long essay. I urge you to spread the load of your work on assignments across the weeks, to prevent stress towards the end of the semester.

Your weekly reading will usually consist of 200-250 pages of required reading. Thus, working on an estimate of 250 pages a week total is a safe bet, or, at roughly 30 pages an hour (taking some limited notes), about 8-9 hours, but most likely longer if you take more notes. To this must be added time for your research and assessments.

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

issues, as necessary. This is especially useful in weeks when you need to limit your reading preparation time in order to work more on your research for the long essay.

## Seminars

**Please Note:** We have an [online reading list](#) for the module for your convenience but it is harder to read, is sometimes missing texts, and does not include specific tasks that I set for your preparation. Always work from the handbook as you prepare your readings but you can check for ebook versions etc. with the digital reading list. Again: this **handbook is the canonical version** of your preparation guidelines, not the sometimes incorrect online reading list.

Abbreviations for readings:

- GORDON: Andrew Gordon *A Modern History of Japan: From Tokugawa Times to the Present* ([Ebook](#))
- 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* ([Ebook](#))
- SOURCES CHINA 2: *Sources of Chinese Tradition: Volume 2* ([Ebook](#))
- SOURCES KOREA 2: *Sources of Korean Tradition: Volume 2* ([Ebook](#))
- HEISIG: Heisig, James W., Thomas P. Kasulis, and John C. Maraldo, eds. *Japanese Philosophy: A Sourcebook*. 2011. ([Ebook](#))

F = optional further reading

P = Text is a candidate for presentations

## Week 1 - Introduction to Buddhism

### Preparation

- We will try use only the first 40 minutes for introductions, and overview of the semester. During this time, we'll get everyone's name and I'll explain the main forms of assessment briefly.
- Please come having read or at least skimmed over the handbook sections on assessment. You'll get the handbook before class.
- We will try use only the first 30 minutes for introductions, and overview of the semester. During this time, we'll get everyone's name and I'll explain the main forms of assessment briefly.
- Sign up for your presentation. One in person presentation, a maximum of two recorded presentations per week. (Teams)
- Consider reviewing the topics for each week and ask yourself what topics strike your interest. That is the first step in formulating a long essay topic, which should be something you work on every single week of the semester.
- We will hit the ground running so please come having done the reading.

### Required Reading

- *The Foundations of Buddhism* by Rupert Gethin (77 pp) [Ebook](#)
  - Ch 2 The Word of the Buddha pp35-58
  - Ch 3 Four Truths pp59-84
  - Ch 9 The Mahāyāna pp224-252
- *Religion and the Making of Modern East Asia* by Thomas David DuBois (34 pp) [Ebook](#)
  - 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. We will try to maximise coverage of elective reading from week to week but may not get to every category in

class discussion. I would like to ask that we try to have at least one person per category each week. The elective reading is what you do your elective reading handouts on.

Choose one of these categories: A (Pure Land) OR B (Nichiren) OR C (Ch'an/Zen) and read only the material labelled with your category from each text.

- SOURCES JAPAN 1 [Ebook](#)
  - (A) 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
  - (C) III.14 Zen Buddhism 306-335
- *Japanese Philosophy: A Sourcebook* [Ebook](#)
  - (A) Hōnen; Shinran pp235-262
  - (B) Nichiren: Buddhist Views on Current Issues pp86-91
  - (C) Dōgen pp141-162
- SOURCES CHINA 1:
  - (A) The Pure Land School pp334-345 (1st ed)
  - (B) Interpreting the Lotus Sutra pp1-60 + pp195-205
  - (C) The Meditation School pp346-368 (1st ed)
- *Readings of the Lotus Sutra*:

### Further Reading

IMPORTANT: You are not required to do any particular further reading on any given week. However, this further reading list is an important way for you to find material to start your research on your long essay around a related topic.

### General Background

- *The Foundations of Buddhism* by Rupert Gethin Ch 4 The Buddhist Community; Ch 5 The Buddhist Cosmos; Ch 6 No Self; Ch 10 The Evolving Traditions of Buddhism
- Joachim Gentz, *Understanding Chinese Religions* (Dunedin Academic Press, 2013), Ch 6 Chinese Buddhism.
- "Buddhism in China" in *Encyclopedia of Chinese Philosophy*
- Keown, Damien. *Buddhism: A Very Short Introduction*. 2 edition. Oxford: Oxford University Press, 2013. [Ebook](#)
- Mario Poceski, *Introducing Chinese Religions* (Routledge, 2009), Ch 5-6.

### 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 Haskel. (P)
- Stewart, Harold. *The Three Pure Land Sutras*. Translated by Hisao Inagaki. Second edition. Berkeley, Calif: Hawaii Distributed Titles, 2006. (P)
- [The Collected Works of Shinran](#) (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**

*Including works on Buddhism in Japan and China and East Asian religion in general*

- "Buddhism in China: A Historical Survey" by Whalen Lai in Antonio S. Cua ed. *Encyclopedia of Chinese Philosophy*
- Yoshiko Ashiwa and David L. Wank, *Making Religion, Making the State: The Politics of Religion in Modern China* (Stanford University Press, 2009).
- 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.
- Bernard Faure, *Chan Insights and Oversights: An Epistemological Critique of the Chan Tradition* (Princeton University Press, 1993).
- Bernard Faure, *The Rhetoric of Immediacy: A Cultural Critique of Chan/Zen Buddhism* (Princeton University Press, 1991).
- Jeaneane D. Fowler and Merv Fowler, *Chinese Religions: Beliefs and Practices* (Sussex Academic Press, 2008).
- Godart, G. Clinton. *Darwin, Dharma, and the Divine: Evolutionary Theory and Religion in Modern Japan*. University of Hawai'i Press, 2017. (P)
- Vincent Goossaert and David A. Palmer, *The Religious Question in Modern China* (University of Chicago Press, 2011).
- Barend ter Haar, *Practicing Scripture: A Lay Buddhist Movement in Late Imperial China* (University of Hawaii Press, 2014).
- Hardacre, Helen. *Lay Buddhism in Contemporary Japan: Reiyukai Kyodan*. Princeton University Press, 2014. (P)
- Heng-ching Shih, *The Syncretism of Ch'an and Pure Land Buddhism* (P. Lang, 1992).
- Paul R. Katz, *Religion in China and Its Modern Fate* (Brandeis University Press, 2014).
- John Kieschnick, *The Impact of Buddhism on Chinese Material Culture* (Princeton University Press, 2003).
- Ketelaar, James Edward. *Of Heretics and Martyrs in Meiji Japan: Buddhism and Its Persecution*. Princeton University Press, 1993.
- LaFleur, William R. *Dōgen 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)
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- Marsha Smith Weidner, *Cultural Intersections in Later Chinese Buddhism* (University of Hawaii Press, 2001).
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- 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)

- Chia, Jack Meng-Tat, *Monks in Motion: Buddhism and Modernity Across the South China Sea* (Oxford University Press, 2020).

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## Week 2 - Introduction to Confucianism

### Preparation

- Please make sure you have already signed up for your presentation week (whether recorded or in-person)
- I strongly advise you to begin reading around the areas of your potential interest to settle on a general area for your long essay. This is not an essay that one researches and writes in the week or two before the deadline but a semester long work.
- Why not get one of your blog entries out of the way by posting something on one of the elective readings you did for last week or this week? Or analysing a primary source?
- Why not get one of your five handouts done for this week?
- We will discuss some examples of essay titles that I'll share with you.

### Required Reading (~90)

These readings will give you some basic exposure to the Analects, and Mengzi

- Consider watching this [introductory video](#) by Bryan W. Van Norden on Confucius.
- Bryan W. Van Norden *Introduction to Classical Chinese Philosophy*, pp10-31 (Ch 1 III The Period of the Philosophers, Ch 2), and from Ch 6 Mengzi and Human Nature read only sections 1A1, 1A7, 2A6, 3A3, 6A1-3 [Ebook](#)
- 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) [Ebook](#)

### Elective Reading

Choose one of the categories below for your elective reading. Remember to bring a handout with an overview of the readings in your category and that you may be asked to speak about these readings in class.

#### A) Gender and Confucianism

- Ko, Dorothy, JaHyun Kim Haboush, and Joan R. Piggott. *Women and Confucian Cultures in Premodern China, Korea, and Japan*. [Ebook](#) (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.
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- Kim, Jisoo M. *The Emotions of Justice: Gender, Status, and Legal Performance in Choson Korea*. University of Washington Press, 2016.

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- Foust, Mathew, and Sor-Hoon Tan. *Feminist Encounters with Confucius*. BRILL, 2016. (P)
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- 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

- Robert E. Buswell, *Religions of Korea in Practice* (Princeton University Press, 2007). Ch 10-12.

### Further Reading

- Deuchler, Martina. *The Confucian Transformation of Korea: A Study of Society and Ideology*. Harvard Univ Asia Center, 1992. (P) ([Ebook](#))
- 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 Chosôn, 1392-1910*. Columbia University Press, 2009. (P)
- Chung, Edward Y. J. *The Korean Neo-Confucianism of Yi T'oegye 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 T'aejo*. 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
- Thomas P. Kasulis *Engaging Japanese Philosophy: A Short History* (2018), Ch 9 Ogyū Sorai (1666-1728), pp346-370 ([Ebook](#))

### Further Reading

- HEISIG: Confucian Traditions section
- 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
- 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-Dragons*. 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.
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- Maruyama, Masao. *Studies in Intellectual History of Tokugawa Japan*. Princeton University Press, 2014.
- Nakai, Kate Wildman. *Shogunal 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) [Ebook](#) Introduction + Conclusion
- (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) [Ebook](#)

#### 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)
- Wm Theodore De Bary, *The Unfolding of Neo-Confucianism* (Columbia University Press, 1970).
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- 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)
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- 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.

#### E) Xunzi

- Bryan Van Norden *Introduction to classical Chinese Philosophy* (2011), Ch 10 Xunzi's Confucian Naturalism, pp164-183. [Ebook](#)
- Philip J. Ivanhoe and Bryan W. Van Norden *Readings in Classical Chinese Philosophy* 2nd Edition, pp298-310 (from Ch 6 Xunzi) [Ebook](#)

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- Tiwald, Justin, and Bryan W. Van Norden. *Readings in Later Chinese Philosophy: Han to the 20th Century*. Indianapolis: Hackett Publishing Company, 2014.
- Xunzi, and Eric L. Hutton. *Xunzi: The Complete Text*. Princeton: Princeton University Press, 2014.
- Gardner, Daniel K. *Four Books: The Basic Teachings of the Later Confucian Tradition*. Indianapolis: Hackett Publishing Co, Inc, 2006. (P)

#### 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)
- Sun, Anna Xiao Dong. *Confucianism as a World Religion: Contested Histories and Contemporary Realities*. Princeton University Press, 2013. (P)

## Other Relevant Topics For Research Essay

### Kita Ikki

- SOURCES JAPAN II “Kita Ikki and the Reform Wing of Ultrnationalism” in Ch 44 The Rise of Revolutionary Nationalism [Ebook](#)
- Tankha, Brij. *Kita Ikki and the Making of Modern Japan: A Vision of Empire*. Global Oriental, 2006.
- Wilson, George M. “Kita Ikki’s Theory of Revolution.” *The Journal of Asian Studies* 26, no. 1 (1966): 89–99. [Jstor](#)

### Shinto

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- Grapard, Allan G. “Flying Mountains and Walkers of Emptiness: Toward a Definition of Sacred Space in Japanese Religions.” *History of Religions* 21, no. 3 (1982): 195–221.
- ———. “Institution, Ritual, and Ideology: The Twenty-Two Shrine-Temple Multiplexes of Heian Japan.” *History of Religions* 27, no. 3 (1988): 246–69.
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- Nelson, John K. “Freedom of Expression: The Very Modern Practice of Visiting a Shinto Shrine.” *Japanese Journal of Religious Studies* 23, no. 1/2 (1996): 117–53.
- Pereira, Ronan Alves, and Hideaki Matsuoka. *Japanese Religions in and beyond the Japanese Diaspora*. Institute of East Asian Studies, University of California, 2007.
- Rambelli, Fabio, and Mark Teeuwen. *Buddhas and Kami in Japan: Honji Suijaku as a Combinatory Paradigm*. Routledge, 2003.
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- Yamakage, Motohisa. *The Essence of Shinto: Japan's Spiritual Heart*. Kodansha USA, 2010.

## Daoism

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- Cook, Scott. *Hiding the World in the World: Uneven Discourses on the Zhuangzi*. SUNY Press, 2003.
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## Acknowledgements

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## Primary Sources on East and Southeast Asia

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

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

### Frog in a Well Primary Source Guides

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

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

### Newspapers and Periodicals:

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

- [North China Herald](#) - Also see Internet Archive
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Biblioteca Gino Bianco](#) (Italian)
- [Leo Baeck Institute Library Periodical Collection](#) (mostly German)
  - [Shanghai Jewish Chronicle](#) (1939-1945), [Shanghai Echo](#) (1946-1948), [Shanghai Woche](#) (1939, 1942), [Sport](#) (1942-1943), [Shanghaier Morgenpost](#) (1941), [S. Z. am Mittag der Shanghai Post](#) (1939-1940), [Jüdisches Nachrichtenblatt](#), [Acht Uhr Abendblatt](#) (1939-1941), [Mitteilungen der Vereinigung der Emigranten-Ärzte in Shanghai](#) (1940-1), [Gelbe Post: Ostasiatisch Halbmonatsschrift](#) (1939-40)
- [Newsvault](#)
  - Combines some of the Databases above
- [Old Hong Kong Collections and Newspapers](#)
  - Here you may want to check: Hong Kong Collection, Old HK Newspapers, Hong Kong Oral History (you can filter by language)
- [Singapore Newspaper Archive 1831-2009](#)
  - Large collection of newspapers, but not all viewable off site.
  - [Syonan 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](#)
- [Foreign Office Files for China 1919-1980](#)
- [Foreign Office Files for Japan 1919-1952](#)
- [British Documents on the End of Empire](#)
- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [US Occupation Government in Korea Documents](#)
  - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [日本外交文書デジタルアーカイブ](#)
- [帝国議会会議録](#)
- [朝鮮王朝實錄](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Office of Strategic Services](#) - United States intelligence agency formed during World War II, predecessor to CIA. Archive.org collection contains many East Asia related documents.
- [National Security Internet Archive \(NSIA\)](#) - Archive.org collection of documents related to US government documents, includes many East Asia related documents.
- [Digital South Asia Library](#)
- [National Archives of Singapore ArchivesOnline](#) - online collections include government records, maps, oral histories, photographs, and legal documents
  - Includes many oral interviews of former POWs in the Changi Military Camp
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [LTD Legal Tools Database - Tokyo Trials Documents](#)
- [IMFTE Judgement transcript](#)
- [League of Nations Archives](#)
- [Nineteenth Century Collections Online - Asia and the West](#)
  - U.S. State Department Consular and Diplomatic Records - despatches from many US consuls in region
  - British Foreign Office Political Correspondence: Japan
  - Korean, Siamese, Japanese and Chinese legations in the United States
  - Missionary Correspondence and Journals



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

## Missionary Reports and Publications

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

## Memoirs, Diaries, Digitised Books etc.

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

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

## Propaganda, Posters, and Pamphlets

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

## Photographs, Postcards, Films

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

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

## Recordings and Sound

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

## Maps and GIS

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

## Old Books Related to East and Southeast Asian Region

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

## Other

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

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

## Japan

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

NJ: Athlone Press, 1987.

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

## Korea

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

priation company.

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

## Taiwan

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

## China

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

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

## Hong Kong

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

## Southeast Asia

- [The Former Philippines thru Foreign Eyes](#) by Comyn, Jagor, Virchow, and Wilkes (1912)
- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources



- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)
- [Southeast Asia Digital Library](#)
- [SouthEast Asian Images & Texts](#)
- [Southeast Asia Visions](#) - European travel accounts of pre-modern Southeast Asia
- [Ohio University Thai Sources on Internet Archive](#) (Thai)
- [Cornell Modern Indonesia Collection](#)
- [Batavia Digital](#)
- [OneSearch Indonesia](#)
- [ASEAN Digital Library](#)
- [UMass Southeast Asia Digital Archive](#)
- [Elibrary of Cambodia](#)
- Cornell University Guides:
  - [List of US Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
  - [List of British Government Documents on Southeast Asia](#) - some of these may be available in nearby libraries or on microfilm by interlibrary loan
  - [Some General Historical Sources on Southeast Asia](#)
  - [Colonial Era Sources on Southeast Asia](#)
  - [Travel Literature on Southeast Asia](#)

## See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information - I may have suggestions or have copies of some other collections, including:
- 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

## 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案内](#)
- [AsiaPortal](#)
- Please get in touch if you find that this list contains any dead links, or you wish to suggest an addition