



# HISTORY OF LATER IMPERIAL CHINA

ASIA 340/HIST 379

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## ABOUT THIS COURSE

This course explores the history of China from the disintegration of the Tang empire at the turn of the tenth century to the eve of the country's modern transformations. Its goals are to help students develop the sensibility, language, and analytical tools to interpret the momentous changes that have shaped not only what we recognize as China but also the greater East Asian region and beyond. This course challenges the stereotype of a monolithic, static, and insular geo-cultural unit and encourages students to examine not only how "China" had evolved but also how past transformations have continued to resonate.

## COURSE STRUCTURE

This course will be conducted in person.

Students are expected to have reviewed and reflected on the assigned materials prior to each week's session. Readings will include both primary and secondary sources.

The weekly session will comprise a lecture and a tutorial: we will review the key themes of the week, and we will discuss the assigned materials, both as a class and in break-out groups.

## LEARNING OBJECTIVES

By the end of the term, students should be able to:

- offer historically-informed analyses on the unity and diversity, changes and continuities, of Chinese society prior to its modern transformations;
- articulate some of the characteristics of the nature and impacts of the interactions between China and the wider world;
- work with confidence with a range of primary historical sources;
- elevate their abilities to evaluate the strengths and weaknesses of historical claims.

### INSTRUCTOR INFORMATION

**Instructor:** [Dr. Leo K. Shin](#)

**Departments:** [History](#) and [Asian Studies](#)

**Office:** [Buchanan Tower 1223](#)

**Email:** [leo.shin@ubc.ca](mailto:leo.shin@ubc.ca)

**Office Hours:** By appointment ([sign-ups](#) / [Zoom link](#))

### CLASS INFORMATION

**Term:** 2023 Winter (Term 2)

**Time:** Tu 15:30–18:30

**Location:** FORW 303

**Canvas:**

<https://canvas.ubc.ca/courses/131407>

**Course Blog:**

<https://blogs.ubc.ca/asia340hist379/>

**Download** [2023W Syllabus](#)

## ASSESSMENT OF LEARNING

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For more details on the individual components, see the [Assessment](#) section.

<a href="#">Quizzes</a>	10%
<a href="#">Discussion Posts</a>	15%
<a href="#">Attendance/Participation</a>	10%
<a href="#">Short Reflection Essays</a>	15%
<a href="#">Midterm Checkup</a>	10%
<a href="#">Book Review</a>	20%
<a href="#">Final Take-home Exercise</a>	20%
<a href="#">Research Project (optional)</a>	40%

## IMPORTANT DATES

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Jan. 9	First session
Jan. 19	Last date to withdraw without the “W” standing
Feb. 12–16	Midterm checkup
Feb. 19–23	Midterm break
Mar. 1	Bibliography due/Last date to withdraw
Mar. 31	Book review due
Apr. 9	Last session
Apr. 22	Take-home exercise/Research project due

## LEARNING MATERIALS

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- Hansen, Valerie. *The Open Empire: A History of China to 1800*. New York and London: W. W. Norton, 2015 (available on reserve and through the UBC Bookstore).
- Other required readings are available online or through [Canvas](#).

## OFFICE HOURS/LEARNING LOUNGE

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No doubt you will have questions. Feel free to contact the instructor (preferred to be addressed as Dr. Shin or Prof. Shin) through [email](#) or via [Canvas](#). The usual response time is within 24 hours (except for weekends and holidays). Please use your UBC email address if possible.

Office hours (Thurs. 15:00–17:00) are by appointment ([sign-ups](#); be sure to check the time zone). The default mode is by Zoom ([link](#)), but students who would like to meet in my office are welcome to send a request through email. Students are strongly encouraged to check in with me, particularly early on during the term, to make sure all is on track.

A [Learning Lounge](#) has also been set up under [Discussions](#) in Canvas for students to post—and answer each other’s—questions. The instructor will “drop in” at least once a week to see if there are outstanding questions. Respectful netiquette is expected and appreciated.

## ACKNOWLEDGMENT

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UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

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## SCHEDULE

Starting with Week 2, students are expected to have completed all the required readings for the week **before** attending the weekly sessions. Items marked with an asterisk (\*) are available under [Files](#) in Canvas; the rest can be found elsewhere online or on reserve. **[P]** denotes “primary source.”

### WEEK 1 (JAN. 9): THE IDEA OF CHINA

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- Valerie Hansen, *The Open Empire*, 2nd ed. (New York and London, 2015), pp. 3–15;
- [History Writing Centre](#) ([history.ubc.ca/undergraduate/writing-centre/](http://history.ubc.ca/undergraduate/writing-centre/)), especially the section on “Sources.”
- “[How to Read a Document](#)” (T. Brook)

### WEEK 2 (JAN. 16): “CHINESE” AND “NON-CHINESE”

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- Hansen, *Open Empire*, 275–307 (\*also available under [Files](#) in Canvas);
- \***[P]** “[The Tanguts and Their Relations with the Han Chinese](#)” and “[Longing to Recover the North](#),” in *Chinese Civilization: A Sourcebook*, ed. Patricia Buckley Ebrey, 2nd ed. (New York, 1993), 139–141, 169–171.

**Focus:** How did the “Chinese” and “non-Chinese” perceive one another?

### WEEK 3 (JAN. 23): REFORMS AND THEIR ENEMIES

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- Hansen, 237–256;
- John E. Wills, Jr., “[Su Dongbo](#),” *Mountain of Fame: Portraits in Chinese History* (Princeton, 2012), 149–167;
- \***[P]** “[Memorial to the Emperor Renzong](#)” and “[A Petition to Do Away with the Most Harmful of the New Laws](#),” in *Sources of Chinese Tradition: From Earliest Times to 1600*, 2nd ed., vol. 1, comp. Wm. Theodore de Bary and Irene Bloom (New York, 1999), 612–616, 625–626;
- \***[P]** “[Wang Anshi, Sima Guang, and Emperor Shenzong](#),” in *Chinese Civilization*, 151–154.

**Focus:** What was fundamentally at stake in the debates over reforms in 11th-century China?

## WEEK 4 (JAN. 30): SOCIETY IN TRANSITION

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- Hansen, 256–273;
- \*[P] YUAN Cai [Yüan Ts'ai] (1140–95), “[Author's Preface](#)” and excerpts from “[Getting along with Relatives](#)” (up to p. 212), in *Family and Property in Sung China: Yuan Ts'ai's Precepts for Social Life*, trans. Patricia Buckley Ebrey (Princeton, 1984), 177–212.

**Focus:** What were some of the major concerns of the literati in the Southern Song period?

## WEEK 5 (FEB. 6): CHINA UNDER MONGOL RULE

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- Hansen, 309–343;
- \*[P] GUAN Hanqing (ca. 1220–1307), “[Rescuing One of the Girls](#),” in *An Anthology of Chinese Literature: Beginnings to 1911*, ed. and trans. Stephen Owen (New York, 1996), 744–770.

**Focus:** In what ways was Guan Hanqing's play reflective of the Mongol period?

## WEEK 6 (FEB. 13): MID-TERM CHECKUP

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No class this week. Students will sign up for individual meetings with the instructor.

*Feb. 19–23: Midterm break (bibliography due on Feb. 25)*

## WEEK 7 (FEB. 27): AUTOCRACY AT WORK

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- Hansen, 345–363;
- \*[P] Selections from “[Ming Foundations of Late Imperial China](#),” in *Sources of Chinese Tradition*, 779–786, 788–793.

**Focus:** What was Zhu Yuanzhang's vision for Ming-dynasty China?

## WEEK 8 (MAR. 5): CURRENTS OF CHANGE

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- Hansen, 363–379;
- Wills, “[Wang Yangming](#),” 201–215;
- \*[P] Selections from “[Ledgers of Merits and Demerits](#),” in *Sources of Chinese Tradition*, 906–916.

**Focus:** How had China transformed over the course of the 16th- and early-17th centuries?

## WEEK 9 (MAR. 12): ENCOUNTERS AND CIRCULATIONS

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- Timothy Brook, “The Missionary and His Convert,” *Great State: China and the World* (New York, 2020), 201–232 (\*also available under [Files](#) in Canvas).
- \*[P] Matteo Ricci, *The True Meaning of the Lord of Heaven* (Taipei, 1985), #521–#562.

**Focus:** How well were Christian teachings received by the Chinese literati?

## WEEK 10 (MAR. 19): SEVENTEENTH-CENTURY CRISES

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- Hansen, 379–404;
- \*[P] Selections from Lynn A. Struve, ed. and trans., *Voices from the Ming-Qing Cataclysm: China in Tigers' Jaws* (New Haven: Yale University Press, 1993; to be confirmed).

**Focus:** What were some of the transformations brought about by the Manchu conquest of China?

## WEEK 11 (MAR. 26): THE “HIGH QING”

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- Hansen, 404–418;
- \*[P] SHEN Fu (b. 1763), *Six Records of a Life Adrift*, xiii–xv, 1–32, 55–81 (also available under “Files” in Canvas).

**Focus:** What were the sources of Shen Fu’s joy and sorrow?

*Book review due on **March 31***

## WEEK 12 (APR. 2): EMPIRE AT CROSSROADS

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- Wills, “[The Qianlong Emperor](#),” 231–258;
- \*[P] Selections from “[China in the Eighteenth-Century World](#),” in *The Search for Modern China: A Documentary Collection*, ed. Janet Y. Chen and others, 3rd ed. (New York and London: W. W. Norton, 2014).

**Focus:** What were some of the challenges faced by Qing-dynasty China at the turn of the 19th century?

## WEEK 13 (APR. 9): RE-ORIENTATION

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- Hansen, 419–430;
- Additional reading(s) to be confirmed.

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## ASSESSMENT

### READING QUIZZES (10%)

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Weekly quizzes (x 8) to be completed on [Canvas](#) by the end (23:59) of **Mondays**. The multiple-choice quizzes (**the first one is due on January 22 for the readings listed under Week 3**) are not meant to be onerous but are intended to encourage students to review the assigned materials before our weekly meetings. Collaboration is not permitted, and late submissions are not accepted. But students are allowed to miss one week.

### DISCUSSION POSTS (15%)

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One post (150–200 words) per week (x 8). To be submitted through [Canvas](#) by the end (23:59) of **Mondays** in anticipation of our weekly sessions. For each post, please:

- provide at the top **two** quotations (each as short as a sentence or as long as a passage) from the **weekly primary source(s)** that are especially pertinent to the focus question of the week (these will not count towards your word limit, but please be mindful **not to quote from the editor/translator's introduction**);
- explain how the quotations (to be selected from two different sources, if applicable), together or separately, could help answer the focus question of the week.

**The key to this short exercise is to pay attention to who the speakers of the quotations were and to what extent the speakers' views were representative.**

**Your first post is due on January 22 for the primary sources listed under Week 3.** Whenever possible, please provide page references for the quotations selected—e.g., (“Memorial to the Emperor Renzong,” p. 614), (Yuan Cai, p. 180). Late submissions will not be accepted, but you are allowed to miss a week. You are encouraged to read—and respond to—each other's posts, but you are not permitted to edit your original posts once they have been submitted.

### ATTENDANCE/PARTICIPATION (10%)

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Students are expected to attend all weekly sessions (especially since we meet only once a week) and take an active part in class discussion. But please see [Support](#) if you have to miss a class.

EXCELLENT	GOOD	FAIR	POOR
Did all the required readings, attended every session, raised and discussed issues; fully engaged with the class.	Did most of the readings, came to nearly every session, raised and discussed issues most of the time; engaged with the class.	Did some of the readings, came to most of the sessions, remained interested but hardly ever spoke.	I came, I heard, but I didn't really participate in the proceedings.

## SHORT REFLECTION ESSAYS (15%)

Students are asked to select **two** units (Week 3 through Week 12) for which they would like to submit short reflection essays. These short essays (about 600 words each) are due by the end of the **Friday following the session for the topic in question**. For example, the deadline for submission for a reflection essay for Week 4 ("Society in Transition") is Friday, February 2.

For each short essay, you should:

- Reflect on the **context** as well as **limitation** of the primary source(s) in question (for this purpose, please review "[How to Read a Document](#)");
- Consider the **utility** of the primary source(s): please identify and discuss **three quotations/examples** from the primary source(s) and explain how they may be used to answer the focus question of the week;
- Take into consideration the **secondary source** of the week and provide **an example** of how the primary source(s) may be used to confirm or challenge a particular argument or claim found in the secondary source;
- Whenever possible, provide in-text citations for all quotations and examples cited or discussed.

	EXCELLENT	GOOD	FAIR	POOR
<b>Context</b>	Context and limitation of the primary source(s) are particularly well explained.	Context and limitation of the primary source(s) are generally clearly explained.	Context and limitation of the primary source(s) are not clearly explained.	Context and limitation of the primary source(s) remain unclear.
<b>Utility</b>	Utility of the primary source(s) is particularly well explained.	Utility of the primary source(s) is generally clearly explained.	Utility of the primary source(s) is not clearly explained.	Utility of the primary source(s) remains unclear.
<b>Connection</b>	Connection between the primary and secondary sources is particularly well explained.	Connection between the primary and secondary sources is generally clearly explained.	Connection between the primary and secondary sources is not clearly explained.	Connection between the primary and secondary sources remains unclear.
<b>Clarity</b>	Ideas are organized and presented with clarity.	Ideas are generally well organized and presented.	Ideas are not well organized or presented.	Ideas lack clarity.



Please submit your reflection essays through [Turnitin](#) (late policy: 4 points/day late). Students are allowed to submit up to a total of 3 essays, of which the top two scores will be used.

## MIDTERM CHECKUP (10%)

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Individual meeting (~20 mins.) to be scheduled for the Week of February 12.

## BOOK REVIEW (5+15=20%)

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About 1,500 words. Due by the end of **March 31** (through [Turnitin](#); late policy: 4 points/day late). Write a review of **two** scholarly books on a topic relevant to this course.

- *Step 1:* Identify five keywords based on a topic of your own interest (for example, “China,” “Ming dynasty,” “porcelain,” “technology,” “trade”). Search the following catalogs for secondary scholarship using a combination of your keywords. Identify **five** of the most authoritative books and locate them. Create a bibliography using one of the [standard citation formats](#). A bibliography/proposal (**5%**; instructions to follow) is due on **March 1**.
  - [UBC Library](#)
  - [Google Scholar](#)
  - [Bibliography of Asian Studies](#)
  - [WorldCat](#)
- *Step 2:* Select two books from your list (one of which could be written in a language other than English) and submit a review by **March 31**. Further instructions to follow.

## FINAL TAKE-HOME EXERCISE (20%)

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Due by the end of **April 22** (late policy: 4 points/day late). The final exercise will take into account the full breadth of materials covered in the course. Details to follow.

## RESEARCH PROJECT (40%; OPTIONAL)

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**(in lieu of book review and final take-home exercise)**

About 3,500 words. Due by the end of **April 22** (late policy: 4 points/day late). Topic to be decided in consultation with the instructor. **Students interested in this option must submit a proposal by February 16.**

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## COURSE TOOLS

Here are the online platforms and tools we will be using for this course. For more information and support for any of the UBC-supported tools, please visit [Keep Learning](https://keeplearning.ubc.ca) (keeplearning.ubc.ca).

### PRIVACY AND ACCESSIBILITY MATTERS

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Be mindful that many of the online tools we will be using will capture data about your learning activities (user names, locations, duration of login, etc.). Students do in some cases have the option of using an alias (such as [Turnitin](#)). Please check with the instructor.

### CANVAS

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Our [Canvas course site](https://canvas.ubc.ca/courses/131407) (canvas.ubc.ca/courses/131407) is where you will find all the course-related information. It is where where you will complete your [reading quizzes](#) as well as submit your [discussion posts](#). For support, please visit: [keeplearning.ubc.ca/technologies/#canvas](https://keeplearning.ubc.ca/technologies/#canvas).

### COURSE BLOG

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Our [Course Blog](https://blogs.ubc.ca/asia340hist379/) (blogs.ubc.ca/asia340hist379/) is where the **most pertinent information** for this course (schedule, requirements, instructions for assignments, etc.) can be found. When in doubt, check the information there.

### ZOOM (BACKUP)

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Class sessions are in-person only. But just in case we need to go online, here's the Zoom link:

Topic: [2023W-HIST 379] Class Session (Backup)

<https://ubc.zoom.us/j/61162638957?pwd=bFBieVltcUUxTIB6N05iNXd4N3d6QT09>

Meeting ID: 611 6263 8957

Passcode: 869192

# TURNITIN

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Students are asked to submit the following assignments through Turnitin:

- [Short Reflection Essays](#)
- [Book Review](#)
- [Final Take-home Exercise](#)

Please follow the steps below:

1. Visit the [Turnitin page](https://lthub.ubc.ca/guides/turnitin/) (lthub.ubc.ca/guides/turnitin/) of the Learning Technology Hub for background information and for instructions regarding privacy matters.
2. If you would like to create a new account, select “Get Started” and follow the instructions to [create a user profile](#).
  - Note that since the server of Turnitin is not located in Canada, students may opt to use an alias when when they sign up for an account.
3. [Log in](#)
4. Select “enroll in a class” and provide the following information:
  - class/section ID: 42104139
  - enrollment password: hist379
5. Select “23W-ASIA 373” from the list.
6. Select “submit” (next to the appropriate assignment):
  - A. Choose “file upload” (preferred) or “cut & paste” (for privacy reasons, please delete your name and any identification information from the original document before uploading)
  - B. Provide the required information
  - C. Upload your file *or* copy and paste your document (including endnotes and bibliography, if applicable)
  - D. Select “submit”
  - E. **\*\*Confirm submission\*\***

## Further Information

- Students are encouraged to familiarize themselves with the Turnitin service as soon as possible.
- Students are responsible for the safekeeping of their own work and may be asked to resubmit their assignments to the instructor.
- Students who are new to Turnitin and who would like to get a sense of how the service works may submit a draft assignment under “Trial submission.”
- Students who are unable to access Turnitin may submit their assignments to the instructor as e-mail attachments (which will then be forwarded to Turnitin). Please contact the instructor in advance.

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## SUPPORT

### UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the [UBC Senate website](#).

### HEALTH AND WELL-BEING

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If you are ill, it is important that you stay home. The marking scheme for this course has built-in flexibility so that you can prioritize your health and still succeed. If you miss a class, you should reach out to your classmates (perhaps through the [Learning Lounge](#)). Your willingness to help one another will be much appreciated. You may also set up an office hour with me.

If you are unable to attend class or complete a required activity due to illness or another reasonable cause, you should let the instructor know as soon as possible. If appropriate and necessary, an alternative arrangement will be made.

As the instructor, if I am ill, I will not show up in the classroom, and I will communicate plans for class as soon as possible through Canvas and/or email. If we must shift to online mode (see [Zoom info](#)), our classroom will be available for you to attend the session.

### ACADEMIC CONCESSION

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If you miss marked coursework for the first time (participation in class, assignment, examination, presentation, etc.) and the course is still in-progress, contact the instructor immediately to find a solution. If this is not the first time you have requested concession for this course or if classes are over, fill out the Arts Academic Advising's [academic concession form](#) as soon as possible so that an advisor can evaluate your case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#) and contact the instructor if appropriate.

## ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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Academic accommodation is designed to enable students with disabilities or ongoing medical conditions to overcome challenges that may affect their academic performance. Students who require academic accommodation must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will make a determination about accommodation in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#). Academic accommodation is not determined by the instructors, and instructors should not ask students about the nature of their disabilities (or ongoing medical conditions) or request copies of their disability documentation. However, an instructor may consult with the Centre for Accessibility if the accommodation prescribed is interfering with the essential learning outcomes of a course.

## RESPECTFUL ENVIRONMENT

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Our interactions in this class must adhere to the [Student Code of Conduct](#) and the [Respectful Environment Statement](#).

When we gather to learn, we come together with a diversity of human attributes and perspectives, and we share the responsibility to foster an inclusive and welcoming environment that respects differences of all sorts. Please treat each other with kindness and alert the instructor of any concerns.

## ACADEMIC INTEGRITY

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The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or examination and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Student Conduct and Discipline](#) section of the UBC Calendar.

To avoid unintended consequences, **please check with the instructor before you engage a tutor/helper or collaborate with a classmate on an assignment.**

## USE OF GENERATIVE AI TOOLS

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As technology continues to evolve, we will have a conversation at the start of the term about how best to balance the utility of the latest AI tools and the learning objectives of the course.

## COPYRIGHT

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The lectures I give, and the slides I use, in this course are my intellectual property. Please do not record my lectures without my permission, and please do not share any of the course materials (that is, materials not already publicly accessible) to anyone outside the class.



## CLASSROOM ETIQUETTE

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Out of consideration for others, during class, please use your electronic devices only for class-related activities. We will take breaks. So, water is allowed in the classroom, but not food.

## LEARNING RESOURCES

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- Health and Well Being  
<https://students.ubc.ca/health>
- Centre for Accessibility  
<https://students.ubc.ca/about-student-services/centre-for-accessibility>
- Arts Academic Advising  
<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/>
- Peer Academic Support  
<https://www.arts.ubc.ca/student-support/academic-support/peer-academic-support/>
- Centre for Writing and Scholarly Communication  
<https://writing.library.ubc.ca/>
- Chapman Learning Commons  
<https://learningcommons.ubc.ca/>
- Enrolment Services Advisors  
<https://students.ubc.ca/about-student-services/enrolment-services-advisors>

## OTHER RESOURCES

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- How to Read a Document  
<https://blogs.ubc.ca/asia340hist379/how-to-read-a-document/>
- History Writing Centre (Peering Tutoring)  
<https://history.ubc.ca/undergraduate/writing-centre/>
- How to Cite  
<https://guides.library.ubc.ca/howtocite>
- Chicago Manual of Style (Quick Guide)  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- How to Cite Asian-Language Sources  
[http://wiki.ubc.ca/Library:How\\_to\\_Cite\\_Asian-Language\\_Sources](http://wiki.ubc.ca/Library:How_to_Cite_Asian-Language_Sources)
- Notes on Romanization (Library of Congress)  
<http://www.loc.gov/catdir/pinyin/romcover.html>

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