Social and Cultural History of Twentieth-Century In Japan Academic Level : Bachelor Paper details You will annotate ten (10) secondary and/or primary sources to fulfill this assignment. An annotated bibliography provides the reader with a clear sense of the materials that you used (primary and secondary) to construct your paper and an outline of how you approached these materials. Its secondary purpose is to provide other scholars with citations that they can use to conduct further research themselves. In addition to providing citations, by situating sources within the broader historiographical literature and evaluating their quality, you enter into a conversation with people who are interested in the same topic. As an expert in your topic, you are providing your colleagues with direction and information about the most important sources. Example: Robertson, Jennifer. “Japan’s First Cyborg? Miss Nippon, Eugenics and Wartime Technologies of Beauty, Body and Blood.” Body & Society. 7(1) (2001): 1-34. 1. Identify the argument Jennifer Robertson analyzes the criteria that judges used in the Miss Nippon contest of 1931 and argues that the contestants who advanced were celebrated as the embodiment of feminine ideals of the modern eugenic nation. She situates this contest within the militarization of Japanese society and argues that Miss Nippon could not have been conceived without bringing to bear the scientific, technological and cultural resources of the nation. 2. List its main strengths Though Robertson covers a large swath of time in the essay – over 50 years – her focus on the 1931 contest allows her to emphasize both the continuities and discontinuities of the Japanese state’s eugenic project since it began in the Meiji period. 3. Evaluation of sources She makes some use of visual sources like journal covers, cosmetic ads and photographs taken of the Miss Japan contestants. Further analysis of these materials could have strengthened the paper. She also utilizes a wide variety of primary sources including newspaper articles, journal essays and fiction and draws upon secondary sources on Japan, photography, robots and eugenics. 4. Relation to other sources Finally, this article can be linked productively to Anne McClintock’s essay, “Family Feuds: Gender, Nationalism and the Family.” Both emphasize the way that nationalism and gender are inextricably intertwined, often times for destructive ends. As a single entry: Jennifer Robertson analyzes the criteria that judges used in the Miss Nippon contest of 1931 and makes the claim that the contestants who advanced were all celebrated as representations of feminine ideals of the modern eugenic nation. She situates this contest within a new phase of modern Japanese history – the militarization of Japanese society – and shows how Miss Nippon was the most modern of figures who could not have been conceived without bringing to bear the scientific, technological and cultural resources of the nation. Though Robertson covers a large swath of time in the essay – over 50 years – her focus on the 1931 contest allows her to emphasize both the continuities and discontinuities of the Japanese state’s eugenic project since it began in the Meiji period. She makes some use of visual sources, like journal covers, cosmetic ads and photographs taken of the Miss Japan contestants but further analysis of these materials could have strengthened the paper. She utilizes a wide variety of primary sources including newspaper articles, journal essays and fiction and draws upon secondary sources on Japan, photography, robots and eugenics. Finally, this article can be linked productively to Anne McClintock’s essay, “Family Feuds: Gender, Nationalism and the Family” in that both emphasize the way that nationalism and construction of gender are inextricably intertwined, often times for dangerous ends. (221 words) Please keep order in mind as you compile your 10-source annotated bibliography. You can organize it: a. chronologically like a historiographical essay b. by theme, by discipline (history, sociology, political science, geography, etc.) c. by primary and secondary source materials Primary sources were either created during the time period being studied or were created at a later date by a participant in the events being studied (as in the case of memoirs). They reflect the individual viewpoint of a participant or observer. Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. Types of primary sources Books Photographs and images Magazine and newspaper articles Cartoons and advertisements Diaries and journals Movies Memoirs and autobiographies Audio recordings Interviews Public opinion polls Letters Fiction Speeches Research data and statistics Documents produced by organizations Documents produced by government agencies, including census records David Lu, Japan, a Documentary History Theodore deBarry, Sources of Japanese Tradition Japanese literature in translation http://www.ndl.go.jp/en/index.html http://www.moj.go.jp/ENGLISH/ http://www.japantimes.co.jp A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event and is often based on primary sources. Scholarly or popular books Reference books Textbooks Journal articles Websites https://www.worldcat.org https://scholar.google.com http://apjjf.org https://www.jstor.org http://afe.easia.columbia.edu https://ocw.mit.edu/ans7870/21f/21f.027/home/index.html https://meijiat150.arts.ubc.ca/podcast/ https://newbooksnetwork.com/category/east-asian-studies/ https://scalar.chass.ncsu.edu/bodies-and-structures/list-of-modules Once you have determined that you will have enough materials (primary and secondary sources) to complete your research paper , the next task is to identify gaps in knowledge about the topic. Begin reading the best secondary sources on your topic and take notes on their approach, the primary documents they use, and the assumptions about the topic from which they begin. These will be compiled in your annotated bibliography. Each sources should be about 200 words.