

MO4971 The City in East and Southeast Asia c. 1850-1950

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Meets: 2014-5 - Wed 9-12

Office: St. Katharine's Lodge B3 **Office Hours:** Tue 11-12, 15:00-16:45

Description

This module explores the development of urban spaces in 19th and 20th century East and South East Asia. It examines the economic, social, and political geographies of Asian cities in colonial, semi-colonial, and early post-colonial contexts as well as the way in which these cities and their residents are embedded in multiple local, regional, national, and transnational contexts. The first semester will allow students to work in depth with the rich digitized Shanghai Municipal Police Archive, and other English-language sources will include newspapers, diplomatic and trade archives, missionary and travel accounts, and some translated sources.

Overview

1. 17.09 - Impressions: Asian Cities Today
2. 24.09 - Historical and Theoretical Approaches to Urban Space
3. 01.10 - Background: 19th to 20th East and Southeast Asia
4. 08.10 - Pre-20th Cent. Development of Hansǒng, Beijing, and Edo
5. 15.10 - Treaty Ports and Foreign Concessions
6. 22.10 - Utopian Planning and Development of Colonial Cities
 - 24.10 - Primary Source Essay 1
7. [-] - Source Focus: Shanghai Municipal Police Archive (SMPA)
8. 05.11 - Health and Hygiene
9. 12.11 - Crime and Order
 - 17.11 - Long Essay 1
10. 19.11 - Power, Politics, and Protest
11. 26.11 - Migration and Minorities

Semester Two:

1. 28.01 - Broadening Theoretical Approaches
2. 04.02 - Transformations: Cities and Hinterland
3. 11.02 - "Second Cities" and Regional Networks
4. 18.02 - Molding Colonial Spaces
 - 20.02 - Primary Source Essay 2
5. 25.02 - Neighborhoods and Local Space
6. 04.03 - Architecture and Domestic Spaces
7. [-] - Focus: Tokyo & Beijing
 - Spring Break
8. 01.04 - Focus: Singapore & Rangoon
9. 08.04 - Focus: Pusan & Osaka
 - 13.04 - Long Essay 2
10. 15.04 - Focus: Harbin & Qingdao
11. 22.04 - Focus: Manila & Hong Kong

Assessment Summary

60% Coursework

24 Oct - Primary Source Essay 1 (5%)
17 Nov - Long Essay 1 (15%)
20 Feb - Primary Source Essay 2 (5%)
13 Apr - Long Essay 2 (15%)
2 Presentations (20%)

40% Exam

2 Take-Home Examinations, 10 hours each

Learning Outcomes

- To gain the ability to analyse a variety of primary sources that each pose particular challenges and serious limitations in accessing a broad range of perspectives in the histories of Asian cities.
- To develop the ability to balance the need for deep empirical research that appreciates rich local contexts while answering historical problems that explore comparative, transnational, and global connections.
- To apply interdisciplinary approaches to the history of urban space while developing a strong theoretical grounding in the multiple scales and understandings of space in history.

Assignments

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

Primary Source Essay

There will be two primary source essays, each worth 5% of your final mark. The first one is on a source you choose your self. This may consist of an essay on one longer primary document if it is long, or on a collection of documents that form an appropriate unit together. You should consult with me before proceeding with the essay. The second essay, in the spring will be on a source, or chosen from a small number of sources presented by myself to you early in the second semester.

The primary source essay should be 2,000-2,500 words in length. It should introduce the document, provide a solid background context about the document, its author, origins, and historical context, and then make an argument about what we can learn from. Finally, the primary source essay should also highlight any problematic aspects of the source.

Long Essay

The two long essays for the course are each worth 15% of the total mark and should each be 5,000 words or less. The process of composing an essay of this length is made far easier if make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument. The Long Essay should be primary source driven.

Some class time on week three 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 cities in East and Southeast Asia, 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.

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 at least one substantive primary source is required for a module such as this emphasising primary sources. 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 all 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.

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.

Without an approved extension, 0.5 points will be deducted for every day (including Saturday, Sunday, and any holiday) after the relevant deadline.

Work submitted more than two weeks after the relevant deadline but before the School’s final deadline for semester work will receive an automatic fail mark of 1.

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. A piece of work that is under 10% over the limit will not be penalised. Work that ranges around 10-20% too long, will be penalised by 1 point. Anything above 20% of the word limit the work will be returned unmarked. Once resubmitted the piece of work will be marked and late submission penalties apply.

Feedback

General feedback is provided directly on the mark sheet, which will usually 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.

Two Assessed Presentations

Most weeks of the semester students will be given and opportunity to present a summary, critique, and raise some discussion questions based on supplementary readings. Two such presentations for each student will be given more time and assessed formally. The assessed presentation should be 25-30 minutes in length and not longer. It may either focus on one or two books, or a collection of articles (3 articles to replace a book) from among the assigned required or supplementary readings for each week. It should summarise the main arguments, and make 1-3 to focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion.

You will be asked to make shorter presentations, 10-15 minutes in length throughout the year on some of the readings assigned. Volunteers will usually be asked and handouts are not required for these presentations. These shorter presentations are not assessed. When making these shorter presentations you should again bring a few questions for discussion.

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 1-3 discussion questions?
- Was the 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

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.

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 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.

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 resort 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 the reading 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 processing of content 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.

These notes should be treated as you might any historical source: you should not use them to replace your own investigation, and you should not treat content and notes provided by others as something you can uncritically accept as accurate.

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 Academic Misconduct policy. Please note that the above are not exhaustive, and other forms of academic misconduct not listed here will be treated as such by the University.

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 Academic misconduct or the relevant information in the Students' Association's web site.

<http://www.st-andrews.ac.uk/students/rules/academicmisconduct/> <http://yourunion.net/studentvoice/content/693803/edu>

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

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

Seminars

Week 1 - Impressions: Asian Cities Today

Readings

Matthias Middell and Katja Naumann, "Global History and the Spatial Turn: From the Impact of Area Studies to the Study of Critical Junctures of Globalization," *Journal of Global History* 5, no. 01 (2010): 149–170.

Robert A. Beauregard, "History in Urban Theory," *Journal of Urban History* 30, no. 4 (May 1, 2004): 627–635.

David Garrioch, "Sounds of the City: The Soundscape of Early Modern European Towns," *Urban History* 30, no. 01 (2003): 5–25.

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

Henry Smith "Tokyo as an Idea: An Exploration of Japanese Urban Thought Until 1945" *Journal of Japanese Studies* vol. 4 no. 1 (Winter 1978), 45-80. http://www.columbia.edu/~hds2/pdf/1978_Tokyo_as_an_Idea.pdf

"Plan of the Present Work" in Henri Lefebvre *The Production of Space*, pp. 1-67.

Task

Using the Rumsey Map collection:

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

Find a map of a city in East or Southeast Asia from 1850-1950 that you find interesting. Print it out or bring it in on your laptop/tablet for us to look at and be prepared to discuss what you think we can learn about the city from it.

Week 2 - Historical and Theoretical Approaches to Urban Space

Readings

Lewis Mumford "What is a City?" in Richard T. LeGates and Frederic Stout, *The City Reader*, 5th Edition, 5th edition (London ; New York: Routledge, 2011).

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

Georg Simmel, "The Metropolis and Mental Life" (1903) in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

Charles Tilly, "What Good Is Urban History?," *Journal of Urban History* 22 (September 1996): 702–19.

"Mexico City/Istanbul" in Serge Gruzinski, *What Time Is It There?: America and Islam at the Dawn of Modern Times* (Cambridge; Malden, MA: Polity, 2010).

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

Michel Foucault, "Of Other Spaces: Utopias and Heterotopias" *Architecture/Mouvement/Continuité* October, 1984

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

"Social Space" in Henri Lefebvre *The Production of Space*, pp. 68-169.

Week 3 Background: 19th to 20th East and Southeast Asia

Primary Sources

Treaty of Nanjing

Sophia Raffles, *Memoir of the Life and Public Services of Sir Thomas Stamford Raffles* (London: James Duncan, 1835).

Foundation Of The Singapore Institution, 1823

Secondary Reading

Michael R. Auslin, *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Harvard University Press, 2009), 12-60

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*, 2nd ed. (Oxford University Press, USA, 2008), 46-137

John King Fairbank, *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports, 1842-1854* (Harvard University Press, 1953)

Week 4: Pre-20th Cent. Development of Hansǒng, Beijing, and Edo

Primary Sources*

Peking and the Pekingese During the First Year of the British Embassy (1865)

Yedo and Peking (Read chapters 5-8, 21-22)

Kaempfer in Japan (Read chapters 11-12)

Secondary Reading

Lillian M. Li and Alison Dray-Novey, "Guarding Beijing's Food Security in the Qing Dynasty: State, Market, and Police," *The Journal of Asian Studies* 58, no. 4 (November 1, 1999): 992-1032

Katô Takashi, "Edo in the Seventeenth Century: Aspects of Urban Development in a Segregated Society," *Urban History* 27, no. 02 (2000): 189-210.

W. J. Boot, "A Tale of Two Cities: Edo and Paris," *Journal of the Economic and Social History of the Orient* 40, no. 1 (January 1, 1997): 90-106.

Week 5: Treaty Ports

Primary Sources

The treaty ports of China and Japan - Choose and read sections for 4-6 cities

Secondary Reading

"Origin and Development of the Political System in the Shanghai International Settlement," n.d.

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

Christian Henriot, "The Shanghai Bund in Myth and History: An Essay through Textual and Visual Sources," *Journal of Modern Chinese History* 4, no. 1 (2010): 1-27

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

Eileen P. Scully, "Prostitution as Privilege: The 'American Girl' of Treaty-Port Shanghai, 1860-1937," *The International History Review* 20, no. 4 (December 1, 1998): 855-83.

Week 6: Utopia, Planning, and Colonial Cities

- For primary sources, focus on the maps of Changchun in our various readings

Louise Young, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*, *Twentieth-Century Japan* 8 (Berkeley, Calif: University of California Press, 1999), 241-268.

Yishi Liu and Xinying Wang, "A Pictorial History of Changchun, 1898–1962," *Cross-Currents* 5 (n.d.).

Laura Victoir and Victor Zatsopine, eds., *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940 (global Connections)* (Hong Kong University Press, 2013), chapter on Mapping Colonial Space.

Aaron Moore, *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945* (Stanford University Press, 2013), chapter on Constructing the Continent.

William Shaw Sewell, "Japanese Imperialism and Civic Construction in Manchuria: Changchun, 1905-1945" (University of British Columbia, 2000), chs. 6-7

YEOH Seng Guan, "Creolized Utopias: Squatter Colonies and the Post-Colonial City in Malaysia," *Sojourn: Journal of Social Issues in Southeast Asia* 16, no. 1 (April 1, 2001): 102–24.

Mark Levine, "Globalization, Architecture, and Town Planning in a Colonial City: The Case of Jaffa and Tel Aviv," *Journal of World History* 18, no. 2 (June 1, 2007): 171–98.

Week 7: Shanghai and the SMPA

- Read over the index of the SMPA and browse file structure

Introduction to the Shanghai Municipal Police Files

[Robert Bickers website on the SMPA](#)

Frederic Wakeman Jr., "Policing Modern Shanghai," *The China Quarterly*, no. 115 (September 1, 1988): 408–40.

Week 8: Health and Hygiene

- Selected SMPA files

Ruth Rogaski and American Council of Learned Societies, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004), <http://0-hdl.handle.net.biblio.eui.eu/2027/heh.066>

Laura Victoir and Victor Zatsopine, eds., *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940 (global Connections)* (Hong Kong University Press, 2013), chapter on Hygienic Colonial Residences in Hanoi

Harald FUESS, "Informal Imperialism and the 1879 'Hesperia' Incident: Containing Cholera and Challenging Extraterritoriality in Japan," *Japan Review*, no. 27 (January 1, 2014): 103–40.

Week 9: Crime and Order

- Selected SMPA files

Isabella Jackson, "The Raj on Nanjing Road: Sikh Policemen in Treaty-Port Shanghai," *Modern Asian Studies* 46, no. 06 (November 2012): 1672–1704

Frederic E. Wakeman, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*, First Edition (Cambridge University Press, 1996), 1-92

Erik W. Esselstrom, "Rethinking the Colonial Conquest of Manchuria: The Japanese Consular Police in Jiandao, 1909-1937," *Modern Asian Studies* 39, no. 1 (February 1, 2005): 39–75.

Week 10: Labour and Protest

- Selected SMPA files

Elizabeth J. Perry, *Shanghai on Strike: The Politics of Chinese Labor* (Stanford University Press, 1995), 1-130.

Andrew Gordon, *Labor and Imperial Democracy in Prewar Japan* (University of California Press, 1992), 1-109.

[Social Protest in Imperial Japan](#)

Week 11: Migration and Minorities

- Selected SMPA files

Eric Han, "A True Sino-Japanese Amity? Collaborationism and the Yokohama Chinese (1937–1945)," *The Journal of Asian Studies* 72, no. 03 (August 2013): 587–609

Toby Lincoln, "Fleeing from Firestorms: Government, Cities, Native Place Associations and Refugees in the Anti-Japanese War of Resistance," *Urban History* 38, no. Special Issue 03 (2011): 437–56

Emily Honig, "The Politics of Prejudice: Subei People in Republican-Era Shanghai," *Modern China* 15, no. 3 (July 1, 1989): 243–74.

J. Carter, "Struggle for the Soul of a City: Nationalism, Imperialism, and Racial Tension in 1920s Harbin," *Modern China* 27, no. 1 (January 1, 2001): 91–116

Christian Henriot, "Shanghai and the Experience of War. the Fate of Refugees," *European Journal of East Asian Studies* 5, no. 2 (January 1, 2006): 215–45.

Michael Weiner, *Japan's Minorities: The Illusion of Homogeneity* (London; New York: Routledge, 2009), chapter on Zainichi: Koreans in History and Memory

Week 12: Broadening Theoretical Approaches

Gaston Bachelard, *The Poetics of Space* (Beacon Press, 1994).

[Harvard Design Magazine: The Poetics of Space by Gaston Bachelard](#)

Week 13: Transformations: Cities and Hinterland

Primary Source:

Statistical Department of the Inspectorate General of Customs, *The Soya Bean of Manchuria* (Shanghai, 1911).

Secondary Reading

George William Skinner, "Introduction: Urban and Rural in Chinese Society," in *The City in Late Imperial China* (Stanford University Press, 1977).

E. Patricia Tsurumi, "Cotton: Recruiting in the Hinterland," in *Factory Girls Women in the Thread Mills of Meiji Japan* (Princeton University Press, 1990).

Kenneth Pomeranz, *The Making of a Hinterland State, Society, and Economy in Inland North China, 1853-1937* (University Of California Press, 1993), TBD.

Mariko Asano Tamanoi, "The City and the Countryside: Competing 'Taishō' Modernities on Gender," in *Japan's Competing Modernities: Issues in Culture and Democracy, 1900-30*, ed. Sharon Minichiello (University of Hawai'i Press, 1998).

Margherita Zanasi, "Far from the Treaty Ports Fang Xianting and the Idea of Rural Modernity in 1930s China," *Modern China* 30, no. 1 (January 1, 2004): 113–46

Toby Lincoln, "The Rural and Urban at War: Invasion and Reconstruction in China during the Anti-Japanese War of Resistance," *Journal of Urban History*, February 15, 2012

Presentation Opportunity:

Raymond Williams, *The Country and the City* (New York: Oxford University Press, 1975).

Week 14: "Second Cities" and Regional Networks

Primary Source

Isabella Lucy Bird, *Unbeaten Tracks in Japan: An Account of Travels in the Interior Including Visits to the Aborigines of Yezo and the Shrines of Nikkō and Isé* (J. Murray, 1880), chapters on Sendai.

Secondary Reading

Louise Young, *Beyond the Metropolis: Second Cities and Modern Life in Interwar Japan* (studies of the Weatherhead East Asian Institute), 1 edition (University of California Press, 2013), entire book.

Presentation Opportunity

Jerome I. Hodos, *Second Cities: Globalization and Local Politics in Manchester and Philadelphia* (Temple University Press, 2013).

Week 15: Molding Colonial Spaces

Primary Sources

- Japan-British Exhibition selected materials

Count Hirokichi Mutsu, "The Japan-British Exhibition, 1910," *Journal of the Royal Society of Arts* 58, no. 2983 (January 21, 1910): 232–43.

Takafumi Iida "Folk Religion among the Koreans in Japan: The Shamanism of the 'Korean Temples,'" *Japanese Journal of Religious Studies* 15, no. 2/3 (June 1, 1988): 155–82.

Jun Uchida, *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945* (Harvard University Asia Center, 2011), TBD.

Todd Henry, *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-45* (Berkeley: University of California Press, 2014), TBD.

Michael Weiner, *Race and Migration in Imperial Japan*, TBD.

Presentation Opportunities

Tracey Banivanua-Mar and Penelope Edmonds, eds., *Making Settler Colonial Space: Perspectives on Race, Place and Identity* (Houndmills ; New York: Palgrave Macmillan, 2010).

Week 16: Neighborhoods and Local Space in Tokyo

- Selected maps of Shinjuku station and area around it

Literary Approach

Alisa Freedman, *Tokyo in Transit: Japanese Culture on the Rails and Road* (Stanford University Press, 2011), chapter on Shinjuku Station

Secondary Reading

Jordan Sand, *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects* (University of California Press, 2013), chapter on Hiroba.

Theodore C. Bestor, *Neighborhood Tokyo* (Stanford University Press, 1990), 1-81

Miriam Rom Silverberg, *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* (University of California Press, 2009), chapter The Household Becomes Modern Life, chapter Asakusa Eroticism

Presentation Opportunity

Khaled Ziadeh, *Neighborhood and Boulevard Reading through the Modern Arab City* (Basingstoke: Palgrave Macmillan, 2011).

David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley; London: University of California Press, 1993).

Week 17: Architecture and Domestic Spaces

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

Miriam Rom Silverberg, *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* (University of California Press, 2009), chapter The Household Becomes Modern Life.

[Tianjin's Western-Style Chinese Villa | China Heritage Quarterly](#)

Presentation Opportunity

William H. Coaldrake, *Architecture and Authority in Japan* (Routledge, 2002).

Joseph De Sapio *Modernity and Meaning in Victorian London Tourist Views of the Imperial Capital* (Basingstoke: Palgrave Macmillan, 2014).

Week 18: City Focus Tokyo and Beijing - Student Led Seminar

- Readings designed in conjunction with tutor

Week 19: City Focus Singapore and Rangoon - Student Led Seminar

- Readings designed in conjunction with tutor

Week 20: City Focus Pusan and Osaka - Student Led Seminar

- Readings designed in conjunction with tutor

Week 21: City Focus Harbin and Qingdao - Student Led Seminar

- Readings designed in conjunction with tutor

Week 22: City Focus Manila and Hong Kong - Student Led Seminar

- Readings designed in conjunction with tutor

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](#)
- [1874-5](#)
 - Digitized version of the famous Meiji period journal (Japanese).
- [1887-8](#)
- - 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](#)
-
- 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](#)
- - Historical maps of China in the Oriental library
- [USC Asian Map Collection](#)

Other

- [Harvard Yen-ching 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