

Academic Year	2025-26	Semester	2
Course Coordinator	Alison Fong		
Course Code	HH3022		
Course Title	World War II and Southeast Asia		
Pre-requisites	HH1001 What is History? or HH1008 The Emergence of Modern Southeast Asia		
No of AUs	3		
Contact Hours	39 (weekly seminars of 3 hours)		

Course Aims
<p>World War II fundamentally reshaped Southeast Asia, not only through the violence and upheavals of Japanese occupation but also through the region's entanglement with global ideological, political, and economic forces. This module examines the conflict as a profoundly transnational event, connecting the histories of China, Japan, and Southeast Asia, and tracing how revolutionary currents, interwar political visions, pan-Asianist projects, imperial ambitions, and anti-colonial movements converged to produce the crisis of the 1940s.</p> <p>Through a thematic structure ranging from diasporic networks and the rise of fascisms to occupation economies, forced labor, famine, environmental devastation, gendered experiences of war, war crimes tribunals, and the politics of memory, the course analyses the diverse ways communities across the region experienced, resisted, collaborated with, and remembered Japan's wartime empire. Students will engage with a wide array of sources, including scholarly monographs, oral histories, manga, film, and archival materials, to assess how wartime transformations destabilized colonial regimes, catalysed independence movements, and laid the foundations for the early Cold War in Asia.</p> <p>By the end of the module, students will be able to evaluate the Second World War in Southeast Asia not merely as a sequence of military events, but as a critical turning point that reconfigured political identities, reimaged regional futures, and shaped the emergence of modern Asian nation-states.</p>
Intended Learning Outcomes (ILO)
<p>By the end of this course, you (as a student) will be able to:</p> <ol style="list-style-type: none"> 1. Investigate and explain the regional and global historical processes that shaped political, cultural, and societal transformations in Southeast Asia during WWII. 2. Compare and contrast the experiences of different Southeast Asian societies under Japanese occupation and their connections to wider regional dynamics. 3. Develop "historical empathy" toward diverse wartime actors, including Japanese officials and soldiers, indigenous Southeast Asian communities, overseas Chinese, Muslim and youth networks, and Allied personnel. 4. Explore and evaluate materials from the National Library, the National Archives as well as digital archival platforms and databases to understand the wartime and post-war history of the region. 5. Formulate original historical arguments that effectively deploy the sources studied in the course.
Course Content
<ul style="list-style-type: none"> • Origins of Conflict: Imperialism, Modernization, and the Road to War

- Revolutionary Currents: China, the Nanyang, and Early Nationalism
- Interwar Order and the Rise of Fascisms in Asia
- Pan-Asianism, Islam, and Transnational Networks
- Collaboration, Resistance, and the Co-Prosperity Sphere
- Food, Famine, and Occupation Economies
- Forced Labour, Environmental Change, and Wartime Extraction
- War, Media, and Representations of Violence
- Women, Youth, and Society under Japanese Rule
- Atomic Bombs, Atrocity, and Post-War Justice
- Independence Movements and the Post-Occupation Political Order
- Toward the Cold War: Rivalries and Realignments in Post-War Southeast Asia
- War Memory, Commemoration, and Historical Revisionism

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics (See Appendix)
1. Participation	1, 2, 3, 4	1, 6, 7, 8	10%	Individual	2, 7, 9, 14
2. Presentation	1, 2, 3, 4	1, 2, 3, 5, 6	15%	Individual	1, 5, 7, 12, 14
3. Performance as Debate Moderator	1, 2, 3, 4	2, 5, 6, 7, 8	15%	Team	2, 6, 7, 9, 13
4. Annotated Bibliography	1, 2, 3, 4, 5	3, 4, 5, 6, 8	20%	Individual	5, 6, 7, 8, 9, 10
5. Final Research Paper	1, 2, 3, 4, 5	3, 4, 5, 7, 11	40%	Individual	3, 4, 8, 9, 5, 6, 10
Total			100%		

Participation – 10%:

Each week you will bring to class a “Response Paper” summarizing his or her position on the week’s debate topic. The assessment will be based on:

- The Quality of response papers
- Verbal communication skills

Presentation – 15%:

- Depth of analysis & research
- The quality of PowerPoint slides & presentation handouts
- Verbal communication skills

Performance as Debate Moderator – 15%:

To launch the discussion each week, 2-3 students will act as debate moderators. The debate moderators have two responsibilities: The first is to prepare a debate moderator sheet with quotations from the week's required readings and questions formulated in response to these readings; the second responsibility is to open discussion in class by making a brief (5 minutes) oral statement in which the moderators identifies the topics that should be taken up in that session. The assessment will be based on:

- The quality of the debate moderator sheet
- Presentation skills
- Organization of class discussion
- Strength of group collaboration and the degree of synergy

Annotated Bibliography – 20%:

In preparation for your final research project, you are expected to list 4 secondary sources & 2 primary sources with analyses. The assessment will be based on:

- The quality of the sources
- Intellectual connections among the sources
- Depth of analysis
- Written communication skills

Final Research Paper – 40%

- Formulation of project
- Depth of analysis & research
- Creativity and competence in the implementation of research ideas

Formative feedback

1. Participation: You will receive summative written feedback following the conclusion of the module.
2. Performance as presenter: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
3. Performance as debate moderator: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
4. Annotated Bibliography: You will receive written comments.
5. Final Research Paper: You will receive written comments.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	Each week the class will begin with a 40-50 min lecture to introduce the historical and intellectual background of the week's topic & summary and evaluations of the readings. The lectures will provide the students with a conceptual framework to conduct the subsequent secondary source discussion and primary source analysis. In-class activities will allow students to engage with the material through a more hands-on approach.

Presentation	Student presentations support peer-learning as well as developing research skills, the accumulation and consolidation of contextual knowledge and confidence building.
Debate	The debate will provide opportunities for detailed collective reading of the assigned materials and deep engagement with the frameworks that form the focus of the module.
Final Research Project	Students will devise and develop their own research projects. This offers the students the space to develop novel ways of conceptualizing and explaining the history and legacies of World War II in Southeast Asia to specialist and non-specialist audiences.

Reading and References

Texts subject to changes.

Primary/Archival Sources

- “The Twenty-One Demands,” 1915.
- National Archives of Singapore, Oral History Interview with Chu Shuen Choo, https://www.nas.gov.sg/archivesonline/oral_history_interviews/interview/000462.
- Paul Fussell, “Thank God for the Atom Bomb,” *The New Republic*, August 1981, 1–14.
- Woodrow Wilson, “Address to Congress: The Fourteen Points,” January 8, 1918, National Archives, <https://www.archives.gov/milestone-documents/president-woodrow-wilsons-14-points>.

Journal Articles

- E. B. Reynolds, “Aftermath of Alliance: The Wartime Legacy in Thai–Japanese Relations,” *Journal of Southeast Asian Studies* 21, no. 1 (1990): 66–87.
- Edgar Bolun Liao, “Creating and Mobilizing ‘Syonan’ Youth: Youth and the Japanese Occupation of Singapore, 1942–1945,” *Archipel* 102 (2021): 65–97.
- Erez Manela, “Imagining Woodrow Wilson in Asia: Dreams of East–West Harmony and the Revolt against Empire in 1919,” *American Historical Review* 111, no. 5 (2006): 1327–1351.
- Fred L. Borch, “Preparing for Trial: Gathering Evidence and Selecting Cases for Prosecution,” in *Military Trials of War Criminals in the Netherlands East Indies, 1946–1949* (New York: Oxford University Press, 2017), 55–66.
- Mahani Musa, “Malayan Women during the Japanese Occupation,” *Journal of the Malaysian Branch of the Royal Asiatic Society* 89, no. 2 (2016): 101–124.
- Mark Ravinder Frost, “Emporium in Imperio: Nanyang Networks and the Straits Chinese in Singapore, 1819–1914,” *Journal of Southeast Asian Studies* 36, no. 1 (2005): 29–66.
- Pierre Asselin, “The Indochinese Communist Party’s Unfinished Revolution of 1945 and the Origins of Vietnam’s Thirty-Year Civil War,” *Journal of Cold War Studies* 25, no. 1 (2023): 4–45.

- Satoshi Ara, "Resistance and Collaboration: The Japanese Occupation of Leyte, Philippines, and the Role of the Masses in Wartime Violence," *Journal of Southeast Asian Studies* 53, no. 1–2 (2022): 252–276.
- Timothy Brook, "The Tokyo Judgement and the Rape of Nanking," *Journal of Asian Studies* 60, no. 3 (2001): 673–700.

Books & Chapters

- Cheah Boon Kheng, *Red Star Over Malaya: Resistance and Social Conflict during and after the Japanese Occupation, 1941–1946* (Singapore: NUS Press, 2012).
- Greg Huff, *World War II and Southeast Asia: Economy and Society under Japanese Occupation* (Cambridge: Cambridge University Press, 2020).
- Jeremy A. Yellen, *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* (Ithaca: Cornell University Press, 2019).
- John W. Dower, *Embracing Defeat: Japan in the Wake of World War II* (New York: W. W. Norton, 1999).
- Kelly A. Hammond, *China's Muslims and Japan's Empire: Centering Islam in World War II* (Chapel Hill: University of North Carolina Press, 2020).
- Kevin Blackburn and Karl Hack, *War Memory and the Making of Modern Malaysia and Singapore* (Singapore: NUS Press, 2012).
- Kevin Blackburn, "Armies of Collaboration and Resistance in Southeast Asia," in *The Routledge History of the Second World War*, ed. Paul R. Bartrop (London: Routledge, 2022), 511–525.
- Kevin Blackburn, *The Comfort Women of Singapore in History and Memory* (Singapore: NUS Press, 2022).
- Lizzie Collingham, *The Taste of War: World War II and the Battle for Food*, 2nd ed. (New York: Penguin Books, 2013).
- Paul H. Kratoska, ed., *Food Supplies and the Japanese Occupation in South-east Asia* (New York: St. Martin's Press, 1998).
- Rana Mitter, *Forgotten Ally: China's World War II, 1937–1945* (New York: Houghton Mifflin Harcourt, 2013).
- Taya Haruko Cook and Theodore F. Cook, *Japan at War: An Oral History* (New York: New Press, 1993).
- Zhou Taomo, *Migration in the Time of Revolution: China, Indonesia, and the Cold War* (Ithaca: Cornell University Press, 2019).

Digital/Online Scholarly Resources

- Chow Chia Yung, "Cold War Rivalries Fuel Propaganda Battle in Singapore in the 1940s and 1950s," *BiblioAsia*, October–December 2022.
- Elizabeth Day, "From Burma to Nagasaki: The Man Who Walked through Hell," *The Guardian*, July 26, 2017, <https://www.theguardian.com/world/2015/jul/26/nagasaki-man-who-walked-through-hell-jan-bras>.
- Micah Muscolino, "The Yellow River Flood, 1938–1947," *DisasterHistory.org*, <http://www.disasterhistory.org/yellow-river-flood-1938-47>.

- MIT Visualizing Cultures, “Black Ships and Samurai, Part I,”
https://visualizingcultures.mit.edu/black_ships_and_samurai/bss_essay01.html.
MIT Visualizing Cultures, “Black Ships and Samurai, Part II,”
https://visualizingcultures.mit.edu/black_ships_and_samurai_02/index.html.
- MIT Visualizing Cultures, *Photography and Power in the Colonial Philippines*, Essay 1: “The U.S. Conquest & Occupation (1898–1902),”
https://visualizingcultures.mit.edu/photography_and_power/dw01_essay01.html.
- Natali Pearson, “Saving Southeast Asia’s Sunken Warships,” *History Today*, September 9, 2024.

Film/Manga

- *Grave of the Fireflies*, directed by Isao Takahata (1967).
- Shigeru Mizuki, *Onward Towards Our Noble Deaths* (Tokyo: Shōgakukan, 1973).
- *The Bridge on the River Kwai*, directed by David Lean (1957).

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to

the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Email
Alison Fong	

Planned Weekly Schedule

Week	Topic	Course LO	Readings / Activities
1	Origins of Conflict: Imperialism, Modernization, and the Road to War	1, 2, 3	In-class Activity: Visual Source Deconstruction <ul style="list-style-type: none"> - MIT Visualizing Cultures – “Black Ships and Samurais, Part I and Part II” - Part 1: https://visualizingcultures.mit.edu/black_ships_and_samurai/bss_essay01.html - Part 2: https://visualizingcultures.mit.edu/black_ships_and_samurai_02/index.html - Photography & Power in the Colonial Philippines – 1 “The US Conquest & Occupation (1898-1902), https://visualizingcultures.mit.edu/photography_and_power/dw01_essay01.html - Mitter, Rana. <i>Forgotten Ally: China’s World War II—1937-1945</i>. Houghton Mifflin Harcourt: New York 2013. - Prologue: City on Fire, 1-15. - Chapter 1: As Close as Lips and Teeth: China’s Fall and Japan’s Rise, 27-42.
2	Revolutionary Currents: China, the Nanyang, and Early Nationalism	1, 2, 5	In-class Activity: Network Mapping <ul style="list-style-type: none"> - Frost, Mark Ravinder. “Emporium in Imperio: Nanyang Networks and the Straits Chinese in Singapore, 1819-1914.” <i>Journal of Southeast Asian Studies</i> 36, no. 1 (Feb 2005): 29-66. - Mitter, Rana. <i>Forgotten Ally: China’s World War II—1937-1945</i>. Houghton Mifflin Harcourt: New York, 2013. - Chapter 2: A New Revolution, 43-55 - Chapter 3: The Path to Confrontation, 56-75 - The Twenty-One Demands, 1915
3	Interwar Order and the Rise of Fascisms in Asia	1, 2, 5	In-class Activity: Versailles Simulation <ul style="list-style-type: none"> - Woodrow Wilson. The Fourteen Points. https://www.archives.gov/milestone-documents/president-woodrow-wilsons-14-points - Manela, Erez. “Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt Against Empire in 1919.” <i>American Historical Review</i> 111.5 (December 2006): 1327-1351.

			<ul style="list-style-type: none"> - Yellen, Jeremy. <i>The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War</i>. Ithaca: Cornell University Press, 2019. - Introduction, 1-23 - Chapter 1: Into the Tiger's Den, 25-45
4	Pan-Asianism, Islam, and Transnational Networks	1, 2, 3, 5	<p>In-class Activity: Promises vs. Contradictions</p> <ul style="list-style-type: none"> - Hammond, Kelly. <i>China's Muslims and Japan's Empire: Centering Islam in World War II</i>. Chapel Hill: University of North Carolina Press, 2020. - Chapter 4: Deploying Islam: Sino-Muslims and Japan's Aspirational Empire, p. 143-176 - Yellen, Jeremy. <i>The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War</i>. Ithaca: Cornell University Press, 2019. - Chapter 2: Order Begets War, 46-75 - Chapter 3: Imagining Co-Prosperity, 76-102
5	Collaboration, Resistance, and the Co-Prosperity Sphere	1, 2, 3, 5	<p>In-class Activity: Collaboration Spectrum Exercise</p> <ul style="list-style-type: none"> - Yellen, Jeremy. <i>The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War</i>. Ithaca: Cornell University Press, 2019. - Chapter 4: The Patriotic Collaborators, 105-140. - Chapter 5: A New Deal for Greater East Asia? 141-168 - Satoshi Ara. "Resistance and collaboration: The Japanese Occupation of Leyte, Philippines, and the role of the masses in wartime violence," <i>Journal of Southeast Asian Studies</i> 53, no. 1-2 (March-June 2022): 252-276. - Blackburn, Kevin. "Armies of Collaboration and Resistance in Southeast Asia" in <i>The Routledge History of the Second World War</i>. Edited by Paul R. Bartrop, 1st ed., 511-25. Routledge, 2022.
6	Food, Famine, and Occupation Economies	1, 2, 4, 5	<p>In-class activity: Oral History Deep Dive</p> <ul style="list-style-type: none"> - Collingham, Lizzie. <i>The Taste of War: World War II and the Battle for Food</i>. New York: Penguin Books, 2013 (second edition). - Starving for the Emperor, 273-316. - Kratoska, Paul, ed. <i>Food Supplies and the Japanese Occupation in South-east Asia</i>. New York: St. Martin's Press, Inc., 1998. - Chapter 7: Oppression and Romanticism: The Food Supply of Java during the Japanese Occupation, p. 167-186 - Oral History Interview of Chu, Shuen Choo. National Archives of Singapore.

			<ul style="list-style-type: none"> - Read transcripts Reels 4 to 6; https://www.nas.gov.sg/archivesonline/oral_history_interviews/interview/000462
7	Forced Labour, Environmental Change, and Wartime Extraction	1, 2, 3, 5	In-class Activity: Storyboard Exercise <ul style="list-style-type: none"> - Muscolino, Micah. "The Yellow River Flood, 1938-1947." <i>Disaster History</i>. - http://www.disasterhistory.org/yellow-river-flood-1938-47. - Pearson, Natali. "Saving Southeast Asia's Sunken Warships." <i>History Today</i>, September 9, 2024. - Huff, Greg. <i>World War II and Southeast Asia: Economy and Society under Japanese Occupation</i>. Cambridge: Cambridge UP, 2020. <ul style="list-style-type: none"> - Chapter 9: Labour and the Japanese, p. 332-370 - Cook, Taya Haruko and Theodore F. Cook. <i>Japan at War: An Oral History</i>. New York: New Press, 1993. <ul style="list-style-type: none"> - Building the Burma-Siam Railroad, 99-105.
8	War, Media, and Representations of Violence	3, 4, 5	NO DEBATE THIS WEEK; RESPONSE PAPERS ONLY <ul style="list-style-type: none"> - Bridge over the River Kwai https://archive.org/details/the-bridge-on-the-river-kwai_202308 OR Grave of the Fireflies (available on <i>Netflix</i>, email me if you don't have <i>Netflix</i>) - Mizuki, Shigeru. <i>Onward Towards Our Noble Deaths</i>. <ul style="list-style-type: none"> - https://www.zipcomic.com/onward-towards-our-noble-deaths-issue-tpb-part-1 - https://www.zipcomic.com/onward-towards-our-noble-deaths-issue-tpb-part-2 - https://www.zipcomic.com/onward-towards-our-noble-deaths-issue-tpb-part-3 - https://www.zipcomic.com/onward-towards-our-noble-deaths-issue-tpb-part-4
9	Women, Youth, and Society under Japanese Rule	1, 2, 3, 5	In-class Activity: Comparative Testimony Analysis <ul style="list-style-type: none"> - Blackburn, Kevin. <i>The Comfort Women of Singapore in History and Memory</i>. Singapore: NUS Press, 2022. <ul style="list-style-type: none"> - Introduction, 1-12 - The Role of the Women of Singapore in the Sex Industry of the Japanese Military, p. 30-63 - Musa, Mahani. "Malayan Women During the Japanese Occupation." <i>Journal of the Malaysian Branch of the Royal Asiatic Society</i> 89, no. 2 (December 2016): 101-124. - Liao, Edgar Bolun. "Creating and Mobilizing 'Syonan' Youth: Youth and the Japanese

			Occupation of Singapore, 1942-1945." <i>Archipel</i> 102 (2021): 65-97.
10	Atomic Bombs, Atrocity, and Post-War Justice	1, 3, 4, 5	In-class Activity: Evidence Lab + Tribunal Simulation Using Digital Archives <ul style="list-style-type: none"> - Fussell, Paul. "Thank God for the Atom Bomb." <i>The New Republic</i>, August 1981: 1-14. - Borch, Fred. L. "Preparing for Trial: Gathering Evidence and Selecting Cases for Prosecution" in <i>Military Trials of War Criminals in the Netherlands East Indies, 1946-1949</i>, 55-66. New York: Oxford UP, 2017. - Brook, Timothy. "The Tokyo Judgement and the Rape of Nanking." <i>The Journal of Asian Studies</i> 60, no. 3 (August 2001): 673-700. - Dower, John. <i>Embracing Defeat: Japan in the Wake of WWII</i>. New York: Norton, 1999. - Chapter 15: Victor's Justice, Loser's Justice, 443-484.
11	Independence Movements and the Post-Occupation Political Order	1, 2, 5	In-class Activity: Post-Occupation Crisis Council <ul style="list-style-type: none"> - Yellen, Jeremy. <i>The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War</i>. Ithaca: Cornell University Press, 2019. - Chapter 6: Independence in Transition, 169-204 - Conclusion, 205-216 - Cheah Boon Kheng. <i>Red Star Over Malaya: Resistance and Social Conflict During and After the Japanese Occupation, 1941-1946</i>. Singapore: NUS Press, 2012. - Chapter 4: The Malay Independence Movement, 102-214 - Asselin, Pierre. "The Indochinese Communist Party's Unfinished Revolution of 1945 and the Origins of Vietnam's 30-Year Civil War." <i>Journal of Cold War Studies</i> 25, no. 1 (2023): 4-45.
12	Toward the Cold War: Rivalries and Realignments in Post-War Southeast Asia	1, 2, 4, 5	In-class Activity: Propaganda Analysis Workshop <ul style="list-style-type: none"> - Reynolds, EB. "Aftermath of Alliance: The Wartime Legacy in Thai-Japanese Relations." <i>Journal of Southeast Asian Studies</i> 21, no. 1 (March 1990): 66-87. - Cheah Boon Kheng. <i>Red Star Over Malaya: Resistance and Social Conflict During and After the Japanese Occupation, 1941-1946</i>. Singapore: NUS Press, 2012. - Chapter 9: Conflict between the Communists and the BMA, 240-264

			<ul style="list-style-type: none"> - Zhou Taomo. <i>Migration in the Time of Revolution: China, Indonesia, and the Cold War</i>. Ithaca, NY: Cornell UP, 2019. - Chapter 2: The Chinese Communist Party and the Overseas Chinese, 34-51 - Chow Chia Yung. "Cold War Rivalries Fuel Propaganda Battle in Singapore in the 1940s and 1950s." <i>Biblioasia</i>. Oct to Dec 2022. https://biblioasia.nlb.gov.sg/vol-18/issue-3/oct-dec-2022/cold-war-propaganda-singapore/
13	War Memory, Commemoration, and Historical Revisionism	1, 3, 5	<p>In-class Activity: Intergenerational Memory Workshop</p> <ul style="list-style-type: none"> - Blackburn, Kevin and Karl Hack. <i>War Memory and the Making of Modern Malaysia and Singapore</i>. Singapore: NUS Press, 2012. - Chapter 10: Memory and Nation-Building in Singapore, 292-333 - Dower, John. <i>Embracing Defeat: Japan in the Wake of WWII</i>. New York: Norton, 1999. - Chapter 16: What do you tell the dead when you lose?, 485-521. - Day, Elizabeth. "From Burma to Nagasaki: the man who walked through hell." <i>The Guardian</i> July 26, 2017, https://www.theguardian.com/world/2015/jul/26/nagasaki-man-who-walked-through-hell-jan-bras