

East Asian Studies

Harvard University

The Concentration in East Asian Studies
in the department of East Asian Languages and Civilizations

A Guide for Undergraduates

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1. INTRODUCTION

East Asian Studies at Harvard is dedicated to the study of East Asian countries and cultures, both as vital parts of the world today and as important pieces of human history. To study East Asia is to encounter a region of the world with forms of political activity, social relations, religious traditions, philosophical schools, and literatures that are often markedly different from those in the modern and historical West. While there are certain commonalities between the many cultures and peoples of East Asia, there are also innumerable differences that mark each of these cultures and peoples as distinct in their own right. Thus a primary goal of the Concentration in East Asian Studies is to expose students to both the unity and the multiplicity of this vast and complex region.

As a concentration that focuses, to a large degree, on a specific geographical region, East Asian Studies requires students to take a multi-disciplinary approach to its subject matter. The cultures of East Asia are explored not simply as languages, political and economic systems, religions, or literatures, but as all of these aspects simultaneously. The initial tutorial, typically taken in one's sophomore year, introduces students to a wide range of topics touching on most of the major cultures of modern and historical East Asia. Students then take an additional semester of tutorial focused on their primary country and discipline of interest. Senior year, if they so choose, students may explore a particular interest by writing a senior honors thesis. A historical survey course from the following list is also required: HS A-13 (China), HS A-14 (Japan), HS A-75 or Korean History 111 (Korea) or HS B-68 (Vietnam). This requirement may double-count towards your general education (or core) requirements.

As a medium sized concentration, East Asian Studies makes it possible to work closely with a variety of faculty members. Every student has his/her own faculty adviser from the beginning of the concentration to the end. Faculty in the Department of East Asian Languages and Civilizations teach Chinese, Japanese, Korean, Vietnamese, Uyghur, Manchu, and Mongolian languages and history, religion, philosophy and literature. The faculty teaching East Asia related courses in other departments, such as Anthropology, Economics, History of Art and Architecture, Government, History, Sociology and Social Studies, also play an active role in the East Asian Studies tutorial program and supervise senior theses. Moreover faculty with East Asian specialization in other parts of the University, including the Law School, Business School, Kennedy School of Government and School of Public Health, advise EAS concentrators.

Harvard's diverse faculty, ample library holdings, and outstanding museum collections have put it at the forefront of teaching and research in East Asian studies. Faculty with specialization relating to China, Japan, Korea, Vietnam, and Inner Asia will be found throughout the University. There are also a variety of interdisciplinary research institutes: the John K. Fairbank Center for Chinese Studies, the Edwin O. Reischauer Institute of Japanese Studies, the Korea Institute, the East Asian Legal Studies Program at the Harvard Law School, the Harvard-Yenching Institute, and the Asia Center. A breadth of opportunities reflecting the range of Harvard's East Asia faculty, a flexibility born of the diversity of the

field, a commitment to faculty-student interaction and regular advising, and strong support for study abroad and summer internships in East Asia combine to ensure that students will be able to pursue their personal interests in depth whether they are in the humanities, the social sciences, or the natural sciences.

In addition to East Asian Studies as a primary concentration, a number of other ways to concentrate in East Asian Studies are available, including a language track joint concentration, an area course joint concentration, and the joint honors concentration in East Asian History. East Asian Studies also offers a six credit Secondary Field and language citations.

How to Find Out More

The East Asian Studies office is located at 9 Kirkland Place (617-495-8365). Students interested in learning more about concentrating are invited to speak with the Head Tutor or one of the Assistant Head Tutors. Concentration information is also available online at <http://www.fas.harvard.edu/~eas/> For information on language citations, please contact the Language Programs Office at 617-495-2961 or by emailing eal@fas.harvard.edu.

2. CONCENTRATING IN EAST ASIAN STUDIES: GENERAL INFORMATION

Course work in the East Asian Studies concentration consists of three primary categories: language study, tutorials, and East Asia “area courses.” Students can take either an honors or non-honors track. Students taking the honors track write a senior thesis in their senior year (EAS 99).

1. Language Study

Primary concentrators must take at least two years of Chinese, Japanese, Korean or Vietnamese or demonstrate the required level of proficiency through a placement test.

Students should begin their language studies as first year students if possible, and by no means later than the sophomore year. For English speakers who do not already speak an East Asian language, East Asian languages typically require more years of study than do European languages to reach fluency. The concentration's two year requirement will bring one to the stage of minimum proficiency, not fluency. Many students gain further language proficiency while in college through summer schools or term-time study abroad. To make the best possible use of study abroad, one should have already completed at least two years of language study before going to Asia, thus an early start is crucial. Reaching a high level of proficiency as soon as possible will also help one in advanced area courses, tutorials, and one's senior thesis.

2. Tutorials

Tutorials are typically small seminar-style classes that are taught by East Asia faculty and Teaching Fellows, and form the core of the EAS concentration. All primary concentrators must take the sophomore and a junior tutorial, while tutorial requirements vary for secondary and joint concentrators. Honors concentrators take a senior tutorial in which they prepare an honors thesis.

Sophomore tutorial or Introduction to East Asian Civilizations (EAS 97ab) is a semester-long spring course required of all East Asian Studies concentrators. EAS 97ab introduces students to the histories, cultures, literatures, and societies of Korea, Japan, and China, as well as to the various analytic disciplines that are used to study East Asia. It also seeks to train students to write clearly and persuasively, and to read and think critically. Sophomore Tutorial is concerned with the emergence of China, Korea, and Japan as states with distinct cultural identities but a partly shared civilization, from ancient times into the modern transformation of these societies. By exposing students to different methods as well as themes in East Asian studies, it also helps concentrators choose a discipline and area that will be reflected in their junior

tutorial selection.

Junior tutorials build on the general foundation developed in sophomore tutorial and allow students to focus their field of study according to their primary country of interest and the particular topics they wish to pursue. Juniors take one of the EAS 98 offerings such as China Social Science, Japan Social Science, East Asian Religions or China Humanities, or students opt to take a replacement course approved in writing by the Head Tutor. Please see the Courses of Instruction for EAS 98 offerings this year.

Senior tutorial is a full-year course for those seniors writing honors theses. Students work in individual tutorials with a faculty advisor and a tutor. Senior thesis writers, particularly those writing on a topic in the humanities, are expected to employ some degree of primary language skills in the course of their research. Preparing for an honors thesis should begin in the junior year. Students should discuss potential thesis topics with professors and tutorial instructors and further explore these topics in papers written for tutorials or other courses. Harvard offers several grants to allow students to travel to East Asia in the summer between the junior and senior years. (Information on grant opportunities is available at the Asia Center (<http://www.fas.harvard.edu/~asiactr/>) and the Office for International Programs office). As applications are due in March, students should begin thinking about topics and writing a proposal early in the spring semester, or before. Copies of recent EAS theses can be found in the EAS tutorial office at 9 Kirkland Place. Please see the senior thesis guidelines included in this handbook for more specifics.

3. Area Courses

Area courses include the East Asia courses in General Education, which provide varying degrees of general background, and the many more focused departmental offerings. Choice of area courses should be made with an eye toward relatedness among these courses, and between them and your potential thesis topic. Students will work with their Assistant Head Tutor and faculty advisor to identify a "cluster" or theme to their area courses, and will explain the coherence in their choices in a written statement to be signed by their advisor in their junior year. In the first or second year at Harvard, all EAS concentrators must take a general survey course in East Asian Studies, such as Historical Studies A-13 (China), Historical Studies A-14 (Japan), Korean History 111 or 114, or History 1820 or 1821 (Vietnam). Any of these will count as area courses, and provide important context for the sophomore and junior tutorials. Students are strongly encouraged to go beyond General Education and the Core and take some of the many departmental courses in East Asia to meet their area course requirement. Indeed, Harvard's unique strength in the field of East Asian studies lies above all in the rich array of such courses which typically have smaller enrollments than General Education or Core courses and allow students to get to know the faculty better.

The exact number of courses required in each of these three categories varies whether one seeks to satisfy honors or non-honors requirements, and whether one is a primary, secondary, or joint concentrator. Please see below for more details on concentration

requirements. Space and credit for additional area or language courses can be gained by taking advantage of the flexible line between the language and area course requirements. One can satisfy the language requirement by reaching second or third year proficiency as measured in a placement test, taking advantage of summer study, study abroad, or previous exposure to the language. This does not reduce the overall course requirement in the concentration, but does free up space for more advanced language courses or for additional area courses.

4. Core Exemptions

All EAS concentrators, regardless of subfield, are exempt from the following Core areas: Foreign Cultures and Literature and Arts C. Depending on subfield: Historical Studies A, Literature and Arts A.

5. Core Non-exemptions

EAS concentrators are NOT exempt from the following Core areas: Historical Studies B, Literature and Arts B, Moral Reasoning, Quantitative Reasoning, Science A, Science B, Social Analysis.

Please consult your Assistant Head Tutor or the Tutorial Office for information on your specific track in East Asian Studies.

REQUIREMENTS

For students entering the College in fall 2010 or later (class of 2014 and beyond)

Other students should refer to the *Handbook for Students* from the year in which they declared their concentration.

Basic Requirements: 12 half-courses

1. Required courses:

- a. Four half-courses in Chinese, Japanese, Korean, Mongolian, Tibetan, or Vietnamese; or an approved combination of courses involving two East Asian languages. The language requirement is met by attaining a level of competence equivalent to four half-courses of language study; thus it is possible for the requirement to be satisfied in part by work done or experience gained elsewhere than in formal course work at Harvard. However, students who are allowed to take fewer than four half-courses of language due to previous training or knowledge are required to substitute other courses. EAS will count up to six half-courses for concentration credit.

- b. Two half-courses of tutorial or courses designated as equivalents.
 - c. Four to six* non-language half-courses in East Asian or related subjects, selected from the list available in the tutorial office. One of these courses must be one of the following survey courses: Historical Study A-13 (China), Historical Study A-14 (Japan), Historical Study A-75 or Korean 111 (Korea), or Historical Study B-68 (Vietnam). It is recommended that at least two area courses be upper-level seminars. (*This number depends on the number of half courses that a student opts for in one East Asian Language, i.e. four area courses for a student who chooses to count six half courses of language study, six half-courses for a student who chooses to count four language courses)
2. *Tutorials:*
- a. East Asian Studies 97ab: Sophomore Tutorial (may be taken in sophomore or junior year).
 - b. East Asian Studies 98: Junior Tutorial. With permission of the head tutor, an approved replacement course may be substituted for EAS 98.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:* Courses counted for concentration credit may not be taken Pass/Fail, except by special petition. General Education classes on East Asia can be counted for concentration credit. Content courses taught in an East Asian language can count toward the language or area course requirement. A content course taught in an East Asian language may also count as a junior tutorial replacement with the written permission of the Head Tutor.

Requirements for Honors Eligibility: 13 half-courses

1. *Required courses:*
- a. Four half-courses in Chinese, Japanese, Korean, Mongolian, Tibetan, or Vietnamese, or an approved combination of courses involving two East Asian languages (see **Basic Requirements**, item 1a)
 - b. Four half-courses of tutorial or courses designated as equivalents.
 - c. Three to five* half-courses selected from among East Asian or related subjects (see item 1c of **Humanities Track Basic Requirements**), including language courses beyond **Basic Requirements**. (*This number depends on the number of half courses that a student opts for in one East Asian Language, i.e. three area courses for a student who chooses to count six half courses of language study, five half-courses for a student who chooses to count four language courses)
2. *Tutorials:*
3. a-c. Same as **Basic Requirements**.

4. d. *Senior year*: East Asian Studies 99 (two terms), preparation of thesis, required. Letter-graded. The senior tutorial consists of weekly meetings with the graduate student advisor and regular (usually bi-weekly) meetings with the faculty advisor. There are also periodic meetings with others seniors writing theses. EAS 99 counts towards course requirements.
5. *Thesis*: Required of all honors candidates.
6. *General Examination*: None.
7. *Other information*: Courses counted for concentration credit may not be taken Pass/Fail, except by special petition. General Education classes on East Asia can be counted for concentration credit. Content courses taught in an East Asian language can count toward the language or area course requirement. A Content course taught in an East Asian language may also count as a junior tutorial replacement with the written permission of the Head Tutor.

EAS AS A SECONDARY CONCENTRATION (joint with EAS listed second on transcript) Requirements

Secondary concentrators: Language Track

Basic Requirements:	9 half-courses
Sophomore Tutorial:	EAS 97ab (offered in spring of sophomore year)
Junior Tutorial:	Not required.
Language Instruction:	6 semesters of Chinese, Japanese, Korean, Mongolian, Tibetan, or Vietnamese; or an approved combination of courses in two of these languages. Note: <i>Because this requirement is met by attaining an approved level of competence, it is possible to satisfy the requirement in part by work done or experience gained elsewhere. Students who are required to take less than six semesters of language will be required to take up to six half-courses in related work.</i>
Area Courses:	2 including A historical survey course from the following list is required: HS A13 (China), HS A-14 (Japan), HS A-75 or Korean History 111 (Korea) or HS B-68 (Vietnam). This requirement may double-count towards your core requirements. It is strongly recommended that the second course is an upper level seminar.
Senior Thesis:	Required. Joint and secondary concentration is for honors candidates only. Students doing a secondary concentration in

EAS will take the senior tutorial of their primary concentration. They are also expected to participate in several seminars throughout the academic year, and join the EAS thesis writers' symposium in March. Please note that 99 thesis writing is taken in the primary concentration.

Secondary concentrators: Area Course Track

Basic Requirements: 6 half-courses

Sophomore Tutorial: EAS 97ab

Area Courses: 5 East Asia-related half-courses, one of which will be a historical survey course from the following list is required: HS A-13 (China), HS A-14 (Japan), HS A-75 or Korean History 111 (Korea) or HS B-68 (Vietnam). This requirement may double-count towards your core requirements. It is recommended that students take EAS 98 and at least two upper level seminars.

Senior Thesis Required. Joint and secondary concentration is for honors candidates only. Students doing a secondary concentration in EAS will take the senior tutorial of their primary concentration. They are also expected to participate in several seminars throughout the academic year, and join the EAS thesis writers' symposium in March. Please note that 99 thesis writing is taken in the primary concentration.

JOINT HONORS IN EAST ASIAN HISTORY (please see the Handbook for Students for the most updated requirements on the East Asian History track).

Joint Honors Concentration in East Asian History

Students whose interest in East Asian civilization is primarily historical in character should consider concentrating in East Asian History. East Asian History is a joint honors concentration co-sponsored by the History Department and the East Asian Studies concentration. It treats neither History nor East Asian Studies as a primary or secondary concentration, but aims to take advantage of the strengths of both concentrations. The goal of the program is to introduce students to the craft of historical study—the ways historians make sense of the past, and the skills of historical analysis, writing, and research—as well as to promote a critical understanding of the historical experience of East Asian societies. In addition to in-depth language study and substantial course work in the history of East Asia, students enrolling in this concentration will do one-half of their tutorial work in the History Department and the other half in the East Asian Studies concentration. The sophomore tutorial in History introduces students to the analysis of historical writing in various genres, while the EAS sophomore tutorial introduces the history, literature and intellectual traditions of China, Japan, and Korea. By taking a history department research seminar, students are introduced to methods of historical research and writing and have the opportunity to conduct in-depth research projects. In the senior year, joint concentrators will work with an appropriate faculty advisor and graduate student tutor to write an honors thesis, an original work in some aspect of East Asian history.

Requirements for the joint honors concentration in East Asian History (15 half-courses)

(Please see the Handbook for Students for the requirements on the East Asian History track for the class of 2014 and beyond)

1. 4 half-courses of study of an East Asian language
2. 5 half-courses of tutorials and seminars:
 - a. Sophomore tutorial: History 97 and EAS 97
 - b. One History research seminar focused on East Asia
 - c. Senior thesis tutorial: History 99ab or EAS 99ab. Ordinarily, the thesis will be due on the History Department's deadline before spring break, rather than on the EAS deadline after spring break. Both departments sponsor a thesis-writers conference (History's is in early December, that of EAS is in February); EAS/History concentrators are not required to attend both. To determine which is preferable, students should consult first with their thesis advisor, and then with both tutorial offices. Such consultation should occur early in the senior year.
3. 6 half-courses in History and East Asian Studies. These must include:
 - a. At least one survey course in Western history.
 - b. at least 4 East Asian history courses (consult tutorial offices for list of qualified courses)
 - of these four, at least one must be a course on history of premodern

East Asia

- and at least one must be a course on history of modern East Asia
- c. Any two additional history or East Asian studies course
- d. It is recommended that one of these courses be a history reading seminar focused on East Asia.

Note that the Core exemptions for the joint concentration between History and EAS will be governed by whichever field is listed first on the plan of study or change of concentration form.

Guidelines for the EAS Senior Thesis: For Students

Thesis-writing is a serious, yet rewarding challenge. It demands time and devotion and gives back knowledge and self-satisfaction. These guidelines are intended to help you navigate your way through an often complicated process with the least amount of difficulty. Because East Asian Studies concentrators write theses on a great variety of topics, these guidelines are not intended to cover all research and writing contingencies. They do, however, indicate minimum concentration expectations and give advice based on the accumulated experience of your predecessors.

Joint Theses

EAS has always encouraged interested students to pursue joint concentrations. Because EAS has many joint concentrators, a number of you will be submitting theses to two departments. Remember that you are responsible for fulfilling all the expectations of both concentrations. Be sure that you understand both the substantive and format requirements of the other department so that you are not unpleasantly surprised at the end of a long project.

If your primary field is EAS, follow these guidelines. If your secondary field is EAS, follow the guidelines of the primary field, but consult with the EAS Head Tutor, and your Assistant Head Tutor for Seniors. To the extent possible, we will endeavor to provide a teaching fellow affiliated with the EAS program to help you prepare the thesis. The Head Tutor of the primary field consults with the Head Tutor of the secondary field on readers and on the departmental honors recommendation.

EAS 99

EAS 99 is normally taken for two semesters; if, however, you decide not to continue with your thesis work, you can receive credit for one term of EAS 99, with the grade based on the work submitted during the fall term. The spring grade for EAS 99 is the letter grade equivalent of the Latin grade awarded you by your readers and the EAS Tutorial Committee. Please follow the deadlines on the thesis schedule. Failure to submit the bibliography and chapter drafts on time may result in an unsatisfactory grade for EAS 99.

Topic

Ideally, you will have decided on your topic during the junior year and will have done additional research during the summer. Some of you may still have only a vague notion of a topic. Often choosing the topic and approach are the most difficult parts of the thesis process, but **you must propose a topic and locate an advisor by the time your study card is due in the fall.** The EAS Head Tutor and Assistant Head Tutor will help you through this process.

Advising

The importance of your relationships with your faculty advisor and graduate student tutor cannot be overstated. You should meet regularly with both to keep them apprised of your progress. Both will have important insight into the thesis-writing process. Faculty advisors are expected to meet with you at least every other week over the course of the year. It is your responsibility to contact the advisor to schedule these meetings. You should make the most of the time available by setting, at the beginning of the semester, a schedule of meetings with your advisor and making sure you have progress to report when you do meet. You should meet with your tutor every week. It is required that you keep to the agreed schedule of meetings. Any problems that arise in these relationships should be brought to the attention of either the Head Tutor or the Assistant Head Tutor for Seniors as early as possible.

Thesis Writing and the EAS Tracks

By now you have pursued studies in either the humanities or social sciences track for over a year. Besides your tutorial work, you should also have taken upper division undergraduate courses to familiarize yourself with the methodological approaches of the track as a whole and the sub disciplines within it. In broad terms, social science theses are expected to apply one of the social science methodologies (for example, Anthropology, Economics, Government, some types of History, and Sociology) to a particular problem in East Asian studies. The focus here is on careful analysis of your data and command of relevant secondary literature. Humanities theses are expected to undertake an analysis of some topic in the East Asian humanities (for example, some types of history, literature, philosophy, and/or religious studies) that is based on a solid knowledge of the cultural background relevant to the topic. Because the humanities require familiarity with the various cultural products of East Asia, humanities theses also require the use of original language sources appropriate to the topic.

East Asian Language

Humanities thesis writers and language track secondary (joint) concentrators are expected to use materials in an East Asian language for their theses. Humanities thesis writers must have reached a second year level and preferably beyond in one of the East Asian languages. Use of the original language material must be shown in the body of the thesis, for instance through passages in original translation. (This is not expected of social sciences thesis writers, but it is encouraged whenever possible.)

The extent to which you use the language and the type of sources you use will depend on

your language level and the type of thesis you are writing. There is wide variation. It is very important to consult with your advisor and tutor very early on how best to use your language skills. If you are only in the second or third year of a language, you should choose a topic for which there is a substantial body of Western-language material. You may choose a topic centered on interviews. You should not be attempting an extended translation unless you are an advanced student; translation well done consumes great amounts of time, and departmental standards are high.

Students whose language level is beyond third year level may do a translation thesis. A translation thesis consists of a substantial original translation accompanied by a substantial analysis of the translated text. Consult with the Head Tutor if you are interested in translating.

Length

An EAS thesis generally runs about 80-120 pages, with a minimum of 60. However, substance is the critical issue, not length. An overly lengthy thesis is sometimes a sign of an insufficiently cogent argument.

Style

Writing well requires persistence and revision. We strongly recommend that you discuss your thesis-writing concerns with the staff of the Writing Center (495-1655). Everyone can benefit from editorial assistance. Be thoughtful. Avoid getting stuck in simple derivative description. The two most common complaints from thesis readers are poor writing and inadequate analysis.

Notes

It is not always clear how or when to cite. You must avoid plagiarism; it will not be countenanced by either the Department or the University. You must avoid claiming the work of others as your own, but introducing and discussing the views of others, properly attributed, is an important part of many theses. Often the most interesting type of note is a content note, not just a bibliographic reference. The point is to convey information succinctly. If you have any questions, consult your advisor or tutor. Please see the Handbook for Students for more information regarding the University's statement on plagiarism: *All homework assignments, projects, lab reports, papers and examinations submitted to a course are expected to be the student's own work. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people.*

The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated.

A computer program written to satisfy a course requirement is, like a paper, expected to be the original work of the student submitting it. Copying a program from another student or any other source is a form of academic dishonesty; so is deriving a program substantially from the work of another.

The amount of collaboration with others that is permitted in the completion of assignments can vary, depending upon the policy set by the head of the course. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted work. Students are expected to be familiar with the booklet entitled *Writing with Sources*, available in the office of the Resident Dean or Assistant Dean of Freshmen. Students who are in any doubt about the preparation of academic work should consult their instructor and Allston Burr Senior Tutor or Assistant Dean of Freshmen before the work is prepared or submitted. Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action, and ordinarily required to withdraw from the College.

You may elect to use footnotes (which are handy for the reader), chapter endnotes, or endnotes. In some cases, parenthetical documentation may be appropriate. See the *MLA Handbook for Writers of Research Papers*; Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*; or the *East Asian Studies Writing Guide* for samples, choose the form you prefer. Whichever system you decide to use, please be consistent in its application. Interviews should also be cited. Include a bibliography.

Romanization

Capitalization in romanization is different than from English. In romanized titles, capitalize only the first word and proper nouns.

For Chinese, use either Wade-Giles or pinyin. You may choose one or the other, depending on the type of sources you are using, but do not use both systems in one and the same text. Also, make sure to use all diacritics as prescribed by either system.

For Japanese, use macrons (o or u) except in well-known place names (Tokyo) or anglicized words (shogun). Follow the Kenkyusha dictionary romanization system. Be consistent.

For Korean, use the McCune-Reischauer romanization.

Format

There is an appended sample of the format for your title page. You may choose to have an acknowledgements page to thank those who have helped you.

Leave 1.75 inches as a left margin to allow for binding. On the top, right, and bottom, leave 1 inch. Page numbers should be 0.5 inches from the top or bottom of the page. They may be centered at the bottom or placed in the upper right hand corner.

Final draft

Submit the final draft of your thesis to your advisor and tutor no less than three weeks in advance of the final deadline. The comments will provide the basis of your final revision. This is a critical stage. Make sure that your writing is clear, that you have eliminated redundancies, and that your argument is coherent. Proofread very carefully. If you are sloppy, your readers may not take your thesis seriously, and there is a good chance that your grade will drop.

Printing

Theses must be printed on a laser printer. Allow yourself several extra days for printing and copying. Each year, when sleep margins become thin and deadlines draw close, seniors find that computers go down, projected computer time is insufficient, materials are lost, and copy shops fail to come through on time. Always keep a hard copy of your thesis work in case of a computer mishap. Computer or copier mishap is not accepted as an excuse for lateness.

Thesis submission deadline

If your primary concentration is EAS, three copies (at least one on acid-free paper) of your thesis are to be handed in at the EAS Tutorial office on the day theses are due. In fairness to all students, there will be **NO EXCEPTIONS OR EXTENSIONS**.

One copy must be in a black thesis binder and printed on high quality acid-free paper; it will be retained by the department. For the other two copies, you may use the type of (white) paper and binding you deem appropriate. If you use the same binding for all three copies but different quality paper, put a note in the copy that is on acid-free paper. After the two copies are returned by your readers, they will be yours to keep or to give to advisors, readers, family, etc. You may pick up the extra copies after you receive the letter informing you of your thesis grade.

If your secondary concentration is EAS, your primary department will deliver a copy of your thesis to EAS. This copy will be kept by EAS.

Refreshments will be provided in the tutorial office on the afternoon of the day theses are due. Please join us as we congratulate you on the completion of your thesis.

Readers and Honors

Each thesis will be read by two readers. In the case of concentrators solely in EAS, the Head Tutor and EALC department will choose two readers from among the Harvard faculty and in some cases from among experts at other universities affiliated with the Asian studies centers at Harvard. Occasionally there is a major discrepancy in grades between the two readers, and then the department will solicit a third reading. In cases of joint concentrators, each concentration will choose one thesis reader. In cases of major discrepancy, the Head Tutors will consult and normally a third reader will be selected from the primary concentration. Each reader will grade your thesis individually. These grades will be submitted to the EAS Tutorial Committee, which will determine your final thesis grade and your second semester EAS 99 grade.

Faculty advisors do not grade the theses of their advisees, and they are not given the copies of the completed thesis, which you hand in to our office, since these go to the graders. Thus, as a courtesy please remember to give your advisor a copy of the completed thesis.

We will inform you of your thesis grade and the overall recommendation for your graduation level of honors in the concentration, as soon as they have been determined by the Committee. Although you will finish your thesis in April, it will take the Department five to six weeks to evaluate your work. This is one of the busiest times of the year; please do not

try to obtain information in advance.

As you already know, one of the prime motivations for writing a thesis is to secure some level of honors. Although the concentration does not believe that this is sufficient justification for writing a thesis, it does recognize that there is a great deal of curiosity among the students concerning this topic. Unfortunately, there is no way to predict either the level of honors a student is likely to receive nor even whether a student will receive honors at all. This results from two facts: first, honors recommendations are evaluated within the department for each individual student as part of an entire class; second, the University administration adjusts cutoff points each year, so the Department cannot assume that the University will adopt our recommendations. We can, however, describe the procedure by which honors are awarded. The EAS Tutorial Committee meets each year after all senior thesis grades are collected. It then votes for each eligible student an honors recommendation based on the student's concentration grades, thesis grade, and overall record. At this point, about mid-May, we will notify each student of both the thesis grade and honors recommendation, and we will provide you with copies of your graders' written comments. This recommendation is then submitted to the University which, based on the student's overall record and that year's cutoff points, makes the final determination on whether honors will be granted and the appropriate level. If you are worried that even if you write a thesis, your record will not qualify you for honors, feel free to discuss these concerns with the Head Tutor. Because of the unpredictability resulting from the system described above, however, you should not attempt to draw the Head Tutor into a discussion of the likelihood of your getting any particular level of honors.

TITLE PAGE FORMAT

(1/4 down the page)

Title

A thesis presented by

Name

to

The Department of East Asian Languages and Civilizations
in partial fulfillment of the requirements
for the degree with honors of Bachelor of Arts

Harvard College
Cambridge Massachusetts
Month and year

Secondary Field in East Asian Studies

The EAS secondary field allows students whose primary concentration is not East Asian Studies to obtain an in-depth knowledge of one or more aspects of the culture and societies of East Asia (China, Korea, Japan). Students will select, in consultation with an academic adviser, a coherent set of classes from the rich offerings of EALC and other departments at Harvard that offer classes on East Asian topics.

Students are not required to focus on a specific area, but suggested paths within the secondary field of EAS include: Modern and Contemporary East Asian Studies, Chinese Studies, Japanese Studies, Korean Studies, Chinese History, Japanese History, Korean History, Chinese Literature and Arts, Japanese Literature and Arts, Korean Literature and Arts, and East Asian Buddhism.

Requirements: 6 half-courses

1. Two introductory courses:
2. EAS 97ab and one General Education course, such as: Foreign Cultures 67, Foreign Cultures 68, Foreign Cultures 80, Historical Studies A-13, Historical Studies A-14, Historical Studies A-75, Literature and Arts A-63, Literature and Arts C-40, Literature and Arts C-42, Moral Reasoning 40, Moral Reasoning 78. Please consult your Secondary Field Advisor or the Advising Programs website for complete list.
3. At least one, but preferably two, 100-level courses offered by EALC. 100-level language courses do not satisfy this requirement, but students may apply to substitute a 100-level class with an East Asia emphasis offered by another department at Harvard.
4. No more than two language classes in one of the East Asian languages may count for the secondary field. *The secondary field does not, however, require any language courses.*

Other Information

Courses for the secondary field may be offered by EALC or by other departments at Harvard, as long as the emphasis of the course is clearly on an East Asian subject. Courses offered in other departments that are taught by EALC faculty automatically count for credit for the secondary field, as do courses that are cross-listed in the EALC section of *Courses of Instruction*. Others must be approved by the department.

Relevant Harvard Summer School courses and Study Abroad courses may be counted with permission of the department.

All courses must be letter-graded, with the exception of Freshman Seminars related to an East Asian subject. Students may petition the Head Tutor to have an additional Pass/Fail credit course count towards the secondary field.

Students who are primarily interested in enhancing their language skills in one of the East Asian Languages – Chinese, Korean, Japanese, Vietnamese – should consider a Language Citation.

Students may only double count one secondary field course with their primary concentration.

JOINT AB/AM DEGREE

Students also have the option of pursuing a joint AB/AM degree by applying to the Regional Studies East Asia program during their junior year. Please contact the Regional Studies program at 495-3777, or visit their website at www.fas.harvard.edu/rsea.

5. LANGUAGE PROGRAMS

The East Asian Language Programs are integral to the East Asian Studies concentration at Harvard and are under the auspices of the Department of East Asian Languages and Civilizations (EALC), founded in 1934 as a department to foster the study of East Asian humanities. EALC offers instruction in Chinese (modern and classical), Japanese (modern and classical), Korean, Manchu, literary Mongolian, Vietnamese, and Uyghur.

The East Asian Language Programs are located at 5 Bryant Street. Interested students are welcome to email the Program's Coordinator, Ms. C. Rose Cortese, at eal@fas.harvard.edu for more information.

Course Placement

It is a fundamental policy of the East Asian Language Programs that students be placed in courses appropriate to their existing level of ability and, in particular, that the elementary courses be designated strictly for true beginners who have minimal or no background in the subject.

Students who have any previous exposure to an East Asian language, except through enrollment in a Harvard course, are required to take a placement test before entering a course. The Placement Tests are administered each term, a few days before classes begin. Those interested in taking the placement test should go to the Language Program's website at www.fas.harvard.edu/~ealc for information.

1. THE CHINESE LANGUAGE PROGRAM

A. Modern Chinese Language Courses

The teaching Chinese as a foreign language at Harvard University began in 1879. Professor Yuen Ren Chao started applying modern linguistic theory and methods to Chinese language education at Harvard University in 1942. He was a pioneer in what is now the accepted mode of Chinese language teaching. Since then, Harvard's Chinese language pedagogy initiated a new age of modernization which established two foundational traditions. We require that teaching materials employ 'authentic spoken Chinese' and that teaching pedagogy engages in a direct drilling method. For more than half a century, these

two traditions have exhibited a powerful resilience.

Curriculum Goals

Today, the teaching and learning of Chinese is entering a new era of economic and cultural globalization, and Chinese language is increasingly prevalent in the international academic discourse. To this end, the Chinese Language Program at Harvard has composed Chinese language curricula from first- through fifth-year courses based on the traditional principle of 'authentic spoken Chinese', and the newly developed methodology of teaching 'elegant written Chinese'. We invite you to learn more about our program as we look forward to further breakthroughs in language instruction and acquisition.

Curriculum Structure

Regular Track

First Year:

[Aab Intensive Elementary Modern Chinese
(Intensive, Fall Semester)]

Ba-Bb Elementary Modern Chinese

Second Year:

120a-120b Intermediate Modern Chinese

[125ab Intensive Intermediate Modern
Standard Chinese (Intensive, Spring
Semester)]

Third Year

130a-130b Intermediate
Advanced Modern Chinese

Advanced Beginner Track

First Year:

Bx Elementary Chinese for Advanced
Beginners (Fall Semester)

Second Year:

123xb Intermediate Modern Chinese for
Advanced Beginners (Spring Semester)

Third Year

130xa-130xb Advanced Modern Chinese for
Heritage Students

Fourth Year

140a-140b Advanced Readings in Modern Chinese

142a-142b Advanced Conversational Chinese

Fifth Year

150a-150b Formal Chinese Writing and Speaking

First Year

Aab

Intensive Elementary Modern Chinese Ten hours a week fall semester. Intensive course, which will cover first-year Chinese in one semester. Accuracy and fluency of pronunciation, grammar, conversation, reading, and writing are emphasized. Students are expected to reach the advanced beginning level on the ACTFL scale. Not recommended for freshmen.

Ba-Bb **Elementary Modern Chinese** Five hours a week. Non-intensive introduction to modern Chinese pronunciation, grammar, conversation, reading, and writing for students with little or no background in the language. The course will provide students with a rudimentary understanding of Chinese, specifically speaking, reading and writing.

Bx **Elementary Chinese for Advanced Beginners** Five hours a week fall semester. For students with significant listening and speaking background. Introductory Modern Chinese language course, with emphasis on reading and writing. Covers in one term the equivalent of Chinese Ba and Bb.

Second Year

120a-120b **Intermediate Modern Chinese.** Five hours a week. This course focuses on the consolidation of elementary foundation skills and is an introduction to more complex grammatical structures along with developing an understanding and knowledge of Chinese culture.

123b(x) **Intermediate Modern Chinese for Advanced Beginners** Five hours a week spring semester Continuation of Chinese Bx. Covers in one term the equivalent of Chinese 120a and 120b.

125ab **Intensive Intermediate Modern Standard Chinese** Ten hours a week spring semester. Intensive course, which will cover second-year Chinese in one semester. Accuracy and fluency of pronunciation, grammar, conversation, reading, and writing are emphasized. Not recommended for freshmen.

Third Year

130a-130b **Advanced Modern Chinese** Five hours a week. The aim of this course is to further develop their Chinese proficiency at an advanced level. Through reading texts selected from modern Chinese literature, academic works and newspaper articles, as well as working with supplementary audio-visual materials, students will continue to expand their vocabulary, enrich their knowledge on grammar and usage, and develop an ability to perform tasks of description, narration, and argumentation in the language at discourse level.

130xa-130xb **Advanced Modern Chinese for Heritage Students.** Five hours a week. Designed for students whose Chinese speaking and listening skills are native-like; however, reading and writing skills are at a high-intermediate level. This course focuses on reading literary articles and texts with complex grammar, and then applying those grammar structures to the student's own writing.

Fourth Year

140a-140b **Advanced Readings in Modern Chinese** . Five hours a week. This course aims at further developing the students' ability to use Chinese in a more advanced way. The priority of the course is given to in-depth reading of authentic writings in Chinese, with an emphasis on accurate comprehension, expansion of vocabulary, and development of the ability to process sentences with complex structures used mainly in formal speech and writing.

142a-142b Advanced Conversational Chinese Three hours a week. The course is to consolidate the knowledge and skills that students have acquired from their previous modern Chinese courses and to enhance their oral expressive skills.

Fifth Year

150a-150b Formal Chinese Writing and Speaking Five hours a week. This course is to enable students to acquire a comprehensive written grammar with sufficient formal vocabulary in modern Chinese. Formal patterns generated by combining single characters are used for the foundation of written grammar. This course also offers students authentic academic readings in order to improve their abilities in academic writing and formal speech.

B. Classical Chinese Language Courses

First Year

106a-106b **Introduction to Literary Chinese.** Three hours a week plus a one-hour section. Prerequisite: One year of modern Chinese, or familiarity with Chinese characters through knowledge of Japanese or Korean. Basic grammar and the reading of simple texts.

Second Year

107a **Intermediate Literary Chinese.** Three hours a week. Prerequisite: One year of literary Chinese. A second-year course in literary Chinese, concentrating on Tang and Song prose.

107b **Intermediate Literary Chinese: Introduction to Literary Prose.** Three hours a week. Prerequisite: Chinese 107a or equivalent. Readings in expository prose.

2. THE JAPANESE LANGUAGE PROGRAM

A. Modern Japanese Language Courses

In order to respond to the diverse needs of its students and to equip them with the practical language skills necessary to function in an increasingly internationalized and competitive marketplace, the Harvard Japanese program is committed to a proficiency-based teaching philosophy and its implementation at all levels of instruction. Specifically, this means a commitment to both accuracy and creativity in the use of the language as well as to a parallel mastery of all four skills of speaking, listening, reading, and writing, even at the advanced levels where increasingly complex reading tasks traditionally dominate class time. Toward this end, interactive classroom techniques and culturally authentic language materials are emphasized, and classes are conducted entirely in Japanese from approximately the beginning of the second year of instruction. Attention is also paid to developing in students self-instructional strategies which will carry them beyond the classroom into a life-long process of language learning.

The integration of in-class learning with the extra-curricular life of students is an essential part of successful language learning, and opportunities to achieve such integration are actively encouraged in the Japanese program. One of the efforts in this direction is a cultural exchange program by which interested students at the intermediate level and above are put in contact with volunteer expatriate Japanese families in the Boston area with whom the students meet for language practice and cultural exchange throughout the academic year. Another is an internship program, administered in cooperation with the Reischauer Institute for Japanese Studies, in which students are placed in business, educational, and government organizations in Japan for a summer to gain the experience of using Japanese in the workplace environment. Numerous opportunities are also available for Harvard students to participate in overseas study programs in Japan. Although the Harvard Japanese program does not participate in any exclusive exchange arrangements with Japanese universities, Harvard is one of the sponsoring institutions of the Inter-University Center for Japanese Language Studies and the Kyoto Consortium for Japanese Studies and regularly sends students to these centers for overseas study.

Curriculum Structure

First Year

Ba-Bb **Elementary Japanese.** Five hours a week. Introduction to modern Japanese, emphasizing a balance among listening, speaking, reading, and writing skills. Mastery of hiragana, katakana, and approximately 180 Chinese characters.

Second Year

120a-120b **Intermediate Japanese I.** Five hours a week. Second-year intermediate-level course aimed at consolidation of the basic grammatical patterns and development of reading, writing, speaking and listening skills to the level necessary for communication in everyday life in Japanese society. Introduction of approximately 600 Chinese characters beyond those introduced in Bab.

Third Year

130a-130b **Intermediate Japanese II.** Five hours a week. Third-year intermediate advanced course. Development of skills in reading authentic materials from contemporary Japanese media and fiction and in aural comprehension of contemporary television news and drama with decreased reliance on pedagogical aids. Development of speaking and writing skills to an increasingly sophisticated level. Introduction of approximately 600 additional Chinese characters beyond those introduced in 120ab.

Fourth Year

140a-140b **Advanced Modern Japanese.** Five hours a week. Readings of modern texts in both rapid and in-depth modes. Comprehension of media news and drama. Advanced conversation and composition on topics related to the preceding.

Fifth Year

150a-150b **Readings and Discussions in Japanese Social Sciences.** Three hours a week. Selected readings and discussions in Japanese on contemporary topics in economics, sociology, political science, psychology, and cultural studies, supplemented by selections from audiovisual media on current social issues. Composition and oral presentation of opinion and research papers.

B. Classical Japanese Language Courses

106a **Classical Japanese.** Three hours a week. Introduction to classical grammar and texts in classical Japanese.

106b **Kambun.** Three hours a week. Introduction to Kambun.

106c **Later Classical Japanese.** Three hours a week. Post-Heian writings in classical Japanese.

3. THE KOREAN LANGUAGE PROGRAM

The Korean Language program is one of the oldest and most comprehensive Korean studies programs in the country, especially at the undergraduate level. It is a full-scale Korean language program, with courses at the elementary, intermediate, pre-advanced and advanced levels. In addition, there is a fifth-year reading course for advanced students who wish to improve the speed of their reading and familiarize themselves with the various styles and vocabulary of contemporary Korean writings (newspapers, magazines, academic articles, and even prose and poetry). Coursework at all levels focuses on speaking proficiency as well as on reading and writing. From the elementary level students gradually acquire a repertoire of the Chinese characters (hanja) necessary for full reading proficiency. Students are assigned to the class most appropriate to their level of proficiency as indicated by placement exams given each year at the beginning of the fall semester. Recent years has shown a marked increase in the number of non-heritage students taking the beginning Korean course.

With the only full scale university Korean language program in the area, Harvard also serves a variety of needs for non-Harvard college students who wish to study Korean or who require validation of their language proficiency for their college requirements or professional work.

As is the case in both the Japanese and Chinese programs, students of Korean are encouraged to participate in language "tables" at the undergraduate houses and to complement their class instruction with summer language study for credit overseas. The Korean Language Program has a Harvard Summer Program in Korea, but students also study at Yonsei University, Seoul National University, Sogang University, Korea University and Ehwa Women's University in Seoul. Students who are interested in study in Korea can get grant money from Asia Center at Harvard, Korea Foundation, National Security Education Program (NSEP Graduate Fellowship), Freeman Asia, etc. For more information visit www.fas.harvard.edu/~ealc.

Curriculum Structure

First Year

Ba-Bb	Elementary Korean for True Beginners. Designed for students with no previous background in Korean. Introduction to modern Korean: basic grammar, reading of simple texts, conversational skills, and writing short letters. After successful completion of this course, students are expected to be able to handle a limited number of interactive, task-oriented and social situations and to have sufficient control of the writing system to interpret written language in areas of practical needs.
Bxa-Bxb	Elementary Korean for Advanced Learners. This Elementary Korean course, which focuses on reading and writing, is designed for students who have significant listening and speaking skills. Generally students of Korean heritage belong in this category, but non-heritage students with sufficient Korean Language background, but not at the intermediate level can also take this course.
Second Year	
120a-120b	Intermediate Korean. Continuation of elementary Korean to consolidate the student's knowledge of the fundamental grammatical structures of Korean with an aim to increase their abilities to communicate using Korean in a wide range of daily-life transactional situations. After successful completion of second-year Korean, students are expected to be able to handle most uncomplicated communicative tasks and social situations and read consistently with full understanding simple connected texts dealing with personal and social needs. Prerequisite: Korean Bb or equivalent.
Third Year	
130a-130b	Pre-advanced Korean (formerly offered as "Advanced Korean"). Continuation of intermediate Korean, to consolidate the student's knowledge of the grammatical structures of Korean with an aim to increase their abilities to communicate using Korean in a wide range of familiar and everyday topics, current societal events, and factual and concrete topics relating to personal interests. After successful completion of third-year Korean, students are expected to be able to describe and narrate about concrete and factual topics of personal and general interest. Prerequisite: Korean 120b or equivalent.
Fourth Year	
140a-140b	Advanced Korean. Development of skills in reading materials from contemporary Korean media and fiction and in aural comprehension of contemporary television news and drama with decreased reliance on pedagogical aids. After successful completion of fourth-year Korean, students should be able to satisfy the requirements of various everyday, school, and work situations and follow essential points of written discourse which are abstract and linguistically complex, and also to write about a variety of topics in detail with precision.

Fifth Year

150a-150b **Readings in Cultural Studies.** Selected readings in contemporary Korean on topics in art, film, drama, and cultural studies, supplemented by selections from audio-visual media on traditional and current cultural events. After completion of Korean 150 and 150b, students are expected to be able to participate in most formal and informal conversations on practical, social, professional, and abstract topics and read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts.

4. THE VIETNAMESE LANGUAGE PROGRAM

Curriculum Goals

The Harvard Vietnamese language curriculum is designed in a four-year sequence of courses to provide students with the four practical language skills: speaking, reading, writing, and listening. Students at the beginning level are provided with a solid foundation in pronunciation, grammar, usage of vocabulary, and proficiency in the four skills. The intermediate course aims to enhance students' skills at a higher level. The ultimate goals of the advanced level are that students are able 1) to communicate with native speakers on common topics, 2) to read authentic texts on common issues and use Vietnamese written sources for senior thesis research with a dictionary, 3) to write essays on the topics introduced during the three academic years, and 4) to understand short news broadcasts on Vietnamese TV and radio. The intermediate and advanced levels also introduce students to some aspects of translation from English into Vietnamese, based on American and British newspaper and magazine articles on Vietnam. The advanced high level is designed to develop near-native fluency through the use of modern Vietnamese literature.

Curriculum Structure

First Year

Ba-Bb **Elementary Vietnamese.** Five hours a week. The beginning course provides students with a basic ability to understand, speak, read and write Vietnamese. The course features a comprehensive and systematic survey of the fundamentals of Vietnamese phonetics, spelling rules, grammar, and usage of vocabulary and gives students a basic conversational ability through an interactive and communication-oriented approach. In the second semester, texts on Vietnamese culture, ads taken from Vietnamese newspapers and magazines, and other similar materials are used to enhance students' reading skills.

Second Year

120a-120b **Intermediate Vietnamese.** Five hours a week. The intermediate course is a continuation of Vietnamese B. The course aims to develop speaking, reading, and writing skills, as well as aural comprehension, through introducing Vietnamese grammar and usage of vocabulary at a higher level. The topics of the texts include Vietnamese geography, history, culture, and customs. Audiotapes, video clips and similar materials are used to enhance students' listening skills. The course is conducted entirely in Vietnamese and students are expected to speak Vietnamese during all class discussions.

Third Year

130a-130b **Advanced Vietnamese.** Five hours a week. The advanced course is designed for students who wish to gain proficiency in Vietnamese in speaking, aural comprehension, reading and writing. Students are introduced to more complex grammar and vocabulary, using texts on Vietnamese history, culture and customs. Discussions focus on selected short stories and poems. Audiotapes and video clips of Hanoi TV broadcasts are used. In addition, students practice translating short paragraphs from U.S. newspapers from English into Vietnamese. The course is conducted entirely in Vietnamese

Fourth Year

140a-140b **Advanced High Vietnamese.** Designed for the development of near-native fluency in oral and written expression through the use of Modern Vietnamese literature since the 1930s. Discussion focuses on Vietnamese culture and issues related to Vietnamese society. The course is conducted entirely in Vietnamese.

5. MANCHU LANGUAGE

The outstanding representative of the Tungusic languages, Manchu was the language of the founders of the last imperial dynasty in China, the Qing (1636-1912). Though it has long passed from everyday use, Manchu remains important to historians and linguists alike. Harvard is unique among North American universities in offering regular instruction in the language. The basic curriculum lasts two years: Manchu A and B in the first year, and Manchu 120A and 120B in the second. Additional training is available in an advanced reading course, which may be repeated for credit. Graduate students may also take advantage of a year-long research seminar, Introduction to Sources for Manchu Studies (Manchu 210A and 210B).

Courses

First Year

Manchu A **Elementary Manchu.** Introduction to Manchu in the pointed script. Covers basic grammar and elementary reading skills. Meets twice weekly.

Manchu B **Intermediate Manchu.** Continued coverage of grammar, with readings in a variety of historical and literary texts. Meets twice weekly.

Second Year

Manchu 120a/b **Advanced Manchu.** Readings in historical and literary texts with emphasis upon documentary sources. Introduction to the unpointed script.

Third Year and above

Manchu 210 **Introduction to Sources for Manchu Studies.** This course introduces a range of Manchu-, Chinese-, and Western-language materials used for research in Manchu studies, both pre- and post-conquest periods. The goal is to become familiar with the types of sources available for research in Manchu studies, in particular those available in the Harvard-Yenching library, in order to produce a seminar paper on a subject of individual interest.

Manchu 300 **Directed reading in Manchu.**

6. MONGOLIAN LANGUAGE

Classical Mongolian, the literary language of the Mongols from approximately the 15th through the early 20th centuries, remains vital today for students of history, literature, Buddhism, and linguistics, while the pre-classical language recommends itself to anyone interested in the Mongol world empire of the 13th and 14th centuries. Harvard is one among a handful of North American universities offering instruction in the language. The basic curriculum lasts two years: Mongolian A and B in the first year, and Mongolian 120A and 120B in the second. Additional training is available in an advanced reading course, which may be repeated for credit.

Courses

First Year

Mongolian A/B **Elementary Written Mongolian.** Introduction to Mongolian in the Uighur script, including basic grammar and elementary reading skills.

Second Year

Mongolian 120a **Intermediate Written Mongolian.** Readings in historical, literary, and religious texts, with emphasis upon documentary sources.

Mongolian 120b **Advanced Written Mongolian.** Continued readings in historical, literary, and religious texts.

Third Year and above

Mongolian 300 **Directed Reading in Classical and pre-Classical Mongolian.**

7. UYGHUR LANGUAGE COURSES

Uyghur is the language of everyday communication for nearly 8 million people, most of them Muslims inhabiting the Xinjiang Uyghur Autonomous Region in the PRC. Written in a modified Arabic script, Uyghur belongs to the Eastern branch of the Turkic language family; it is closely related to Uzbek. Though there are some dialectical variations between the language as spoken in different oases (Khotan, Kashgar, Turpan), standard Uyghur is understood everywhere in Xinjiang and is an essential tool for students with a serious interest in the region, one of the fastest-developing and ethnically most complex parts of China. Two years of instruction are offered, with the introductory course taught every other year.

Uyghur A/B. Elementary Uyghur

Uyghur 120a/b. Intermediate/Advanced Uyghur

6. INTERDEPARTMENTAL LIST OF FACULTY

Please see the EALC website for a current list of EAS faculty members

5. EXPERIENCE ABROAD

EAS fully shares Harvard's commitment to ensuring that students as a part of their undergraduate experience spend time abroad, and it actively works to provide them with opportunities and, in many cases, financial support to study and/or hold summer internships in Asia. Students may apply for a summer, a semester, or a year of study overseas. Many students have found overseas study to be a high point in their undergraduate educational experience. Details of the procedures to obtain credit and select appropriate institutions abroad can be obtained at the Office of International Programs, University Hall, Ground Floor South, (617) 496-2722. Please visit their website

http://www.fas.harvard.edu/home/international_programs/. In addition, many EAS students seek summer internships in Asia to deepen their knowledge of the region. In some cases, the language programs regularly offer internship opportunities. For example, the Japanese Language Program, in cooperation with the Reischauer Institute and the Program on U.S.-Japan Relations of the Weatherhead Center for International Affairs, provide Japanese language students with such opportunities in Japan. The Office of Career Services and other programs offer many additional exciting ways to gain first-hand experience working and traveling in Asia over the summer months.

The East Asian Studies Tutorial Program maintains files at 9 Kirkland Place with information on a wide variety of programs in China, Japan, Korea and Hong Kong. Students are free to browse through these files at their convenience. Students should also consult their Allston Burr Senior Tutor, Freshman Adviser, OCS advisers, the language programs, and the Head Tutor or Assistant Head Tutors of the EAS program at the early stages of planning.

Students are encouraged to discuss their plans with juniors and seniors who have already studied or held internships abroad. A number of students who have spent time abroad are on hand at the Experience Abroad meetings that EAS conducts each fall to discuss studying abroad and seeking out summer internships in China, Japan and Korea; all students are encouraged to attend these meetings. Summer language programs in the United States are also highly recommended.

1. Study Abroad

For those interested in spending a semester (or an academic year) studying abroad, the following is a selective list of programs and institutions that have proven satisfactory in the past. Permission to have study in these and other programs accepted for credit at Harvard must be obtained well in advance of enrollment. For the most updated list, please see the Office for International Programs at <http://www.fas.harvard.edu/~oip/>

People's Republic of China

Harvard Summer Academy for Chinese
Beijing University, Beijing
(Council on International Educational Exchange)
Fudan University, Shanghai
Inter-University Program for Chinese Language
Studies
Princeton-in-Beijing

Japan

Kyoto Center for Japanese Studies
Nanzan University, Nagoya
International Christian University
Waseda University, Tokyo
Keio University, Tokyo
Sophia University, Tokyo

Taiwan

Mandarin Center Language Program
National Taiwan Normal University
Taipei Language Institute

Korea

Yonsei University, Korean Language
Institute, Seoul

Hong Kong

Chinese University of Hong Kong

East Asian Studies is committed to study abroad and will be flexible in helping you fine tune your program of study so you may spend time abroad.

2. Travel Grants and Fellowships

Language study overseas and in the United States and research for the honors thesis can be partially financed from a number of sources both inside and outside the university and in many cases, support is available for holding internships in Asia. In some cases, students conduct senior thesis research while holding an internship in an Asian country over the

summer prior to their senior year. For the most updated list, please see the Office for International Programs at <http://www.fas.harvard.edu/~oip/>

The following is a partial list of fellowships and grants (for others, contact OCS and the EAS Tutorial Office):

The Asia Center: oversees a variety of grants for research in Asia, including several of those described below. (495-6273) See their website at:
<http://www.fas.harvard.edu/~asiactr/2002/as/undergradgrants.html>.

Weatherhead Center for International Affairs: provides grants for summer research on theses. Contact the Center for International Affairs (495-4420) for more information. Website: <http://www.wcfia.harvard.edu/>

Henry Rosovsky Undergraduate Research Fund: offered by the Reischauer Institute of Japanese Studies, provides funding for summer research and/or fieldwork in Japan. Contact the Reischauer Institute of Japanese Studies (495-3220) for more information.

Joseph L. Murray Traveling Fellowships: funding for Radcliffe undergraduates for summer travel and study abroad.

Reischauer Institute Undergraduate Summer Grants: provides funding for summer research and/or fieldwork in Japan. Consult the Reischauer Institute of Japanese Studies website <http://www.fas.harvard.edu/~rijs/>, or call 617 495-3220 for more information.

Rotary Foundation Scholarships: for study at universities in Japan and Taiwan.

William Morgan Palmer Travel Grant for Study in Asia: primarily for a summer of advanced language training and cultural contact, preferably within a Chinese-speaking area, sponsored by the Council on East Asian Studies. For more information contact the Council on East Asian Studies (495-4046).

The Michael A. Freedman '82 Japan Fund offered by the Concentration in East Asian Studies to a concentrator for study in Japan. For more information contact the East Asian Studies Tutorial Program (495-8365).

3. Exchange Programs

The Harvard-Yenching Institute each year offers a limited number of academic year fellowships for students with advanced language abilities in exchange programs with certain major universities in China and Japan. For full details, contact the Director of the Harvard-Yenching Institute, 2 Divinity Avenue, Room 120 (495-3369).

For a comprehensive funding list, please see the funding sources database:

www.funding.fas.harvard.edu

It is the responsibility of the student to inform him/herself of funding possibilities for study abroad and to apply for funding in a timely fashion.

6. LIBRARIES AND OTHER RESOURCES AND FACILITIES

A. LIBRARIES

The Harvard-Yenching Library

<http://hcl.harvard.edu/libraries/#hyl>

The Harvard-Yenching Library, located at 2 Divinity Avenue (495-2756), is the largest university library for East Asian research in the Western world. The Library maintains a comprehensive collection of publications in the East Asian languages, as well as a collection of Western-language publications on East Asia. The holdings currently stand at 1,063,413 volumes of which 603,769 are in Chinese, 277,088 in Japanese, 116,693 in Korean, 44,921 in Western languages, and 20,942 in Vietnamese, Tibetan, Mongolian, and Manchu, providing comprehensive coverage of history, language and literature, philosophy and religion, fine arts, social sciences, and primary sources for the study of the modern and contemporary periods. All current acquisitions are online and searchable on Hollis.

In addition to its holdings of books and periodicals, the Library's collection of rare Chinese books is unparalleled in the West. The collection holds 2 publications from the Song Dynasty (960-1279), 5 from the Yuan Dynasty (1280-1368), 1,400 titles from the Ming (1368-1644), and more than 2,500 titles printed before 1795 in the Qing dynasty; and 831 manuscripts dating back as far as the 13th century. The Library also possesses a very strong collection of photographs from East Asia. Perhaps the most unique subset of this collection is the photograph collection of minority peoples of China, consisting of more than 20,000 images generally taken between 1895 and 1941 by Western missionaries and other travelers to south, northeast, and northwest China. Technologies are currently being investigated to enter these images (along with the Peabody's) into an image database that would make the collection much more accessible to researchers.

The library has long recognized the importance of the accessibility of its collections to scholars the world over. To this end, the Library maintains a particularly liberal policy towards access to its collections, facilities and services. In addition to serving Harvard students, faculty, and staff, the Library is open to visiting students and scholars from other institutions in the United States and abroad. Non-Harvard users are given stack

privileges, and the use of the Library's collections on the Library's premises is *gratis*.

The Fung Library

<http://www.hcl.harvard.edu/libraries/index.html#fung>

The H.C. Fung Library was founded in 2005 on the model of the informal cooperative relationship established in 1976 between the Weatherhead Center for International Studies Library and the area studies libraries located in Coolidge Hall, the site of the present CGIS North building. Like other subject-oriented libraries in Harvard College Library (HCL), the Fung Library and its constituents—the Davis Center for Russian and Eurasian Studies Library, the Documentation Center on Contemporary Japan, and the John K. Fairbank Center for Chinese Studies Library—collect resources in specific areas (primarily social sciences) in multiple languages and from many geographical regions. Materials are selected by librarians with expertise in a designated area of the world and who are affiliated with a particular research institute at Harvard University. The Fung Library works closely with Numeric Data Services, another division of HCL's Social Sciences Program, and the adjacent Harvard-MIT Data Center to provide services and collections to data users throughout the University.

John K. Fairbank Center for Chinese Studies Collection (Fung Library)

<http://www.hcl.harvard.edu/libraries/index.html#fung>

The John K. Fairbank Center Collection at Fung Library continues to develop as Harvard's foremost collection of materials dealing with the politics, international relations, and economics of post-1949 China (PRC, Taiwan, and Hong Kong) and pre-1949 materials on the rise of the Chinese Communist Party. Started as an English-language collection, a major effort has been underway since the 1980s to expand acquisitions to include Chinese-language volumes as Chinese publications have become more easily accessible and relevant to the interests of the Fairbank Center's resident faculty and other affiliates. The John K. Fairbank Center for Chinese Studies collection has become one of the preeminent research collections for the study of contemporary China in the United States.

The collection now holds approximately 30,000 Western and Chinese books, and maintains a reference section that includes nearly 300 volumes of statistics, 150 volumes of biographical materials, over 200 yearbooks from the People's Republic of China, 143 reels of microfilm and 504 sheets of microfiche. The holdings also include such regularly updated serials as the *Daily Reports of the Foreign Broadcast Information Service* (FBIS) for China; the British Broadcasting Corporation's *Summary of World Broadcasts* (Far East); *Joint Publications Research Service Reports for China*, and other translation services for materials from China. The collection also subscribes to 150 current periodicals and newspapers in English and Chinese. Each acquisition is catalogued through the University's central cataloguing system and is automatically

entered into the HOLLIS (Harvard On-Line Library Information Service) database.

Additionally, one of the strengths of the collection continues to be a growing number of unpublished reports, manuscripts, conference papers, travel reports, theses, and bibliographical and biographical materials. Holdings also include over one thousand books, pamphlets, and articles from the PRC; this remains the largest such collection in the US and in many cases these materials are unique outside of China.

The John K. Fairbank Center for Chinese Studies collection is one of the most accessible collections at Harvard due to the Center's very liberal stack-access policy for anyone who wishes to use the collection. Because of the unique breadth and depth of its holdings, as well as the speed with which its acquisitions are processed and made available to users, the collection is a major asset that serves not only Harvard students and faculty, but also annually draws to the Fairbank Center over one hundred non-Harvard affiliated scholars from the US and abroad. Please note that this collection is non-circulating.

Documentation Center on Contemporary Japan (DCJ) (Fung Library)

<http://www.hcl.harvard.edu/libraries/index.html#fung>

DCJ, located at 625 Massachusetts Avenue, is an important resource for researchers on Japan at Harvard and elsewhere in the New England area. In the five years of its existence, this Center has developed an important collection of research materials on modern Japanese society. The Center serves the research needs of students, faculty, and other scholars from Harvard as well as the greater New England community. DCJ's collection includes some 2,000 books in English, several hundred books in Japanese, and 182 current periodical and newspaper titles. The collection is particularly strong in non-trade publications, conference papers, and reports and newsletters issued by government ministries, and official and private-sector research and policy institutions, all of which are a valuable resource for researchers on contemporary Japan. Other key holdings are the *Daily Summary of the Japanese Press* and *Summaries of Selected Japanese Magazines* (both compiled by the US Embassy in Tokyo, with virtually complete runs back to January 1957), the *Foreign Broadcast Information Services* (Asia and Pacific, from December 1968), and English-language summaries of government white papers made available by the Foreign Press Center in Tokyo. DCJ also maintains newspaper clipping files in over 100 Japan-related categories, with articles selected from *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *Asahi Shimbun*, *Yomiuri Shimbun*, *Nihon Keizai Shimbun*, *The Japan Times*, and *The Daily Yomiuri*. The clippings files are heavily used by patrons.

In 1991, the DCJ began to maintain an on-line terminal providing access to the JIN (Japan Information Network) database of Japanese government information in English, which is compiled by the Japan Center for Intercultural Communications. The constantly updated database includes official press releases, monthly economic reports of the Bank of Japan, reports of the Overseas Economic Cooperation

Fund, and ministerial reports such as white papers and surveys. In the fall of 1993, DCJ planned to introduce *Gateway Japan*, an on-line database developed by the National Planning Association that will provide access to more information on US-Japan relations, notably from the US government.

The Center's resources are open to all, including non-Harvard scholars and students, journalists, and members of the corporate sector. The Center's bilingual librarian is Ms. Kazuko Sakaguchi. For more information on library hours and circulation policies, please call 495-8386.

East Asian Legal Studies Collection, Harvard Law School

<http://www.law.harvard.edu/programs/eals/>

When the East Asian Legal Studies Program was established at Harvard Law School in 1965, the Library began a program of intensive collecting of legal materials from East Asia. This program continued until the mid-1970s, when uncertainty in the direction of the program made Library support more difficult. After a decade of neglect, during which serial publications continued to be acquired but very few monographs were selected, the Library added a Chinese cataloger to the staff in 1985. In 1987, it was able to hire the present Bibliographer, Scott Edward Harrison, and to resume cataloging in Chinese, Japanese, and Korean. With renewed direction from the East Asian Legal Studies Program, the Library resumed active selection of current materials from China and embarked on a program to acquire materials published in Japan during the ten-year hiatus in selection. Korean acquisitions soon followed.

This revitalization has dramatically improved Harvard's collection of East Asian legal materials. The East Asian collection at the Harvard Law School Library currently holds over 25,000 volumes from Japan, 6,000 from the People's Republic of China, 6,000 from Taiwan, 3,000 from Korea, and some 5,000 in Western languages, including notable special collections of Japanese legal manuscripts and of imperial Chinese laws. The library presently holds over 200 Asian periodical titles. Annual acquisitions remain fairly constant at about 600 periodical and book titles which primarily concentrate on Chinese and Japanese law. For more information, please call the East Asian Legal Studies Program at 495-3142.

The Rübel Asiatic Research Collection

<http://www.hcl.harvard.edu/libraries/finearts/collections/rubel.html>

The Rübel Asiatic Research Collection (RARC) ranks as one of the leading collections for the study of Asian art and archaeology in the nation. It is comprised of approximately 22,000 volumes devoted to the history of Asian art, focusing on the art, architecture, and archaeology of East Asia, Central Asia, Southeast Asia, and India. Its holdings include books,

periodicals, offprints of rare and important articles, maps, rubbings of inscriptions from stone monuments, facsimile reproductions of Chinese and Japanese scroll paintings, auction and exhibition catalogs, and manuscripts. The collection is especially strong in the history of Chinese ritual bronzes, Buddhist arts, Chinese and Japanese painting, Japanese woodblock prints, and East Asian ceramics. Three-quarters of the collection is in Chinese, Japanese, or Korean. Material in Western languages may be found in the Rübel Collection as well as in Fine Arts Library collections.

The RARC was established in 1927 with the opening of the [Fogg Art Museum](#). Langdon Warner, Class of 1903, donated the original volumes from his private collection, forming the basis of the RARC, to provide research materials for students of Asian arts. In 1932 this collection was strengthened by the establishment of a fund by C. Adrian Rübel, class of 1926—an enthusiastic collector and student of Asian art—to be used expressly for the purchase of books and photographs.

The Rübel Collection originally operated as the curatorial library of the Oriental Art Department of Harvard University. On July 1, 1978, it was integrated into the Fine Arts Library of Harvard College Library and its official name changed from the Rübel Asiatic Research Bureau to the Rübel Asiatic Research Collection. The Rübel Collection was physically united with the Fine Arts Library in June 2004. All collection holdings are now represented by records in the [HOLLIS](#) catalog and most East Asian language entries contain Asian characters as well as romanized titles. For further information about the Rübel Collection, please contact Nanni Deng, Asian Art Bibliographer, via ndeng@fas.harvard.edu.

Widener Library

<http://www.hcl.harvard.edu/libraries/#widener>

Widener Library, a unit of the Harvard College Library, is the central research collection of the Faculty of Arts and Sciences. Although the Harvard College Library dates from 1638, the East Asia collection at Widener owes its existence to Professor Archibald Cary Coolidge who, as Director of the Library in the 1920s, greatly expanded the collection and endowed funds for its future growth. The East Asian collection supports the teaching and research mission of the University, particularly in the social sciences and the humanities. The Library generally does not collect in areas where more comprehensive coverage is provided by specialized Harvard libraries, such as law, anthropology, fine arts, and business administration, and it does not collect in any East Asian language except in the case of bilingual or multi-lingual publications where one of the languages is an East Asian language, and in the case of dictionaries. The Widener collections are complemented by the East Asian vernacular collections at Harvard-Yenching and elsewhere as described elsewhere in this section.

The Western-language East Asian collection in Widener contains over 250,000 volumes, making it one of the largest and most comprehensive in the United States. The exact size of Widener's holdings cannot be determined at the present time,

because the Library is in the process of converting its older, manual catalog into machine-readable format and adding it to the Harvard library database, HOLLIS. Furthermore, many publications are shelved topically (for example, under Economics, Government, or Anthropology), rather than geographically (under East Asia, or by individual country), making an accurate count difficult at the present time. The Library expects to be able to provide an accurate count by geographic area of publication or coverage when the conversion of the older catalog is completed in approximately two years.

Widener Library is open to all members of the Harvard community, and to non-Harvard users upon application for specific privileges (hall use, stack access, and full borrowing privileges).

Harvard Map Collection

<http://www.hcl.harvard.edu/libraries/#hmc>

The Harvard Map Collection in Pusey Library is the oldest map collection in North America. Formed in 1818, the collection currently includes over half a million maps, 6,000 atlases, 4,000 reference volumes, and an increasing number of electronic mapping systems. East Asian cartographic materials include 356 maps of East Asia, 18,316 maps of China, 8,796 maps of Japan, 2,057 maps of Korea, 876 maps of Taiwan, 163 maps of Hong Kong, and 34 maps of Mongolia. The collection also includes several hundred antiquarian maps for this region and several hundred more in early geographical atlases from the 15th century to the present, as well as an assortment of aerial and satellite images.

The Harvard Map Collection is heavily used by Harvard's students, faculty, scholars worldwide, and the general public. The Head of the Map Collection, David Cobb, is planning to create a guide to the Library's East Asian materials which will be disseminated to the scholarly community and to the interested public to increase awareness of its substantial East Asian holdings. The collection is located in Pusey Library. For more information, please call 495-2417.

B. Museums

1. Peabody Museum of Archaeology and Ethnology

<http://www.peabody.harvard.edu/>

The Peabody Museum of Archaeology and Ethnology, one of the Harvard University Museums of Natural History, is the oldest institution in the United States that is devoted solely to the study of anthropology. Its collections of artifacts, archives, and photographs are among the largest in the world and represent cultural resources of national and international significance. The Peabody's East Asian holdings, both

ethnographic and archaeological, are extremely strong. The ethnographic collection holds some 10,300 objects from China, Japan (including considerable Ainu material), Central Asia (including Chinese Central Asia, Mongolia, and Siberia), and Tibet. This material includes textiles (especially clothing and embroidery), model boats, ritual objects, including deity images in paper, wood, and metal, jewelry, musical instruments, materials relating to foot binding, drawings and paintings, and a complete set of shamanic paraphernalia (including shaman's skirt, headdress, and drum from Central Asia). The collection also holds some 64,300 archaeological artifacts from East and Southeast Asia; these include important study collections of Central Asian and Chinese neolithic pottery and polished stone tools; Shang dynasty inscribed oracle bones, and a large assortment of excavated pottery, stone, and bronze materials from northern Vietnam. Additionally, the Peabody holds important collections of Paleolithic material from south China and Southeast Asia, the bulk of which was collected during the 1930s and 1940s.

Another important part of the East Asian collection is the large photographic archive, including the about 8000 images of China and Central Asia from the Frederick Wulsin and Owen Lattimore expeditions in the 1920s and 1930s. The Lattimore collection has been fully catalogued and entered into a computer database, and the Wulsin collection is still being computerized. The museum is currently seeking to organize these substantial Asian photographic archives into an image database that will greatly enhance the accessibility of these collections to researchers; the CD-ROM catalogues that result from this project will be distributed to libraries, museums, and other photo archives.

The Museum serves two distinct audiences, one of which is the general public, and the other researchers and students. For the latter audience, the museum's collections provide a major comparative resource of world-wide scope. Consequently, this specialized audience is international and interdisciplinary. For the general public the museum is a unique regional center devoted to the presentation of anthropological interpretations based on material culture. For more information, call 495-2248.

2. Harvard University Art Museums

<http://www.artmuseums.harvard.edu/home/index.html>

The Harvard University Art Museums house one of the finest collections of Asian art in the United States. Curated and exhibited in Harvard's Sackler Museum of Art, the collection is particularly strong in ancient Chinese jades and bronze ritual vessels; Buddhist art; East Asian ceramics; and Japanese calligraphy, printed books, and wood block prints. There are approximately 14,000 works in the collection, some 6,000 of which are prints. A major addition to this collection was made in December 1991 with the acquisition of the Henderson collection of Korean ceramics, comprising nearly 150 examples of every major ceramic type produced on the Korean peninsula between the fifth and nineteenth centuries AD and representing the finest group of such wares

outside of Korea.

The Asian collections are displayed in seven galleries of the Arthur M. Sackler Museum located at the corner of Broadway and Quincy streets, opposite the Fogg Art Museum. Some of these galleries are arranged as semi-permanent exhibitions of the most important works in the collection, while others are used for a regular program of changing, thematic exhibitions. Traveling exhibitions originating outside of Harvard are also presented from time to time. The Asian collections are stored in facilities in the Sackler Museum. Works not on exhibition may be seen by appointment with the Asian department (495-2391).

3. Boston Museum of Fine Arts

Though not a part of Harvard University, the Museum of Fine Arts in Boston holds one of the finest collections of East Asian Art in the United States, please consult website for more info: <http://www.mfa.org/>

C. EAST ASIAN AND INTERNATIONAL RESEARCH CENTERS

1. The Harvard University Asia Center

<http://www.fas.harvard.edu/~asiactr/>

The Harvard University Asia Center was officially established on July 1, 1997, to reflect Harvard's deep commitment to Asia and the growing connections between Asian nations. The center is an active organization with varied programs focusing on international relations in Asia and comparative studies of Asian countries and regions. Harvard's study of Asia is spread across the University's departments and schools, and a wide array of disciplines come together under the auspices of the Asia Center. Through such a convergence, the Center brings a layered, multi-faceted approach to the scholarly description of events to probe questions of history and culture, of economics, politics, diplomacy, and security, and the relationships among them.

The Asia Center supplements other Asia-related programs and institutes and the University and provides a focal point for interaction and exchange on topics of common interest for the Harvard community and Asian intellectual, political, and business circles.

The Asia Center fosters links between programs concerned with Asia at the Faculty of Arts and Sciences and other faculties at Harvard, and facilitates cross-regional research and cooperative efforts between the University's libraries, museums, and regional centers and institutes.

John K. Fairbank Center for Chinese Studies

<http://www.fas.harvard.edu/~fairbank/>

The John K. Fairbank Center for Chinese Studies, founded in 1955, facilitates interdisciplinary training and research on East Asia, particularly on modern China including Hong Kong, Taiwan, and the mainland, Korea, and Vietnam. Located on the second floor at 625 Massachusetts Avenue (495-4046), the Center supports a number of post-doctoral fellows each year and annually sponsors about 150 affiliates from other New England universities and Visiting Scholars from other universities in the US and abroad, many of whom are drawn to the Center because of the holdings of the Center's Library (see number 2 above). These affiliates play a significant role in a range of regular seminars and workshops sponsored by the John K. Fairbank Center for Chinese Studies and other centers and departments at Harvard. Additionally, the Center sponsors numerous conferences. The Center's affiliated faculty, students, and other scholars are involved in a range of major research projects.

In addition to its traditional focus on the Chinese mainland, the Center has embarked upon a number of ambitious initiatives concerning Republican China both on the mainland and on Taiwan. These programs include the Taiwan Studies Workshop (and its resulting publications); an international documentation project that will survey Republican archives in Taiwan, China, and the West; and a major international conference on mid-20th century transitions on the mainland and Taiwan. The Center is pursuing additional cooperative ROC-related projects with scholars in Taiwan, China, France, and at other institutions in the US.

Along with several other entities within the university, the John K. Fairbank Center for Chinese Studies is actively sponsoring a number of initiatives to help bridge the gap between the fields of Asian Studies and Gender Studies. These initiatives include a ten-day symposium on "Asian Women, Culture, and Resistance," held at Harvard in the spring of 1993. This symposium featured Harvard and visiting faculty and graduate students in panel presentations and workshops, and also included the showing and discussion of several relevant Korean and Chinese films.

The John K. Fairbank Center for Chinese Studies has rapidly expanded its publication program, which now includes a Center newsletter published three times each year and aimed at a "general" audience of business people, teachers, government officials, foundation directors, and the interested public; monograph series, such as *Fairbank Center Working Papers* and *Contemporary Issues*, facilitate the rapid and wide dissemination of the presentations made at several of its seminar series.

Edwin O. Reischauer Institute of Japanese Studies

<http://www.fas.harvard.edu/~rijs/>

The Japan Institute was established in 1973 and was renamed in 1985 to honor its founder. Located on the second floor of the CGIS South Building, 1730 Cambridge

Street (495-3220), website: <http://www.fas.harvard.edu/~rijs/> its purpose is the development and support of Japanese Studies at Harvard, with priorities in (1) support for new teaching positions in the field of Japanese studies; (2) support for research, library, publication, and administrative costs related to Institute programs; (3) undergraduate, graduate, and postdoctoral fellowships and grants; and (4) other activities designed to stimulate interest in the study of Japan. The Institute is governed by a committee appointed by the Dean of the Faculty of Arts and Sciences, in consultation with the Faculty Council. The Executive Committee is made up of Harvard faculty from the departments of History, EALC, Linguistics, Government, Sociology, Economics, and from the Law School, School of Design, and the Business School.

The Reischauer Institute annually hosts 8-10 Visiting Scholars and Research Associates, almost all of whom are visiting faculty from Japanese universities, and about 170 Associates in Research, most of whom are faculty and other scholars from universities in the region. The Institute also funds four post-doctoral fellowships each year, the current group representing the fields of anthropology, history, and literature. These affiliates are active not only with faculty and students in FAS, but also with those in the Law School, Business School, Kennedy School, and the other area research centers. Other support includes funding for student travel and research grants and for student groups organizing activities with Japanese content.

The Reischauer Institute regularly publishes scholarly monographs through the Council on East Asian Studies Monograph Series. A regular component of yearly Institute activities is the Japan Forum, a series of lectures on traditional and modern Japan.

Korea Institute

www.fas.harvard.edu/~korea

The Korea Institute is Harvard's only organization devoted solely to the development and support of Korean studies at the university. Established in 1981 under the aegis of the John K. Fairbank Center for Chinese Studies, the Institute became independent organization within the Faculty of Arts and Sciences (FAS) in 1993. The director is appointed by the Dean of FAS. An executive committee, headed and appointed by the director with the approval of the dean, oversees the activities of the Institute.

The Korea Institute's purposes are to give heightened visibility and direction to Korean Studies activities at Harvard, and to serve as a focal point of involvement for scholars and others outside the Harvard community who may wish to carry out research with Harvard faculty, students, and resources.

In connection with its goal of promoting Korean studies at Harvard, the Institute offers funding for undergraduate and graduate student summer research and/or fieldwork in Korea. The Institute also provides finishing grants to graduate students in the final year

of dissertation writing. Student funding is awarded by competition. The Institute also supports a wide range of undergraduate activities and projects that contain a Korea component, such as the Harvard Korean Students Association, and the undergraduate student magazine, *Yisei*. The Institute also works closely with Harvard undergraduates with its undergraduate staff assistant program, whereby selected undergraduates take part in helping to organize and coordinate Institute events, and serve as general liaisons to the larger undergraduate community. The Institute initiated, and has been integrally involved in forming, the Asian Centers Undergraduate Student Council, which will be launched this year.

The Institute develops and implements outreach programs and events that introduce aspects of Korean Studies to Harvard and to the public, to stimulate discussion and dialogue on issues concerned with Korea. In that regard, the Institute offers a regular and busy schedule of seminars, workshops and conferences, publications, exhibits, films and cultural events. Last year's diverse offerings included a Korean Film Series at the Harvard Film Archive, a Korean Art Event at the Sackler Museum, and an international symposium on Koguryô topics – each a first of their kind and extraordinarily successful -- in addition to the regular bi-weekly Korea Colloquium and Current Affairs Forum, and the annual SBS Distinguished Lecture in the Social Sciences. This year, the Kim Ku Forum on U.S.-Korea Relations will be introduced as a seminar series to bring together Harvard and non-Harvard expertise on Korea and Korea-related topics. The Kim Ku Forum, as most of the Institute's events, will be open to the public.

To enhance scholarly exchange between Korea faculty and professionals, and students, the Institute extends affiliations to Visiting Scholars, Visiting Associates, and Research Associates. The Institute also hosts Post-doctoral Fellows, representing fields in the humanities and social sciences.

The Korea Institute supports several informal and formal publications. The *Korea Institute Newsletter* and the *Korea Institute Directory* are both available on the Korea Institute homepage. The *Select Papers of the Harvard Korean Studies Graduate Student Conference* is a volume of the best papers presented at the annual conference. The Institute also coordinates book publications with the Asia Center Publications Program, which has produced eight titles on Korea. From time to time, the Institute also collaborates with other universities, such as the Harvard-Hallym Publications Series.

The Korean studies program is in the midst of a major transformation that promises to make Harvard one of the most encompassing and dynamic centers for the study of Korea outside Korea itself.

2. The Weatherhead Center for International Affairs

<http://www.wcfia.harvard.edu/>

The Center for International Affairs (CFIA), founded in 1958, provides a

multidisciplinary environment for policy-relevant research on international issues. In addition to its associated faculty from FAS and other faculties at Harvard, in 1993-94 the Center had 206 associates and affiliates from 27 countries (approximately 20 come from East Asia). The Center's main East Asian program is the **Program on US-Japan Relations**. Established in 1980 with support from the Reischauer Institute and other US and Japanese organizations, US-Japan brings together Japanese and American researchers to study cooperatively contemporary issues focusing on three areas: American-Japanese security relations; the cooperative adjustment of economic policies; and the legal framework of trade. Between 1990 and 1993, a total of 50 Associates from Japan, the US, Russia, the PRC, Australia, Thailand, and Germany were in residence through the program. The Program organizes scores of events, including weekly research seminars, to bring together its visiting researchers, faculty, and students from FAS, the Business School, the Kennedy School, and Law School, as well as from MIT, the Fletcher School, and other area institutions. For further information on the Program on U.S. - Japan Relations, please call 495-1890.

3.. Harvard-Yenching Institute

<http://www.harvard-yenching.org/>

The Harvard-Yenching Institute, located at 2 Divinity Avenue and directed by Elizabeth Perry, Professor of Government, is a foundation that contributes to the advancement of higher education in East and Southeast Asia, concentrating on the humanities and social sciences. It brings to the University each year about 30 faculty members from Asian universities for advanced research and gives a similar number of scholarships to junior faculty members of such institutions for study toward doctoral degrees. In addition to doing work that will benefit their own scholarship and strengthen their home institutions, these scholars are a valuable resource for the Harvard community, particularly for those interested in East Asia.

The Institute also helps support East Asian studies at Harvard by providing substantial support to the Harvard-Yenching Library, and by publishing the *Harvard Journal of Asiatic Studies* and the *Harvard-Yenching Monograph Series*, which averages three or four new titles each year.

Several Chinese and Japanese universities through their connection with the Institute offer full-year scholarships to Harvard students. For further information, contact the Institute's office in Room 120, 2 Divinity Avenue (495-3369).

D. OTHER SCHOOLS AND PROGRAMS RELATED TO EAS

John F. Kennedy School of Government

The Kennedy School of Government organizes a variety of programs and research

centers that are intimately involved in East Asian issues. Like the Business School, a number of the Kennedy School's faculty and affiliates teach or conduct research on East Asia. The major East Asia-related programs that link the Kennedy School with other university faculties include:

The **Edward S. Mason Program in Public Policy**, a one-year master's degree program in public administration celebrating its 35th year, invites approximately 60 men and women from developing and newly industrialized countries each year to study at the John F. Kennedy School of Government as Mason Fellows. The Program's mission is to train managers and policy makers from public and non-governmental organizations for critical leadership roles. Over the years there have been numerous Mason Fellows from East Asia. For example, the class of 1992-93 included five fellows from Singapore, two each from the PRC and Vietnam, and one each from Hong Kong and Taiwan. The class of 1993-94 includes two fellows from Singapore, four fellows each from Taiwan and the PRC, and one fellow each from Hong Kong and Korea. The program sponsors a Friday seminar series, "Development Challenges of the 1990's," which in the past two years has included such presentations as "Singapore's Land Transport Policy," "Reform in China's Economy," "Campaign Tibet: Bringing the Tibetan Issue to World Attention."

The **Institute of Politics (IOP)**, established in 1966, seeks to encourage student interest in politics and public affairs and to foster greater cooperation and understanding between the world of practical politics and the world of scholarship. It draws upon the active participation of East Asia faculty members in FAS, particularly Professors MacFarquhar, Vogel, Perkins, and Johnston.

Visiting Fellows to the IOP are frequent participants in the workshops on issues of modern East Asia sponsored by the John K. Fairbank Center for Chinese Studies, the Reischauer Institute, the Korea Institute, and the Center for International Affairs.

The Pacific Basin Research Center, co-organized by the Kennedy School of Government, the Center for International Affairs, and Soka University Los Angeles, was established in 1991 to stimulate East Asian research in areas that are currently neglected, particularly technological systems that serve environmental objectives. The Center is directed by John D. Montgomery, Ford Foundation Professor of International Studies, *Emeritus*. Participants in the Center represent a wide range of university faculties and departments, and post-doctoral fellowships offered by the Center in Policy Studies and in Technology Studies are used by the Fellows in various departments, depending upon the focus of their research.

The East Asian Legal Studies Program

<http://www.law.harvard.edu/programs/eals/>

The East Asian Legal Studies Program (EALS) at the Harvard Law School is the oldest and most extensive academic program devoted to the study of the law and legal history

of the nations and peoples of East Asia and their interaction with the United States. The program was created in 1965 in response to increasing interest among lawyers and scholars of international and comparative law in the legal cultures of China, Japan, Korea, and Southeast Asia. The program sponsors in-depth research conducted by scholars in residence, including research associates, research fellows, and visiting scholars from Japan, Korea, the People's Republic of China, the Republic of China, Southeast Asia, North America, Europe, and other jurisdictions. EALS also offers instruction on the legal systems of East Asia, and joint degree programs are arranged with other faculties of the University. In general, courses and seminars in East Asian Law are open to all students enrolled as degree candidates at Harvard Law School and, in appropriate cases, to students cross-registered from other departments of the university, such as EALC and EAS. Non-matriculated scholars may, with permission, audit courses. The range of courses and seminars on East Asian law commonly include Chinese legal history, contemporary Chinese law, Japanese law, and Korean law. A variety of more specialized topics are taught by visiting East Asian faculty; these include courses on Traditional Chinese Legal Thought, China and International Law, Foreign Investment in Japan, Japanese Business Law, Dispute Resolution in Japan, and Newly Industrialized Countries: The Korean Example. Since 1984, the Law School has also offered a Pacific Community Legal Research seminar that has examined topics concerning legal aspects of economic and other interaction among the countries of East and Southeast Asia. Students participating in this seminar, supported by the Pacific Community Legal Research Program, have undertaken major research and study projects.

EALS hosts approximately twenty public presentations each year; in 1992-93, these included "The Legacy of Chinese Legal History," "Challenges for International Commercial Arbitration in Japan," "The Internationalization of Legal Practice in Korea," and "Concerns about Creating a Legal System for Post-Socialist Mongolia." EALS also sponsors research projects by its Research Associates and Visiting Scholars. The East Asian Legal Studies Program is located in Room 426, Pound Hall. For further information on the program's offerings, please call 495-3142.

Harvard Medical School

For the past several years, there have been increasing connections relating to East Asian studies between the Department of Anthropology and Harvard Medical School. The **Program in Medical Anthropology** has been created to meet the needs of undergraduate and graduate students who wish to combine traditional training in social anthropology with research in health issues. In recent years, a number of graduate students have produced or are currently conducting research for doctoral theses on East Asia under this program in such issues as "Health Care Delivery and the Disabled in Hainan Province, China," "Political, Economic, and Symbolic Aspects of Pharmaceuticals in Korea," and "Shamanism in Taiwan." The Program also brings several East Asian researchers to Cambridge each year to share their expertise with

Harvard's faculty and students.

Kleinman and his colleagues, who are active participants in the John K. Fairbank Center's Taiwan Studies Workshop and will play key roles in that center's upcoming research program on "Dietary Change in China," have been instrumental in setting up several other interdisciplinary programs involving medical specialists, anthropologists, psychologists and psychiatrists, and sociologists. These programs include The Center for the Study of Culture and Medicine, The Cross-National Collaborative Research Program, and the International Report on Mental, Behavioral and Social Health Problems in Developing Societies.

Harvard School of Public Health

In October 1993, the School of Public Health (SPH), inaugurated the **K.T. Li Program in Economic Development and Health** with funding from the Republic of China. This program will be the cornerstone of research and educational activities promoting the advancement of social and health care systems, bringing together faculty from economics, medicine, political science, public management, law, sociology, and history to study policy issues in health and economic development. Professor William Hsiao, has been appointed the first K.T. Li Professor to spearhead the program's activities, which will initially focus on developments in East Asia. The K.T. Li Program will establish a close relationship with a national center of public health in the Republic of China; through this formal relationship, collaborative studies, faculty and fellow exchanges, field training for graduate students, and government consultations can be conducted. Executive training seminars will also be held, led by faculty members from several different departments at Harvard and in the ROC. As appropriate networks are established in Africa, Latin America, and India, the program will expand to include these areas.

Professor Hsiao also directs the Health Transition Program which involves seminars, research, and training jointly sponsored by the SPH and FAS. Working in concert with Associate Professor Michael Reich, a specialist on Japanese health care issues, Professor Hsiao is currently engaged in research on how economic development shapes (and is shaped by) the transformation of social systems in the context of health care delivery. The project will involve close collaboration between the SPH and FAS, particularly the departments of Government, History, Sociology, and Economics, and the area research centers.

Harvard Graduate School of Business Administration

The Faculty of Arts and Sciences and the Business School continue to collaborate in a

number of areas relating to East Asia. Since the mid-1980s, the FAS and the Business School have cosponsored lectures, seminars, and workshops. Although the establishment of formal joint degree arrangements for East Asian studies and Business School students has proven elusive, the ease with which students in different faculties can cross-register for courses helps to account for the fact that every year, more than 300 student cross-registrations take place between the Business School and nine other Harvard faculties. In addition, several Business School faculty focus on East Asian issues, and have produced course development materials on specific East Asian companies or industries (e.g., NIKE in China, IBM-Fujitsu dispute, General Motors' Asian alliances, Caterpillar-Komatsu competition, Kentucky Fried Chicken (Japan), Ltd., Matsushita Electric, Cathay Pacific Airlines, Proctor & Gamble Japan, among many others). These case studies are required reading in a number of Business School courses, and the technology is now in place at Harvard's Office for Information Technology for these and other Business School case studies to be printed on demand by students and other faculty in other parts of the university.

The Graduate School of Education

The Graduate School of Education (GSE) trains a number of students from East Asia. The research of a number of faculty members focuses on East Asia. The Office of International Education also sponsors research abroad, including East Asia, through a variety of travel grants. In the last two years, these have included three student projects in China and one each in the Philippines, Japan, and Nepal.

In the spring of 1993, preliminary negotiations began between the Dean of the School of Education and representatives of Harvard's three National Resource Centers (East Asia, Middle East, and Soviet/Eastern Europe) to explore the possibility of establishing a formal joint degree program, most likely an M. Ed/M.A. Regional Studies program, which would aim to enhance area studies in primary and secondary education.

The Study of Religion Program

The **Study of Religion Program** is administered by a standing committee of the Faculty of Arts and Sciences, with membership as well from the Faculty of Divinity. It is responsible for three degree programs (PhD, Th.D, and BA). Because of its interdisciplinary, cross-cultural, and comparative orientation, students in the program are deeply involved for their course work in various departments of Arts and Sciences, particularly East Asian Languages and Civilizations, Sanskrit and Indian Studies, and Near Eastern Languages and Civilizations. This year more than a dozen PhD candidates are pursuing their work in the division of Buddhist studies, using Chinese, Japanese, Pali, Sanskrit, and Tibetan in their research.

Related to this academic program is the **Center for the Study of World Religions**, founded in 1958 to foster the historical and comparative study of religion. In addition to sponsoring cross-departmental seminar series, this Center also funds the Yehan Numata Visiting Professorship of Buddhist Studies, and a range of Senior Visiting Fellows and Fellows-in-Residence (who are doctoral students at the Divinity School and in FAS). These activities make this Center a focal point for scholars dealing with Buddhism and other East Asian religions.