

# Annotated Bibliography

## Primary Sources

Bland, J. O. P. "Books of the Day." *The Observer (1901- 2003)* Sep 12, London (UK), 1920. <http://search.proquest.com/docview/480705075?accountid=41618>. This newspaper article shows American sentiments towards the Korean Independence Movement, which was sympathy for an oppressed people. I used this article as a primary source article in my project.

"Declaration (Proclamation) of Korean Independence." 1 Mar. 1919. *Declaration Project*, [www.declarationproject.org/?p=1261](http://www.declarationproject.org/?p=1261). Accessed 7 Dec. 2016. This website provided an English translation of the Korean Declaration of Independence, which sparked the March First Movement. It was used as a primary source for my project.

*Demonstrations at Jong-ro. (translated from Korean)*. 1919. *Namu-Moe Encyclopedia*, [namu.moe/w/3.1%20%EC%9A%B4%EB%8F%99](http://namu.moe/w/3.1%20%EC%9A%B4%EB%8F%99). Accessed 7 Dec. 2016. This photograph shows men and women with their hands up, protesting and defending their freedom. It was used as a primary resource in my project.

Hare, James. *A Photographic Record of the Russo-Japanese War*. PF Collier & Son, 1905. *Archive.org*, [archive.org/details/1254979.0001.001.umich.edu](http://archive.org/details/1254979.0001.001.umich.edu). This book, written by James Hare (an English war photographer present during the Russo-Japanese War) presented a recounting of the happenings of the war through photographs and text. This source was used for research and for a primary source photograph.

Hyun, Soon. *Japanese Soldier Guards Street Corner*. Mar. 1919. *USC Digital Library*, USC, [digitallibrary.usc.edu/cdm/ref/collection/p15799coll126/id/5245](http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll126/id/5245). Accessed 6 Dec. 2016.

A Japanese officer is shown idly standing on a street corner- but a rifle is in his hands, breaking the illusion of normalcy. It was used as an interactive source for my project.

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This picture shows Koreans marching in front of the US Consulate after presenting the Americans the Korean Declaration of Independence. The spirit of the movement is perfectly captured; therefore it is used in portraying the movement.

*Illustration of Protests against Japanese*. Jong-Ang Ilbo. The illustration dramatizes Japanese suppression of peaceful Korean protesters. The illustration was used on the "Protest" page.

*Japanese Executing Koreans by Shooting*. 1919. Library of Congress, [www.loc.gov/item/94513334/](http://www.loc.gov/item/94513334/). Accessed 7 Dec. 2016. This shows the extent of Japanese brutality during the March First Movement. It was used as a primary source for my project.

*Koreans March through the Streets of Philadelphia*. 14 Apr. 1919. This photo shows men in militaristic attire marching with a sign professing their allegiance to the *Korean Independence League*, based in Philadelphia, America. It was used as a visual aid for my project.

McKenzie, F. A. *A Company of Korean Rebels*. 1908. This photograph shows Korean rebels that were fighting against the Japanese. Their ragtag nature, with diverse ages and social backgrounds, perfectly captures the nature of the Korean resistance movement during this time period; therefore, it is used to represent Korean resistance in my website.

"Naval Battle, 1894." *WikiMedia Commons*, 2005,

[commons.wikimedia.org/wiki/File:Naval\\_battle.ogg](https://commons.wikimedia.org/wiki/File:Naval_battle.ogg). Accessed 15 Jan. 2017. This video clip shows ships engaged in a naval battle during the First Sino-Japanese War of 1894. It was used as a visual aid for my project.

Noble, Matti. "The Diary of Matti Noble, American Missionary." 1919, Korea Society.

Diary. This written account provided a primary source viewpoint of an American missionary present in Korea during the March First Movement. Her writings painted a vivid picture of Japanese suppression and was used to exemplify the aforementioned violence in my project.

*People Chant for Independence. The Korea Times*,

[www.koreatimes.co.kr/www/news/nation/2010/07/113\\_61567.html](http://www.koreatimes.co.kr/www/news/nation/2010/07/113_61567.html). Accessed 7 Dec. 2016. This photo demonstrates how Koreans went to the streets to protest Japanese control. It was used as a primary source for my project.

*Portrait of Gandhi*. WikiCommons. A portrait of Gandhi sporting a mischievous smile, a leader who also took a stand, nonviolently, against the British Empire. His picture was used in portraying the worldwide impact of the March First Movement.

*Portrait of Jawaharlal Nehru*. 1947, Alamy Photos. A portrait of Jawaharlal Nehru, Indian Independence fighter and First Prime Minister of India. A quote of Nehru was used to show Korea's impact around the world after the protests.

*San Luis Obispo Daily Telegram* [San Luis]. 1918. *History Shadow*. Accessed 8 Mar. 2017. This newspaper clipping's headline reads, "Germany asks peace on Wilson's 14 Points." I used this as a visual aid for my page dedicated to President Woodrow's 14 and how it affected the Korean Independence Movement.

"September 2, 1945 Newsreel - Japanese Surrender Signing on Missouri." *Internet Archive*, 2006, [archive.org/details/September21945Newsreel-](https://archive.org/details/September21945Newsreel-)

[JapaneseSurrenderSigningOnMissouri](https://archive.org/details/September21945Newsreel-JapaneseSurrenderSigningOnMissouri). Accessed 13 Jan. 2017. This footage shows Japanese officials signing the official surrender above a US ship to mark the end of World War Two. This clip was used to visually aid Japan's surrender in my website.

*South Korea's Trinity Movement*. 1919, Shanghai Literature and Art Publishing House. This photo was chosen for my project because it shows the essence of the Korean Independence Movement through a rare, primary source image. It is used to introduce my website on the protest page.

"The Hermit Kingdom." *New York Times*, 9 Jan. 1898. *ProQuest 5000*. Accessed 8 Mar. 2017.

This article in the New York Times details how Korea has entered the spheres of influence of "progressive" nations around her, and how Korea became vulnerable to the advances to the imperialistic powers. I used this article as a primary source and quoted an excerpt for my project.

Toshikata, Mizuno. *Attack on Songhwan*. 1894. *Visualizing Cultures*, Massachusetts Institute of Technology, [ocw.mit.edu/ans7870/21f/21f.027/throwing\\_off\\_asia\\_02/toa\\_essay01.html](https://ocw.mit.edu/ans7870/21f/21f.027/throwing_off_asia_02/toa_essay01.html). Accessed 13 May 2017. This wood block illustration depicts Japanese forces overrunning a Chinese encampment during the Sino-Japanese War. The illustration was used as a visual source in my project.

*Treaty of Shimonoseki (1895)*. 2009, Japan Foreign Ministry Archives. This photograph shows the original text of the Treaty of Shimonoseki, which ended the Sino-Japanese War. I used this picture as a primary source that enhanced the interactivity of my project.

Wilson, Woodrow. "Fourteen Points Speech." 8 Jan. 1918. *Our Documents*, [www.ourdocuments.gov/doc.php?doc=62](http://www.ourdocuments.gov/doc.php?doc=62). Accessed 7 Dec. 2016. Woodrow Wilson's speech, among other things, recognized the right of self-determination by colonized states. This inspired Korean Nationalists to lead the Koreans to independence away from the oppressive Japanese rulers. The document was used as a primary source for my project.

Yun, Dong-Ju. *Sky, Wind, and Stars*. Translated by Kyung-Nyum Kim, Asian Humanities Press, 2003. This translated text of the poems of Yun Dong-Ju (1917-1945) was helpful in portraying a firsthand view of living under the Japanese during the Colonial Period- the despair, longing for freedom, and a pride of Korean heritage is all present in Yun's poems. A poem was also used as a primary source quote for the "Research" page.

### **Secondary Sources**

Buzo, Adrian. *The Making of Modern Korea*. Routledge, 2002. *Google Books*. This book stated how Woodrow Wilson's Fourteen Points influenced Protest Leaders and intellectuals in Korea fighting for independence. An excerpt is taken to show correlation of the Fourteen Points to the March First Movement.

Chon, Kwan-u. "The Samil Revolt Considered as a Mass Movement." *Korea Journal*, PDF ed., vol. 11, no. 3, Mar. 1971, pp. 9-14. This article contends that the March First Movement was nonviolent in character and only turned violent as Japanese soldiers began firing crowds- a certainly vile notion, of armed men shooting unarmed, peaceful protesters. It also presents the notion that independence activists in China and India may have been inspired by the works done in Korea. This article was used as reference and primary quotes were pulled from the text.

Chung, Sung-Jin. *North Korean Women*. 2003. *Getty Images*. This photograph shows a contemporary view into modern North Korea, with women holding North Korean flags.

The photograph was used for furthering my project through visual edification.

Corby, Elowyn. "Koreans Protest Japanese Control in the 'March 1st Movement,'" *Global Nonviolent Database*, by Daniel Hunter, Swarthmore College, 18 Mar. 2011, [nvdatabase.swarthmore.edu/content/koreans-protest-japanese-control-march-1st-movement-1919](http://nvdatabase.swarthmore.edu/content/koreans-protest-japanese-control-march-1st-movement-1919). Accessed 18 Nov. 2016. This website helped with early research, outlining main points, players, and effects of the March First Movement. It gave details on how protests were carried out and Japanese response to the resistance.

Cummings, Bruce. *The Origins of the Korean War*. Princeton UP, 1990. This book connects the March First Movement and its effects on Korean independence and the Korean War in the 20th century. It was used as research for my website.

"Does Spring Still Come in a Vanquished Land? (translated from Korean)." *People Searching For Music* CD, 1984. This audio file contains a playing of a haunting song, adapted from a poem, that memorializes the Japanese annexation- "Does Spring Come in a Vanquished Land," with the "vanquished" land being Korea. It was used to set the mood for my website.

Hong, Yi-Sup. "March 1st, 1919: A Turning Point in the Modern History of Korea." *Korea Journal*, PDF ed., vol. 11, no. 3, Mar. 1971, pp. 4-8. This article provided a comprehensive essay on the causes of the March First Movement and its effects on Korean History. The author argues that nationalism was a main driving point for the movement, reinforcing my thesis.

*Independence Day*. Korea War Memorial, Seoul. This illustration shows a crowd celebrating Korean liberation from Japanese rule. It was used to capture the feelings of Koreans when they became a free country in 1945.

Kim, Chun-Nyul. *March First Uprising*. *Daum*, Kakao, [blog.daum.net/leepansoo/8623577](http://blog.daum.net/leepansoo/8623577). Accessed 20 Dec. 2016. This painting shows the nature of the protests, as men and women, many with their hands up, run towards an armed Japanese officer. This was not a violent struggle, it was a peaceful demonstration. The painting was used with my thesis as an illustration.

King, Pamela. "March First Independence Movement." *Korea Society*. Accessed 4 Jan. 2017. This webpage had a comprehensive background on the March First Movement as well as excerpts from primary source documents, such as diaries or pictures. It was used as reference and for quotes in my project.

Kornicki, Peter. *Meiji Japan: The Emergence of the Meiji State*. Routledge, 1998. This book highlights how modernizing Japan during the Meiji era began turning to aggressive colonization of its neighboring states. A quote was used in historical context from this text.

Lee, Jin-Man. *Woman in Korean Flags*. 2015, AP Images. A woman is shown enjoying Korean flags during Independence Day celebrations in Seoul, Korea. The picture was used as a visual aid for my project.

Noland, Neil. *Remembering the March First Movement*. 2011. *Flickr.com*. These pictures show a copper sculpture of scenes of protest in the March First Movement. It demonstrates the struggle and how varied protester's age and gender was during the movement. They were used as symbols of oppression and brutality throughout the website.

"The Politics of Korean Independence." *The Asian-American Experience*, Primary Source Media, 1999. American Journey. *Student Resources in Context*, [link.galegroup.com/apps/doc/EJ2157000278/SUIC?u=tall78416&xid=1635efbe](http://link.galegroup.com/apps/doc/EJ2157000278/SUIC?u=tall78416&xid=1635efbe). Accessed 6 Dec. 2016. This article outlines the history of provisional governments and Korean organizations during the Japanese occupation of Korea, along with a short summary of the March First Movement. It was used for research and analytics.

"Professor Describes Historical Context for Japanese Annexation." *Arirang TV*, 11 Feb. 2014. Accessed 15 Jan. 2017. This clip shows a Japanese professor describing the rationale behind general Japanese aggression during the Meiji Period and specifically, the annexation of Korea. The video was used as research and as a interactive component for my History Fair Project.

Robinson, Micheal Edson. *Korea's Twentieth-century Odyssey*. U of Hawai'i P, 2007. A book cataloguing the modern history of the Korean peninsula. I used the book's description of the bunka-seiji, or cultural policy of the Japanese, in my website to portray Japanese response to the March First Movement.

Skand, Tayal R. "Gandhiji and Korea." *India and the Republic of Korea: Engaged Democracies*, New Delhi, Routledge, pp. 11-13. *Google Books*, [books.google.com/books?id=Em0wCgAAQBAJ&printsec=frontcover#v=onepage&q&f=false](http://books.google.com/books?id=Em0wCgAAQBAJ&printsec=frontcover#v=onepage&q&f=false). Accessed 6 Dec. 2016. This chapter details how India's Mahatma Gandhi influenced and was influenced by the March First Movement in Korea. Gandhi drew inspiration from the peaceful protests and boycotts, and Korean leaders drew from Gandhi's peaceful, accepting view of the world. I used this as a reference and to quote some information from the book.



Yi, Eung-Ro. *March First Movement*. 1945. A watercolor, the painting depicts hordes of flag and sign-wielding protesters around Japanese soldiers armed with rifles and swords. The bravery of the Koreans running towards armed officers shows how much independence was desired among civilians; therefore, it was used for "Taking a Stand" on my website.

### **Tertiary Sources**

"March First Movement." *Encyclopedia Britannica*. *Britannica*, 20 July 1998, [www.britannica.com/event/March-First-Movement](http://www.britannica.com/event/March-First-Movement). Accessed 18 Nov. 2016. Britannica provided an unbiased view of the happenings before, during, and after the March First Movement. It was used for preliminary research for my project.

"March First Movement." *New World Encyclopedia*, 14 Sept. 2014. This Encyclopedia contained a factual, informative summary on the March First Movement. It was used for research and reference.