

HH1003 Asia-Pacific in Global History: From 1800

Semester 2, AY 2023-24

Tutorials: Monday, 15:30-16:20

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HSS05-24

Lecture: Monday, 13:30-15:20
LT16

I. Course Description

The history of Asia, global history, and interdisciplinary history are three key areas of the NTU History curriculum. This course will familiarize you with aspects of each of those key areas and their entanglements. It will provide you with an insight into the historical processes that shaped the modern Asia-Pacific, how these processes were connected to global developments such as colonialism, capitalism, labour problems and migration. It is intended to introduce students to the history in modern times and to the Asia-Pacific as a region, not just as a collection of disparate nation-states. For this purpose, the instructor will draw a distinction among “East Asia,” “South Asia,” and “Southeast Asia” through four overlapping chronological phases: under pre-modern Asian connectivity between the seventeenth and nineteenth centuries; under Western imperialism in the nineteenth and early twentieth centuries; under the two World Wars in the first half of the twentieth century; and during the Cold War. Each week we shall concentrate on different geographical focuses within this historical framework, examining what changes took place and how people reacted to those changes. The lectures will address these questions broadly, while the tutorial meetings will provide opportunities for students to respond.

II. Learning Objectives

1. Investigate and explain the role of a range of broader historical processes in the formation of the political, cultural, and societal formation of modern Asia and how these processes connect to global developments
2. Analyze and interpret primary and secondary sources pertaining to the political, cultural, and societal formation of modern Asia
3. Demonstrate an understanding of how to appropriately acknowledge and build upon the work of others
4. Articulate evidence-based historical arguments about the formation of modern Asia in both written and oral form
5. Present historical ideas and evidence regarding the formation of modern Asia in a variety of media

III. Assessment

- a. **Online Quizzes (25%).** In week 8-12, there will be online quiz each week on the NTULearn. The quizzes will be available at 12:00 p.m. on Tuesdays. Please complete before 12:00 p.m. on the following Monday. Please complete within 30 minutes in ONE SETTING (cannot save and resume).
- b. **Tutorial Discussion (10%).** You are required to actively participate in each tutorial class, having completed the week's readings.
- c. **One Essay (40%).** 1,500 words. Papers are to be written in response to the discussion questions listed in the syllabus and should be based primarily upon the required readings each week. You may consult other texts (and we will be happy to suggest relevant items), but you are not required to do so.
Due dates: 12:00 p.m., March 11. Please submit both in Word document to the NTULearn.
- d. **Final Take-Home Assignment (25%).** The questions will be released on NTU **April 15, 12:00 p.m.** The answers are due through Turnitin by **12:00 p.m. April 22.**

Policy on AI and plagiarism:

Research and assignments should be original work completed by students. Detection of AI and plagiarism in student assignments is available, and current NTU policy provides such tools for the determination of plagiarism cases. It is the department's policy that students who plagiarize will receive serious penalty.

Subject to change

Policy on late submission:

Students should submit their work on time. If students submit their work more than one week after the original deadline without legitimate reasons, the instructor has the right not to mark the assignment.

IV. Reference Books

Rhoads Murphey, with Kristin Stapleton, *A History of Asia*, 7th edition (London and New York: Routledge, 2014).

V. Course Schedule:

Week 1 Introduction

Short Lecture

Introduction: background information on the geography and culture of the Asia-Pacific; the politics of the production of knowledge; course outline and assessment.

Assigned Readings:

- Joseph Esherick, “Harvard on China: The apologetics of imperialism,” *Bulletin of Concerned Asian Scholars*, 4:4 (1972), 9-16, DOI: 10.1080/14672715.1972.10406305
- James Millward, “We need a new approach to teaching modern Chinese history: A review of Klaus Mühlhahn, *Making China Modern: From the Great Qing to Xi Jinping*. Harvard University Press, 736 pp, £31.95, January 2019, ISBN 9780674737358,” October 8, 2020, <https://jimmillward.medium.com/we-need-a-new-approach-to-teaching-modern-chinese-history-we-have-lazily-repeated-false-d24983bd7ef2>

Further readings:

- Catherine B. Asher and Cynthia Talbot, *India before Europe* (Cambridge University Press, 2006), 1-24.
- Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India* (Cambridge University Press, 2012), 1-28.
- Jonathan Spence, *The Search for Modern China* (W. W. Norton, 1999), 1-48.

Tutorial

No meeting this week

Week 2 East Asia: The Qing Empire and the Opium Wars

Lecture

Keywords: The Manchus, Treaty Ports and the Taiping Rebellion

Assigned Reading:

- Murphey, *A History of Asia*, 300-309, 327-343.

Further Reading:

- Spence, *The Search for Modern China*, 49-132.
- Podcast: <http://popupchinese.com/lessons/sinica/the-manchu-legacy>

Tutorial

Questions for Discussion and Essays: Did the Manchus, as an ethnic minority, succeed in ruling the Qing Empire because they assimilated and adopted Han Chinese styles of rule and other cultural values?

Assigned Readings:

- Jeremiah Jenne, “Chinese Historian: To Exaggerate the Size of China’s Historical Territory is not Patriotic,” <https://www.jeremiahjenne.com/the-archives/2018/5/7/chinese-historian-to-exaggerate-the-size-of-chinas-historical-territory-is-not-patriotic>
- Ping-ti Ho, “The Significance of the Ch’ing Period in Chinese History”, *The Journal of Asian Studies*, 26: 2 (Feb 1967), 189-195.
- Evelyn S. Rawski, “Presidential Address: Re-envisioning the Qing: The Significance of the Qing Period in Chinese History”, *The Journal of Asian Studies*, 55:4 (Nov. 1996), 829-850.

Week 3 Southeast and South Asia: The Age of Commerce Disrupted?

Lecture

Keywords: Maritime Trade, Age of Commerce, East India Company (EIC), The Mughal Empire decline and the establishment of British dominance

Assigned Readings:

- Murphey, *A History of Asia*, 245-262.
- Anthony J.S. Reid, *Southeast Asia in the Age of Commerce, 1450-1680: Volume 2 Expansion and Crisis* (New Haven: Yale University Press, 1988), 267-303, 326-330.

Further Readings:

- Anthony J.S. Reid, *Southeast Asia in the Age of Commerce, 1450-1680: Volume 1 The Lands Below the Winds* (New Haven: Yale University Press, 1988), 1-10, 62-119, 120-152.
- C.A. Bayly, *Indian Society and the Making of British Empire* (Cambridge University Press, 1988), Introduction, Chapter 2 and 3.

Tutorial

Question for Discussion and Essays: Did the arrival of Western imperial powers cause the decline of polities in South and Southeast Asia in the 17th century? Can Western colonialism be exploitative in design but beneficial to the colonies in outcome?

Assigned Readings

Subject to change

- Jules Ferry, *On French Colonial Expansion* (1884)
- Dadabhai Naoroji, *The Benefits of British Rule* (1871)
- Rudyard Kipling, *The White Man's Burden* (1899) [All three documents in one PDF entitled "Ferry Naoroji Kipling"]
- "Oxford University accused of backing apologists of British colonialism", *The Guardian*, 22 Dec 2017, <https://www.theguardian.com/education/2017/dec/22/oxford-university-accused-of-backing-apologists-of-british-colonialism>

Week 4 Asia under High Imperialism: Resistance and Collaboration

Lecture

Keywords: Imperial Ideologies; Modern Colonial States; Rule, and Resistance

Assigned Readings:

- Murphey, *A History of Asia*, 266-294, 315-324.

Further Readings:

- John Carroll, *Edge of Empire* (2005), Chapter 1.

Tutorial

Question for Discussion and Essays: Using Hong Kong as an example, how do Asian elites appropriate parts of an imperial idea/managed to be absorbed into the colonial administration?

Assigned Readings:

- John Carroll, *Edge of Empire* (2005), Chapters 1 and 2.
- Law Wing Sang, *Collaborative Colonial Power: The Making of the Hong Kong Chinese* (2009), Chapters 1 and 4.

Week 5 No class- Chinese New Year

Week 6 Environment, Ecology, and Disease in Colonial Asia

Guest Lecture by Dr. Jack Greatrex, Postdoctoral Research Fellow, Nanyang Technological University

Keywords: Disease; plantations; commerce; bacteriology; ecology.

Assigned Readings:

- Peckham Robert. *Epidemics in Modern Asia* (Cambridge: Cambridge University Press, 2016), Chapters 1 ‘Mobility’ and 3 ‘Environment’.
- Lenore Manderson, *Sickness and the State: Health and Illness in Colonial Malaya, 1870-1940* (Cambridge: Cambridge University Press, 1996), Introduction and Chapter 1, ‘Biology, Medical Ideas and the Social Context of Illness’.

Subject to change

Further Readings:

- Richard Grove, *Green Imperialism, Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860* (Cambridge: Cambridge University Press, 1994), Introduction.
- Michael G Vann, “Colonial Sewers Led to More Rats”, in Anna Tsing et al. ed., *The Feral Atlas*, online access, <https://feralatlas.supdigital.org/poster/colonial-sewers-led-to-more-rats>.

Tutorial

Question for Discussion and Essays: How did European colonialism transform environments and ecosystems in Asia — and what were the implications for disease emergence and transmission? How did European biomedicine and public health understand and respond to the links between environment and disease? “The sole excuse for colonialism is medicine” — Hubert Lyautey. Using case studies of colonial Asia, discuss.

Assigned Readings:

- Warwick Anderson, ““Where Every Prospect Pleases and Only Man is Vile”: Laboratory Medicine as Colonial Discourse”, *Critical Inquiry*, 18:3 (1992), 506-529.

- David Arnold, *The Problem of Nature: Environment, Culture, and European Expansion* (Oxford: Oxford University Press, 1996), Chapter, 'The Place of Nature.'
- Michitake Aso, *Rubber and the Making of Modern Vietnam: An Ecological History, 1897-1975* (North Chapel, N. C.: University of North Carolina Press, 2018), Chapters 4 'Managing Disease' and 5, 'Turning Tropical.'

Week 7 Southeast Asia: From WWII to Independence

Lecture

Keywords: Imagined communities, print capitalism, Pan-Asianism, Greater East Asia Co-prosperity Sphere

Assigned Readings:

- Benedict Anderson, "Japan: 'The Light of Asia'", in Josef Silberstein ed., *Southeast Asia in World War II: Four Essays* (New Heaven, CT: Yale University Southeast Asia Studies, 1966), 13-50

Tutorial

Question for Discussion and Essays: Did Japan liberate Southeast Asia from Western imperialism?

Assigned Readings:

- "The Japanese Blueprint for Southeast Asia", in Harry J. Benda and John A. Larkin ed., *The World of Southeast Asia: Selected Historical Readings* (New York: Harper & Row, Publishers, 1967), 219-223. [on NTULearn]
- Pramoedya Ananta Toer, *The Mute's Soliloquy* (NY: Hyperion East, 1999), "Death in a Time of Change" and "Working for the Japanese", 153-191.
- Pang Yang Huei, "A Tangled Web of Wartime Collaboration & Survival in Singapore: A Chinese Farmer's Experience," in *Reflections and Interpretations, Oral History Centre 25th Anniversary Publication*.

Recess Week

Week 8 Chinese Civil War, Migration and Displacement across Asia

Lecture

Keywords: Partition, the Chinese Civil War, refugees, diaspora, nationalism, trade, migration

Assigned Reading:

- Suzanne Pepper, *Civil War in China: The Political Struggle, 1945-1949* (Berkeley and Los Angeles: University of California Press, 1978), chapters 2, 3 and 7

Tutorial

Question for Discussion and Essays: The Chinese Civil War between 1945 to 1949 led to a mass exodus from mainland China to many parts of the world. How did the emergence of this Chinese diaspora affect development in Asia-Pacific?

Assigned Readings:

- Peter E. Hamilton, *Made in Hong Kong: Transpacific Networks and a New History of Globalization* (New York: Columbia University Press, 2021), introduction and chapter 1.
- Karen M. Teoh, *Schooling Diaspora: Women, Education, and the Overseas Chinese in British Malaya and Singapore, 1850s-1960s* (Cambridge: Cambridge University Press, 2018), 120-128

Week 9 Asia's Cold War

Lecture

Keywords: Cold War in Asia, Cultural Cold War, Sino-British relations, Sino-American relations

Assigned Readings:

- Michael Szonyi and Hong Liu, “New Approaches to the Study of the Cold War in Asia”, in Zhang Yangwen, Hong Liu & Michael Szonyi eds, *The Cold War in Asia: The Battle for Hearts and Minds*, (Leiden: Brill, 2010), 1-11.
- Ng, Michael, Mok, Florence, Wong, John and Wu, Wallace, “Hearts and Minds in Hong Kong’s New Territories: Agriculture and Vegetable Marketing in a Cold War Borderland, circa 1946-1967”, *Modern Asian Studies*, 57:6 (2023), 1931-58.

Subject to change

Tutorial

Question for Discussion and Essays: How did Cold War unfolded in Asia? Why is it impossible to study Cold War in Asia?

Assigned Readings:

- Florence Mok, “Disseminating and Containing Communist Propaganda to Overseas Chinese in Southeast Asia through Hong Kong, the Cold War Pivot, 1949-1960”, *The Historical Journal*, 65:5 (2021), 1397-1417.
- Choo Chin Low, “The Repatriation of the Chinese as a Counter-Insurgency Policy during the Malayan Emergency”, *Journal of Southeast Asian Studies*, 45:3 (2014), 363-392.
- Patrick Major and Rana Mitter, “East is East and West is West? Towards a comparative Socio-Cultural History of the Cold War”, *Cold War History*, 4:1 (2003), 1-22.
- Wen-Qing Ngoei, “The deeper roots of a potential new Cold War with China”, *The Washington Post*, April 5, 2022
<https://www.washingtonpost.com/outlook/2022/04/05/deeper-roots-potential-new-cold-war-with-china/>.
- Tintin Wulia, “The Name Game”, *Inside Indonesia*, October 12, 2008,
<https://www.insideindonesia.org/the-name-game>

Week 10 Burma (Myanmar) since 1947: Ethnonationalism, Insurgency and a Ceasefire Impossible?

Guest Lecture by Dr. Sam Lai, Postdoctoral Research Associate, Nanyang Technological University

Keywords: decolonialization, ethnonationalism, ethnic insurgency, territorialization of ethnic boundaries, ceasefire capitalism

Assigned Reading:

- B. Lintner, “Myanmar/Burma”, in C. Mackerras ed., *Ethnicity in Asia* (London: RoutledgeCurzon, 2003), 174-193.
- J. M., Ferguson, “Passport to Ancient Shanland,” in *Repossessing Shanland* (Madison, WI: The University of Wisconsin Press, 2021), 28-61.

Tutorial

Question for Discussion and Essays: What is “territorialization of ethnic boundaries”? How does it impact the social and political formation of Burma since its independence? “Shanland is a nation-state deferred” (Jane Ferguson). Do you agree? Why or why not? What does it mean by ‘ceasefire capitalism’? Does it bring about ceasefire? How and why?

Subject to change

Assigned Readings:

- R.H. Taylor, “British Policy towards Myanmar and the Creation of the ‘Burma Problem’”, in N. Ganesan and Kyaw Yin Hlaing eds., *Myanmar: State, Society and Ethnicity* (Singapore : ISEAS, 2007), 70-95.
- J. M., Ferguson, “A Cold War Fusion of Elite Ideals with an Armed Insurgency”, “Shanland during the Reign of the Heroin King”, in *Repossessing Shanland* (Madison, WI: The University of Wisconsin Press, 2021), 62-84, 118-146.
- K., Woods, “The Commercialisation of Counterinsurgency: Battlefield Enemies, Business Bedfellows in Kachin State, Burma”, in M. Sadan ed., *War and Peace in the Borderlands of Myanmar: The Kachin Ceasefire 1994-2011* (Copenhagen: NIAS Press, 2016), 114-148.

Week 11 Decolonization without Democratization?

Lecture

Keywords: Hong Kong, Decolonization, Democratization, China, Retrocession

Assigned Readings

- John Darwin, “Hong Kong in British Decolonization”, in Judith M. Brown and Rosemary Foot eds, *Hong Kong’s Transitions, 1842-1997* (London, 1997), 16-32.

- Florence Mok, “Town Talk: Enhancing the ‘Eyes and Ears’ of the Colonial State in British Hong Kong, 1950s-1975”, *Historical Research*, 95:268 (2022), 287-308.

Tutorial

Question for Discussion and Essays: Unlike other colonial societies that were experiencing rapid demographic change, industrialization and the Cold War after the Second World War, it did not experience mass rebellions, high crime rates and regime changes. It also did not undergo significant “democratization”. Was Hong Kong an anomaly?

Assigned Reading:

- Florence Mok, “Public Opinion Polls and Covert Colonialism in British Hong Kong”, *China Information*, 33:1 (2019), 66-87.
- Lau Siu-kai, “Chinese Familism in an Urban-Industrial Setting: The Case of Hong Kong”, *Journal of Marriage and Family*, 43:4 (1981), 977-992.
- Ambrose Yeo-chi King, “Administrative Absorption of Politics in Hong Kong: Emphasis on the Grass Roots Level”, *Asian Survey*, 15:5 (1975), 422-439.

Week 12 Labour Problems in Hong Kong and Southeast Asia

Guest Lecture by Ms. Iris Chan, PhD candidate, Nanyang Technological University
 Keywords: Labour migration, labour activism and politics

Subject to change

Assigned Readings:

- Marcel van der Linden, “The Promise and Challenges of Global Labor History”, *International Labor and Working-Class History*, 82 (Fall 2012), 57-76.
- Sunil Amrith, *Migration and Diaspora in Modern Asia* (Cambridge University Press, 2009), Chapter 4, “Migration, Development, and the Asian City, 1950-1970.”

Tutorial

Question for Discussion and Essays: How did the changing world order (re-)shape labour relations/activism in post-WWII Hong Kong and Southeast Asia?

Assigned Readings:

- David Clayton, “Conflict and Conciliation: Industrial Relations in an Industrializing Hong Kong, ca. 1946-1960”, *Labor History* 62:4 (2021), 470-488.
- Gareth Curless, “‘The People Need Civil Liberties’: Trade Unions and Contested Decolonization in Singapore”, *Labor History*, 57:1 (2016), 53-70.

- Su Lin Lewis, “‘We Are Not Copyists’: Socialist networks and Non-alignment form Below in A. Philip Randolph’s Asian Journey”, *Journal of Social History*, 53:2 (2019), 402-428.

Week 13 Review Session

Individual Consultations on the Final Research Paper & Exam

Subject to change