East Asian Studies
Harvard University

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

A Guide for Undergraduates
2024-25

Contact Information for Undergraduate Program in East Asian Studies

eas@fas.harvard.edu / 617-495-8365

Naia Poyer
EAS Program Coordinator
9 Kirkland Place, Room 102
naia_poyer@fas.harvard.edu

Prof. Shigehisa Kuriyama
Director of Undergraduate Studies
2 Divinity Ave., #134B
hkuriyam@fas.harvard.edu

Leo Rosenstein
EALC Program Assistant
leorosenstein@fas.harvard.edu

Amy Zhang
Assistant Director of Undergraduate Studies for Seniors
ayzhang@g.harvard.edu

Seongun Park
Assistant Director of Undergraduate Studies for Juniors
seongunpark@g.harvard.edu

Yitian Li
Assistant Director of Undergraduate Studies for First Years and Sophomores
yitianli@g.harvard.edu

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1. INTRODUCTION

East Asian Studies at Harvard is dedicated to the study of East Asian societies and cultures, both as vital parts of the world today and as important elements in human history. To study East Asia is to seek understanding of 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 some commonalities among the many cultures and peoples of East Asia, there are also innumerable differences that mark them 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.

East Asian Studies is a multi-disciplinary concentration. Students in the concentration explore the cultures of East Asia not simply as languages, political and economic systems, religions, or literatures, but all of these aspects simultaneously. An introductory tutorial, typically taken in one's sophomore year, introduces students to a wide range of topics and disciplines touching on several 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. A historical survey course from the following list is also required: General Education 1136 "Power and Civilization: China" (formerly SW 12), History 1023 "Japan in Asia and the World" (formerly SW 13), or General Education 1100 "The Two Koreas in the Modern World" (formerly SW 27). This requirement may double-count towards general education requirements. In senior year, students may choose to explore a particular interest by writing a senior honors thesis.

As a medium-sized concentration, East Asian Studies makes it possible to work closely with a variety of faculty members. Every student has their 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, as well as history, religion, philosophy and literature. Faculty teaching East Asia-related courses in other departments of FAS—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 specializations relating to China, Japan, Korea, Vietnam, and Inner Asia are found throughout the University. There are also several 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 those interests are in the humanities, social sciences, or the natural sciences.

In addition to East Asian Studies as a primary concentration, there are several other ways to concentrate in East Asian Studies, including a language-track joint concentration, an area-track joint

concentration, and the joint honors concentration in East Asian History. East Asian Studies also offers a six-credit Secondary Field, as well as 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 EAS Undergraduate Coordinator, Director of Undergraduate Studies, or one of the Assistant Directors of Undergraduate Studies. These contacts, as well as up-to-date concentration and course information, is also available online at https://eas.fas.harvard.edu/. For information on language citations, please contact the Language Programs Office at 617-495-2961 or by emailing eal@fas.harvard.edu. You can also learn more about the East Asian Language Programs at https://ealc.fas.harvard.edu/languages.

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 with a primary concentration in EAS can take either an honors or non-honors track. Students taking the honors track write a senior thesis in their senior year (EAS 99). There is no non-honors option for secondary concentrators—if you are joint/allied and EAS is your secondary concentration, you will be expected to write a thesis.

Language Study

Primary concentrators must take at least two years (four half-courses) of Chinese, Japanese, Korean or Vietnamese, or demonstrate the required level of proficiency through a placement exam. Students should begin their language studies as first-years 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, but 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 ideally should have already completed at least two years of language study before going to Asia—thus, an early start in language study is crucial. Reaching a high level of proficiency as soon as possible will also help one in advanced area courses, tutorials, and the senior thesis.

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 also take a senior tutorial in which they prepare an honors thesis.

Sophomore Tutorial (EASTD 97ab) is a semester-long spring course required of all East Asian Studies concentrators and secondary field students. EASTD 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. 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 current EASTD 98 offerings in China Social Science, Japan Social Science, East Asian Religions, Korean History, China Humanities, etc., or students opt to take a replacement course approved in writing by the Director of Undergraduate Studies. Please see the EAS website for tutorial and historical survey course offerings this year.

Senior Tutorial is a full-year course for those seniors writing honors theses (Honors primary

concentrators and all secondary joint concentrators). Students work in individual tutorials with a faculty advisor and a tutor. Thesis writers are expected to make use of their skills in East Asian languages to the best of their ability. 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 (https://asiacenter.harvard.edu/) and the Office for International Programs (http://oie.fas.harvard.edu/). 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.

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 work with their Assistant Director of Undergraduate Studies and faculty advisor to identify a "cluster" or theme to their area courses, and explain the coherence in their choices in a written statement which must 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 the ones listed on the EAS website's Historical Survey Courses page. These provide important context for the sophomore and junior tutorials. Students are strongly encouraged to go beyond General Education courses 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 EALC courses which typically have smaller enrollments than General Education courses, and which allow students to get to know and work more closely with the faculty.

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

3. CONCENTRATION REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required Courses*

    a. At least four, and no more than six, 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 language or area courses. No more than six half-courses of language may be counted 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 on the EAS website. One of these courses must a historical survey course.

    d. It is recommended that at least two area courses be upper-level seminars. The number of courses required depends on the number of East Asian language half-courses that a student chooses, i.e., a student who chooses to count six half-courses of language requires four additional area courses; a student who chooses to count four language courses requires six area 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 Director of Undergraduate Studies, an approved replacement course may be substituted for EASTD 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. The sophomore tutorial may not be taken Pass/Fail. 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 course with the written permission of the Director of Undergraduate Studies.

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 **Basic Requirements**), including language courses beyond **Basic Requirements**. The number of courses required depends on the number of East Asian language half-courses taken, i.e., a student who chooses to count six half-courses of language requires three additional area courses, a student who chooses to count four language courses requires five area courses. The total number of language courses counted for concentration credit may not exceed six.

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 Director of Undergraduate Studies, an approved replacement course may be substituted for EAS 98.

    c. *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 other seniors writing theses. EAS 99 counts towards course requirements.

3. *Thesis:* Required of all honors candidates
4. *General Examination:* None.

5. *Other information:*
    a. Courses counted for concentration credit may not be taken Pass/Fail, except by special petition.
    b. EAS 97ab may not be taken Pass/Fail.
    c. General Education classes on East Asia can be counted for concentration credit.
    d. Content courses taught in an East Asian language can count toward the language or area course requirement.
    e. A content course taught in an East Asian language may also count as a junior tutorial replacement course with the written permission of the Director of Undergraduate Studies.
    f. Courses counted for concentration credit may not be taken Pass/Fail, except by special petition. The sophomore tutorial may not be taken Pass/Fail.

EAS as a Secondary Concentration (Joint or "Allied" concentration, with EAS listed second on transcript) Requirements

Secondary Concentration: 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:** *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 fewer than six semesters of language must instead take up to six half-courses in related work* (*i.e., the total number of language and content courses must be 6, not including EAS97ab and* ***two*** *area courses).*

Area Courses: 2, including a historical survey course from the current list found on the EAS website. Courses taken to meet this requirement may double-count towards your General Education requirements. It is strongly recommended that the second course be 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.

Secondary Concentration: Area Track

Basic Requirements: 6 half-courses

Sophomore Tutorial: EAS 97ab

Area Courses: 5 East Asia-related half-courses, one of which is a historical survey course from the current list found on the EAS website. Courses taken to meet this requirement may double-count towards your General Education 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. Students are also expected to participate in several seminars throughout the academic year, and join the EAS thesis writers' symposium in March.

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 advisor to write an honors thesis, an original work in some aspect of East Asian history.

Current Requirements for the joint honors concentration in East Asian History (14 half-courses)

1. Four half-courses of study of an East Asian language

2. Five half-courses of tutorials and seminars:

    a. Sophomore tutorial: History 97 and EAS 97ab
    b. One research seminar focused on East Asian History, completed by the end of junior spring.
    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, EAS's in February). EAS expects all thesis writers to present at the EAS Senior Thesis Colloquium.

3. Five half-courses in History and East Asian Studies. These must include:
    a. At least one survey course in North American History (U.S., Mexico, or Canada)

b. At least four East Asian history courses (consult tutorial offices for a list of qualified courses); of these four, at least one must be a course on the history of premodern (before 1750) East Asia, and one must focus on modern East Asian History
c. It is recommended that one of these courses be a history reading seminar focused on East Asia.

EAS Senior Thesis

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 Director of Undergraduate Studies, and your EAS Senior Tutor and ADUS. To the extent possible, we will endeavor to provide a teaching fellow affiliated with the EAS program (Senior Tutor) to help you prepare the thesis. The Director of Undergraduate Studies of the primary field consults with the Director of Undergraduate Studies of the secondary field on readers and on the departmental honors recommendation.

EASTD 99
EASTD 99 is normally taken for two semesters. The first semester of EASTD 99 is graded as PND (pending). The full year grade for EASTD 99 is the letter grade equivalent of the Latin grade awarded to your thesis.

It sometimes happens that after the first semester, students decide not to continue with their thesis work. If you decide this, you must submit your incomplete thesis as well as any other work done in the first semester. It will be graded by an EALC faculty member as directed by the Director of Undergraduate Studies. The letter grade received will then replace the PND grade.

Please follow the deadlines on the thesis schedule you are given. Failure to submit the bibliography and chapter drafts on time may result in an unsatisfactory grade for EASTD 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 Director of Undergraduate Studies and Assistant Director of Undergraduate Studies for Seniors, as well as the EAS Coordinator, will be available to 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 Senior Thesis 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 Director of Undergraduate Studies or the Assistant Director of Undergraduate Studies for Seniors as early as possible.

Thesis Writing
By the time you come to write the thesis you will have pursued courses in some area of East Asian Studies for a year or more. Besides your tutorial work, you should also have taken upper division undergraduate courses to familiarize yourself with various methodological approaches and chosen one (or more) as your focus. 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.

East Asian Language
Thesis writers are encouraged whenever possible to use materials in an East Asian language in their research. 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 also choose a topic centered on interviews. You should not be attempting an extended translation unless you are an advanced student; translation well done takes 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 an original translation accompanied by a substantial analysis of the translated text. Consult with the Director of Undergraduate Studies 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 (617-495-1655), and when available, the EALC Department Writing Fellow. 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 excused 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 Allston Burr Senior Tutor or Assistant Dean of First-Year Students. 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 First-Year Students 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 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 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 a sample of the format for your title page at the end of this section. You may wish to include 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. Their 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.

Submission to Department(s)
As of Spring 2022, EAS requires only digital submission of senior theses. All concentrators, whether primary or secondary, must submit a digital copy of your thesis paper, in .doc or .docx format, to eas@fas.harvard.edu, or hand it in to the EAS Program Coordinator on a flash drive. If your file includes complex formatting or embedded objects, such as diagrams or charts, you may wish to also submit a PDF copy in case of formatting changes occurring during the file transfer. Your file(s) must be received by the EAS office by 2pm on the day of your thesis deadline. Always store copies of your thesis work in the cloud or on an external hard drive in case of a technological mishap. Computer or internet problems are not accepted as an excuse for late submission. In fairness to all students, there will be no exceptions or extensions.

The date of your submission deadline is determined by your department of primary concentration. If your primary concentration is in a department other than EAS, you must submit electronic copies to BOTH departments by your primary department's deadline. If you are primary EAS with a secondary in another department, in addition to following EAS submission guidelines, you should also confirm with the Undergraduate Coordinator for your secondary department when and how to submit your work to them.

The EAS Office will print and bind a copy of your thesis to retain for our records. It will be kept in the office and may be shown to future concentrators as an example.

Circumstances allowing, a reception will be planned as a congratulations to thesis writers. 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 Director of Undergraduate Studies 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, in which case 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 Directors of

Undergraduate Studies 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.

EAS 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 provide 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.

The criteria for evaluating thesis grades are as follows:

Highest Honors
A Highest Honors thesis is a work of the highest honor. It is a contribution to knowledge, though it need not be an important contribution. It reveals a promise of high intellectual attainments, both in selection of problems and facts for consideration, and in the manner in which conclusions are drawn from these facts. A Highest Honors thesis includes—potentially at least—the makings of a publishable article. The writer's use of sources and data is judicious. The thesis is well-written and proofread. The arguments are concise and logically organized, and the allocation of space appropriate. A Highest Honors is not equivalent to just any A, but the sort given by teachers who reserve them for exceptional merit. A Highest Honors minus is a near miss at a Highest Honors and is also equivalent to an A of unusual quality.

High Honors
A High Honors level thesis is a work worthy of great honor. It clearly demonstrates the capacity for a high level of achievement, is carried through carefully, and represents substantial industry. A High Honors Plus thesis achieves a similar level of quality to a Highest Honors in some respects, though it

falls short in others; it is equivalent to the usual type of A. A High Honors thesis is equivalent to an A-. For a High Honors Minus, the results achieved may not be quite as successful due to an unhappy choice of topic or approach; it is also equivalent to an A-.

Honors

As is appropriate for a grade with honors, an Honors level thesis shows serious thought and effort in its general approach, if not in every detail. An Honors Plus is equivalent to a B+, an Honors to a B, and an Honors Minus to a B-. The Honors thesis represents achievement beyond just the satisfactory completion of a task. It is, however, to be differentiated from the High Honors in the difficulty of the subject handled, the substantial nature of the project, and the success with which the subject is digested. When expressed in numerical equivalents, the interval between a High Honors Minus and an Honors plus is double that between the other intervals on the grading scale.

No Distinction

Not all theses automatically deserve honors. Nevertheless, a grade of no distinction (C, D, or E) should be reserved only for those circumstances when the thesis is hastily constructed, a mere summary of existing material, or is poorly thought through. The high standards EAS applies to theses must clearly be violated for a thesis to merit a grade of no distinction.

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

East Asian Studies (Secondary Field)

The East Asian Studies (EAS) secondary field allows students whose primary concentration is not EAS 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 the Department of East Asian Languages and Civilizations (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 East Asian Studies 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. EAS 97ab: Introduction to East Asian Civilizations (Sophomore Tutorial – Spring)

2. One course from the current list of historical survey courses on the EAS website.

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. Up to two classes in an East Asian language may count toward the required six half-courses. The secondary field does not, however, require any language courses.

5. The remaining half-course(s) can be selected from any department, provided that they focus on East Asian topics, to make a total of six half-courses for secondary field credit.

Joint AB/AM Degree

Students who meet eligibility requirements may apply to pursue 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 617-495-3777, or visit their website at www.fas.harvard.edu/rsea.

4. 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 to foster the study of East Asian humanities. EALC offers instruction in Chinese (modern and literary), Japanese (modern and classical), Korean, Manchu, literary Mongolian, Vietnamese, and Uyghur and Chaghatay.

The East Asian Language Programs are located at 5 Bryant Street, with the exception of Uyghur and Chaghatay, which are housed at 9 Kirkland Pl. Interested students are welcome to email the Language Coordinator, Rebecca Mahoney, at eal@fas.harvard.edu for more information. You can also learn more in the EALP section of the EALC website.

Some East Asian languages not normally offered by the department (e.g. Taiwanese and Cantonese) may be offered as **independent language tutorials** if approved by the Director of the language program and the Office of Undergraduate Education. Students must submit a petition well in advance of the desired term of study to the Language Coordinator, Rebecca Mahoney. A rule of thumb would be by the start of midterms the previous semester. In the petition, students must demonstrate a strong academic need to take the language and explain how the language study would fit into their overall academic plan. Career and heritage interest in studying the language is not sufficient for approval.

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 beginning their language studies at Harvard above the elementary level must take a placement exam in the beginning of the fall semester. Exam schedules are posted in July. Students should speak to their advisor for information on Advance Placement, and consult the Handbook for Students about meeting their language requirements. Students may satisfy the undergraduate language requirement by taking the placement test and placing into the third-year level or higher.

Modern Chinese Language Courses

The teaching of Chinese as a foreign language at Harvard University began in 1879. The application of modern linguistic theory and methods to Chinese language education began with Professor Yuen Ren Chao at Harvard University in 1942. Since then, Harvard's Chinese language pedagogy initiated a new age of modernization which established two foundational traditions. They 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 Harvard traditions have exhibited a powerful resilience, as professor Timothy Light remarked in 1982, "let us not forget that Y.R. Chao was the pioneer in what is now the accepted mode of teaching Chinese."

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'. The Chinese language

curriculum and textbooks developed are not only used by students at Harvard, but also by those who study overseas at the Harvard-Beijing Academy in Beijing. We invite you to learn more about our program as we look forward to further breakthroughs in language instruction and acquisition.

Curriculum Goals

Today, Chinese pedagogy has entered a new era of economic and cultural globalization, and Chinese has gained increasing importance as a language of international academic discourse. In recognition of the evolving and broad-ranging needs of learners of Chinese, the Chinese Language Program at Harvard has conducted a thorough revision to its entire curriculum, from the first- through fifth-year course levels, with an emphasis on authentic spoken and written communication in a progressively broader array of contexts, and a strong focus on the connection between language and culture. Beyond the fifth-year level of study, the Chinese Language Program offers content courses taught in Chinese that integrate language skill development with academic investigation of specific disciplines in the social sciences and humanities.

Curriculum Structure

First Year

Ba-Bb **Elementary Modern Chinese** Five hours per week, full-year (non-divisible) course. 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 basic foundation in all four areas of Chinese language ability: listening, speaking, reading and writing.

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

Second Year

120a-120b **Intermediate Modern Chinese.** Five hours per week. This course focuses on the consolidation of the foundational skills acquired in Ba-Bb, introduces more complex grammatical structures, and develops students' understanding and knowledge of Chinese culture. Prerequisite: completion of Chinese Bb.

123xb **Intermediate Modern Chinese for Advanced Beginners** Five hours per week, spring semester. Continuation of Chinese Bx. Covers in one term the equivalent of Chinese 120a and 120b. Prerequisite: completion of Chinese Bx.

Third Year

130a-130b **Pre-Advanced Modern Chinese** Five hours per week. The aim of this course is to further develop students' Chinese proficiency in both spoken and written language. By reading texts based on current issues and cultural phenomena and engaging in in-depth class discussions, students will continue to expand their vocabulary, master more complex grammatical structures, and develop an ability to perform tasks involving description, narration, and argumentation at the discourse level. Prerequisite: completion of Chinese 120b.

130xa-130xb **Pre-Advanced Modern Chinese for Heritage Students** Five hours per week. Designed for students whose Chinese speaking and listening skills are near-native, but whose

reading and writing skills are at a high-intermediate level. This course focuses on reading texts based on current issues and cultural phenomena, and then applying complex grammar structures acquired to students' own writing. Prerequisite: completion of Chinese 123xb.

Fourth Year

140a-140b **Advanced Modern Chinese** Five hours per week. This course aims at further developing students' ability to use Chinese at a more advanced level. Students will engage in in-depth readings and discussions of various genres and writing styles, including argumentative essays, narratives, journalistic articles, and descriptive and literary writing. Emphasis is placed on reading and writing to specific audiences, and the use of complex structures and advanced vocabulary in formal speech and writing. Prerequisite: completion of Chinese 130b.

140xa-xb **Advanced Modern Chinese for Heritage Students** Five hours per week. This course aims at further developing students' ability to use Chinese in advanced and complex contexts, and process and generate sentences with complex structures used mainly in formal speech and writing. The objectives of this course include: 1) enabling students to gain a deeper understanding of Chinese cultural conventions and assumptions, and the ability to "read between the lines" and discern the subtle connotations often present in Chinese speech and writing, 2) giving students the skills and confidence to use Chinese in a number of important, practical settings, including job interviews and academic forums, 3) enabling students to express their opinions and feelings more accurately, appropriately and coherently, and to offer more detailed and vivid descriptions and narrations. Prerequisite: completion of Chinese 130xb.

142a-142b **Advanced Conversational Chinese** Three hours per week. This course builds on the foundation that students have gained through prior Chinese coursework, with a focus on improving oral expression. Classes take the form of presentations, discussions, debates, and other activities designed to strengthen both extemporaneous and prepared speaking ability. Prerequisite: Completion of Chinese 130b.

Fifth Year

150a-150b **Advanced-High Modern Chinese** Four hours per week. The first semester of this course seeks to consolidate and hone students' advanced Chinese ability through in-depth examination of Chinese society and culture. The second semester exposes students to academic-level Chinese through readings and in-depth seminar-style discussions of works from leading authors and scholars across a variety of disciplines. Prerequisite: completion of Chinese 140b, 142b, or 163.

Specialized Courses

163 **Business Chinese** Five hours per week. Designed for students interested in international business, employment, or internships in Chinese-speaking communities (China, Taiwan, Singapore), or for students who simply want to improve their Chinese proficiency with a focus on authentic social and professional interactions. Students will develop their professional communication skills (both spoken and written), as well as gaining a broad business vocabulary. Prerequisite: completion of Chinese 130xb, 140a or a more advanced course. No specific background in business or economics is required.

166r **Chinese in the Humanities** Four and a half hours per week. Advanced language practice through the reading and analysis of authentic texts in humanities disciplines (e.g. art, literature, cinematic studies). May be offered independently in Chinese, or linked with an English-language content course. Specific content varies by year. Prerequisite: completion of 140b, or permission

from instructor.

168r **Chinese in the Social Sciences** Four and a half hours per week. Advanced language practice through the reading and analysis of authentic texts in social science disciplines (e.g., history, politics, sociology, economics). May be offered independently in Chinese, or linked with an English-language content course. Specific content varies by year. Prerequisite: completion of 140b, or permission from instructor.

Cantonese Language Courses

[142a-142b **Advanced Conversational Cantonese**] Three hours per week. The aim of this course is to consolidate the knowledge and skills that heritage students have acquired from their previous exposure to the language, with a particular focus on spoken ability.

Literary Chinese Language Courses

First Year

106a-106b **Introduction to Literary Chinese.** Three hours per 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 readings from simple, authentic texts from the Classical period.

Second Year

107a-107b **Intermediate Literary Chinese.** Three hours per week plus a one-hour section. Prerequisite: Chinese 106b or an equivalent year of literary Chinese. A second-year course in literary Chinese focusing on prose readings from the Middle period.

Japanese Language Program

Modern Japanese Language Courses

Harvard offers a full course of study in standard Japanese, the dialect of Japanese spoken in Tokyo. The core of the program consists of five years of instruction, the first four years of which form a common curriculum devoted to a balanced and successively more advanced mastery of the four skills of speaking, listening, reading, and writing in the language. The elementary course (Japanese Bab) assumes no background in the language and develops basic survival-level linguistic skills, including the ability to read and write *hiragana*, *katakana*, and approximately 200 *kanji* (Chinese characters). Additional characters are introduced successively throughout the second and third years. By the end of the fourth year, students will have been exposed to the majority of the 1,945 characters established as "common use" characters (*jōyō kanji*) by the Ministry of Education in Japan. The fifth-year course combines reading on a variety of social science topics relevant to contemporary Japan, with project work enabling students to gain experience in writing and giving formal presentations in Japanese on academic topics of their own interest. Advanced students (beyond the third year level) with an interest in literature may also take courses in classical Japanese and *kanbun* offered by the literature faculty in the Department of East Asian Languages and Civilizations.

Students in the Japanese Language Program come from a wide variety of graduate, undergraduate, and professional units of Harvard University, including, but not limited to, students majoring in East Asian Studies. To respond to the diverse needs of its students and to equip them with the practical language skills needed 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. This means an emphasis on both accuracy and creativity in the use of the language, and on a parallel mastery of all four skills of speaking, listening, reading, and writing—even at the advanced levels, where increasingly complex reading tasks often dominate class time. Toward this end, interactive classroom techniques and culturally-authentic language materials are utilized, 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 that will carry them beyond the classroom into a life-long process of language learning.

The Japanese Language Program considers the integration of in-class learning with the extra-curricular life of students as an essential part of successful language learning. Among opportunities for students to experience such integration is a program that pairs interested students at the third-year level and above with visiting Japanese researchers and their families at Harvard for cultural and linguistic exchange. Also available to students is a wide variety of funded opportunities, either summer- or year-long, to travel to Japan for study-abroad, research, or work experience through internships in a variety of Japanese and international corporations and government institutions.

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 200 kanji.

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 500 kanji 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 kanji 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, with occasional readings from literature. Readings are supplemented by selections from audiovisual media on current social issues. Students are encouraged to integrate their own disciplinary interests with their study of Japanese through a variety of written projects and in-class presentations. Discussion, presentations, and lectures are conducted entirely in Japanese.

Classical Japanese Language Courses

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

106b **Kanbun.** Three hours a week. Introduction to *kanbun*.

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

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 fluency of their reading in various authentic and academic materials (e.g., newspapers, academic articles, and Korean literature) and develop a deeper understanding of Korean history, culture, and society.

Coursework at all levels focuses on speaking proficiency (conversational and presentational) as well as on reading and writing. From the intermediate level, students gradually acquire a repertoire of the Chinese characters (*hanja*) which will help with their better understanding of Korean vocabulary, and in turn will significantly aid in vocabulary expansion. 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 have 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 and to complement their class instruction with summer language study for credit overseas.

As for study abroad opportunities in Korea, the Korean Language Program, in collaboration with the Korea Institute, has been hosting the Harvard Summer Program in Seoul, Korea since 2007. There is both a language component and a content and film component which can include Korean history, sociology, and literature. A student who finishes this summer program receives one semester worth of language credit. For more study abroad opportunities, please visit the Office for International

Education's website at http://oie.fas.harvard.edu/home.

Curriculum Structure

First Year

Ba-Bb **Elementary Korean.** This introductory course is designed to provide a basic foundation in modern Korean language and culture by focusing on the balanced development of the interpersonal (speaking), interpretive (listening & reading), and presentational (formal speech & writing) skills. Students in Korean Ba begin by learning the complete Korean writing system (*Hangul*), which is followed by lessons focusing on basic conversational skills, cultural competence, and grammatical structures. To provide sufficient opportunities to apply what has been learned in class, there are small group drill sessions, language tables, and a number of other cultural activities.

Bx **Korean for Advanced Beginners.** Korean Bx is an accelerated course designed for those who have received significant exposure to Korean language and culture and thus have some listening and speaking skills, but haven't had sufficient opportunity to develop their knowledge of basic reading, writing, and grammar. This course will cover important grammatical structures covered Elementary Korean (Ba and Bb) for the purpose of providing tools to build upon the existing level of each student's Korean language ability. **Foreign language requirement may be fulfilled** upon completion of this course with a required minimal final examination grade.

Second Year

120a-120b **Intermediate Korean.** This course aims to increase students' ability to communicate in Korean in a wide range of daily life situations with an equal focus on expanding and consolidating students' knowledge of the fundamental grammar of Korean. Students are introduced to reading and listening materials of increasing complexity on a variety of topics in modern Korean society and culture. In addition, in order to develop a deeper understanding of the basic structures of the Korean vocabulary, simple Chinese characters (*hanja*) will be introduced in this course. Prerequisite: Korean Bb or equivalent.

123xb **Intermediate Korean for Advanced Beginners.** Korean 123xb is a continuation of Korean Bx for those who have received significant exposure to Korean language and culture, and thus have some listening and speaking skills. It is an accelerated course covering important grammatical structures and materials from Intermediate Korean (120a and 120b) for the purpose of providing tools to build upon the basic foundation of student's Korean language ability. Hence, this class is designed to meet the linguistic needs that are unique to heritage language students: (i) increase accuracy in grammar, (ii) to develop basic reading and writing skills, and (iii) to expand vocabulary through introduction of hanja. Upon completion of this course, students will be fast-tracked into an upper-level course (e.g. Korean 130a).

Third Year

130a-130b **Pre-advanced Korean.** In Korean 130ab, students will consolidate previously learned grammatical patterns and vocabulary through written and audio-visual materials on a variety of topics. By exploring these topics in Korean, students will not only enhance their listening, reading, speaking and writing skills in Korean, but will also better comprehend Korean culture and society. Emphasis will be placed on developing the ability to present opinions and complex ideas through discussion and writing. Moreover, hanja will be added in this course with the purpose of expanding vocabulary to the advanced level. Prerequisite: Korean 120b or equivalent.

Fourth Year
140a-140b **Advanced Korean.** Korean 140ab is designed to advance students beyond the high-intermediate level in reading, speaking, and writing, in order to begin understanding socio- cultural and historical issues of contemporary Korea. Hence, the aim of the course includes (i) comprehending authentic materials from contemporary Korean mass media, (ii) following essential points of oral and written discourses that are linguistically complex, (iii) discussing concrete topics relating to major issues of contemporary Korean society and culture through opinions, refutations, hypotheses, and detailed explanations of ideas, and (iv) writing about a variety of topics in Korean culture and society in detail, with significant accuracy in grammar and structure. Furthermore, further development of knowledge in hanja, idioms, proverbs, and maxims will be covered in this course.

Fifth Year
[150a-150b **Readings in Cultural Studies.**] Korean 150ab is a content-based Korean language course, designed for promoting language proficiency at the high-advanced level. The goal of this course is to achieve critical thinking and a deeper understanding of controversial issues in Korean culture, society, and history through the language. Students are expected to apply advanced language skills in formal settings by analyzing contemporary texts and media, discussing historical and current events, and formulating opinions and arguments on various topics. Texts and media are drawn from authentic sources such as literary works, editorials, academic essays, films, TV dramas, documentaries, etc. In-class debates, presentations, and academic research writing will be emphasized.

Vietnamese Language Program

Curriculum Goals
The Harvard Vietnamese language curriculum is designed in a four-year sequence of courses to provide students with 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 and advanced-high level are that students are able to:

1. communicate with native speakers on common topics
2. read authentic texts on common issues and use Vietnamese written sources for senior thesis research with a dictionary
3. write essays on the topics introduced during the three academic years
4. 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. Modern Vietnamese literature is used to teach the advanced-high course.

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 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, education, and customs. 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.** 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, economics, traditional theater and folk songs, sports, and customs. Discussions focus on these topics, as well as selected short stories and poems. 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 from the 1930s onward. Discussion focuses on Vietnamese culture and issues related to Vietnamese society. The course is conducted entirely in Vietnamese.

Manchu, Mongolian, Tibetan, Uyghur & Chaghatay Language Courses

Manchu Language
Manchu is one of the Tungusic languages, of which it is the major and best-documented representative. Though it has for practical purposes died out in its original homeland, Manchu continues to be used by the Sibe, a minority nationality living in the Ili Valley in Xinjiang. Because it was the official language of the last dynasty to rule in China, the Qing (1644-1911), a great many historical, religious, and literary works—as well as documentary sources—were composed in Manchu beginning in the early 1600s. It is now recognized that a significant portion of the imperial Qing archives consists of documents written in Manchu; thus, knowledge of the language has become essential for original research in a variety of areas, ranging from the pre-dynastic history of the Manchus to ethnic history, frontier history, and most areas of institutional history from the 17th to the early 20th centuries. Introductory Manchu is offered for a full academic year in alternating years, with an intermediate course and additional reading courses available in succeeding years.

Courses

First Year
Manchu A **Elementary Manchu.** Introduction to the Manchu language (script, morphology, syntax) with graded readings and translation exercises.

Manchu B **Intermediate Manchu.** Continued introduction to Manchu grammar. Readings in a variety of historical and literary texts with emphasis on Manchu documentary sources.

Second Year
Manchu 120a **Intermediate Manchu.** Readings in a wide variety of Manchu texts, including Qing documents, short stories, and diaries.

Manchu 120b **Advanced Manchu.** Readings in Manchu archival materials, other historical texts and literary texts. Some texts in pre-diacritical form.

Third Year and above

Manchu 300r **Reading and Research.** Directed readings of texts related to student research. May be repeated for credit.

Mongolian Language
Introductory Classical Mongolian is sometimes offered, contingent on staffing availability, for a full academic year with an intermediate course and additional reading courses available in succeeding years. The program, which focuses on reading and translation ability, is aimed at introducing students to Classical (literary) Mongolian as a research tool for work in history, linguistics, religion, and other areas of research. The first course is mainly devoted to the Mongol script, vocabulary, and basic grammar. It includes simple readings from standard historical and religious texts. The second course focuses on more advanced grammatical knowledge and is meant to introduce students to a wider variety of texts.

From time to time, the Department also offers courses in Modern Spoken Mongolian. For more information, and to inquire about the availability of Classical Mongolian instruction, please contact the Language Program Coordinator at eal@fas.harvard.edu.

Courses

First Year
Mongolian A/B **Elementary Written Mongolian.** Study of classical Mongolian grammar, with introduction to pre-classical and classical Mongolian texts.

Second Year
Mongolian 120a **Intermediate Written Mongolian.** Readings in classical Mongolian texts.

Mongolian 120b **Advanced Written Mongolian.** Continuation of Mongolian 120a.

Third Year and above

Mongolian 300 **Reading and Research.** Directed readings of texts related to student research. May be repeated for credit.

Uyghur Language

Uyghur is a Central Asian Turkic language spoken by 10–11 million Uyghurs inside of China, mainly in Xinjiang and 1-1.5 million outside of China, mainly in Central Asia. Uyghurs primarily live in Xinjiang (also known as East Turkistan/Turkestan, Eastern Turkistan/Turkestan, Uyghuristan, or Chinese Turkistan). Outside of China, significant diasporic Uyghur communities exist in Kazakhstan, Kyrgyzstan, and Uzbekistan in Central Asia, as well as in Turkey. Smaller communities can be found in the United States, Canada, Australia, Russia, Saudi Arabia, Afghanistan, Pakistan, India, and Europe.

Uyghur belongs to the Turkic language family and its Karluk (Southeastern) branch, which also includes modern Uzbek. Uyghur, like many other Modern Turkic languages, demonstrates agglutination and vowel harmony. Vowel raising and lowering are typical sound system features for Modern Uyghur. It is written in a modified Arabic script.

The Harvard Uyghur language curriculum is designed in a two-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, writing script, grammar, usage of vocabulary, and proficiency in the four skills. The intermediate course aims to enhance students' skills at a higher level. In this course learners will be able to (1) identify main ideas and supporting details from longer stretches discourse; (2) understand longer paragraphs and identify main ideas from a text consisting of complex sentences, for example, those containing subordinated clauses; (3) give simple oral descriptions on a familiar topic within their fields of interest, provide brief explanations for opinions, and develop short arguments; and (4) write longer paragraphs on a familiar topic within their fields of interest.

Courses

Uyghur A Elementary Uyghur. Introduction to Uyghur, the Turkic language spoken in China's Xinjiang Uyghur Autonomous Region and throughout Central Asia. This class is for students who have little or no previous knowledge of Uyghur. The course will introduce the basic letters and sounds of the Perso-Arabic based Uyghur script. In addition to the script, the students will gain some fundamental knowledge of the grammar and develop preliminary conversation skills. All four areas of skill: reading, writing, listening and speaking will be emphasized through lectures, drills, and use of media to facilitate basic language acquisition.

Uyghur B Elementary Uyghur. Continuation of Uyghur A.

Uyghur 120A Intermediate/Advanced Uyghur. Additional training in modern Uyghur, with attention to improvement of spoken fluency and comprehension. Extensive readings in a range of genres, including historical writing and academic prose as well as religious texts.

Uyghur 120B Intermediate/Advanced Uyghur. Continuation of Uyghur 120A.

Uyghur 300 Readings in Uyghur Language and Literature. Guided readings in advanced Uyghur-language texts. May be repeated for credit.

Chaghatay Language

Chaghatay (East Middle Turkic) was a language spoken in Central Asia between the 14th and early 20th centuries, especially in cultural centers such as Samarkand, Bukhara, Herat, Shiraz, Khiva, Kokand and Kashgar. East Middle Turkic included a broad swath of Central Asia from Transoxiana (between the Syr Darya and Amu Darya), Khorasan, Ferghana to the Tarim basin and Ghulja valley.

This course is intended to develop a basic reading knowledge of Chaghatay, the classical antecedent of modern Uzbek and modern Uyghur, and the common literary language of the Central Asian Turks. The course includes a survey of Chaghatay literature as well as a discussion of grammar, the writing system, and lexicographical resources; the class meetings will be devoted to both textbook-based instruction and particularly in the second semester the reading of samples from Chaghatay texts drawn from printed sources and manuscript copies.

In this course learners will be able to (1) read and write Chaghatay, a language written in Perso-Arabic script; (2) distinguish between some of the regional differences found in Chaghatay manuscripts; (3) identify some features of Chaghatay manuscripts and understand basic codicology which includes physical description, paleography, types of documents, identification etc.; and (4) transliterate and transcribe primary sources manuscripts, as well as practice linguistic annotation and translation into English.

Introductory Chaghatay is offered for a full academic year in alternating years, with an intermediate course and additional reading courses available in succeeding years. The Intermediate Chaghatay course aims to develop learners' reading, transliterating, transcribing, and analyzing skills. Mainly focuses on reading primary source materials.

Courses

Chaghatay A Elementary Chaghatay. This course is intended to develop a basic reading knowledge of Chaghatay, the classical antecedent of modern Uzbek and modern Uyghur, and the common literary language of all Central Asian Turks from the fourteenth to the early twentieth centuries. The course includes a survey of Chaghatay literature as well as a discussion of grammar, the writing system, and lexicographical resources; the class meetings will be devoted to both textbook-based instruction and (particularly in the second half of the semester) the reading of samples from Chaghatay texts drawn from printed sources and manuscript copies.

Chaghatay B Elementary Chaghatay. Continuation of Chaghatay A.

Chaghatay 120A **Intermediate Chaghatay.** Intermediate Chaghatay is a continuation of Chaghatay B. This course aims to develop learners' reading, transliterating, transcribing, and analyzing skills. Mainly focuses on reading primary source materials. These firsthand manuscript passages include selections from different time periods (fourteenth to early twentieth century), different places (both Eastern & Western Turkestan), and different genres (religious, historical, literature, legal, healing and medical etc.). This will provide learners with an excellent basis as they move forward with their own research. In this course learners will gain the ability to (1) read original handwritten Chaghatay materials; (2) distinguish different genres;(3) transliterate and transcribe manuscripts, as well as practice linguistic annotation and translation into English; and (4) analyze each reading materials.

Chaghatay 120B **Intermediate Chaghatay.** Continuation of Chaghatay 120A.

5. EXPERIENCE ABROAD

EAS fully shares Harvard's commitment to making it possible for students to spend time abroad as a part of their undergraduate experience. Together with the College and the Asia Centers, we actively work to provide students with opportunities and, in many cases, financial support to study and/or undertake summer internships in Asia. Students may apply for a summer, a semester, or a year of study overseas. Many have found study abroad 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 OIE (Office of International Education): https://oie.fas.harvard.edu/study-abroad. In addition, many EAS students seek summer internships in Asia to deepen their knowledge of the region or language. Some of these internships can be found through the Harvard Asia-related centers. For example, the Reischauer Institute of Japanese Studies partners with the Program on U.S.-Japan Relations at the Weatherhead Center for International Affairs to provide Harvard undergraduates with opportunities through their Japan Summer Internship Program. 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. Students should also consult their Resident Dean, Freshman Adviser, OCS advisers, relevant language programs, and the Director of Undergraduate Studies or the Coordinator of the EAS program during the early stages of planning. Summer language programs in the United States also come highly recommended, such as the Middlebury Summer Language Schools, SEASSI Vietnamese Language summer program, and Havard Summer School language courses taught by EALP faculty. For more information on Study Abroad as an EAS concentrator, please visit the EAS website.

Study Abroad

For those interested in spending a semester (or an academic year) studying abroad, **t**he following is a selective list of programs and institutions that have proved satisfactory in the past. Permission to participate 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://oie.fas.harvard.edu/. While you are welcome to research and pursue programs not listed here or on the OIE website, keep in mind that programs not approved by the OIE are not guaranteed to earn Harvard credit on your return. You should be prepared, on return to campus, to present samples of the work done for your summer program if requested. This may be particularly relevant if petitioning for East Asian language credit for a summer program not recommended by the OIE or our language faculty.

People's Republic of China
Associated Colleges in China (ACC), Beijing
Inter-University Program for Chinese Language Studies (IUP), Tsinghua University, Beijing
Chinese University of Hong Kong International Summer School, Hong Kong
Fudan University, Shanghai
Princeton in Beijing

Hong Kong
Chinese University of Hong Kong (CUHK) Summer Research Program

Japan
Harvard Summer Program in Kyoto, Japan
Kyoto Consortium for Japanese Studies (KCJS) Summer Program in Modern Japanese (Columbia University), Kyoto
CIEEE Tokyo: Summer Japanese Studies, Tokyo
Nanzan University, Nagoya International Christian University Waseda University, Tokyo
Keio University, Tokyo Sophia University, Tokyo
Princeton in Ishikawa (PII), Kanazawa
Hokkaido International Foundation, Hakodate

Korea
Harvard Summer Program in Seoul, Korea
Yonsei International Summer School, Yonsei University, Seoul
Seoul National University International Summer Program
Seoul National University Summer Korean Language & Culture Program
Sogang International Summer Program, Seoul

Taiwan
Harvard Taipei Academy (formerly Harvard Beijing Academy)
National Taiwan Normal University Mandarin Training Center Language Programs, Taipei
International Chinese Language Program at National Taiwan University, Taipei

Vietnam
There are currently no recommended summer programs in Vietnam. However, if you wish to travel to Vietnam, we will work with you, the Vietnamese Language Program, and/or the OIE to find opportunities.

East Asian Studies is committed to facilitating study abroad for concentrators, and will be flexible in helping you fine-tune your program of study so you may benefit from time spent in East Asia.

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: http://oie.fas.harvard.edu/programs.

The following is a partial list of fellowships and grants (for others, contact OCS and the EAS Concentration Office). Please note that many of the Harvard Asia-related centers coordinate during grant application season to avoid "double-dipping," or the awarding of multiple grants to a single student (prohibited in many cases). If you have questions about eligibility, please get in touch with the contact person for the relevant institution.

Asia Center Undergraduate Summer Research Travel Grants: Research must look at two or

more countries of East, South, and Southeast Asia comparatively or explore the relations among Asian countries. Individual country topics may only be considered for Southeast Asian countries or if they are part of broader, multi-country research. This multi-country context must be made explicit in the application. https://asiacenter.harvard.edu/opportunities/asia-center-undergraduate-summer-research-travel-grants-5a89e820369d9c79163f9b4f

Asia Center Winter Research Travel Grants for Undergraduate Students: For domestic or international travel. Research must look at two or more countries of East, South, and Southeast Asia comparatively or explore the relations among Asian countries. Individual country topics may only be considered for Southeast Asian countries or if they are part of broader, multi-country research. https://asiacenter.harvard.edu/opportunities/asia-center-winter-research-travel-grants-for-undergraduate-students-5b2167064f25291187cf9172

Fairbank Center and Harvard China Fund Undergraduate Summer Language Grants: The Fairbank Center offers a number of grants and fellowships to students interested in China and Taiwan. These grants are open to undergraduates who plan to enroll in a summer Chinese language program for intermediate or advanced language study (2nd year or above) in China or Taiwan. The Harvard China Fund offers funding opportunities for beginning Chinese language learners and students who have minimal experience in China. Both opportunities may be applied for via the same application. https://asiacenter.harvard.edu/opportunities/fairbank-center-and-harvard-china-fund-undergraduate-summer-language-grants-5b5a1cf045a8573b25042ea0

Fairbank Center Jeffrey Gu Memorial Fund for Study in Taiwan: https://asiacenter.harvard.edu/opportunities/fairbank-center-jeffrey-gu-memorial-fund-for-study-in-taiwan-5b5a1dcd6c141e0894756eaf

Fairbank Center Summer Language Grants: for undergraduates who plan to enroll in a summer language program for intermediate or advanced study of languages necessary for research in Chinese Studies. https://fairbank.fas.harvard.edu/grants/#undergraduates

Fairbank Center Summer Research Grants: fellowships are given to support undergraduates who plan to conduct academic research on Greater China. https://fairbank.fas.harvard.edu/grants/#undergraduates

Fairbank Center Taiwan Studies Grants: support Harvard University undergraduates to travel to Taiwan for advanced language training or academic research during the fall or spring semester. https://fairbank.fas.harvard.edu/grants/#undergraduates

Fairbank Center Winter Term Grants: Fairbank offers a limited number of small grants to assist undergraduate students with financial need to participate in Optional Winter Term programs in China and Taiwan. https://fairbank.fas.harvard.edu/grants/#undergraduates

Harvard China Student Internship Program: Offered by the Harvard China Fund in partnership with Chinese corporations, NGOs/NPOs, and multinational companies in China. Students experience modern China through their internship placements and gain an introduction to Chinese history and culture, all while learning first-hand about life in the workplace. The structure of the program includes a nine-week internship, a week-long field trip (not taking place in 2022), and numerous cultural events. https://hcf.fas.harvard.edu/programs/students/internship/

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 (617-495-3220) for more information: https://rijs.fas.harvard.edu/undergraduate/research

Joan Andrea Kleinman Travel and Language Grant: The Department of Global Health and Social Medicine, Harvard Medical School, invites both MD/MD-PhD students of HMS and students of Harvard College to apply for this grant. One or two annual awards are made to support summer field research and language learning outside of the United States in East Asia: China (inc. Hong Kong), Taiwan, Korea, and Japan. This grant supports research on the broadest aspects of health, illness, and social suffering. The maximum award is $7,500. https://asiacenter.harvard.edu/opportunities/the-joan-andrea-kleinman-travel-and-language-grant-5c533321233c59299f01ef85

Korea Institute Scholarship to attend SNU International Summer Institute (SNU ISI): https://asiacenter.harvard.edu/opportunities/korea-institute-scholarship-to-attend-snu-international-summer-institute-snu-isi-5b90310ed3fe402cb801d602

Korea Summer Internship Program: offered by the Korea Institute. Interns learn about Korean culture while living and working in Seoul. The Program has commonly placed interns in the fields of government, media/journalism, and in the corporate business field. Undergraduates from all years of study and all concentrations will be considered, with preference given to returning Harvard students. Requires significant background in Korean language (2 years), with a minimum requirement of conversational fluency and higher fluency preferred. https://korea.fas.harvard.edu/harvard-college-korea-summer-internship-program

Radcliffe Engaged Student Grant Program: provides $1,500 stipends per project to support the research, creative, and service work of Harvard undergraduate and graduate students on topics related to the Radcliffe Engaged focus areas. https://www.radcliffe.harvard.edu/opportunities-for-students

Reischauer Institute Japan Summer Internship Program: RIJS, in partnership with the Program on U.S.-Japan Relations at the Weatherhead Center for International Affairs and John A. Paulson School of Engineering and Applied Sciences (SEAS), coordinates a wide array of summer internship opportunities in Japan for Harvard students of any concentration who are in good academic standing and are returning for the fall semester as full-time students. Internships last a minimum of 8 weeks, usually from early June until early August.

Reischauer Institute Japan Summer Science Undergraduate Research Program: RIJS provides opportunities for Harvard College students in life, physical/natural, engineering and applied sciences to conduct research in a leading science laboratory in Japan for at least 8 weeks. This is a **non-credit, independent science research internship** designed to prepare outstanding students for postgraduate fellowships, graduate/doctoral study, and post-baccalaureate research positions in the private sector.

Reischauer Institute Summer Japanese Language Study Grant: RIJS awards competitive grants for Harvard undergraduates who plan to enroll in a summer Japanese language study program in Japan. The grant will provide funding towards tuition and living expenses. Students in

any concentration are eligible to apply, but must be in good academic standing and intend to return for the fall semester as full-time students. **Preference will be given to those students whose concentrations either require or give credit for language study, or who plan a senior thesis project that makes use of the language to be studied.**
https://rijs.fas.harvard.edu/undergraduate/language

Rotary Foundation Scholarships: Rotary clubs offer scholarships for secondary, undergraduate, or graduate study. Rotary club scholarships are given by individual clubs and are open to anyone except Rotary members and their families. Contact your local club for application information and eligibility requirements. https://www.rotary.org/en/our-programs/scholarships

Weatherhead Center for International Affairs: provides grants for summer research on theses. Contact the Center for International Affairs (617-495-4420) for more information.
Website: http://www.wcfia.harvard.edu/.

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).

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 Harvard-Yenching Institute, 2 Divinity Avenue, Room 120 (495-3369).

For a comprehensive funding list, please visit the CARAT website and browse the undergraduate section.

It is the responsibility of the student to keep up with funding possibilities for study abroad, and to apply for funding in a timely fashion. However, students are always welcome to ask their ADUS or the EAS Coordinator about funding options.

6. LIBRARIES AND OTHER RESOURCE CENTERS

Libraries

The Harvard-Yenching Library

https://library.harvard.edu/libraries/yenching

The Harvard-Yenching Library, located at 2 Divinity Avenue (617-495-2756), 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. As of 2018, the Harvard-Yenching Library's collections exceed 1.5 million volumes, including over 900,000 Chinese, 400,000 Japanese, over 200,000 Korean, 30,000 Vietnamese, 55,000 Western languages, 4,000 Tibetan, 3,500 Manchu, and 500 Mongolian.

The Institute is thus able to provide 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. Many of Yenching's special collections have been digitized and can be found in Harvard Digital Collections.

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

https://library.harvard.edu/libraries/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)
https://library.harvard.edu/collections/fairbank-center-chinese-studies-collection

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 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 is a growing number of unpublished reports, manuscripts, conference papers, travel reports, theses, and bibliographical and biographical materials.

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 not only serves 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.

Japan Digital Research Center (Reischauer Institute of Japanese Studies)
https://projects.iq.harvard.edu/jdrc

The Japan Digital Research Center (JDRC) of the Reischauer Institute of Japanese Studies was established in 2017 for the purpose of developing new modes of support and collaboration amongst librarians, faculty, and students working in an increasingly digitized and networked environment. It is focused on meeting the opportunities and challenges that international and multilingual digital scholarship presents, and the emphasis is on identifying, building, and sharing innovative and evolving digital resources that advance scholarship for Japan both today and into the future. Prior to its establishment, the JDRC was known as the Documentation Center of Contemporary Japan (DCJ) and has been one of three libraries housed in the Fung Library with holdings on contemporary China, Japan, and Russia and Eurasia. Although originally focused on the collection of Japanese social science journals, newspapers, and ephemera of postwar Japan, over time the rapid expansion of digital resources became increasingly central to the mission and purpose of the DCJ. In keeping with these changes and ongoing goals to support innovative scholarship that encourages new synergies and opportunities, the Reischauer Institute has redefined the mission of the DCJ and introduced the newly-created Japan Digital Research Center.

East Asian Legal Studies Collection, Harvard Law School

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

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 visit the East Asian Legal Studies site.

The Rübel Asiatic Research Collection
https://library.harvard.edu/collections/rubel-asiatic-research-collection

The **Fine Arts Library**'s Rübel Asiatic Research Collection is one of the leading collections for the study of Asian art and archaeology in the nation. The collection includes approximately 50,000 volumes devoted to the history of Asian art, focusing on the art, architecture, and archaeology of China, Japan, Korea, Central Asia, Southeast Asia, and India. 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. Materials in Western languages may be found in both the Rübel collection and the general collections of the Fine Arts Library.
Collection holdings are represented in HOLLIS. For further information about the Rübel Collection, please visit the website.

Harvard Map Collection
https://library.harvard.edu/libraries/harvard-map-collection

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 upwards of 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 15th century to 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. For more information, please visit their website.

Museums

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. 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 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, visit their website.

Harvard University Art Museums
https://harvardartmuseums.org/

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. 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).

Boston Museum of Fine Arts
https://www.mfa.org/

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

East Asian and International Research Centers

The Harvard University Asia Center
http://asiacenter.harvard.edu/

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 at 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. They also provide generous funding for graduate and undergraduate research and language study. To learn more about opportunities through the Asia Center, visit their funding opportunities page.

John K. Fairbank Center for Chinese Studies
http://fairbank.fas.harvard.edu/

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. 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 universities in the US and abroad, many of whom are drawn to the Center because of its Library's holdings. These affiliates play a significant role in a range of regular seminars and workshops sponsored by the 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 the Republic of China both on the mainland and on Taiwan. These programs include the Taiwan Studies Workshop (and its resulting publications); an international documentation project that surveys 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.

The Fairbank Center is another important source of research and travel funding for both graduate and undergraduate students. Visit their grants page to learn more.

Edwin O. Reischauer Institute of Japanese Studies
http://rijs.fas.harvard.edu/

The Edwin O. Reischauer Institute of Japanese Studies (RIJS) at Harvard University is one of the oldest centers in the world supporting research activities concerning Japan and Japanese Studies. Its mission is to advance teaching and research on Japan, to promote a wide-ranging exchange of ideas on social, cultural, economic, and political issues, to stimulate scholarly and public interest about Japan and U.S.-Japan relations, and to strengthen ties between Harvard University and Japan and between Japan and the United States.

First established in 1973 as the Japan Institute and renamed in 1985 to commemorate the retirement of its founder, the Reischauer Institute (RIJS) has, since its inception, taken the lead to build Harvard's academic infrastructure for the study of Japan, engaging faculty and students in the humanities, social sciences, and sciences across the University, from the Faculty of Arts and Sciences (FAS) and the Graduate School of Arts and Sciences (GSAS), to the University's professional schools.

Through its wide array of programs and initiatives, the Institute advances research in Japanese Studies, supports Harvard's educational mission, and maintains ties with the Japanese Studies

community throughout the U.S. and with individuals and institutions in Japan, Europe, and across the globe.

Other support includes funding for student travel, internships, language study, and research grants, and for student groups organizing activities with Japanese content. Visit their Grants & Fellowships page to learn more.

Korea Institute
http://korea.fas.harvard.edu/

The Korea Institute was established in 1981 under the aegis of the Fairbank Center for East Asian Research, and in 1993 it became an autonomous institution directly responsible to the Dean of the Faculty of Arts and Sciences. It is the only organization devoted solely to the support and development of Korean Studies at Harvard.

The Korea Institute is an integral and dynamic part of the intellectual life at Harvard. In addition to the Korea Colloquium, the Institute also supports numerous lectures, workshops, and conferences throughout the year, led by Institute faculty, students, and postdoctoral fellows. The Institute has a number of visiting scholars, fellows and associates through an affiliated scholars program. Other activities include faculty research projects, undergraduate and graduate student support, teaching, study and work in Korea programs, Korean film screenings and some cultural events. The Institute has also established a wide-ranging network of collaborative relationships with other centers and departments throughout the University and with colleagues and institutions throughout North America, Europe, and Asia.

The Korea Institute offers a variety of research, study abroad, and language study opportunities and funding. Visit their Opportunities page to learn more.

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. 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. 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 visit their website.

WCFIA also offers research grants for undergraduate thesis writers and those working on independent projects. Visit their Funding page for more information.

Harvard-Yenching Institute
http://www.harvard-yenching.org/

The Harvard-Yenching Institute, housed at 2 Divinity Avenue along with the Department of East Asian Languages and Civilizations, 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.