

Princeton University  
Department of East Asian Studies

A Guide to Independent Work  
2016-17



*View of Guardian Lions outside Jones Hall, also known as "Naquin's Corner"*



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### **Writing in East Asian Studies: An Overview**

As cultural, literary, political, and economic ties with countries in East Asia continue to strengthen, we are witnessing a demand for greater knowledge of the customs, traditions, literatures, and languages of this region. The Department of East Asian Studies provides students with rigorous training in the study of China, Japan, and Korea. Its interdisciplinary curriculum is designed to provide a balance between broad-based knowledge of the region and deeper expertise in the languages and cultures of one or more of the region's territories. The goal is for our students to gain proficiency with the challenging linguistic and analytical tools needed to conduct conscientious research, as well as to learn about the critical and theoretical models through which the region's history and culture are interpreted. The core of this training is developed through guided coursework, of which language classes form a central part, and substantial independent work completed under the close auspices of faculty advisers. Regular individual advising sessions with the Director of Undergraduate Studies and close communication amongst the faculty are the base upon which the success of these goals is assessed, a crucial process made efficient by the department's relatively small size.

The independent work that concentrators complete across their four semesters in the department, including two Junior Papers (20-25 pages) and one Senior Thesis (60-100 pages, or around 25,000 words of text excluding footnotes), are vital to the overall intellectual goals of the Department of East Asian Studies. These projects, as diverse as the eclectic disciplinary, historical and regional focuses of the department's faculty members and course offerings, encourage students to pursue their individual interests with the methodological skills developed through their coursework. EAS defines itself by its subject matter, not disciplinary approach or mode of inquiry. Students are encouraged to experiment and explore a wide range of methods and approaches to guide their research, selecting those most suitable to the question they are posing. While there is great flexibility for concentrators in terms of chronology, geography, and methodology, they in all cases should first identify a truly exciting research question and strive to formulate an argument in the process of answering that question.

Training in the most effective research, interpretation and writing methods for independent work begins in earnest with the Junior Seminar, taught by the Director of Undergraduate Studies, which all concentrators must take in the Fall semester of their Junior year. Reading exercises and assignments dedicated to advancing analytical and interpretive skills and investigation of intra-regional issues and debates form the core of the Seminar's curriculum. While working through the specific materials germane to the topic at

hand, students are taught how to conceive of cultural, social and historical problems, to generate questions with which to address them, to employ tactics and strategies for doing research, and to effectively analyze, interpret, organize, and present their findings.

## Requirements

Majors are required to achieve proficiency in one East Asian language through the third-year level.

In addition majors are required to take eight departmental courses, which must include the following:

- the junior seminar,
- at least one course on pre-modern East Asia
  - ART 217- The Arts of Japan
  - ART 351- Traditional Chinese Architecture
  - ART 422- Asian Archeology
  - CHI 301- Introduction to Classical Chinese I
  - CHI 401- Advanced Classical Chinese I
  - CHI 402- Advanced Classical Chinese II
  - CHI 404- Readings in Classic Chinese Novels
  - EAS 231- Chinese Martial Arts Classics: Fiction, Film, Fact
  - EAS 313- The Ecological Worlds of Japanese Culture
  - EAS 320- Early Japanese History
  - EAS 321- Early Modern Japan
  - EAS 325- Tibet: Past and Present
  - EAS 327- Religion, Poetry, and Memory in Ancient China
  - EAS 331- Chinese Poetry
  - EAS 333- The Chinese Novel
  - EAS 335- Early Chinese History to 221
  - EAS 336- The Making and Transformation of Medieval China: 300-1200
  - EAS 340- Culture and Society in Late Imperial China
  - EAS 341- The Tale of Genji in the World
  - EAS 359- Korea Before 1875
  - EAS 415- Intellectual History of China to the Fifth Century
  - EAS 416- Intellectual History of China from the Ninth to the 19<sup>th</sup> Century
  - EAS 434- Comparative Studies in Non-Western Literature
  - HIS 324- Early Modern China
  - JPN 403- Introduction to Classical Japanese
  - JPN 404- Readings in Classical Japanese
  - REL 226- The Religions of China
  - REL 228- Religion in Japanese Culture
  - REL 322- Buddhism in Japan
  - REL 325- Chinese Ritual: Theory and Practice
  - REL 326- Buddhist Literature

- any combination of two of the four courses HIS/EAS 207-208 and HUM/EAS/COM 233-234,
- and at least one other course covering material outside the student's primary area of language specialization.

A single course may not be used to satisfy two requirements, with the exception of HIS 207 and HUM 233, either of which may be used to satisfy the requirement of a course on premodern Asia.

A minimum of six of the eight departmentals must be EAS-prefixed courses.

The remaining two may be language courses at or above the 300 level (after the three-year proficiency requirement is fulfilled), or any language courses in a second East Asian language.

### **Junior Paper**

Students write their first Junior Paper under the guidance of the Director of Undergraduate Studies throughout the Fall semester. Steps toward its completion include formulating a topic, exploring research viability in consultation with specialists in the Gest East Asian Library, drafting a prospectus, submitting an annotated bibliography, circulating full or partial drafts, and a final oral presentation. The final draft is read and evaluated by the Director of Undergraduate Studies.

Students work exclusively with a faculty adviser on their second Junior Paper in the spring semester, though they must adhere to department-wide deadlines for the submission of prospectuses and partial and final drafts. The paper may take up the work of the first Junior Paper or lay the groundwork for the Senior Thesis or may stand as an autonomous research project.

### **Junior Paper Title Page Format**

The format of the title page must be as follows:

(Title)

The Junior Paper is submitted to the East Asian Studies Department of Princeton University in partial fulfillment of the requirements for the degree of Bachelor of Arts.

(Author)

(Date)

Please sign the honor code on each copy of your junior paper on the last page of the text.

*I pledge my honor that this junior paper represents my own work in accordance with University regulations.*

### **The Senior Thesis: Goals**

The Senior Thesis is the culmination of the training students receive in the department. It is researched and written under the close supervision of a faculty adviser, evaluated with detailed reports by the adviser and a second reader, and defended orally in a 30-minute session that is conducted in part in the student's language of specialization. Most often, the thesis is a classical scholarly research essay, though it may also take the form of substantial and annotated literary translation, documentary film, or other creative genre.

A senior thesis should accomplish the following goals:

- Define a research question, and formulate and advance a clear claim (hypothesis) or set of claims.
- Gather, present, and analyze evidence in support of its claim(s).
- Review and engage the scholarship of others on the subject.
- Assess critically the strengths and weaknesses of its own logic, evidence, and findings.
- Relate its conclusions to a larger context.
- Make an original contribution to knowledge.

A thesis must have an argument. It should not be a passive review of the existing literature, a summary of facts, or a mere description of past events. The question it poses should be significant. In other words, the thesis must have and make clear what Princeton's Writing Program calls "motive." Motive, to recall, is what explains to the reader why the thesis is worth reading. Or, in still more direct terms, the thesis should have an answer to the question "so what?" As will be discussed below in more detail, motive can come in many different forms. But whatever form the motive may take, a thesis needs it. For example, Richie K. Huynh's award-winning thesis "Acupuncture Analgesia Considered in Neurophysiological and Traditional Terms: Bridging Traditional Chinese Medicine with Modern Medicine in Asia" raises the question of how acupuncture was or was not integrated into modern



practices in Chinese communities in East Asia. His exploration leads to a successful establishment of acupuncture as a unique bridge between traditional Chinese and modern medicine.

Having posed a question and justified why that question deserves to be posed, the thesis should then present an analysis that marshals sound reasoning and evidence to arrive at an answer. To be successful, a thesis need not be entirely comprehensive or convincing in every aspect – the faculty recognizes that this is your first attempt at substantial scholarship – but at its core it must have an argument. A superior thesis, moreover, will address possible counter-arguments and objections, as this reveals clearly the depth and range of the student’s thinking and research.

The presentation of the student's own reasoning and conclusions is thus the central part of the thesis. This is worth emphasizing, because all too often students fret excessively about the amount and detail of the information they put in the thesis, operating under the mistaken assumption that more is better. While a thoroughly researched thesis is always preferable to a poorly researched one, a carefully argued thesis that rests on inconclusive evidence is preferable to a sloppily reasoned or logically confused thesis that presents an abundance of details and citations. Work hard, but do not forget to work smart.

The Department of East Asian Studies emphasizes the use of Chinese, Japanese or Korean sources and the EAS major aims to develop students’ abilities to read critically and analyze all kinds of text with subtlety and insight. The thesis writing is an important opportunity for students to demonstrate skills of critical reading and analytical writing.

The EAS department also allows and encourages the writing of a Creative Senior Thesis in which they are evaluated on their ability to produce works of fiction (poetry, short story or novel, or film) or to carry out a translation project.

### **Important Dates for Senior Thesis, 2016-17**

- Submit your thesis proposal (title and 1-page description): Oct. 24, 2016
- Submit an outline of your thesis and a full working bibliography: Nov. 24, 2016
- Submit a draft of at least 1/3 of your thesis: Jan. 17, 2017
- Submit the first full draft of your thesis: March 10, 2017
- Deliver two unbound copies and a PDF document of your thesis: April 24, 2017
- Late submission of the senior thesis will be penalized by a reduction of 1/3 of a grade for each date late.

- Thesis Defense (to be scheduled individually): May 18, 2017

### **Thesis Writing**

Thesis writing is a challenging process. It requires you to call upon the knowledge, skills, and insights you have acquired at Princeton to produce a work of original scholarship. Although you will have a faculty adviser and other resources to guide you along the way, the thesis ultimately is yours and yours alone. Working on your own, you are responsible for conceiving, researching, and writing up a piece of research worthy of an academic year's effort.

Writing a thesis may be a daunting task. But it need not be, and indeed should not be, an overwhelming one. When approached in the right manner, the process is certainly manageable. It can even be pleasant. Many students find the thesis to be the most rewarding academic experience they have at Princeton. If you take to heart the information and suggestions provided herein, this guide will help ensure that your own experience of writing a thesis is a productive and positive one.

Topics may range anywhere from medieval Japanese history to contemporary Chinese film, though the department's core requirement is that a substantial portion of the research must be conducted in the student's East Asian language of specialization. Your faculty adviser will help you through this process.

### **Adviser**

It is your responsibility to contact your adviser to schedule meetings on a regular basis. Make the most of your time by making sure you have progress to report. Your adviser has important insight to the thesis-writing process. If any problems arise, you should contact the Director of Undergraduate Studies.

Once you have been assigned an adviser, make an appointment to see him or her. Adviser-advisee relationships vary as much as the people that make them up. Nonetheless, there are some basic expectations. First, your adviser is there to provide general guidance and advice. It is not your adviser's responsibility to assign a research question, find sources for you, or to keep you on track. Researching, writing, and completing the thesis are all your responsibility. Your adviser can work with you to set up a schedule for the completion of your research and writing. Keep in mind, however, that the deadlines are your deadlines, not your adviser's. You owe it to yourself, not your adviser, to complete your thesis. After all, the final product will bear your name, not your adviser's name.

Because the schedules, working habits, and projects of students and faculty advisers vary so greatly, there is no standard template for advising. You should meet with your adviser at a minimum of twice each semester. For most students, meeting twice per month works well.

Your adviser is obliged to read and comment on one draft of each of your chapters. You should submit the rough draft to your adviser early enough to allow at least three weeks to read and comment. Otherwise, you may not necessarily expect your adviser to read your draft materials.

### **Senior Thesis Prospectus**

A senior thesis prospectus is a written outline that communicates your research topic, research question, methods, and state of progress to someone else — typically your thesis adviser, or the selection committee of a funding agency. It should be brief and focused (no longer than two or three pages).

Writing a prospectus is helpful because it forces you to clarify your overarching question and approach before you begin to immerse yourself in the details of your project. It also enables your adviser to understand your ideas and give you more targeted advice. At the same time, the prospectus does not represent a binding contract between you and your adviser. Once you begin to work with your sources and start writing, your hypothesis or research question is likely to change and evolve.

A senior thesis prospectus should include the following.

- A preliminary title.
- The topic of your thesis. You should also be able to explain why your topic is relevant, important, or interesting to you and other scholars in your field.
- Your central question (alternatively, you may pose a hypothesis or a puzzle). What distinguishes your proposed research from earlier work done on the subject? In this context, it might be useful to mention some of the major works that have been published in relation to your question of interest.
- Your research methods and resources. Are you going to base your project on library research, archival research, observational research, surveys, or interviews? You should identify by name some of the main sources you are going to use. Do not forget to mention how you plan to gain access to them.
- As an East Asian Studies major, you are required to base your senior thesis at least in part on source materials in your language of specialization. Make sure to explain how you are planning to do so.
- Your state of progress. Did you deal with a similar topic in your JP? If so, how are you going to expand it? Have you already completed parts of your research? Are there any scholars or

institutions that you have contacted or will contact in the future?

- Your timetable for completion.

### **Guidelines for a Preliminary Bibliography**

- Each topic has different requirements, but as a rule of thumb your working bibliography should include at least five titles in your language of specialization, and at least thirty titles in English or other languages.
- You should include both titles that you have already read, and titles you consider relevant for your project and plan to read in the future.
- Make sure to include titles that illuminate your topic from different angles. Try to ensure that there is some variety in their dates of publication.
- Do not include titles that are unrelated to your topic.
- Include monographs, journal articles, and if necessary other types of media.
- Do not forget to include titles in Asian languages. There is no need to add Chinese or Japanese characters at this point.
- Distinguish between primary and secondary sources. List your primary sources in a separate section at the beginning.
- Keep in mind that this is a preliminary bibliography that will need to be expanded. It may be helpful to consult previous theses (available through the EAS Undergraduate Administrator) to get a sense for the scope of a finalized bibliography.

### **Senior Thesis Writing Group**

Independent Work Mentor Programming

Recognizing the challenges and solitude of independent work, Independent Work Mentors from the Writing Center prepare workshops and programming to aid juniors and seniors in their research. Students should regularly check the [Princeton Undergraduate Research Calendar](#) (PURC) on the website of the Office of Undergraduate Research for upcoming programming and workshops, which cover topics ranging from preparing funding proposals to note taking, and from making an argument to draft review.

[Independent Work Mentors](#) can help interested juniors and seniors form writing groups as a forum to discuss challenges they are confronting in their work and brainstorm strategies for dealing with various issues.

### **Research Support**

The [Office of Undergraduate Research](#) serves to inform, engage, connect, and support currently enrolled undergraduates on matters related to research at Princeton; to enhance independent work through campus-wide initiatives and departmental collaborations; and to promote students' research achievements through

research symposia and written and video communications. Their website is the central hub for information about undergraduate research including student-authored [research advice on the PCUR blog](#), departmental [Independent Work Guides](#), [funding opportunities](#), and subscribe to [PURC](#), the central calendar for upcoming events and deadlines.

## **Thesis Formatting, Style, and Structure**

### **Thesis Title Page**

The format of the title page must be as follows:

(Title)

A senior thesis submitted to the East Asian Studies Department of Princeton University in partial fulfillment of the requirements for the degree of Bachelor of Arts.

(Author)

(Date)

Please sign the honor code on each copy of the thesis on the last page of the text:

*This paper represents my own work in accordance with university regulations. I pledge my honor that I have not violated the honor code during the writing of this paper.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Table of Contents**

A table of contents listing the title and page number of each chapter should follow the title page. On a page preceding the table of contents you may wish to acknowledge any special assistance or support that you received in writing your thesis.

### **Printing**

The manuscript should be clearly printed on bond paper of standard size (8 ½ x 11 in.) and weight (20 lbs.). Please do not use erasable bond.

### **Length**

The text must be single-sided, double-spaced, and 60-100 pages in length.

### **Quotations**

Long quotations should be indented. All quotations from Chinese, Japanese or Korean sources should be translated into English. Inclusion of the original source is not required. If unavailable in the Gest Library append a copy of the original language text as an appendix.

### **Margins**

Leave one inch margins on unbound photocopies and PDF copy. Number all pages, including endnote pages, consecutively.

### **Footnotes**

Footnotes are preferred to endnotes, but either is acceptable. Endnotes should be double-spaced; footnotes may be single-spaced. In annotating, even if you have not made a direct quotation but are paraphrasing, give the reference. Be fair to your sources; acknowledge them.

### **Romanization**

Consult with your adviser well in advance on which romanization system you will use. Then be consistent. Do not simply adopt the spellings in your English-language sources. This is a sure sign that you are out of touch with your Asian language sources.

Provide romanization on the first occurrence of the transliteration of proper titles, etc., or provide a glossary of these characters. Characters for commonly known names (e.g., Tokyo, Beijing, Tokugawa, and Qing) may be omitted. Be consistent.

### **Bibliography**

For book titles, characters must appear in the bibliography, but not necessarily in the notes. In general, the bibliography should consist of a single alphabetized list, irrespective of the language. Give full bibliographical information so those editions you have used can be identified.

### **Style**

In other matters of style, when in doubt follow the MLA Handbook Style or the Chicago style. The important thing is to be consistent.

### **Final Thesis Submission**

The thesis must be submitted to the department office by 4:00 p.m. on the date noted on the current schedule. The submission should consist of two unbound copies and one PDF copy emailed to the undergraduate administrator. Please put the two unbound copies in a manila folder. Late submission of the senior thesis will be penalized by a reduction of one-third of a grade for each day late.

### **Thesis Grading**

The thesis is read by two faculty members, the adviser and another reader selected by the Director of Undergraduate Studies. Each determines a grade independently, and the final grade is the average of the two. A comprehensive exam and thesis defense will be scheduled individually.

The senior thesis represents the culmination of the undergraduate curriculum. It should be an original contribution to scholarship on East Asia, based at least in part on source materials in the student's language of specialization.

The Department of East Asian Studies grades all independent work according to the following rubric, which is made available to all concentrators in the Junior Seminar and is published on the department's website.

- A. The A range reflects outstanding work of research and analysis in East Asian studies. The work shows originality in conceiving the topic and an ability to develop the argument in a well-organized and elegant manner. It demonstrates that the writer has conducted a close and critical reading of the relevant texts, grappled with the issues raised across them, and formulated a perceptive, independent argument. An A-level thesis reflects clarity of expression, sensitivity to regional, cultural, and historical contexts, and is supported by a well-chosen variety of primary materials.
- B. The B range designates work that demonstrates many aspects of A-level work but falls short in either the organization or clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers in this category are solid works that contain flashes of insight, while others give evidence of independent thought without maximizing that potential. The lower end of this range is represented by work that comes up short through some weaknesses in writing, organization, argument, or use of evidence.
- C. Independent work in the C range reflects poor treatment of a subject. Offering little more than a summary of ideas and information having to do with a chosen topic, the work here is comparatively insensitive to historical and cultural context and lacks complexity and insight. C-level papers often suffer from inadequate primary research.
- D. The D range designates seriously deficient work with severe flaws in the writer's command of research materials and modes of argumentation.
- F. F-level papers do not meet the minimal requirements of research in the department.

Once concentrators have completed all of their coursework, their independent work, and the comprehensive exam, the department calculates all of these components according to the following formula:



Departmental course grades	35%	The results of these calculations determine the student's standing within the department, with the most outstanding awarded Honors on Class Day.
Senior Thesis	35%	
Fall term Junior Paper	12%	
Spring term Junior Paper	12%	
Comprehensive exam	6%	

### Sample Thesis Titles

- Ding Ling and the Chinese Woman: From Empowerment to Mobilization
- Representations of Modern Japanese Schools: Eyes of a Chick & Maria is Watching
- The White-Clad: Media, Police and Public Imagination in Post-Aum Japan
- Japanese Portrayals of African Americans in Literature and Television: 1940-2010
- Identity and Ideology: Religion and Ethnicity in State Formation during the Northern Dynasties
- The Better Earth: Contextualizing Contemporary Organic Farming with China's Dynamic Agricultural History
- China, Zhōng Guó, Assessing Michelangelo Antonioni's Chung Kuo: Cina
- Cold War Crutches: Mao Zedong's "Lean to One Side" Policy and Sino-American Confrontation in Korea
- Japan's Emerging Role on the Korean Peninsula: The Dynamics of Japan-South Korea Relations in the Post-Cold War Era.
- A Vision of Change: Analyzing the Role of Social Adaptation in the Resettlement Process of North Korean Defectors.

### Thesis Prize and Past Award-Winning Theses

The best theses are eligible for two prizes, the EAS Department's Marjorie Chadwick Buchanan Prize and the EAS Program's Leigh Buchanan Bienen and Henry S. Bienen Prize. These are adjudicated by committees, appointed by the EAS Program Director and EAS Department Chair respectively, who read the theses as well as the relevant adviser's and reader's reports to make their final evaluations. Only theses that cite a number of East Asian language sources will be considered for the annual EAS Department Thesis Prize. Such theses will also be considered for the annual EAS Program Thesis Prize. No student can win both prizes.

### Leigh Buchanan Bienen and Henry S. Bienen Senior Thesis Prize:

Tram-Anh Nguyen (2016), "Chinese Outward Foreign Direct Investment in ASEAN: Profit-driven Capital Flows or Economic Statecraft?"

Katherine Clifton (2015), "'Thou Art Translated': Iterations of Shakespeare's Influence on Japanese Stage and Film"

You Jin (Jenna) Song (2014), “The Dolbomis: Grandmother’s Paid Care as Relational Work”

Aaron Glasserman (2013), “Accidents of Institutionalization: State Policy, Sectarian Interest, and the China Islamic Association”

Erica Meyer Zendell (2012), “Bread, Circuses, and Steel: Mega-Sporting Events, National Image, and Modernization in China and Brazil (Beijing 2008, Brazil 2014, and Rio 2016)”

Man Yee (Mandy) Lee (2011), “Forged by Flames: The Evolution of Fire Disaster Planning in Traditional Chinese Architecture”

Mark Jia (2010), “Legal Aid and the Rule of the Law in the People's Republic of China”

**Marjory Chadwick Buchanan Senior Thesis Prize:**

Zoe Zhang (2016), “Winter-Worm Summer-Grass: Caterpillar Fungus and the Invention of a Wonder Drug?”

Charles Thomas Fortin (2015), “Nurturing Life Amidst the Smog: The Air Pollution Experience in Contemporary China”

Mary K. Schulman (2014), “The King’s Speech: Language and Ritual in the ‘Great Proclamation’ of the Classic of Documents”

Benjamin A. Goldstein (2013), “Watching the ‘Political Show’ from Afar: Chinese Media Coverage of the 2012 United States Presidential Election”

Matthew Samuel Miller (2012), “Ideas Old and New: The Legacy of Li Zhi and the Transformation of Confucian Concepts”

Richie Huynh (2011), “Acupuncture Analgesia Considered in Neurophysiological and Traditional Terms: Bridging Traditional Chinese Medicine with Modern Medicine in Asia”

Nicole M. Leon (2011), “Mass Media and the “Technics” of Animation: Rethinking the Anime of Kon Satoshi”

Katy Pinke (2010), “The Grass Mud Horse’s Reinless Reign: Towards A New Exploration of Play and Politics in Chinese Cyberspace”

**Funding**

A.B. senior thesis funding opportunities are available through the Student Activities Funding Engine (SAFE). Students seeking support for senior thesis research may apply through the Office of the Dean of the College (ODOC). For more information, go to:

<https://odoc.princeton.edu/support/senior-thesis-funding>.

## Resources

### East Asian Library

Contact: Dr. Martin Heijdra (mheijdra@princeton.edu), Director, East Asian Library

Although the Gest Library was originally begun with the acquisition of many rare books, today it is the working collection that supports all kinds of research done in the Department and Program of East Asian Studies. Emphases in the makeup of the collection reflect the strengths of the department. Thus the collection is quite comprehensive in works of literature and history, with less stress placed on works in the social sciences. As is appropriate to the Chinese collection, it is also voluminous in philosophy and religion, geography and the classics; of special note is the collection on traditional Chinese medicine. The Japanese collection has similar areas of strength with the holdings in premodern history being particularly noteworthy. The Korean collection, though much smaller in scale than the other two, provides a basis for scholarly research.

While the East Asian Library contains many works in the field of art history, users can also consult titles in Chinese and Japanese in Marquand Library. Some older works on population statistics may be found in the Woodrow Wilson School Library. Almost all non-reference Korean, and more than 100,000 Chinese and Japanese works are presently located in the storage Annexes of the Princeton Libraries; you need to fill out a green Annex Library Book Request to receive the book in a day or two. The great majority are older books with Harvard-Yenching call numbers. Currently, East Asian Microforms are stored in the Microfilm section in Firestone. The catalog records for such items, however, are only available at the East Asian Library.

### Writing Center

The Writing Center offers student writers free, one-on-one conferences with experienced fellow writers trained to consult on assignments in any discipline.

Located in Lauritzen Hall, the Writing Center welcomes all Princeton students, including:

- undergraduates working on essays for courses,
- juniors and seniors working on independent research projects,
- international students not used to the conventions of American academic writing,
- graduate students working on seminar papers or dissertations,
- students writing essays for fellowships or for graduate school or job applications,
- students crafting oral presentations.

Special 80-minute conferences are available for JP and Senior Thesis writers, who may sign up to work with a graduate student fellow from the department of their choice. The Writing Center also holds 50-minute regular conferences seven days a week, and drop-in hours Sunday through Thursday evenings. Writing Fellows can help with any part of the writing process: brainstorming ideas, developing a thesis, structuring an argument, or revising a draft. The goal of each conference is to teach strategies that will encourage students to become astute readers and critics of their own work. Although the Writing Center is not an editing or proofreading service, Fellows can help students learn techniques for improving sentences and checking mechanics.

Writing Center conferences complement, but do not replace, the relationships students have with their teachers and advisers. <http://writing.princeton.edu/center>

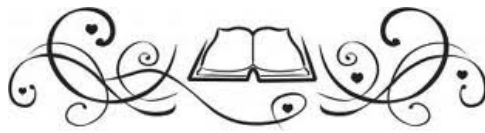
### **Additional Resources**

#### **The McGraw Center**

<http://www.princeton.edu/mcgraw/>

The McGraw Center for Teaching and Learning offers workshops and individual consultations to support Princeton undergraduates as they take on new academic challenges and develop as learners.

The Office of International Programs <http://www.princeton.edu/oip/>



*Martin Kern*  
*Professor and Chair*  
[mkern@princeton.edu](mailto:mkern@princeton.edu)

*Brian Steininger, Asst. Professor*  
*Director of Undergraduate Studies*  
[bsteinin@princeton.edu](mailto:bsteinin@princeton.edu)

*Lisa Ball*  
*Undergraduate Administrator*  
[lball@princeton.edu](mailto:lball@princeton.edu)

***East Asian Studies Department, 211 Jones Hall, Princeton University, Princeton, NJ 08544***  
<http://www.princeton.edu/eas/>