

HH3022 World War II and Southeast Asia

Semester 1, AY 2017/18; Academic Units: 3

Venue: LHS-TR+32

Time: Tuesdays, 15:30-18:30

Course Instructor: Assistant Professor ZHOU Taomo

Office: HSS 05-22 (Please email me to make an appointment)

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I. Course Description

In August 1945 the US dropped atomic bombs on Nagasaki and Hiroshima, bringing to an end the Second World War (or WWII). Yet in Southeast Asia, the end of the three year, 9 month and 1 day occupation by Japan marked only the beginning of another round of intense conflicts. Events of 1941-45 led to destabilization of every country in the region and dramatically affected the ability of Western colonial powers to regain their colonial territories. Japan presented to Southeast Asian countries renewed hope and renewed fear but changed the way the people in the region thought of themselves in any event. As a result, revolutions of national independence were waged in nearly every Southeast Asian country after WWII ended. Was Japanese occupation of Southeast Asia the same as Western colonization, only on a more intense scale time-wise? Or were Japan's "crowbar" effects crucial for the development of postwar independence movements? How do we understand WWII in relation to the birth and rise of a new Asian world?

In this class, we seek to answer these questions by studying WWII in Southeast Asia through a country-by-country approach. For each country or group of countries, the following aspects will be discussed: Situations before the outbreak of the war, especially with regards to Western colonial powers; the timeline of Japanese invasion and involvement; the economic, political and cultural changes that occurred during the Japanese occupation; the end of the war and post-war repercussions.

II. Learning Outcomes

By the end of this course, students should demonstrate:

- A comprehensive knowledge of the Southeast Asian theatre of WWII;
- A basic degree of literacy in the existing literature on the history of 20th century Southeast Asia;
- The ability to write research paper by reading and thinking analytically;
- Competence in classifying historical sources by genre, recognizing content, tone, and audience, and using primary sources and scholarly arguments.

III. Course Components

The format of this course is designed to encourage participation at every meeting except for the two field trips (September 8 & 22) as well as the first and last weeks (August 11 & November 10). During the 9 sessions in between, we will spend our three-hour seminars according to the following schedule:

15:30-16:20am Lecture

Important: The first 10-15 minutes of each seminar will usually be devoted to going over important administrative matters. These could also include discussing the requirements of class assessment components & instructions for handing in assignments and formatting. *It is highly encouraged that students are present during this crucial time of the seminar.* Often times, the impromptu nature of the questions during this time means that the issues are not included in any other material or repeated elsewhere. As always, it is the students' responsibility to ensure that they are abreast of all information given during lecture and tutorial slots. *If you miss this information, you should ask a fellow student instead of asking the instructor to repeat herself unnecessarily.*

16:20-16:30 am Break

16:30am-17:30 am Presentations

Each student will pick a topic ahead of time from the "Presentation Topics & Recommended Readings" section of the syllabus and conduct further research. The recommended reading listed on the syllabus serves as a gateway for more in-depth study on the subject. Students will present their findings in a 15-minute presentation. **PowerPoint slides** are compulsory and a **one-page outline**, including a bibliography, is due at the time of the presentation. Hardcopies of the outline should be distributed in class. Students are encouraged take the presentation as an opportunity to test out preliminary ideas for their final research papers. If you are interested in presenting on topics outside of the listed selection, please consult the instructor beforehand.

17:30-17:40 am Break

17:40am-18:30 pm Debate

Each student will bring to class a "**Position Paper**" summarizing his or her position on the week's debate topic. This paper consists of an opening sentence plus twenty-five words or less. In the opening sentence, each student takes an unequivocal position in the affirmative or the negative. In position papers for Week 2, for example, every student should open by saying either, "Yes, Japan's Pan-Asianist ideology shattered the myth of white prestige," or "No, Japan's Pan-Asianist ideology did shatter the myth of white prestige." Hard copies of position papers need to be handed in at the end of every class.

To launch the debate each week, three or four students will act as **Debate Moderators**. The **Debate Moderators** have two responsibilities:

The first is to prepare a **Debate Moderator Sheet** and upload it to the "Discussions" section of NTULearn by 5pm (17:00) on Monday during the week he or she has signed up for. Hardcopies of the Debate Moderator Sheet should be distributed in class. This sheet should contain quotations from the week's assigned readings and questions formulated in response to these readings. The questions may or may not be related to the debate topic on the reading list but should set up issues that may be discussed on the basis of the week's readings. Both questions and quotations should be chosen for the purpose of stimulating discussion and should be short enough to fit on one page in standard size type.

The Debate Moderators' second responsibility is to open discussion in class by making a brief (5 minutes) **oral statement** in which the moderator identifies the topics that should be taken up in that session. Ordinarily, the moderator's statement will be based on the assigned readings, the students' presentations, and his or her own list of questions and quotations.

It is extremely important for the presenters and debate moderators to honor their commitments. As a general rule, cancellations are not accepted. If urgent circumstances prevent a student from fulfilling his or her duty, one should inform the instructor as early as possible. The student must find someone to replace his or her role for that week.

Grades will be based on:

- a. Active Participation (10%) **Position papers** as well as **engagement in debates** will be evaluated throughout the semester. *If you expect to miss more than 20% of seminars, you must come see the instructor to explain your absence and how you will make up for the lost time.*
- b. Performance as Debate Moderator (15%). Each student should serve once in the semester as debate moderator, on a topic different from his or her presentation. **Debate Moderator Sheets** and **oral presentations** will be evaluated.
- c. Presentation (15%) Each student should give one presentation in the semester. The depth of research & organization of ideas as reflected in the **presentation outline**, **PowerPoint slides** and **oral delivery** will be evaluated.
- d. Short Writing Assignment (20%). Each student should write an 800-word short essay. One could either write a book review on one of the following historical fictions or write an extended position paper on a topic the student has not signed up as either debate moderator or presenter. Please see a separate handout for instructions.
 - J. G. Farrell, *The Singapore Grip* (NYRB Classics, 1978), Part 1. [on NTULearn]
 - Tan Twan Eng, *The Garden of Evening Mists* (Myrmidon Books, 2012).
 - Tan Twan Eng, *The Gift of Rain* (Myrmidon Books, 2007).
 - Richard Flanagan, *The Narrow Road to the Deep North* (Vintage Books, 2013).
- e. Final Research Paper (40%) Each student is expected to hand in one piece of written work. This is a research essay of no less than 2,000 words and no more than 3,000 words (excluding footnotes and bibliography). This should be submitted to Turnitin by 5pm (17:00) on Monday, November 27, 2017. A hard copy should be submitted to my mailbox (HSS-05-22) before the office closes at 5:15pm (17:15) on Monday, November 27, 2017. Please refer to a separate handout for instructions & the grading system.

VI. Reference Books

- Alfred W. McCoy ed., *Southeast Asia under Japanese Occupation* (New Haven: Yale University Southeast Asia Studies, 1980). [In reserves]
- Christopher Bayly and Tim Harper, *Forgotten Wars: The End of Britain's Asian Empire* (London: Penguin Books, 2008). [In reserves]
- Ken'ichi Gotō, *Tensions of Empire: Japan and Southeast Asia in the Colonial and Postcolonial World* (Singapore: NUS Press, 2003).
- Paul H. Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire* (London: RoutledgeCurzon, 2002).
- Grant K. Goodman ed., *Japanese Cultural Policies in Southeast Asia During World War 2* (London: Macmillan Press, 1991).

VII. Course Schedule:

Week 1 (August 15): Introduction: World War II in Memory and History

Housekeeping: *Assignment of presentation & debate moderating topics.*

Required Readings:

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed in this syllabus.

- Paul H. Kratoska, “Introduction,” in Goto, *Tensions of Empire*, pp. xi-xxii. [on NTULearn]
- Alfred McCoy, “Introduction,” in McCoy, ed., *Southeast Asia Under Japanese Occupation*, pp. 1-13. [on NTULearn]

Week 2 (August 22): Pan-Asianism

Debate Topic: Japan’s Pan-Asianist ideology shattered the myth of white prestige.

Required Readings:

- “The Japanese Blueprint for Southeast Asia,” in Harry J. Benda and John A. Larkin eds., *The World of Southeast Asia: Selected Historical Readings* (New York: Harper& Row, Publishers, 1967), pp. 219-223. [on NTULearn]
- “Draft of Basic Plan for Establishment of Greater East Asia Co-prosperity Sphere”, in Wolf Mendl ed., *Japan and South East Asia, Volume I: From the Meiji Restoration to 1945* (London: Routledge, 2001), pp. 221-224. [on NTULearn]
- 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), pp. 13-50 [on NTULearn]

Presentation Topics & Recommended Readings:

- Background: WWII and the emergence of Japan as an imperial power.
See, for example, Bernd Martin, “The German-Japanese Alliance in the Second World War,” in Saki Dockrill, *From Pearl Harbor to Hiroshima: The Second World War in Asia and the Pacific, 1941-45* (London: MacMillian Press, 1994), pp. 153-173 [on NTULearn]; Nicholas Tarling, *A Sudden Rampage: The Japanese Occupation of Southeast Asia, 1941-1945* (London: Hurst & Company, 2001), pp. 39-79. [on NTULearn]
- The Southern Co-prosperity Sphere
Goto, “Changing Japanese Perceptions of Southeast Asia,” & “Tojo Hideki and the Southern Co-prosperity Sphere,” in *Tensions of Empire*, pp. 2-23; 39-76. [on NTULearn]
- Japanese propaganda on Pan-Asianism in Southeast Asian countries during WWII.
Kenichi Goto, “‘Bright Legacy’ or ‘Abortive Flower’: Indonesian Students in Japan during World War 2,” and Aiko Kurasawa, “Film as Propaganda Media on Java under the Japanese, 1942-1945,” in Goodman ed., *Japanese Cultural Policies in Southeast Asia during World War 2*, pp. 7-35; 36-92. [on NTULearn]

Week 3 (August 29): British Malaya

Debate Topic: Japanese policy in the realms of ethnicity and religion in British Malaya spurred racial animosity.

Required Readings:

- Yoji Akashi, “Japanese Policy Towards the Malayan Chinese 1941-1945”, *Journal of Southeast Asian Studies*, Vol. 1, No. 2 (Sep., 1970), pp. 61-89. [on NTULearn]
- Abu Talib Ahmad, “Japanese Policy towards Islam in Malaya during the Occupation: A Reassessment,” *Journal of Southeast Asian Studies*, Vol. 1, No. 33 (February 2002), pp. 107-122. [on NTULearn]
- Mamoru Shinozaki, *Syonan, My Story: The Japanese Occupation of Singapore* (Singapore: Times Book International, 1982), pp. 1-37, 49-55, 93-104, 109-123. [On NTULearn & In reserves]

- Bayly and Harper, *Forgotten Wars*, pp.48-59. [On NTULearn & In reserves]

Presentation Topics & Recommended Readings:

- Background: Malay society
Cheah Boon Kheng, *Red Star Over Malaya: Resistance and Social Conflict during and After the Japanese Occupation of Malaya, 1941-1946* (Singapore: NUS Press, 2003), pp. 3-55. [On NTULearn & In reserves]
- Japanese occupation and the rise of the Malayan Communist Party
Chin Peng, as told to Ian Ward and Norma Miraflor, *My Side of History* (Singapore: Mui Kee Press & Co., 2003), pp. 41-72; Cheah Boon Kheng, *Red Star Over Malaya*, pp. 56-100. [On NTULearn & In reserves]
- The collapse of British colonial rule in Malaya
Bayly and Harper, *Forgotten Wars*, pp. 407-456. [On NTULearn & In reserves]
- Mass Participation and Mobilization in Wartime Singapore
Wong Hong Suen, *Wartime Kitchen: Food and Eating in Singapore 1942-1950* (Singapore: National Museum of Singapore, 2009), pp. 8-55. [on NTULearn]

Week 4 (September 5): The Philippines

Debate Topic: Elites of the Philippines remained intact before and after WWII.

Required Readings:

- Alfred McCoy, “Politics by Other Means: World War II in the Western Visayas, Philippines,” in McCoy ed., *Southeast Asia under Japanese Occupation*, pp. 191-245. [On NTULearn & In reserves]
- Benedict J. Kerkvliet, *The Huk Rebellion: A Study of Peasant Revolt in the Philippines* (Lanham, Md.: Rowman & Littlefield, 2002), pp.61-76. [On NTULearn & In reserves]

Presentation Topics & Recommended Readings:

- Comfort women
Nelia Sancho ed., *War Crimes on Asian Women: Military Sexual Slavery by Japan during World War II: The Case of the Filipino Comfort Women, Part II* (Manila: Asian Women Human Rights Council, 1998), pp. 44-81. [on NTULearn]
- Comparative studies of the rise of communist movements in Southeast Asia during WWII
Jeff Goodwin, *No Other Way Out: States and Revolutionary Movements, 1945-1991* (New York: Cambridge University Press, 2001), pp. 72-105. [E-Book accessible via NTU library website]
- Japanese Propaganda in the Philippines
Motoe Terami-Wada, “The Japanese Propaganda Corps in the Philippines: Laying the Foundation,” in Goodman ed., *Japanese Cultural Policies in Southeast Asia during World War 2* (London: MacMillian Press, 1991), pp. 173-211. [On NTULearn]
- The Muslim minorities in the Philippines during WWII
Kawashima Midori, “The Battle of Tamparan: A Maranao Response to the Japanese Occupation of Mindanao,” Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 192-222. [on NTULearn]

Week 5 (September 12): Netherlands East Indies

Debate Topic: Japanese occupation forged a sense of Indonesian nationhood.

Required Readings:

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed in this syllabus.

- Pramoedya Ananta Toer, *The Mute's Soliloquy* (NY: Hyperion East, 1999), "Death in a Time of Change" and "Working for the Japanese," pp. 153-191. [On NTULearn]
- Anthony Reid, "Indonesia: From Briefcase to Samurai Sword," in McCoy ed. *Southeast Asia under Japanese Occupation*, pp. 16-32. [on NTULearn]

Presentation Topics & Recommended Readings:

- Background: The Dutch East Indies before WWII
Shigeru Sato, "Indonesia 1939-1942: Prelude to the Japanese Occupation," *Journal of Southeast Asian Studies*, Vol. 37, No. 2 (June 2006), pp. 225-248. [on NTULearn]
- Japanese strategies of total mobilization
Shigeru Sato, *War, Nationalism and Peasants: Java under the Japanese Occupation, 1942-1945* (Armonk, NY: M. E. Sharpe, 1994), pp. 3-59. [On NTULearn & In reserves]
- Indonesian Islam under the Japanese occupation
Harry J Benda, *The Crescent and the Rising Sun: Indonesian Islam under the Japanese Occupation 1942-1945* (W. van Hoeve Ltd., The Hague and Bandung 1958). [On NTULearn & In reserves]
- Britain and the birth of Indonesia
Bayly and Harper, *Forgotten Wars*, pp. 158-189. [On NTULearn & In reserves]

Week 6 (September 19): Fieldtrip TBD

Historical Sites in Singapore relating to WWII:

- Changi Museum (<http://www.changimuseum.sg/>)
- Bukit Batok WWII Memorial
- Syonan Jinja (Shinto Shrine) in Macritchie reservoir.
- Kranji War Memorial
- Point 270 (Remains of the Battle of Pasir Panjang)
- Japanese Cemetery Park (Address: 825B Chuan Hoe Ave, 549853)
- Reflections at Bukit Chandu (<http://www.nhb.gov.sg/NHBPortal/Museums/ReflectionsatBukitChandu>)
- Fort Siloso at Sentosa (<http://www.sentosa.com.sg/en/attractions/siloso-point/fort-siloso-tours/>)
- The Battle Box at Fort Canning (the Fort Canning Bunker)

Week 7 (September 26): Meeting cancelled due to conference travel of the instructor.

October 3 Recess Week

Week 8 (October 10): Burma/Myanmar

Debate Topic: The Japanese occupation empowered new elites in Burmese politics.

Required Readings:

- Mary Callahan, *Making Enemies: War and State Building in Burma* (Ithaca: Cornell U. Press, 2003), 45-67. [on NTULearn]
- Thant Myint-U, *The River of Lost Footsteps: A Personal History of Burma* (New York: Farrar, Straus and Giroux), pp. 218-256. [on NTULearn]

Presentation Topics & Recommended Readings:

- The Burma Road
Donovan Webster, *The Burma Road: The Epic Story of the China-Burma-India Theater in World War II* (New York: Farrar, Straus and Giroux, 2003). [In reserves]

- The Thailand-Burma Railway
Lin Yone Thit Lwin, “Excerpts from Yodaya-Myanma Miyhta-Lan Kodwe Chwaydat Hmattan [Thai-Myanmar Railways: a personal memoir],” in Paul H. Kratoska ed., *The Thailand-Burma Railway 1942-1946: Documents and Selected Writings, Volume VI Documents, Post-war Accounts, Maps and Photographs* (London: Routledge, 2006), pp. 39-60. [on NTULearn]
- Ethnic Minorities in Burma during Japanese occupation
Kratoska, “The Karen of Burma under Japanese Rule,” & “Between China and Japanese: Wartime Affairs in Kokang State and the Failure of the Spiers Mission,” in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 21-54. [on NTULearn]

Week 9 (October 17): Siam/Thailand

Debate Topic: Thailand’s experience during WWII was unique because of its independent status.

Required Readings:

- E. Bruce Reynolds, “Aftermath of Alliance: The Wartime Legacy in Thai-Japanese Relations”, *Journal of Southeast Asian Studies*, Vol. 21, No. 1 (Mar., 1990), pp. 66-87. [on NTULearn]
- Benjamin A. Batson, “Siam and Japan: The Perils of Independence”, in *Southeast Asia under Japanese Occupation*, ed. Alfred W. McCoy (New Haven: Yale University Southeast Asia Studies, 1980), pp. 267-303. [on NTULearn]

Presentation Topics & Recommended Readings:

- Review of *Sunset at Chaopraya* (adapted from Thai novel *Koo Kam* by Thommayanti) with focus on the ambivalent relations between Siam and Japan during WWII.
- The Chinese in Thailand during WWII
Bruce Reynolds, “‘International Orphans’: The Chinese in Thailand during World War II,” *Journal of Southeast Asian Studies*, Vol. 28, No. 2 (September 1997), pp. 265-288 & Eiji Murashima, “The Thai-Japanese Alliance and the Chinese of Thailand,” in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 192-222. [on NTULearn]
- The Indian Communities in Thailand and Singapore during WWII
Bruce Reynolds, “The Indian Community and the Indian Independence Movement in Thailand during World War II,” in Kratoska ed., *Southeast Asian Minorities in the Wartime Japanese Empire*, pp. 170-191 & Shinozaki, *Syonan, My Story*, pp. 62-67. [on NTULearn]

Week 10 (October 24): Indochina

Debate Topic: In Indochina, the rule by Japanese was substantially different from that of European powers.

Required Readings:

- Tran My-Van, “Japan through Vietnamese Eyes (1905-1945)”, *Journal of Southeast Asian Studies*, Vol. 30, No. 1 (Mar., 1999), pp. 126-146. [on NTULearn]
- David G. Marr, “World War II and the Vietnamese Revolution” in *Southeast Asia under Japanese Occupation*, ed. Alfred W. McCoy (New Haven: Yale University Southeast Asia Studies, 1980), pp. 125-158. [on NTULearn]

Presentation Topics & Recommended Readings:

- Japanese policy towards religion in Vietnam
Tran My-Van, “Japan and Vietnam’s Cao daists: A Wartime Relationship (1939-1945),” *Journal of Southeast Asian Studies*, Vol. 27, No. 1 (Mar., 1996), pp. 179-193. [on NTULearn]
- The end of French colonial rule
Fredrik Logevall, *Embers of War: The Fall of An Empire and the Making of America’s Vietnam* (New York: Random House, 2012). [On NTULearn & In reserves]
- Laos during WWII
Grant Evans, *Short History of Laos: The Land in Between* (Chiang Mai, Thailand: Silksworm Books, 2002), pp. 82-92 [E-Book accessible via NTU library website]

Week 11 (October 31): Australian Forces in Southeast Asia

Debate Topic: WWII has revolutionized Australia’s relations with Southeast Asia.

Required Readings:

- David Day, *Reluctant Nation: Australia and the Allied Defeat of Japan, 1942-1945* (New York: Oxford University Press, 1992).
- Mark Johnston, *At the Front Line: Experiences of Australian Soldiers in World War II* (Cambridge University Press, 1996).

Presentation Topics & Recommended Readings:

- The Battle of Timor
- Borneo Campaign
- Advance to the Philippines
- Papuan Campaign

Week 12 (November 7): Legacies

Debate Topic: Japan has made sufficient apologies for WWII.

Required Readings:

- Cheah Boon Kheng, “The ‘Black-out’ Syndrome and the Ghosts of World War II: The War as a ‘Divisive Issue’ in Malaysia”, in David Koh Wee Hock ed., *Legacies of World War II in South and East Asia* (Singapore: ISEAS, 2007), pp. 47-59. [on NTULearn]
- Jane W. Yamazaki, *Japanese apologies for World War II: a rhetorical study* (Abingdon, Oxon: Routledge, 2006), pp.8-23; 140-164. [on NTULearn]

Presentation Topics & Recommended Readings:

- Contemporary controversies over historical writings
Goto, “Chapter 12 Contemporary Japanese Views of the Occupation of Southeast Asia,” in Goto, *Tensions of Empire* (Singapore: NUS Press, 2003), pp. 266-291.
Hiroyuki Manabe, “Japan Scholars in West Issue Statement Calling for ‘Unbiased Accounting’ of Past,” *The Asahi Shimbun*, May 7, 2015. [on NTULearn]
Open Letter in Support of Historians in Japan [on NTULearn]
- The development of the Japanese official narrative during the Cold War era
Thomas U. Berger, *War, Guilt, and World Politics after World War II* (New York: Cambridge University Press), pp. 123-174. [On NTULearn]
- The economic relations between Japan and Southeast Asia since WWII

- Mark Beeson, “Japan and Southeast Asia: The Lineaments of Quasi-hegemony,” in Garry Rodan, Kevin Hewison, and Richard Robison eds., *The Political Economy of South-East Asia: An Introduction*, 2nd Edition (Melbourne: Oxford University Press, 2001), pp. 283-306. [on NTULearn]

Week 13 (November 14): Conclusion: Overview of the Course