

MO3337: China's Revolutions, 1850-1989

Tutor: Konrad M. Lawson

Spring, 2015



The More we Study, the Brighter our Hearts will Become

Poster by Lin Longhua, 1964 - IISH Landsberger Collections

Overview

29 Jan **W1 - Introduction: Revolution and History in China, 1911 and 1949**

05 Feb **W2 - Social and Economic Change in Modern China: A Broad Overview**

12 Feb **W3 - Rebellions as History, Myth, and Inspiration**

[—] **W4 - What Sort of Revolution destroyed the Qing Dynasty in 1911?**

25 Feb *Short Essay 1 Due*

26 Feb **W5 - The Many Movements of May Fourth, 1919**

05 Mar **W6 - Building Revolution and the War with Japan, 1931-1945**

[—] **W7 - Great Leaps Forward: Violence and Reform 1942-1961**

01 Apr *Short Essay 2 Due*

02 Apr **W8 - The Cultural Revolution**

09 Apr **W9 - Mao's Revolution in a Global Context**

15 Apr *Long Essay Due*

16 Apr **W10 - Revolution, Culture, and Environment**

23 Apr **W11 - "Six Four": Tiananmen**

[—] *Take-home Exam*

Key Details:

Email: kml8@st-andrews.ac.uk

Meets: Thu 9:00-11:00 **Office:** St. Katherine's Lodge B3

Office Hours: Thu 11-12:00 and by appointment

Description

This module traces the modern history of China through the lens of its most transformative political and social changes. It begins with the momentous and transformative rebellions that shook the Qing dynasty to its roots and concludes with the 1989 democracy movement that centered on Tiananmen square in Beijing. We will examine the ways in which China's revolutions connected themselves with the past in a process that generated a long and rich revolutionary tradition. We will address the issue of identifying revolutionary agency and the social and economic forces that help drive the most violent transformations of China's past two centuries.

Assessment Summary

60% Coursework

Long Essay (5,000 Words 50% of coursework) - 15 April midnight

Presentation (20% of coursework)

2 Short Essays (400-600 Words 15% each of coursework) - 25 February, 1 April, midnight

40% Exam

Take-Home Examination - Date TBD, 3/6 Questions, 12 Hours

Learning Outcomes

- Assess the impact of economic and social changes on political upheaval in Chinese history and the role of Western and Japanese imperialism

- Understand the impacts of war on revolution
- Compare the ways in which revolution and rapid social and political transformations were inspired by and contributed to myth building and historiography
- Evaluate continuities and differences in agency and discourse in China's revolutions

Assignments

The assessed portion of the coursework for this module consists of one long essay, a presentation, and two short essays. In addition, students are required to come prepared each week having completed the assigned reading and ready to discuss them.

Short Essays

There are two short essays for this course which should be between 400-600 words in length, including any footnotes. They are designed to help you in preparation for your longer essay and may take one of two forms:

1. **Critical Review:** You may write a critical review of one secondary or primary source in the form of a book that you have selected to help you write your long essay. In it you should state clearly and briefly what the book argues and what you have extracted from it that will help you make the argument in your longer essay. Your critical review should include your evaluation of the source. What are its strong points? Where does it fall short? Include a full reference for the book at the top and you may make reference to page numbers within by means of simple page numbers in parentheses.
2. **Prospectus:** Alternatively, you may write a short essay that summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay. Look to article, dissertation, and book abstracts as the model for this assignment. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic broadly, then write in a bit more detail about one or two specific examples of what you will be arguing in greater depth in your long essay to come. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way.

You may decide to write one of each of these, or two of either. Please indicate at the top of your short essay which you are selecting. If you change topic during the semester, making both short essays a prospectus is a good way to make the adjustment and give me an opportunity to provide feedback on your new topic.

Questions to consider as you write the short essay:

- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?
- If I am writing a critical review, did I include a concise overview of what the source is about?
- If I am writing a critical review, did I tie the arguments of the book to where I hope to go in the argument for my longer essay?
- If I am writing a critical review, did I include an evaluation of the work with a specific example of its strong and/or problematic aspects?

- If I am writing a prospectus, did I include a concise presentation of what I plan to argue in my coming long essay, even if I'm not yet entirely sure if I can demonstrate the argument?
- If I am writing a prospectus, did I include some reference to the kinds of sources I will be using, or hope to use in making the argument?
- If I am writing a prospectus, did I include a specific example or two illustrating the argument I will be making in the long essay to come?

Long Essay

The essay for the course is worth 50% of the total coursework and has a limit of 5,000 words including footnotes. The process of composing an essay of this length is made far easier if you make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time in week four will be dedicated to discussing the essay. At that time, please send me two or three general potential topics of interest that are related to our module, the name of one or two secondary or primary historical works related to each, and a brief note as to why you chose that work. I will give feedback on the ideas, and throughout the semester encourage students to visit me in office hours to help discuss the move from general topics of interest to specific historical questions. I am also willing to look at an outline of your essay and your final list of sources.

Making an Argument

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

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. If you are answering one of the questions rather than choosing one of the broader topics, this can usually be accomplished by giving a clear answer and adding at least some detail about how you will go on to support your answer. Your argument should be falsifiable, that is, it should be possible to meaningfully contradict the argument you make and demonstrate that it is false if the presented evidence is not sufficient or poorly deployed. 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 these are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. In other words, do not use the introduction to make predictions about what you will do, but tell the reader in very clear terms what you **have argued and shown** in the essay. There are many ways to do this in more or less subtle language but there is no harm in a very clear, “In this essay, I will argue that...” followed by a short overview of what kinds of evidence you will use, how your argument fits into a historiographical context (how your argument relates to what other historians have to say about the matter), and why you think it is important.

For example replace:

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

with something like:

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

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

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 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?
- Have I been careful not to plagiarise sources and cite them whenever used?
- 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?
- 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?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?

- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?
- Did I follow the formatting guidelines below?

Carrying Out Research for Essays

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

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

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

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

(e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

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

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

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

Headers and Formatting

At the top of your written work, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

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

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

Footnotes and References

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

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

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully.

How your Long Essay is Evaluated

Here are some of the features of a superb long essay that I look for as I mark your work:

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

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Extensions and Late Work

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.

This module follows the official School of History penalties for late work:

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

Word Limits

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 short/long work are followed in this module:

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

Feedback

General feedback is provided directly on the mark sheet, which will be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Most weeks of the semester students will be given an opportunity to present a summary, critique, and raise some discussion questions based on supplementary readings. One such presentation for each student will be given more time and assessed formally. The assessed presentation should be 15 minutes in length and not longer. It may either focus on one book, a secondary source, or a collection of articles (3 articles or so) from among the supplementary readings for each week, or may focus on any part of the texts and primary sources among the required readings from beyond the page limits assigned. For example, if we read a part of a book for a week, the presentation can present the book as a whole. It should summarise the main arguments, and make 1-3 focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and, optionally a question to kick off our discussion. The presentations should ideally focus on connecting what is read and presented to our existing readings and the discussion of the day. Connecting the reading to past readings and discussions in the module is also a very welcome.

Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions. The new discussion questions by the student should try not to repeat or significantly overlap with any previously supplied discussion questions.

Occasionally, there will also be non-assessed presentations that students will be asked to volunteer for in some weeks that are shorter (5-10 minutes) and do not require a handout to be prepared (though they are welcome).

Feedback for presentations will be sent to multiple students at two or three points during the semester, rather than on a rolling basis.

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include a discussion question?
- Was the 15 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a only few key points?
- Was there a good balance of arguments and a few examples to support them?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation make an effort to connect to the required readings for the day or find ways to connect to the reading and discussion from previous weeks?

Exam

The final examination is a take-home exam worth 40% of your total grade. The questions (six, of which you choose three), will be made available online through our MMS at the appointed start time, and you will be required to submit the answers within 12 hours online to the MMS. The exam is still designed to only take you a few hours (3-5 hours, there are strict word limits) but to give you the freedom to complete it at a time that works for you, as well as other benefits such as: giving you the freedom to draft and initial answer and then review notes to strengthen areas you feel are weak before returning to complete the final version.

Those who are not experienced with this format often make one critical mistake: They see the questions, and immediately begin a long and intensive process of reading and reviewing on the questions before beginning the writing process. This has never, in my experience, produced the strongest answers. You tend to become exhausted and produce poor quality answers, answer in great empirical detail but stray from the question, and sometimes find yourself critically short on time. I strongly encourage you to consider the following approach:

- View the questions
- Review your existing notes and draft out an outline for half an hour or so
- Write a full draft of all three answers
- Read over your work and find the areas you think are weak
- Eat a meal or snack, take a nice break, go for a walk, have a nap, do something fun
- Read over your notes or return to the original texts to address the weaknesses in your answer
- Revise your drafted answers and submit the exam

Questions for the exam typically will strive to get you to think synthetically, to make observations and comparisons across the themes of the semester, and as such should show an ability to make sharp analytical arguments, combined with the ability to employ a few detailed empirical examples to support these arguments.

The exam uses a modified citation practice for the exam and does not need any footnotes or a bibliography because the body of evidence you are using should consist of our course readings (whether those are the required weekly readings or supplemental readings from each week). You should not have to do any outside reading for the exam, and in fact, it is not required that you make use of any of the further reading. Indeed, doing outside reading beyond works listed in our required or further reading show that you have not sufficiently digested our existing available material. Thus, for citation, you need only indicate the author last name (when only one work by them, a short version of title if there are multiple works by same author) and a page number. Quotes should be kept to a very minimum but you should cite where you are taking arguments and ideas from, as in any essay. Example: Lawson makes the argument that ... (Lawson, 233). If we have read multiple works by an author during the semester, add the title as well, or make it clear in your sentence which work you are referring to. If, for some reason, you really want to include an outside reading to support your argument, then you must follow the School of History Style Guide citation practices, and the footnote will be included in your overall word count.

Previous versions of the examination are available, as with most classes at St Andrews, through the online portal for that purpose.

If you have any problems submitting the exam through MMS, please email a copy of it to me before the deadline. It is critical that you get the exam submitted by the appointed time so please leave enough time to make sure you have uploaded the exam to MMS or at least emailed me a copy.

Questions to ask yourself as you review over your answers on the examination:

- Did I state my answer concisely and clearly at the outset?
- Did I use evidence from our readings to support my answer?
- Did I use some specific examples to support my answer?
- Was everything in my answer relevant to the question as asked?
- Have I included a parenthetical citation for each of the claims I make which come from the module reading?

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.

Find the style sheet here: <http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

Outstanding First: 19.0, 19.5, 20.0

Clear First: 18.0, 18.5

Borderline First: 16.5, 17.0, 17.5

First Class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigour of argument and structure, well directed at the title; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.

Upper Second Class 13.5, 14.0, 14.5, 15.0, 15.5, 16.0

Upper Second Class work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical awareness; well chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.

Lower Second Class: 10.5, 11.0, 11.5, 12.0, 12.5, 13.0

Lower Second Class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

Third Class: 7.5, 8.0, 8.5, 9.0, 9.5, 10.0

Third Class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.

Pass: 7.0

Fail (with the right to re-assessment): 4.0, 4.5, 5.0, 5.5, 6.0, 6.5

Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of historical analysis.

Fail (without the right to re-assessment): 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

Work so weak as to indicate that only a nominal attempt has been made to complete the assignment, or that it displays virtually total confusion and misunderstanding of the subject.

Unclassifiable: 0

No acceptable work presented.

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.

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alerts regulations.

<http://www.st-andrews.ac.uk/history/infoug/academicalerts12-13.doc>

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence.

https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Support in order to organise the appropriate documentation.

If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Support, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Borders Agency any student who fails to enrol on a module or programme of study or who fails to attend or who discontinues their studies.

See also the undergraduate handbook section on permission to proceed:

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

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. If the email requires a particularly long 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 keep them short and 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 strong benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not, I ask that you bring printed copies of assigned reading that is made available every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not to use applications not related to our class, including email applications and social media. It is not only that you are interfering with your own learning and showing your tutor disrespect, but it is a severe distraction to anyone sitting next to you.

Collective Notes

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

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University's guide to Good academic practice or the relevant information in the Students' Association's web site.

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

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

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

Films of Interest

For each week of our seminar I have listed one or more films that relate somewhat to the theme for that week. Many of these films are, to be frank, awful. Some of them use a historical event as a backdrop for their own plots. Some generally focus on the historical event or some historical figure in it, but almost all of them deviate significantly from the historical events and generally should be treated as fictional accounts.

However, I am a very strong supporter of watching bad historical films, especially around the time when one is studying the same period with good historical accounts and primary sources. A great pioneer of this is Henry Smith and other historians who put together [the book *Learning from Shogun*](#) (1980) to allow students to learn something about Tokugawa period Japanese history from the very popular novel (and later horrible but also very popular TV series) called *Shogun*. This work was my own first encounter with Japan as a child, and like for many of us, seeing these films or television shows, for better or for worse, leaves us with incredibly long-lasting images of a historical event. Thus, instead of ignoring them, dismissing them contemptuously, or merely non-critically accepting them as pure entertainment, I think it can be productive to watch them while you are studying a historical period and critique them.

When I say critique them, I do not mean to complain about anachronistic historical dress, or invented composite characters, or impossible to recreate dialogue, or even more blatant distortions of historical events. I mean to think of them as a narrative, because, like the narratives of historians, these films are forced every minute of the way to make important decisions about what to show and not to show, who to highlight and who not to, what aspects of a historical story are important and which ones aren't. Critiquing this in films is a fun and perhaps easier way to practice the art of being sensitive to these decisions made by historians in their own writings.

These films are listed for your reference and I welcome student comments in class who have seen them and wish to raise thoughts they have about them. However, you are not required to watch any of these films during the semester and, indeed, many of them are very difficult to get a hold of, and some cannot be found with official or fan based subtitles.

Seminars

Week 1 - Introduction: Revolution and History in China, 1911 and 1949

Preparation:

- Read through the handbook
- Look up William C. Kirby, Peter K. Bol and Mark C. Elliot. What kinds of history do each of these scholars do? They will be in a number of video clips from China X that we will use as a basic introduction to some background in the course.
- Memorise the basic chronology in the student handbook up to 1927. Look up 2 of these events online and read a bit about them. Be prepared to say something you find interesting or curious about them.
- Write down 2-3 things about revolution that you know, or alternatively, things that you are hoping to learn about
- You will usually need to set aside about 30 minutes a week to watching some introductory history videos from the Harvard China X history course that will help give you some background.
- China X: Learn the (Major) [Dynasty Song](#) and be prepared to sing it in class.
- China X: Watch the [Historical Overview](#) for the 20th Century
- China X: Watch the [Space and Place](#) video.
- China X: Watch [Physical Geography](#)
- China X: Watch [Ethnicity](#)
- China X: Watch [Language](#)
- China X: Watch [Written Language](#)
- China X: Visit and browse the spatial data layers for Qing, Republic, and People's Republic on the [China X WorldMap](#) (Turn off the pre-Qing layers for a clearer look). Use this map throughout the semester to help orient you in your reading.

Overview:

- China, some of the basics
- What this course will cover and not cover
- The long essay as focus for semester efforts
- Why revolutions in plural, 1911 and 1949, and the long/plural Communist revolutions in China

Week 2 - Social and Economic Change in Modern China: A Broad Overview

Preparation:

- Memorise the names of China's (post-1949 provinces), and location of some cities that will come up in our course: Beijing, Nanjing, Shanghai, Qingdao, Hong Kong, Tianjin, Guangzhou, Chongqing, Wuhan, Hangzhou, Harbin, Shenyang, and Yan'an. You will be quizzed on this in class.
- Decide which week you would like to give a presentation on supplemental reading
- Look over the seminar topics for the remaining weeks of the semester. Pick two or three topics that especially interest you for the long essay. Be ready to discuss them in class.
- X: [Dynastic Change, II](#)
- X: [Qing Economic Growth](#)
- X: [Expansion under Qianlong](#)
- X: [Inner Asian Empire](#)
- X: [Aftermath of Opium Wars](#)
- X: [Neiluan](#)
- Consider watching these China X clips on Confucianism (~30m):
 - [Introduction](#)
 - [Many Faces of Confucius](#)
 - [Time of Confucius](#)
 - [Confucius of the Analects](#)
 - [We've Lost the Way](#)
 - [How to Find the Way Back](#)
 - [Confucian Magic](#)
 - [Ritual with Attitude](#)

Reading (~200):

- Harrison, *A Man Awakened From Dreams 1857-1942*, entire book.
- Mitter, *Modern China: A Short Introduction*, 1-30.

Further Reading:

- Cambridge History of China v10, 107-162 (Ch. 3 "Dynastic Decline")
- Ko, *Cinderella's Sisters*
- Eastman, *Family, Fields and Ancestors: Constancy and China's Social and Economic History*
- Bernhardt, *Rents, Taxes and Peasant Resistance*
- Spence, *Death of Woman Wang*
- Fairbank, *Trade and Diplomacy on the China Coast*

Overview:

- Map quiz
- Assign presentation weeks
- Briefly exchange ideas for possible topics for long essay
- Examples of prospectus for short essay, using conference abstracts as model
- Discussion to focus on Harrison and the experience of change.

Questions for discussion:

1. What factors leading to Qing decline suggest they might pose challenges for 20th century regimes as well?
2. What changes in the later Qing dynasty that were likely to be most felt from the perspective of individuals outside of the larger cities?

Films of Interest:

- Raise the Red Lantern (大红灯笼高高挂 1991) - set in 1920s but captures the insularity of the domestic experience for many
- Fairwell My Concubine (霸王别姬 1993) - also 20th century but again, captures the breadth of transformations
- To Live (活着 1994) - a third movie that gives a full sweep

Week 3 - Rebellions as History, Myth, and Inspiration

Preparation:

- X: [Rise of Hong Xiuquan](#)
- X: [Taiping: Age of Great Peace](#)
- X: [Fall of the Heavenly Kingdom](#)
- X: [Western Missionary Movement](#)
- X: [Boxers and Qing Response](#)

Reading (~150):

- Perry, *Rebels and Revolutionaries* 10-80 (Ch 2-3 Environment & Survival)
- Cohen, *History in Three Keys* 14-56, 59-68, 211-222, 289-297
- SOURCES, 213-230 (Ch 29 Heavenly Kingdom of the Taipings)

Further Reading:

- Perry, *Rebels and Revolutionaries* (rest of book)
- Cambridge History of China v10, 264-317 (Ch 6)
- Cambridge History of China v10, 409-490 (Ch 9)
- Esherick, *Origins of the Boxer Rebellion*
- Michael, *The Taiping Rebellion: History and Documents*
- Perdue, *Exhausting the Earth: State and Peasant in Hunan, 1500-1850*
- Spence, *Death of Woman Wang*
- Kuhn, *Rebellion and its Enemies in Late Imperial China*
- Bays, *Christianity in China: From the Eighteenth Century to the Present*
- Wakeman, *Strangers at the Gate: Social Disorder in South China*
- Naquin, "The Transmission of White Lotus Sectarianism"
- Tai Hsüan-chih, *The Red Spears, 1916-1949*
- Huang, *The Peasant Economy and Social Change in Northern China*

Overview:

- Map quiz, again!
- Focus of discussion on Taiping and Boxer rebellions

Questions:

1. In what ways did environmental factors, and their man-made contributing aspects impact the rebellions of the late Qing?
2. If the rebellions of the late Qing have provided powerful material for 20th century revolutionary movements, what aspects of them are less useful? That is, what process of forgetting might be required?

Films of Interest:

- 55 Days at Peking (1963) - How are the Chinese portrayed in this film?
- Boxer Rebellion (八國聯軍 8-allied countries, 1975) - Kung Fu movie and almost inverted version of 55 Days at Peking
- Warlords (投名狀 2007) - Action movie set during Taiping Rebellion but has little to do with it

Week 4 - What Sort of Revolution destroyed the Qing Dynasty in 1911?

Preparation:

- Do a little preliminary research on your potential long essay topic. What kinds of primary sources are out there for your area of interest (unless you are doing a historiographical essay) in languages you can work with? What kinds of historical scholarship has been done?
- Come to class with a well-formed idea for your long essay. This does not have to be your final topic, but should be a topic to discuss with your classmates. Write it down along with a sentence or two on: What kinds of sources? What are possible arguments you are exploring? Why does this interest you? What are potential problems you face with this topic?
- X [Resistance of Reform](#)
- X [Reform](#)
- X [End of Empire](#)
- X [What is Republicanism?](#)
- X [Regional Militarisation](#)
- X [Yuan Shikai](#)
- X [Warlordism](#)

Reading (~170):

- SOURCES, 260-272 (Kang Youwei), 287-299 (Liang Qichao), 308-313 (Zhang Binglin), 314-329 (Sun Yat-sen)
- Zhang, General Review of the Study of the Revolution of 1911, 525-531
- Mitter, 1911: The Unanchored Chinese Revolution, 1009-1020
- Harrison, China: Inventing the Nation, 132-149 (Ch 5 Ethnicity and Modernity)
- Ono, Chinese Women in a Century of Revolution, 1850-1950, 54-92 (Ch 4 Women in the 1911 Revolution)
- Hill, Voting as Rite, 149-219 (Ch 3 Voting in a New Republic 1912-13)

Further Reading:

- Cambridge History of China v11, 463-534 (Ch 9 Republican Revolutionary Movement)
- Esherick, Reform and Revolution in China: the 1911 Revolution in Hunan and Hubei
- Rankin, Early Chinese Revolutionaries

Overview:

- Long essay topics and discussion on them.
- Discussion on essay types, historiographical, primary source driven
- Discussion on making analytical arguments in historical essays
- Focus of discussion will be on late Qing reformers, and visions of what China was to become.

Questions:

1. In what sense was 1911 a revolution? Or, if you prefer, why does it not deserve the name?
2. In what way do visions of what a post-Qing republic by intellectuals differ from the Nationalist and Communist political orders to come?
3. What kind of legacies did the revolution have and what lost opportunities were there?

Films of Interest:

- 1911 (2011) - An pretty awful movie with Jackie Chan
- Xinhai Revolution (辛亥革命 - 2011) - Chinese TV miniseries on the revolution in 41 parts.
- The Soong Sisters (宋家皇朝 1997)

Week 5 - The Many Movements of May Fourth, 1919

Preparation:

- You need to complete your first short essay, due the day before class on MMS
- Have a look at these posters from post-1949: [May 4 Posters Landsberger Collection](#)
- X [China and Culture](#)
- X [May Fourth Movement](#)
- X [Chen Duxiu and New Youth](#)
- X [Bai Hua](#)
- X [Period of Orthodoxy 1921-1927](#)
- X [Period of Experimentation 1927-1935](#)
- X [Report of an Investigation into the Peasant Movement in Hunan](#)

Reading (~150):

- SOURCES, 351-395 (Ch 33 The New Culture Movement)
- Mao, [Orientation of the Youth Movement](#)
- Mao, [The May 4th Movement](#)
- Mao, [Oppose Stereotyped Party Writing](#) - Only the first few paragraphs which refer to May 4th. Note that this takes place in the midst of the 1942 “Rectification Movement”
- Mitter, *A Bitter Revolution*, review 3-40, 102-152 (Ch 1, 4)

Further Reading:

- Mitter, *Bitter Revolution* - rest of book
- Spence, *Gate of Heavenly Peace*
- Chow, *The May Fourth Movement*
- Smith, *Like Cattle and Horses*, 92-115 (Ch 5 The May Fourth Movement)
- Grieder, *Hu Shih and the Chinese Renaissance*
- Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement*
- Wang, *Women in the Chinese Enlightenment*

Overview:

- Bring a copy of your already submitted short essay to class. We will discuss them in pairs and share feedback on your long essay ideas
- Our discussion will be divided between a concentrated look at the primary sources from the New Culture Movement and thinking about how May 4th continues to be something that is repeatedly looked back to in a way that 1911 is not.

Questions:

1. What are the longer term legacies of the May fourth movement?
2. What are the ways that culture and politics are intertwined in this period?
3. We read three works by Mao Zedong from the same month in 1939 on May 4th. How do these texts differ in terms of how Mao is deploying a revolutionary movement of 1919?

Films of Interest:

- My Early Days in France (我的法兰西岁月 2012)
- My 1919 (我的 1919 1999)
- Epoch-Making (开天辟地 2011)

Week 6 - Building Revolution and the War with Japan, 1931-1945

Preparation:

- Begin work on your second short essay
- Refine your long essay topic and progress with your reading
- X [The Long March](#)
- X [Yan'an](#)
- X [Introduction](#)
- X [Economic and Social Consequences](#)
- X [Postwar Dilemmas](#)

Reading (~230):

- SOURCES, 396-450 (Ch 34-35 Communist Revolution, Communist Praxis)
- Zarrow, China in War and Revolution, 271-288, 295-303 (Ch 14, part of Ch 15)
- Goodman, North China at War, 1-18 (Explaining Revolution)
- Johnson, Peasant Nationalism and Communist Power, 1-30 (Ch 1 Peasant Nationalism)
- Selden, China in Revolution, 320-352 (Conclusion, Epilogue)
- Kataoka, Resistance and Revolution, 1-11, 303-311 (Intro, Conclusion)
- Chen, Making Revolution, 1-19, (Intro, Conclusion)
- Gatu, Village China at War, 1-15 (Introduction)
- Wou, Mobilizing the Masses, 1-19 (Introduction)

Further Reading:

- Read rest of Selden, Johnson, Kataoka, Wou, Chen, or Gatu
- Mitter, China's War with Japan
- Lary, The Chinese People at War
- Etō, Hai-Lu-Feng: The First Chinese Soviet Government, 43-98 - an earlier example

Overview:

- A brief check-in with all of you on how your long essay research is progressing, giving you a chance to share discoveries
- We will focus in on debates over what impact the war had for the prospects of the Communist Party

Questions:

1. In the debates over the relevance of the second Sino-Japanese war on the rise of the Communist party, evaluate the claims of two historians whose arguments can be said to significantly contradict one another.

2. What is one way that regional differences matter in discussing the impact of the second Sino-Japanese war on the rise of the Communist party during this period?

Films of Interest:

- Devils on the Doorstep (鬼子来了 2000)
- City of Life and Death (南京! 南京! 2009)
- Red Sorghum (红高粱 1987)
- Yellow Earth (黄土地 1984)
- Lust, Caution (色, 戒 2007)
- The Last Emperor (1987)
- The Mountain of Tai Hang (太行山上 2005)
- Back to 1942 (一九四二 2012)
- Feng Shui (风水 2011)
- The Message (风声 2009)

Week 7 - Great Leaps Forward: Violence and Reform 1942-1961

Preparation:

- This is a heavy reading week. Please make enough time to get through it.
- Clips on the Hundred Flowers Movement and repression that followed:
 - X: [Hundred Flowers Movement](#)
 - X: [Scholars and Emperors](#)
 - X: [Nameless Individual](#)
 - X: [Beginning of the Campaign](#)
 - X: [Mao and the Hundred Flowers](#)
 - X: [Three Scourges](#)
 - X: [End of 100 Flowers](#)

Reading (~250):

- Seybolt, “Terror and Conformity: Counterespionage Campaigns, Rectification, and Mass Movements, 1942-1943”
- Dikötter, *Tragedy of Liberation*, 39-62, 84-102, 155-174, 243-254, 257-274 (Ch 3, 5, 8, 12, 13)
- Dikötter, *Mao’s Great Famine*, 47-99, 127-144, 306-337 (Ch 7-12, 17, 35)
- Zhou, *The Great Famine in China, 1958-1962 A Documentary History* - TBD

Further Reading:

- Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village*
- Dikötter, finish *Tragedy of Liberation*
- Dikötter, finish *Mao’s Great Famine*

Overview:

- This seminar covers a lot of ground. An entire course could easily be given on this period of China’s history itself, from the wartime repression of the Rectification movement, the civil war with the GMD from 1945-9, the early postwar Land Reform movement, China’s involvement in the Korean War and the rise of anti-Americanism, the Hundred Flowers campaign and the anti-Rightist campaign that followed, and perhaps most importantly: the great famine of the Great Leap Forward, which is only rivalled by the Sino-Japanese war in terms of its devastation to the Chinese population.
- Our focus in the discussion will not be on the details of this or that campaign, but on better understanding the patterns of how these campaigns were carried out, each of which various led to the deaths of thousands or hundreds of thousands of Chinese, and why the Great Leap famine rose above them all with its death toll in the millions.

Questions:

1. To what degree do the severity of the various political campaigns have to do with individual action versus structural factors?

2. Why was the Great Leap famine unusually devastating?

Films of Interest:

- To Live (活着 1994)
- The Blue Kite (蓝风筝 1993)

Spring Vacation

Week 8 - The Cultural Revolution

Preparation:

- Your second short essay is due the day before class
- The reading is deliberately light this week to allow you to continue your work on your long essay, which is due in two weeks. Don't miss this opportunity to make progress. Think of the second short essay as an exercise in demonstrating that progress, rather than as a self-contained assignment.
- Please watch *Morning Sun* (2003) - 2 Hour Documentary by Carma Hinton. It is available in the library reference area. Consider scheduling a time to watch it together with 2-3 classmates. The fact the DVD was in use the day before class is not an appropriate excuse for not having watched the documentary. Plan ahead.
- MacFarquhar on CR:
 - X: [Setting the Stage](#)
 - X: [Bombard the Headquarters](#)

Reading (~100):

- SOURCES 471-482 (in Ch 36 Cultural Revolution)
- Mitter, *Bitter Revolution* 200-243
- Cohen, *History in Three Keys* 261-288

Further Reading:

- MacFarquhar, *Mao's Last Revolution*
- White, *Policies of Chaos*
- Esherick, *The Chinese Cultural Revolution As History*
- MacFarquhar, *Origins of the Cultural Revolution*, vols 1-3
- Yue, *To the Storm: The Odyssey of a Revolutionary Chinese Woman*
- Nien, *Life and Death in Shanghai*
- Feng, *Ten Years of Madness*
- Gao, *Born Red: A Chronicle of the Cultural Revolution*
- Li, *Private Life of Chairman Mao*
- Yang, *Collective Killings During the Cultural Revolution*

Overview:

- We'll learn a few Chinese phrases popular among young revolutionaries
- We will discuss how one might talk about several cultural revolutions that call for entirely different historical approaches: the focus on a political campaign carried out by Mao that MacFarquhar emphasises; the experience of its violence by its victims; the campaign to send youth to the villages; a localised political transformation; an emancipatory breathe of fresh air for those who participated actively; a period of cultural devastation for China; the way that all of these have come to be remembered.

Questions:

1. How does the Cultural Revolution differ from the many political campaigns that preceded it?
2. What are the longer term legacies of the Cultural Revolution?

Films of Interest:

- The East Is Red (1965)
- again To Live
- again Farewell my Concubine
- In the Heat of the Sun (阳光灿烂的日子 1994)
- Hibiscus Town (芙蓉镇 1986)
- Balzac and the Little Chinese Seamstress (巴尔扎克与小裁缝 2002)
- Under the Hawthorn Tree (山楂树之恋 2010)
- 11 Flowers (我十一 2011)

Week 9 - Mao's Revolution in a Global Context

Preparation:

- Please continue your work on the Long Essay. Again our reading is relatively light this week so make your big push this week. The reading is not light next week!
- Choose 2-3 quotations from Mao's red book that we have assigned this week and be ready to say something about what you think is telling about the quote, problematic, or ironic

Reading (<150):

- Charu Mazumadar, [Take this Opportunity](#)
- Elbaum, [Maoism in the United States](#)
- [Quotations from Mao Tse Tung](#), (Ch 2, 4, 5-6, and 24)
- Cook, Mao's Little Red Book: A Global History (Ch 1-2, 15)
- Gupta, The Naxalites and the Maoist Movement in India, 157-188
- Wolin, Wind from the East, 1-21
- Starn, Maoism in the Andes: The Communist Party of Peru-Shining Path and the Refusal of History, 399-421

Further Reading:

- Cook, Mao's Little Red Book: A Global History - read rest of the book
- Wolin, Wind from the East - read rest of the book
- Alexander, Maoism in the Developed World
- Marks, Maoist Insurgency Since Vietnam
- Chakrabarty, Maoism in India
- Hutt, Himalayan People's War: Nepal's Maoist Rebellion
- Pettigrew, Maoists at the Hearth: Everyday Life in Nepal's Civil War

Overview:

- In this class we will attempt to understand the impact of the Chinese revolution on other movements around the world, both in the developed world, and in countries as distant as Nepal and Peru. We will consider how aspects of the cultural revolution in particular were attractive, but also how the broader approach of the Chinese revolution offered an alternative radical path for revolutionaries. We will attempt to identify certain patterns in various places but also appreciate local translations of Maoist ideas.

Questions:

1. What does it mean to call a movement "Maoist"?
2. What accounts for the sheer variety of Maoist or Maoist inspired movements in the world? How did they differ?

Films of Interest:

- Gymnaslærer Pedersen (2005) - Comedy about a Norwegian maoist high school teacher
- See You at Mao (1970)
- La Chinoise (1967) - French comedy.
- United Red Army (実録・連合赤軍あさま山荘への道程 2007) - On the rise and fall of Japan's most violent and self-destructive Communist organisation.
- Baader Meinhof Complex (Der Baader Meinhof Komplex 2008) - German film on the multiple generations of the famous German terrorist organisation
- Eight Glorious Years of Nepali People's War (2004) - Propaganda piece by Communist Party of Nepal (Maoist) on Archive.org

Week 10 - Revolution, Culture, and Environment

Preparation:

- Your long essay is due the day before our class this week
- If you struggle to complete the reading this week because you have been working on the long essay, then at least complete one of these three readings thoroughly, rather than skimming all of them poorly and catch up on the reading the following week or during revision week.

Reading (~230):

- Shapiro, Mao's War Against Nature, 1-20, 67-93, 195-216
- Mittler, Continuous Revolution, 139-188, 267-330
- Jacka, Woman-work: Women and the Party in Revolutionary China, 70-114, 191-197 (Ch 3, Conclusion)

Further Reading:

- Shapiro, Mao's War Against Nature - complete the book
- Emily Honig, "Socialist Sex: The Cultural Revolution Revisited."
- Mittler, Continuous Revolution - Complete the book
- Rogaski, Hygienic Modernity
- Hershatler, The Gender of Memory

Overview:

- We will begin with everyone sharing a few thoughts on their experience of the long essay research and writing they did during the semester. What worked, what didn't, and are there discoveries or lessons to share with your classmates?
- Today we attempt to expose some of the problems of doing a module such as this with its central focus on "revolutions" rather than a national narrative, or indeed, other themes such as environment, culture, and gender.

Questions:

1. How does a straightforward historical narrative of the Chinese revolution make it difficult to confront the history of gender or environment in a Chinese context?
2. Why does revolutionary culture matter in studying the Cultural Revolution?

Films of Interest:

- again Farewell my Concubine
- The Warriors of Qiugang - documentary
- Still Life (三峡好人 2006)

Week 11 - “Six Four”: Tiananmen

Preparation:

- If you fell behind on the reading last week, please revisit last week’s reading and get caught up.
- It is important that you watch the long documentary on Tian’anmen entitled, Gate of Heavenly Peace by Richard Gordon and Carma Hinton. Note, that this is over 3 hours long but a great deal of importance happens towards the end. Consider dividing it into two viewings, but please watch the whole documentary. As with Morning Sun, this documentary is available in the library in the reference area and again consider watching it in groups.
- X: [Ezra Vogel: Deng’s Background](#)
- X: [Deng’s Plans for Modernization After Cultural Revolution](#)
- X: [Reform and Opening Under Deng](#)
- X: [Political Deng: The Democracy Wall and Tiananmen Protests](#)
- X: [Deng’s Legacy](#)
- X: [Elizabeth Perry: Social Movement in China](#)
- X: [Social Movements II](#)
- X: [Legacy of Mao](#)

Reading (~240):

- SOURCES, 496-527 (in Ch 37)
- Esherick and Wasserstrom, Acting Out Democracy, 835-860
- Hung, Tiananmen Square: A Political History of Monuments, 84-117
- Zhao, The Power of Tiananmen, 1-35, 53-78, 79-99, 101-121, 124-141 (Intro, Ch 2-5)

Further Reading:

- Lim, The People’s Republic of Amnesia
- Schell, The Tiananmen Papers
- Wasserstrom, Popular Protest and Political Culture in Modern China
- Oksenberg, Beijing Spring, 1989: Confrontation and Conflict: The Basic Documents
- Nathan, Chinese Democracy
- Vogel, Deng Xiaoping and the Transformation of China

Overview:

- Today we conclude the course with a consideration of a critical turning point in Chinese history, a moment when China shifted from a period of general opening and reform, to one which sacrificed any serious political reform in exchange for stability and economic development.

- We will divide the discussion into two parts: First trying to understand the protests themselves, and then considering them in the much longer history of youth, politics, and mass movements in the history of Chinese revolutions. Then we will shift to thinking about the legacies of the massacre, and how it plays a crucial role in engagement with China today.

Questions:

1. How does “The Gate of Heavenly Peace” help transform the way we think about the Tian’anmen protests? About mass protest movements in general?
2. The Chinese government, and many Chinese will claim that the blood of Tian’anmen was a price to pay in order to avert political chaos that would have resulted in far more violence. What logic and assumptions are at work here? What happens when we generalise these claims to other places and times?

Romanisation and Pronunciation

There are two very common ways to romanise Chinese: Pinyin and Wade-Giles. Both systems have their strengths and weaknesses, but Wide-Giles is very much in decline with the strong support given Pinyin by its recognition by the People's Republic of China as the official romanisation method. I prefer pinyin myself, mostly because I have been using it the longest. However, the older Wade-Giles romanisation system is still found in many of the older publications that you have been assigned in this class.

I would prefer that you use pinyin in your writing for this class, and convert Wade-Giles, when necessary, to pinyin, except in the case of the names of Chiang Kai-shek and Sun Yat-sen.

To make this easier, consider using this website:

<http://www.lib.uchicago.edu/e/easia/py-wd.html>

When it comes to pronouncing Chinese, there are a number of good videos on Youtube and on various websites online. I encourage you to give it a try and watch some of these videos or listen to the audio available on a number of online sites. Spending a few minutes of work a few times during the semester you should be able to learn the main sounds in Chinese, even if you will not be able to master the rules for tones. While obviously, this is not assessed in this history course, but I hope you will find this rewarding, as the we see Chinese names, terms, and hear ever more about China in our daily lives.

A few particularly troublesome sounds when trying to pronounce words in pinyin:

- X = “sh” as in “sheep”
- ZH = “j” as in “jam”
- C = “ts” as in “bits”
- Q = “ch” as in “chips”
- Z = “ds” in “woods”
- YI = “ee” as in “sheep”
- I = “ee” as in “sheep”
- E = the vowel part of “ughh” when someone punches you hard in the stomach
- Ü = start saying “Yay” (stopping on the Y) or “ee”, then close your mouth as if you are blowing out a candle

As a fun exercise, during our course, I will teach you a few basic “revolutionary” words and phrases in Chinese. Most of these are not commonly used in China today, but will also hopefully provide you with another oral connection to China's communist revolutionary history.

Chronology

Below are some of the major dates relevant to this course. Please become familiar with them and commit them to memory if possible, if at least for the duration of our course, as it will help to put our various readings into the context of other events around them:

- 1839-1942 - (First) Opium War
- 1850-1864 - Taiping Rebellion
- 1900 - Boxer Rebellion
- 1894-1895 - The (First) Sino-Japanese War
- 1895, Apr - Taiwan Becomes a Colony of Japan
- 1910, Aug - Korea is Annexed by Japan
- 1911, Oct - The Xinhai Revolution
- 1911-1927 - Severely fragmented power in China (Warlord rule)
- 1915, Jan - Japan Issues the 21 Demands
- 1919 - The May Fourth Movement
- 1922 - Founding of the Chinese Communist Party
- 1924 - Alliance Between the Nationalist Party (GMD) and the Communist Party (CCP)
- 1927 - The Death of Sun Yat-sen, rise of Chiang Kai-shek
- 1927 - The Northern Expedition
- 1927, Apr - The White Terror
- 1927-1937 - The “Nanjing Decade”
- 1931, Sep - The Japanese Invasion of Manchuria
- 1934-1936 - The Long March
- 1936, Dec - The Xi’an Incident
- 1937, Jul - The Marco Polo Bridge Incident
- 1937-1945 - The (Second) Sino-Japanese War
- 1937, Dec - Fall of Nanjing to Japan and the Nanjing Massacre
- 1942 - Rectification Movement
- 1945, Aug - Japanese surrender
- 1947-1953 - Communist Land Reform Campaign
- 1949, Oct - The Proclamation of the People’s Republic
- 1950-1953 - China participates in the Korean War
- 1956-1957 - Hundred Flowers Movement followed by the Anti-Rightist Campaign
- 1958 - Great Leap Forward Pronounced
- 1959-1962 - The Great Leap Famine
- 1966-1976 - The Cultural Revolution Period
- 1976 - Death of Mao
- 1978-1981 - Deng Xiaoping solidifies power and begins reforms
- 1981 - Trial of the Gang of Four
- 1989, Jun - The Tian’anmen Square Massacre, “6.4”

Readings

Many readings will be made available on short loan or can be found as e-books through the library. However, many of the shorter readings in particular will be made available through a course website.

Please Note: References in the seminar readings to SOURCES refers to de Bary, *Sources of Chinese Tradition* which is available as an e-book through the St Andrews library.

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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.

Newspapers and Periodicals:

- [The Times](#)
- [Japan Chronicle](#)
- [19th Century British Newspapers](#)
- [19th Century British Periodicals](#)
- [British Periodicals I & II](#)
- [British Newspapers 1600-1950](#)
- [Historic American Newspapers](#)
- [Irish Times](#)
- [Los Angeles Times](#)
- [North China Herald](#)
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [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](#)
 - Some of these 200 newspapers can be viewed directly but not all of them)
- [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).
- [國民之友 1887-8](#)

- [満州技術協会誌](#)
 - [Journal of Manchuria Technical Association journal 1925-1941](#)
 - [Digitized version of “The Nation’s Friend” \(Japanese\).](#)
- [Chinese Women’s Magazines in the Late Qing and Early Republican Period \(Chinese\)](#)
- [Xiaobao - Chinese Entertainment Newspapers \(Chinese\)](#)
- [Funü Zazhi - Chinese women’s magazine \(Chinese\)](#)
- [Ling Long Magazine \(Chinese\)](#)
- [Korean Historical Newspapers \(Korean\)](#)
- [PRCHistory.org Archive of Journals Remembrance and Yesterday](#)
- [奈良女子大学所蔵資料電子画像集](#)
 - [Digital collection of historical journals and other materials related to women’s university education in Japan. \(Japanese\)](#)

Government Documents

- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [Hong Kong Government Reports Online 1842-1941](#)
- [US Occupation Government in Korea Documents](#)
 - [The index is in Korean, but the language of the documents is English](#)
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [Archive of Japanese Foreign Policy Documents \(Japanese\)](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Digital South Asia Library](#)
- [Burma, the Struggle for Independence, 1944-1948: Documents from Official and Private Sources \(books\)](#)
 - [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](#)

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#)
- Google Books
- Gutenberg Project
- [Historical Texts](#)
 - Especially the British Library digitised books 1789-1914
- [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
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)
- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)
- [World War II Diaries of Ernest F. Easterbrook, 1944–45](#)

Visually Rich Materials

- [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](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [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](#)

Other

- [Harvard-Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [Chinese maritime digitization project](#)
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Hiroshima Archive](#)
- [Chinese Pamphlet Digital Archive \(Chinese\)](#)
- [PRCHistory.org Document of the Month](#)
- [Taiwan Postwar National Historical Archive \(Chinese\)](#)
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a variety of historical sources can be found here
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Korean American Digital Archive](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)
- [Foreign Broadcast Information Service 1974-1996](#)
 - search SAULCAT
- [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
- [Lafayette College East Asian Postcard Collections](#)
- [Joseph B. Keenan Digital Collection](#)
 - chief prosecutor in the Tokyo war crimes trials
- [National Archives of Japan Digital Collections](#)
- [Showa Period Photo Archive from Shashin Shūhō 1938-1944 \(Japanese\)](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [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
- [British Pathe Historical Footage](#)
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Sydney Gamble Photographs of China and Japan](#)
- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Formosa Nineteenth Century Images](#)
- [Hedda Morrison Photographs of China](#)
- [Botanical and Cultural Images of Eastern Asia](#)
- [Korean War Propaganda Leaflets](#)
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [MIT Visualising Cultures](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [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
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China
- [Chinese Civilization in Time and Space](#)
- [Chinese Propaganda Poster Collection](#)
- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage
- [Colonial Film Database of the British Empire](#)
- [Hiroshima Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Denshō Archive for Japanese-American internment](#)

See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information:
- [Shanghai Municipal Police Archives](#)
- [US State Department Records on Japan](#)
- [US Intelligence Files on East Asia \(mostly post-WWII\)](#)
- [Chinese Recorder - missionary journal from China](#)
- [Shenbao \(Chinese newspaper Shanghai\)](#)
- [Renmin Ribao \(Communist newspaper\)](#)
- [Taiwan Nichi Nichi Shinbun \(Taiwanese colonial newspaper in Japanese\)](#)
- [Keijo Nippo \(Korean colonial newspaper in Japanese\)](#)
- [Choson Ilbo \(Korean newspaper\)](#)
- [Tonga Ilbo \(Korean newspaper\)](#)
- [Minbao \(Taiwan newspaper, early postwar\)](#)

Some Key Secondary Source Databases

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