Contents

Reischauer Institute Reports
From the Director: Producing History in Two Nations...............................................................2
Japanese Documents Center at Seoul National University.......................................................3
From the Documentation Center on Contemporary Japan: Digital Textbook Collections...........4
Taking Advantage of Kenkyūkai in Japan.................................................................................7

Reischauer Institute News Notes
Yukio Lippit Joins Faculty.........................................................................................................8
Research and Publication in the Harvard Japanese Studies Community...............................8
Introduction of Postdoctoral Fellows......................................................................................8
Reischauer Postdoctoral Fellowships for 2004-2005.............................................................9
Special Events ......................................................................................................................10
Japan Forum/Events for Fall 2003.......................................................................................12

Reischauer Institute Reports
Japan Transfer Project Students Visit Kyoto (see p. 10)
From the Director: Producing History in Two Nations

Professor Andrew Gordon
Harvard University

This past May I had the pleasure of visiting South Korea for the first time. Among other activities, I joined a round-table discussion with faculty and students at Seoul National University’s Japanese Documents Center, including the director, Professor Jang-Kwon Kim. The vitality of Japanese studies in Korea is impressive. As Professor Young-Jak Kim of Kookmin University has shown in a recent study, which he summarized in our meeting, there has been a dramatic surge in scholarly studies of Japanese politics and economy in the last twenty years, and in the 1990s in particular.

Expanded programs of Japanese or Korean studies and expanded collaboration in and of themselves will not easily overcome decades of mistrust or yield shared understanding of matters past and present. This has been apparent in the way scholars from the two countries often talk past each other in various events that address issues of the colonial occupation and war, which I have joined in recent years. Nonetheless, communities of scholars in Asia who share common analyses and perceptions seem to be growing. The very fact that such gatherings are now commonplace is a positive sign. As economic and cultural relations linking two so-called “distant neighbors” steadily intensify, and as international tensions make Japanese-South Korean cooperation more important than ever, in relation to both the United States and the North Koreans, the deepening and thickening of intellectual and academic connections between Korea and Japan is an encouraging development.

It was also instructive to see how history was presented in several public memorials and museums on the whole starkly, as a morality play setting virtuous and victimized South Koreans against Japanese and then North Korean invaders. But the chance to visit the National Institute of Korean History (NIKH) and see first-hand the extent and character of the commitment of the state to this institution was particularly thought-provoking. The Institute is roughly comparable in its structure and activities to the Historiographical Institute at Tokyo University. Both are state-funded centers whose mission is to preserve, catalog, analyze and offer access to the primary source record of the nation’s past. But there are significant differences as well. The Historiographical Institute at Todai ends its coverage with the fall of the Tokugawa. The Korean institute covers modern as well as premodern history. Unlike its Japanese counterpart, it is an independent agency, housed in two large buildings with a third slated for construction. It dwarfs the Historiographical Institute in physical size and employs a larger staff as well.

Especially, the commitment of the NIH to making the full range of documentary sources available in digital form on-line is extraordinary. The institute is taking the lead in constructing an “Integrated Data System of Korean Historical Materials” that has no counterpart in Japan, or perhaps anywhere in the world. For example, one can already search on-line, at no charge, the full text of most of the general circulation magazines and newspapers published in the colonial era. This is not an archive of graphic reproductions, but a fully digital archive that is immensely labor-intensive and costly to prepare. Of course, efforts to make historical materials available on-line or in CD-ROM form are underway all around the world, Japan included. What is most striking, however, in the Japanese case, is the much greater reliance on commercial enterprise. For example, the Diet library, rather than securing its own budget to make its prewar materials available to all comers at no cost, on the Korean model, has contracted with the Maruzen Corporation in an ambitious project—following the success of the Meiji microfilm project a decade ago—to offer those who can afford it access to its entire collection of books in the social sciences in CD-ROM or DVD format. This is surely a valuable undertaking that will benefit many, and libraries at well-funded institutions such as Harvard will be able to purchase at least portions of the collection (the cost of the entire collection is well over $1 million). But access will still be relatively limited.

Multiple reasons lay behind the Korean adoption of a state-funded, essentially socialized mode for making historical records available to the public audience in the internet age, compared to the Japanese use of a private sector model. Some rest in the past; the NIH founding mandate in 1946 was to “overcome the severance of the nation’s history during the era of Japanese occupation.” Some look to the future: “NIKH is willing to take the time to establish a new identity for the people of the reunited Korea.” (See the English page at http://www.history.go.kr) At base, the South Korean state has committed itself to the use of history on behalf of a nation-building project that is seen as fundamentally incomplete. A similar commitment lay behind the creation of the Historiographical Institute in Japan in the Meiji period. Then as now, there is danger in relying on governments to fund such centers and thus in a basic way define the contents of history. And of course there are profound problems in defining the boundaries of history as national. It is important to criticize the narrowness of so much of the writing of national history around the world. Nevertheless, at a time when the nation-state shows no signs of withering away, despite (or because of?) the powerful forces promoting economic and cultural globalization, it is also important to promote open and widespread access to the basic sources of “national histories.” A system that provides access to the record of the human past as a collective rather than a market-driven enterprise has much to recommend it.
A first task is to firmly maintain the function as a documents center. Although there are fiscal limitations, research is primarily based on the quantity and quality of research sources, so we must reinforce our function as a documents center. As there are naturally limits to the powers of a single institution to collect documents independently, an effort needs to be made to construct and operate a resource network linked with other major institutions both inside and outside the country.

A second task and a basic principle is to continue supporting academic forums inside the country, but this will be developed by the integration of such activities with the Documents Center’s functionality. That is, a support system will be constructed which coordinates external research forums in relation to the Document Center’s own research themes. As a new project initiated this year, we have offered assistance to graduate student kenkyukai. The purpose of the project is to nourish the next generation which will carry on scholarship by enlarging our base of Japanese studies members through support to several research teams consisting of graduate students. Also, from this year we have begun to assist graduate student surveys and data collection in Japan.

A third task is to continue surveys of the current state of Japanese studies in South Korea. A quantitative grasp based on statistical surveys has been largely achieved, so efforts from now on will be exerted towards qualitative analysis. Understanding will be obtained concerning the directions and current states of Japanese studies, both inside and outside of the country, by precise critical review of key research work and by regular round table gatherings among researchers from different Japan-related academic disciplines. Of course quantitative statistical surveys will be regularly conducted.

Finally, the quality of our programs which involve inviting Japan social studies educators as well as holding international scholarly conferences bringing together Korea, China and Japan will be enhanced. In order to expand and develop into a full-scale Japanese studies center in the future, we expect that the Documents Center will not remain a research institute only for Seoul National University, but become an inclusive space which plays a major role for Japanese studies throughout Korea. We hope that researchers who are studying Japan will honor us with increasing interest and active participation.
It is said that textbooks mirror the current state of a nation and its society. Fundamental to education, textbooks are packed with reflections of a nation’s ideal image of its citizens as well as ideas about the formation of personal character and historical perspectives. In the past, textbooks were viewed as divine and it was often held that “textbooks made the Japanese” (Tomitaro Karasawa). During the pre-war period, textbooks served as the center of school education. The mainstream of effort consisted of teaching and learning about “what textbooks have written.” Even after World War II, when a new perception of textbooks emerged which treated textbooks as merely one of various teaching tools, the view of textbooks as one of the primary sources of public education has remained the same. Because of this great importance, textbooks draw intense attention, both within Japan and overseas.

For the past half a century, textbooks have constantly produced controversial episodes, such as the history textbook litigation which questioned the nation’s stance toward history education led by the late Professor Saburō Ienaga. Similarly, international conflict created by a new history textbook litigation which questioned the social episodes, such as the history textbook litigation which questioned the nation’s stance toward history education. In general, institutional system changes for textbooks can be divided into six periods: (1) before the Fundamental Code of Education, including the Edo Period, 1603-1871, (2) before the Certification System, 1872-1885, (3) the Textbook Certification Period, 1886-1902, (4) the State Textbook Period, 1903-1945, (5) the Interim Textbook Compiled by the Ministry of Education Period, 1946-1948, and (6) the (current) Authorized Textbook Period, 1949-present. Regardless of the institutional textbook systems, however, publishing and distribution of textbooks have been entrusted to private publishers both before and after World War II.

Tosho Bunko: Library of Textbooks
http://www.tosho-bunko.jp/

The Tosho Bunko: Library of Textbooks is the first special library of textbooks, which was founded in 1936 to commemorate the 25th year anniversary of Tokyo Publishing Company, one of the largest textbook publishing companies in Japan. The library is well known for its wide coverage and its preservation program. The collection contains about 150,000 volumes, including textbooks used at terakoya (village schools) in the pre-modern period, as well as modern textbooks, along with textbooks from the Meiji screening system period donated by the Ministry of Education in 1938. The library has been proactive in archival treatment of its collection, particularly those deteriorating titles published just after World War II. (Bibliographic data and digitized images had been available through their website up to May, 2003; however, the image archive is currently unavailable.) The search system provided at the Tosho Bunko can input hiragana, katakana, and kanji (Chinese characters), and has a keyword search by both title and author as well as varieties of search functions consisting of three fields: publication date, type of school, and teaching subject. One can retrieve search results by simply selecting options listed in each category. For instance, when clicking one of the options listed in the publication date, the connecting field automatically lists up relevant options from the previous search results and the options in the following field correspond to these previous search results. Since search options in three fields connect with each other, one can execute various searches without any specific knowledge of Japanese textbooks. Unfortunately, however, the system seems to lack thesaurus control for reading Chinese characters. Thus one may have different search results under “reading” depending on the ways of spelling (e.g. “yomihon” in kanji or “tokuhon” “dokuhon” in hiragana).

Hiroshima University Library Textbook Collection
http://cross.lib.hiroshima-u.ac.jp/

Although the consolidated modern Japanese school system began with the Code of Education in 1872, popular enthusiasm toward education nevertheless existed in the pre-modern period. Elementary education for commoners was available at neighborhood schools called terakoya. The Hiroshima University Textbook Collection is an image database featuring textbooks of the pre-modern era called oraimono, as well as modern textbooks published up to 1951. Among 5,600 titles covered in this database, more than half are those published during the State Textbook Period (1903-1945). The significance of this database is that most of the oraimono and Meiji textbooks are available in full-text image, although the remainder published in other periods are presented as partial full-text images. The database offers a bird’s-eye view of the history of education from the pre-modern era through the contemporary period. Textbooks are often the first printed media that children encounter at school. Illustrations in textbooks, which usually undergo thorough research and historical investigation, not only help children understand the material but also play an...
important role in nurturing values and aesthetics. Viewing images of textbooks can be more meaningful to researchers when textbooks present both text and illustrations.

The database contains one of the first modern textbooks with colored illustrations called the "sakura reading book" (1938), which begins with the phrase "cherry blossoms have begun" and includes impressive illustrations of blossoms, as well as the "asahi reading book" (1941), which begins with the phrase "red, red sunrise" and shows a magnificent sunrise scene. As the database covers many textbooks published in the early Showa era, which seems to be both rather distant and yet also relatively close to today, it offers visitors, particularly senior citizens in the aging society, excellent opportunities to encounter their own childhoods. Also, the database contains a more recent history textbook, Kuni no ayumi (History of the Nation), compiled by the Ministry of Education during the Intermediate Textbook Period in accordance with guidance by General Headquarters during the American Occupation Period. The presentation of images has a variety of special features, such as displaying page bottoms or a function to jump to the desired page at once. One can enjoy viewing images in different pages as if actually reading the original book in hand. Finally, along with a seamless search capability on OPAC, the database has excellent search functions encoded for more than 100 categories. Without specific knowledge of textbooks, therefore, one can narrow down the search by combining various options listed in various fields. Also, one can efficiently locate desired oraimono as they are classified by genre, such as moral lessons, vocabulary, history, geography, science, or correspondence.

"Sugoroku Collection" and "Mochizuki Collection of Textbooks" at Tokyo Gakugei University Library
http://library.u-gakugei.ac.jp/lbhome/mochi/mochi.html (Oraimono, search system)
http://library.u-gakugei.ac.jp/orai/color/index.html (Oraimono in color)
http://library.u-gakugei.ac.jp/lbhome/sugoroku.html (Sugoroku)
http://library.u-gakugei.ac.jp/etopia/index_s.html (E-TOPIA)

Picture sugoroku (a board game which was developed during the 17th century as a learning tool) has varieties such as jodo sugoroku (pure land sugoroku), meimoku sugoroku, (name sugoroku) and dochu sugoroku (travel sugoroku). Most versions have an instructional purpose such as moral lessons or liberal arts education, and they played an important role in commoner education and child education during the pre-modern period. In recent years, sugoroku has been receiving increased attention due to its qualities of amusement and beauty. Tokyo Gakugei University Library has a sugoroku collection covering the Edo through Meiji periods. Another notable collection at the library is the Mochizuki Collection of textbooks, including oraimono and titles on teachers’ education during the prewar period. Fortunately, these collections are now digitized and available for public viewing as high-density images through FlashPix. While the Sugoroku Collection does not have a search function but rather a list that lists up 116 entries, the Mochizuki Collection of Oraimono, which includes 950 titles of oraimono, offers two types of search: a title search by kana and a keyword search. Furthermore, as the collection is consolidated with the Library’s OPAC navigation system called E-TOPIA, one can utilize advanced search strategies from its Education Search System, which is basically similar to that of Hiroshima University and has various search functions with many encoded categories. Notable features not found elsewhere among the websites in this article include an excellent sorting system (both ascending and descending) by titles, authors, editors, publishers, and dates. Furthermore, one can forward results by e-mail and save the data onto disks. Images that appear by page are vivid and easy to view. Unfortunately, however, the database is somewhat slow in retrieving images and lacks a jump function from one page to another.

The Educational Archive Collection on Oraimono at Nara University of Education Library
http://www.nara-edu.ac.jp/COLLECTION/collection.htm
http://beth.nara-edu.ac.jp/NYOHITSU/female.htm
http://www.nara-edu.ac.jp/search.htm

Orai originally means letter, especially an exchange of correspondence both sent and received. Compilations of such correspondence, called oraimono, have a long history that goes back to the late Heian period. Use of oraimono as textbooks for commoners from the premodern period lasted through the early Meiji era. While children of the samurai class used Chinese books at hankō (domain school), commoners’ children learned practical skills, manners and knowledge necessary for everyday life at neighboring schools called terakoya, where the focus was on mimicking samples of correspondence. The Educational Archive Collection on Oraimono at the Nara University of Education Library offers images of classical textbooks for letter writing and also pictorial dictionaries. In addition, the archive includes the collection Women’s Penmanship that collects model letter writings for females. The Oraimono and Women’s Penmanship collections are both accompanied by readable annotations to provide useful background information for each title. As the original collection had been well preserved, digitized images in this archive are vivid enough to reflect the high quality of premodern woodblock printing techniques. It was believed that about 1,500 kinds of oraimono for women existed during the Edo period. Women’s Penmanship may be good evidence that the embryo of the nationwide schooling system existed in the premodern period although the concept of male superiority was then prevalent. Because of the limited size of the collection, the archive has a list of titles and offers a keyword search by simply combining words while adding AND, OR, and NOT between words. Unique features of this archive are that one can view both right and left pages at a time, as well as jump to desired pages to view, which is the same feature seen at the Hiroshima University Textbook Collection.
The Textbook Screenings Committee of the Ministry of Education, Culture, Sports, Science and Technology reviews targeted textbooks for each type of school and grade level every four years. In the latest screening for junior high textbooks, which took place in 2001, literary masterpieces by Natsume Sōseki and Mori Ōgai that have been beloved by many Japanese disappeared from the authorized textbooks. This could be a result of the implementation of a five-day school week, which led to a 30% reduction of teaching content to complement the ministry’s new teaching guidelines to adapt to more flexible education. The Japanese language Textbook Database developed by Waseda University is an indispensable tool for tracking such changes in the content of textbooks, which varies as time goes by. For instance, the database can provide a quick answer to what sections of Sōseki’s Kokoro (Heart) and Ōgai’s Muthime (Dancing Girl) are used in high school textbooks, or which chapter of Tsurezuregusa (Essays in Idleness) is most frequently used. As the system accommodates name variations, one can enter any permutation: for example, “Fujiwara Teika,” “Fujiwara no Sadaie,” “Fujiwara Sadaie,” and “Teika” are all equally effective. Also, the system has flexible search functions, such as a keyword search for traditional waka (31-syllable poem) and haiku (17-syllable poem), and one can easily find which poem by whom is included in which textbook. Because the database even has a search capability by names of chief editors and editorial boards, one may be able to investigate the patterns of each textbook or publisher so as to understand their “facade.” For instance, one can trace what kinds of materials are provided at actual teaching places, what sort of teaching aids are taken into textbooks, why such materials are adopted, or what is the purpose of compilation of particular textbooks. Due to its limitation of coverage (from 1992 through 2000, as of this writing), however, the functionality of this database is currently somewhat restricted. It would be desirable if retrospective data input had been mounted on this database, at least back to the beginning of the current authorization system in 1949, to trace changes in Japanese language textbooks after World War II.

A Bibliographical Database on Foreign Language Textbooks

As part of encouraging international understanding in this time of globalization, some Japanese elementary schools have adopted English language education in their curriculum. However, teaching English for elementary schoolchildren at public schools was not really so new. In fact, English language education at elementary schools was commonly found in the Meiji era, though it was not mandatory. A Bibliographical Database on Foreign Language Textbooks developed at Wakayama University is a basic tool for tracking the history of English textbooks in Japan. Titles included in this database are from around 1887 when the country produced their own English teachers, up to 1947. It also has some imported textbooks from the early Meiji period, when teachers mainly relied on foreign-made textbooks. All these English textbooks are divided into 10 categories, such as conversation, reading, grammar, composition, or penmanship. In addition to a keyword search, one can perform various searches by authors, titles, publication dates, authorization dates, publishers, and owners of the original texts. The search results can be sorted in three different ways by selecting categories encoding 18 options such as authorization date, type of schools, and teaching subjects. As of this writing, however, based upon my trial searches, this sorting function seems to be somewhat problematic in terms of accuracy when combining more than two fields. Also, a lack of thesaurus control creates a discrepancy of search results between old and simplified kanji when entering by Chinese characters. Japanese English education traditionally tends to incline toward reading and grammar. Out of 5,700 titles entered so far, more than half are on reading, followed by penmanship, composition, and grammar. Among the authors of English textbooks included in this database, one may find it interesting to see names like Umeko TSUDA, who was the youngest participant in the Iwakura Mission, and Bin UEDA, a well-known poet and a translator. Based upon its design, prepared for a front cover page, table of contents, and bibliographic responsibility, the database seems to have the capability for image presentation; however, it contains no images at this moment. For obtaining images of English textbooks, one may use the above-mentioned Textbook Collection at Hiroshima University. (There, by selecting “English” in the field of “teaching subject,” one should be able to see full texts (some are in partial images) of English textbooks used in the prewar period.)

Textbooks are quite distinctive publications. They are neither available at regular bookstores nor included in book reviews. In terms of unavailability through regular book-selling channels, textbooks resemble grey literature. Yet, perhaps the most notable feature of textbooks might lie in that they have to go through screening processes for authorization required by the Ministry of Education, Culture, Sports, Science and Technology. Nevertheless, even with the Ministry’s endorsement, textbooks may not necessarily be used by schoolchildren unless selected by local education boards. The practical value of textbooks as publications, therefore, depends on whether or not they are chosen by local selection committees. Moreover, rumor suggests that textbooks that reduce teachers’ time and labor tend to be favored in selection processes in accordance with the local teachers’ preferences. The conditions which surround textbook choice are complex and cannot be resolved easily. However, overriding political and diplomatic conflicts or selfish reasons, it would be desirable to have textbooks that would truly support children in cultivating their intellectual quest and ability to learn. Will this be unattainable?

Finally, I would like to mention that, with the exception of the last database on foreign language textbooks, I had opportunities to visit each of their relevant holding libraries in Japan and to meet with their librarians to learn more about their collections. I would like to express my sincere gratitude toward their kind introduction to these wonderful national treasures.
Taking Advantage of Kenkyukai in Japan

Hiromi Maeda
Ph.D. in Religion, Harvard University

When I was researching for my dissertation in Tokyo, weekly or monthly workshops and study groups held at various universities became the most enriching and rigorous locus of learning for me. Such workshops are generally called kenkyūkai, and they are usually open to anyone regardless of his or her university affiliation. Japanese graduate students seem to participate in several kenkyūkai regularly as part of their academic training. The number of foreign researchers participating kenkyūkai seems to be on the rise, and this trend, I hope, will further promote exchanges and collaborations between the Japanese and foreign researchers. Thus any students planning to go to Japan for their research should be aware of a rich kenkyūkai scene in Japan. The following is my research experiences focusing on early modern history and religion in Tokyo, but other fields must be equally active.

The most obvious merit in participating in kenkyūkai is gaining access to a wider network of scholars. The kenkyūkai serve as forums for scholars and students who work on similar areas of interest, and they are useful for students to get a glimpse of the current state of the field. Some kenkyūkai also provide their members with research resources. Membership of the Okayama Han kenkyūkai, for instance, carries with it access to Waseda University libraries. Many kenkyūkai organize summer research trips to relevant research sites. The Jinja shiryō kenkyūkai (Shrine history workshop) organizes a short trip to a major shrine every year and provides an opportunity for scholars to become familiar with history and archival materials at that particular shrine. Many kenkyūkai focus on unpublished manuscripts. For me, reading difficult manuscripts along with scholars and fellow students was useful in developing a healthy skepticism about published materials, and I learned that even experienced historians have a hard time understanding some parts of such manuscripts and are forced to make conjectures.

Some kenkyūkai are established to provide instruction for students whose universities do not offer courses on the topics that the kenkyūkai deal with. For example, the “Soraiken” (a short-hand name for the “Ogyū Sorai Kenkyūkai”) focuses on students’ skills in reading kambun. Young graduate students read the Analects and its commentaries in company with established scholars from several universities. While the formats of kenkyūkai can be similar to seminars offered in a regular university curriculum, kenkyūkai are often more informative and rigorous. In one kenkyūkai in which I participated (a workshop for popular thought), students were given priority in presenting their work, and the organizer made sure to invite scholars of the relevant field so that the presenters could receive detailed feedback from their seniors. When I presented in this kenkyūkai I designed my presentation in such a way that I posed several questions that I had been struggling with in my research. Scholars and students alike grappled with me about the puzzles, and with their help I gained a larger perspective on the problems that I was facing.

The formal parts of kenkyūkai are often followed by informal dinners, during which participants can get to know each other’s work. I often found this informal part very useful for raising questions that I developed while working on my own research. Scholars and students sharing the table with me brainstormed about the problem with which I was engaged. I did not necessarily get answers to questions then, but by the end of dinner I had a good idea of what materials I should look at, or names of people who might know the answer.

I learned much from various people at kenkyūkai, and insights that I gained from them formed an important part of my dissertation. In short, I encourage more students to participate in kenkyūkai in Japan!
Professor Yukio Lippit Joins Faculty

Professor Yukio Lippit has been appointed Assistant Professor of Japanese Art in the History of Art and Architecture Department and will begin teaching in Fall 2003. Lippit received his B.A. in Literature from Harvard in 1993 and his Ph.D. in Art History from Princeton in 2003. He was also affiliated with the graduate programs at the Paris Center for Critical Studies and the University of Tokyo. From 2001 to 2003, Lippit was an Andrew W. Mellon fellow at the Center for Advanced Study in the Visual Arts (CASVA) at the National Gallery of Art, Washington D.C. His research interests primarily concern Japanese painting of the medieval and early modern periods; he is currently writing a book on the origins of Japanese painting history in the seventeenth century. This year Lippit will be offering a survey course on the history of Japanese art and a graduate seminar on the Ashikaga shogunal collection of Chinese art.

Research and Publication in the Harvard Japanese Studies Community

Studies on Japan forthcoming this fall from the Harvard University Asia Center Publications Office include:


The Harvard Journal of Asiatic Studies publishes articles and book reviews on a wide range of topics concerning the humanities in East Asia.

The editors welcome manuscripts. Authors who are interested in having their work considered should submit two copies with everything (text, block quotations, and notes) double-spaced and notes placed at the end. On matters of style, please consult back issues of HJAS or write to the editors for a style sheet. For manuscripts that are accepted, final drafts may be prepared with either Mac or PC programs. No unsolicited book reviews will be accepted.

Annual subscription rates (two issues) are $30 for individuals and $45 for institutions. Send inquiries to Harvard Journal of Asiatic Studies, 2 Divinity Avenue, Cambridge, MA 02138, USA. FAX: (617) 495-7798.

Back issues of HJAS published more than five years ago are now available through JSTOR.

From other publishers, some recent monographs produced by Harvard faculty and Reischauer Institute Associates in Research include:

Bestor, Theodore C., Patricia Steinhoff, and Victoria Lynn Bestor, eds. Doing Fieldwork in Japan (includes a number of Harvard-related contributors) (University of Hawai`i Press, 2003)


Leupp, Gary P. Interracial Intimacy in Japan: Western Men and Japanese Women, 1543-1900 (Continuum Press, 2003)

Piggot, Joan R., Dorothy Ko, and JaHyun Haboush, eds. Women and Confucian Cultures in Premodern China, Korea and Japan (University of California Press, 2003)

Introduction of Postdoctoral Fellows

Jeffrey Bayliss

Dr. Bayliss earned his B.A. in Asian Philosophy from Macalester College in 1988 before traveling to Japan, where in 1994 he received a Master’s degree in Education from Miyagi Kyøiku Daigaku (Miyagi University of Education) in Sendai. He completed a Ph.D. in Japanese history at Harvard in 2003. His dissertation examines how Buraku and Korean minority identities were conceived in Japan prior to 1945, by both the majority and these minority groups themselves, and how Burakumin and Koreans in Japan interacted with one another in light of these identities and the similar forms of discrimination each faced. His present plans are to continue this line of analysis into the postwar period. More generally, his research interests are in the social and cultural history of Japan, and intercultural relations involving Japan.
Dr. Kanda is an art historian specializing in pre-modern Buddhist art and religion. She received her Ph.D. from Yale in 2002 and taught Japanese art last year at Boston University. After earning her B.A. from Japan Women’s University, Fusae became a flight attendant for Japan Air Lines, where she assisted the Prime Minister of Japan on international trips. She has traveled extensively in pursuit of unpublished art objects, including treks to remote temples in East Asia and to caves in the deserts of northwestern China. Fusae honed her connoisseurship of art objects through work in the Asian departments of the Museum of Fine Arts, Boston and the Metropolitan Museum of Art, New York. Her research and publications have treated the artistic interaction between China and Japan in the medieval period, ukiyo-e prints, the aesthetics of the early tea ritual, and sacral landscapes in religious art. Fusae’s current work examines the visual and functionality of a key soteriological icon, the Amida raigō between China and Japan in pre-modern Japan between theological category, social status, sacro-artistic culture, and political power.

Dr. Subramanian received his Ph.D. in Socio-Cultural Anthropology from Stanford University in 2002. He was honored the Textor Award for Outstanding Creativity in Social and Cultural Anthropology for his dissertation, “Travels of Possessed Women on the Brink of Memory: Embodied Faith, Nostalgia and Fear in Modern Japan.” Examining a popular religion and traveling pilgrimage culture which allure aging working class women in contemporary Aomori prefecture, his work investigates the embodied practices of spirit mediums and prophets in the wake of tourism and the controversy over nuclear waste dumps and reactors arising in the region. His research brings together the study of religion, media and cultural memory in contemporary Japan. Dr. Subramanian’s engagement with Japan amounts to over twelve years, having partially grown up in Tokyo. His interest in religious experience stems from his familial background and training in devotional Carnatic music from Tamil Nadu, India. Receiving his B.A. from Reed College and M.A. from Stanford University, his prior research analyzed a genre of horror comics that induced the formation of a cult in Tokyo in the 1980’s. In the future, Dr. Subramanian hopes to initiate a project on the diasporic Indian community of Japan.

Dr. Wolff received his B.A. from Carleton College in Art History in 1992 and his Ph.D. from the University of Chicago in History in 2003. His dissertation, entitled “Notes from the Periphery: Satsuma Identities in Early Modern and Modern Japan,” used the region of Satsuma in southwestern Japan in order to explore the ways in which local identities have been formed across political, religious, social, and economic boundaries. In particular, he considered popular movements among “hidden Buddhists,” smugglers and maritime traders, and impoverished rural samurai. His other current research interests include maritime trade and identity in early modern East Asia, and varieties of nationalism in nineteenth and twentieth century Japan. Prior to beginning academic life at the University of Chicago, Dr. Wolff held positions in the U.S. government, the Japanese government, and as a sushi chef at a popular restaurant in Osaka.

**Reischauer Postdoctoral Fellowships in Japanese Studies for the Academic Year 2004-2005**

The Edwin O. Reischauer Institute of Japanese Studies at Harvard University will offer several postdoctoral fellowships in Japanese studies to recent Ph.D.’s of exceptional promise, to give them the opportunity to turn their dissertations into publishable manuscripts.

**The Fellowship Grant:** Each fellowship will cover a 10- or 12-month period, beginning July 1 or September 1, 2004, with a stipend of $40,000 and health insurance coverage for the grantee. First option for publication of...
manuscripts will rest with the Harvard University Asia Center, for its Harvard East Asian Monographs series. Postdoctoral fellows will be provided office space and access to the libraries and resources of Harvard University.

**Responsibilities of Postdoctoral Fellows:** Residence in the Cambridge/Boston area and participation in Institute activities are required during the appointment. Postdoctoral fellows will be expected to give a presentation in the Reischauer Institute’s Japan Forum lecture series.

**Eligibility:** Applicants must have received their Ph.D. degree in 1999 or later, in Japanese studies in any area of the humanities or social sciences. Those who are chosen to receive fellowships will be expected to give a presentation in the Reischauer Institute’s Japan Forum lecture series. Postdoctoral fellows will be provided office space and access to the libraries and resources of Harvard University.

**Application Process:** Applicants should submit four copies of a complete application consisting of the following elements:

- **Official transcripts of grades** (Only one original necessary; other 3 copies may be duplicates.)
- **Curriculum vitae:** Please include citizenship, Social Security number, current and permanent addresses, telephone number(s), and e-mail address; also academic degrees with dates of conferral, discipline, and institution.
- **List of publications** (this may be included in your C.V.)
- **Two letters of recommendation** (signed and sealed) These must be enclosed with the application unless an exception is granted. (*Only one copy of each recommendation needed; the Reischauer Institute itself will duplicate these.)
- **Dissertation abstract and table of contents**
- **Plan of research** (on separate sheet, up to 2 pages): What do you plan to do at each stage of your research during the fellowship? What particular resources do you intend to use at each stage? What are the advantages of doing your postdoctoral fellowship at Harvard? Are there specific individuals you hope to seek out while in residence?
- **Cover sheet:** On a separate sheet, please also provide the following information, retyping each question in this order: 1. Name; 2. University and Department (of Ph.D.); 3. Field of Study; 4. Thesis Title; 5. Date Ph.D. degree received; 6. Names of (2) recommenders; 7. Do you have a continuing teaching position? If yes, where? (N.B. Have you obtained approval from your department to accept a postdoctoral position (if received) for 2004-2005?); 8. Have you previously applied for the Harvard Postdoctoral Fellowship? If yes, when?; 9. Are you currently applying for other postdoctoral fellowships at Harvard University? If so, which?

**Mail completed application to:**
Because of the relocation of the Institute office, please send your application as follows:

**For regular 1st-class mail:**
Postdoctoral Fellowships
Reischauer Institute
(Attn: Ms. Ruiko Connor)
Harvard University
1737 Cambridge Street
Cambridge, MA 02138 USA

**For FedEx, Express mail, hand-delivered mail:**
Postdoctoral Fellowships
Reischauer Institute
(Attn: Ms. Ruiko Connor)
625 Mass. Ave., Rm. 225
Cambridge, MA 02139 USA
(617) 495-3220

**Application Deadline:**
February 2, 2004

Awards Announcement: April 30, 2004

**Special Events—Upcoming**

**75th Anniversary of Harvard-Yenching Library Celebrations, October 2003**

The 75th Anniversary of the Harvard-Yenching Library at Harvard University will be celebrated in October. A two-day scholarly conference is scheduled for October 17-18. The theme is to celebrate the book as a physical object for storing and transmitting knowledge among various East Asian countries throughout the centuries. The conference will have five sessions: Bronze Inscriptions and Writings on Bamboo and Paper: Collections and Preservation; Traditional Print Culture in East Asia; The Industrialization of Book Illustrations in East Asia; and The Challenges of Digitalization for East Asian Collections. For full details, please see [http://hcl.harvard.edu/harvard-yenching/75thconference.htm](http://hcl.harvard.edu/harvard-yenching/75thconference.htm)

In addition, a special exhibit highlighting the unique and special collections in the Library will be open to the public from October 16 to December 31, 2003. Eleven groups of special materials will be exhibited, including rare books and manuscripts, fine woodblock illustrations, rare legal manuscripts, Buddhist painting scrolls, local histories, missionary publications, Manchu and Mongolian materials, and old photographs.

As part of the celebrations, the Harvard Yenching Library is raising funds to establish a 75th Anniversary Endowment Fund for Japanese Language Acquisitions, which will honor Professor Serge Elisséeff (1889-1975).

**Tokyo Micro.Urbanism**


**Japan Transfer Project**

Two Harvard Graduate School of Design (GSD) faculty members and fourteen students embarked on a study-tour during spring break 2003 to visit architectural sites in Kyoto, Osaka, and Tokyo. The tour, funded by the Reischauer Institute and the Harvard Asia Center, was the centerpiece of the “Japan Transfer Project,” a new idea for collaborative teaching at the GSD. Two classes—a studio based on the design of a new headquarters for Boston’s Japan Society and a seminar on Modern Japanese Architecture—were taught by Andrea Leers and Mark Mulligan, respectively, based on their shared in-
terest in introducing students to Japanese architecture and design and discovering ways in which these might be understood within a non-Japanese context. On May 20th at the Design School, a final presentation and dinner were hosted by the Reischauer Institute, Asia Center, Japan Society, and the GSD.

Sin in the City

On March 22, 2003 Mikael Adolphson, Assistant Professor of Japanese history, and twelve freshmen departed from Logan Airport for Osaka. The destination was Kyoto, Japan’s capital from 794 to 1868, and the trip, made possible by grants from the Reischauer Institute and the Harvard Asia Center, was part of a freshman seminar entitled “Sin in the City: Historical Tales in Kyoto.” After weeks of intense reading, the students reached a new level of understanding of the cultural settings of various ages by visiting a number of historical locations.

Award to JIRCAS Researcher

Harvard graduate Marcy Nicole Wilder, a researcher with the Japan International Research Center for Agricultural Sciences (JIRCAS) (Tsukuba, Japan), was given a special award by the Ministry of Education, Culture, Sports, Science and Technology for her work on the technology of shrimp cultivation. Besides being a female in her thirties, she was the first foreigner to receive this award.

New Reischauer Institute Occasional Paper

The Reischauer Institute has recently published another paper in its series of Occasional Papers in Japanese Studies, as follows:

‘Leading the Natives to Civilization:’ The Colonial Dimension of the Taiwan Expedition by Professor Robert Eskildsen of Smith College (No. 2003-01, March 2003)

These papers may be ordered from the Reischauer Institute. The first copy is free of charge and multiple copies are $5.00 each.

The small images on the previous pages are from Sand, House and Home in Modern Japan (2003)
The Edwin O. Reischauer Institute of Japanese Studies
Japan Forum/Events:  Fall 2003

September 19  SHO KONISHI  
Harvard University
“Cooperatist Modernity: Japanese-Russian Transintellectual Relations in Modern Japan”

September 26  TARO KAGEYAMA  
Kwansei Gakuin University
“Semantic vs. Morphological Boundedness: Resultative and Motion Constructions in English and Japanese”

October 3  WILLIAM COALDRAKE  
University of Melbourne
“Architectural Diplomacy in the Meiji Period: Japan at the International Exhibitions 1873-1910”

October 17-18  Books in Numbers: A Conference in Celebration of the 75th Anniversary of the Harvard-Yenching Library  
(Friday-Saturday) for details see http://bcl.harvard.edu/harvard-yenching/75th/conference.html  

October 24  ANNE WALTHALL  
University of California at Irvine
“The Shogun and His Women in Popular Culture”

October 28  MICHAEL DONNELLY  
(co-sponsored with the Program in U.S.-Japan Relations)
University of Toronto  12:30 PM, 1033 Mass. Ave., Room M11
“How Nuclear Power and Scandals Shape Governing in Japan”

October 30  HYUNG GU LYNN  
(co-sponsored with the Korea Institute)
University of British Columbia  4 PM, 25 Francis Ave., Vanserg Sem. Rm.
“Consumgnosis as Virtual Redemption: Popular Culture in R.O.K.-Japan Relations”

October 31  MICHAEL LUCKEN  
Institut National des Langues et Civilisations Orientales (INALCO), Paris
“The Broken Clocks of Postwar”

November 7  G. CAMERON HURST III  
University of Pennsylvania
“Sport and Spirituality in Japan’s Martial Arts: The Tokugawa Transformation”

November 21  FUSAE KANDA  
Harvard University
“Eloquent Cadavers: The Transformative Visuality of a Buddhist Image”

December 5  JEFFREY BAYLISS  
Harvard University
“Living on the Margins of Modern Japan: Korean and Buraku Identities in the Prewar Period”

December 12  YUKIO LIPPIT  
Harvard University
“The Ashikaga Shogunal Collection and its Legacy”

Except as noted events are held on Fridays, from 4:00 to 5:30 p.m., Lower Library, Robinson Hall (Department of History), Harvard Yard, Cambridge MA 02138