

HH2001 – Singapore: The Making of a Cosmopolitan City-State

Academic Year	2017-2018	Semester	2
Course Coordinator	Asst. Prof. Ngoei Wen-Qing		
Course Code	HH2001		
Course Title	Singapore: The Making of a Cosmopolitan City-State		
Pre-requisites	None		
No of AUs	3		
Contact Hours	39 (Weekly Seminar, 3 hours each)		

Course Aims

This course focuses on the history of Singapore in the regional and global contexts. It will discuss various factors--institutional, cultural, socio-political and international—that have shaped the trajectory of Singapore over the past seven decades. The successful story of Singapore’s economic development will be understood within the domestic multi-ethnic mosaic and complex regional relationships. It is the interplay of these forces that underscores the emergence and challenges of a cosmopolitan global city-state with an emerging national identity.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Identify and describe key processes, forces and the roles of individuals in shaping Singapore history from the colonial era to the present.
2. Analyze significant events in Singapore’s history since 1819 from regional and global perspectives.
3. Explain and appraise a given source’s historical context and significance in Singapore history
4. Evaluate the importance of historical interpretations of Singapore’s past in the formation of its national identity.

Course Content

This course traces the history of Singapore from the pre-colonial era through to the contemporary period. It is concerned with the local, regional and global influences that have shaped the emergent and evolving national identity of the city-state, how its leaders and people have fashioned and contested its status as a cosmopolitan city-state, and how the history of these processes unfolded over time. Seminal events such as the founding of modern Singapore by agents of the British Empire, the Japanese occupation of Singapore during World War II, and the nationalist strivings of Singaporeans in the Cold War period, will feature prominently, as will debates over their significance and their contribution to Singapore nation-building project. Field trips to institutions dedicated to the preservation of Singapore’s heritage will be a vital part of students’ encounter with, and critique of, the diverse efforts to craft a coherent Singaporean national identity from the events of the country’s past.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. In-Class Seminar Presentation (on assigned readings) & Commentary on other Seminar Presentations	1, 2	2, 3, 7, 9	30%	Team
2. Response essay on heritage sites and guest speakers.	1, 2, 4	1, 3, 7, 9, 11	20%	Team
3. Mid-Term Essay Assignment	1, 2	1, 3, 7, 11	20%	Individual
4. Group Project and Report	1, 2, 3, 4	1, 4, 5, 6, 7	30%	Team
Total			100%	

In-Class Seminar Presentation/ Commentary on other Seminar Presentations – 30%

At the beginning of the semester, you will be assigned to a group of five or six. You will work in this group to prepare a 7-minute presentation. The presentations will be reviews of the book chapters or articles assigned that week for reading. The presentation should articulate the main argument of the assigned readings, explain the historical significance of that argument (according to the author), and highlight the major examples the author employs to make this argument. Your presentation will be graded on its effectiveness in communicating information from the readings in interesting and creative ways to engage your peers. All group members will receive the same grade.

Teams that are not scheduled to present will be expected to offer informed comments and critiques of their peers' presentations (which includes posing questions). All teams will also be assessed on how well they communicate their views to engage the presenters and their peers.

Response Essay on Heritage Sites/ Guest Speakers – 20%

As a team, you will write an 800-word essay that responds to your visit to a heritage site and engagement of guest speakers (for e.g., from the National Archives of Singapore, Ministry of Culture, Community and Youth and the Ministry of Foreign Affairs, etc). Your essay should summarize and critique how local heritage sites and civil servants interpret the past in order to contribute to the national historical narrative. Your essay will be assessed in part on how well you communicate your ideas in written form, as well as how well you have engaged the themes of the course and worked as a team (as indicated by the strengths of the essay). All team members will

receive the same grade.

Mid-Term Essay Assignment – 20%

As an individual, you will write a 500-word essay that summarizes and assesses the major arguments of secondary scholarship on an aspect of Singapore history and national identity formation. Your essay will be assessed in part on how well you communicate your ideas in written form, as well as how well you have engaged the readings and themes of the course.

Group Project and Report – 30%

You will engage in a team-based final project under guidance from the professor that involves the use of primary sources in addressing questions of how Singapore’s history and identity as a cosmopolitan city-state.

You will need to use not only the secondary sources that we have engaged in this class, but also other primary sources that we have analyzed together. This exercise requires your team to write a 500-word analysis, present your analysis to the rest of the lecture group, and to field comments from your peers and instructors. Following, you are required to write a 1000-word essay that incorporates responses to your peers’ and instructor’s comments.

Your essays will be assessed in party on how well you communicate your ideas in written form, how skillfully you have responded to your peers’ and instructor’s feedback, and engaged the themes of the course.

You will also submit a peer and self-evaluation form to the instructor about your experience with working in this team. Based upon this evaluation form, the instructor may award different grades to different members of the team at his/her discretion.

Formative feedback

- In-class Seminar Presentations and Commentary: Students will receive verbal feedback and written comments on their presentation (as well as a graded result).
- Response Essay: Students will receive written comments on their responses (as well as a graded result)
- Mid-Term Essay: Students will receive written comments on their essay (as well as a graded result)
- Group Project and Report: Students receive verbal feedback and written comments on their report (as well as a graded result).

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Seminar discussion and Commentary on other student presentations	Interactive discussion provides opportunities for a detailed engagement of reading material and the honing of critical and analytical thinking about the major interpretations of seminal events and primary sources in Singapore history

Student Presentations	As a team, students will present their summary and critique of the assigned reading materials to the whole class. This supports peer-learning, the development of critical reading and presentation skills, as well as exposes students to collaborative work (in teams).
Response Essay	Students will write essays that describe and evaluate how a local institution (visited during the field trip) employs or preserves Singapore's past in the formation of national identity. This supports the individual student's independent engagement of key arguments of major works (i.e. assigned readings) and primary materials.
Essay Assignment	Students will write an essay that summarizes and assesses the major arguments of secondary scholarship on an aspect of Singapore history and national identity formation.
Group Project	Students will engage in a team-based final research project, under guidance from the instructor. This will permit sharing of ideas amongst students and instant feedback on project work.

<http://www.ntu.edu.sg/tlpd/tlr/obt/4/Pages/41.aspx> - 44

Reading and References

Texts subject to changes.

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- Chua, Beng Huat. *Political Legitimacy and Housing : Stakeholding in Singapore*. New York: Routledge, 1997.*
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- Goh, Keng Swee. *The Practice of Economic Growth*. Singapore: : Federal Publications, 1995.*
- . *Urban Incomes & Housing : A Report on the Social Survey of Singapore, 1953-54*. Singapore: : Dept. of Social Welfare, 1956.
- Goh, Keng Swee, and Linda Low. *Wealth of East Asian Nations : Speeches and Writings*. Singapore: : Federal Publications, 1995.

- Heng, Derek, and Aljunied Syed Muhd Khairudin. *Singapore in Global History*. ICAS Publication Series Edited Volumes. Amsterdam: Amsterdam University Press, 2011.
- Goh, Robbie B. H., Brenda S. A. Yeoh, *Theorizing the Southeast Asian City as Text : Urban Landscapes, Cultural Documents, and Interpretative Experiences*. Singapore: World Scientific, 2003.
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- Huang Jianli and Lysa Hong, *The Scripting of a National History: Singapore and its Pasts* (Singapore: NUS Press, in conjunction with Hong Kong University Press, 2008).*
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- Kong, Lily, and Urban Redevelopment Authority (Singapore). *Conserving the Past, Creating the Future : Urban Heritage in Singapore*. Singapore: Urban Redevelopment Authority, 2011.*
- Lam, Peng Er, and Kevin Tan. *Lee's Lieutenants : Singapore's Old Guard*. St Leonards, N.S.W.: Allen & Unwin, 1999.*
- Lee, Edwin, *Singapore: The Unexpected Nation* (Singapore: ISEAS, 2008). *
- Lee Kuan Yew, *From third world to first: the Singapore story, 1965-2000: memoirs of Lee Kuan Yew* (Singapore: Singapore Press Holdings, 2000).*
- Lee, Poh Ping. *Chinese Society in Nineteenth Century Singapore*. East Asian Historical Monographs. Kuala Lumpur ; New York: : Oxford University Press, 1978.*
- Leifer, Michael, *Singapore's Foreign Policy: Coping with Vulnerability* (London: Routledge, 2000)
- Li, Tania, *Malays in Singapore: culture, economy, and ideology*. Singapore: Oxford University Press, 1989.*
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- Milner, A. C. *The Invention of Politics in Colonial Malaya*. Cambridge: Cambridge University Press, 1995.*
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- Wang Gungwu, "Two Perspectives of Southeast Asian Studies: Singapore and China," in Henk Schulte Nordholt, Remco Rabin and Paul Kratoska (eds.), *Locating Southeast Asia:*

Genealogies, Concepts, Comparisons, and Prospects (Singapore and Athens: Singapore University Press and Ohio University Press, 2005), pp. 60-81.

Wong, Lin Ken, "The Strategic significance of Singapore in modern history," in Ernest Chew and Edwin Lee, eds. *A History of Singapore* (Singapore: Oxford University Press, 1991), pp. 17-35.

Wong, Lin Ken. *The Trade of Singapore, 1819-69*. Mbras. [Kuala Lumpur]. Bandar Puchong Jaya, Selangor, Malaysia: Malaysian Branch of the Royal Asiatic Society ;Printed for the MBRAS by Academe Art & Print. Services Sdn. Bhd. Malaysia, 2003.*

Yeoh, Brenda S. A. *Contesting Space in Colonial Singapore : Power Relations and the Urban Built Environment*. Singapore: Studies in Society & History. 2nd ed. Singapore: Singapore University Press, 2003.*

Yeoh, Brenda S. A., Francis L. Collins, Ah Eng Lai, and Institute of Southeast Asian Studies. *Migration and Diversity in Asian Contexts*. Singapore: Institute of Southeast Asian Studies,, 2013.

Yeoh, Brenda S. A., and Lily Kong. *Portraits of Places : History, Community and Identity in Singapore*. Singapore: : Times Editions, 1995.*

Course Policies and Student Responsibilities

General

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

Absenteeism

This course requires you to be in class to contribute to discussions and team presentations. These in-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

Late Policy

Late written work will be penalized. The penalty is active once the piece is 1 hour late. At this point, the essay will immediately lose one letter grade. Following, the essay will be docked a letter grade for each day (i.e. 24 hours) it remains overdue. For example, an essay that is 2 days late that should have scored an A (if it had been on time), will receive no higher than a C grade.

Extensions may be granted in some special cases, but not within one week of the deadline.

Plagiarism and Cheating

Universities consider using the works of others without properly acknowledging that use (that is, copying) to be "cheating." In this course, such behavior will result in a score of zero on the assignment in question. In accordance with school policy, I will also report egregious cases to the university to be placed on record in your academic file. Learn how to cite the work of others properly. If in doubt, ask.

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	Office Location	Phone	Email
Ngoei Wen-Qing	HSS-05-20	65922633	wqngoei@ntu.edu.sg

Planned Weekly Schedule ** SUBJECT TO CHANGE

Week	Topic	Course LO	Readings/ Activities
1	Introduction/ Changing Approaches to the study of Singapore History	1	Blackburn, Hack, Thum, Wang, Milner/ Seminar Discussion
2	Singapore Before 1819: Place, Region and World	1, 2, 3, 4	Kwa, Borschberg, Heng/ Seminar Discussion; Student Presentations
3	Entrepot and Empire: Trade, Colonialism and Plural Society	1, 2, 3, 4	Turnbull, Wong, Huff/ Seminar Discussion; Student Presentations
4	National Museum of Singapore (Field Trip)	1, 2, 3, 4	Post-Field Trip Discussion
5	Imperialism and Independence	1, 2, 3, 4	Barr and Trocki, Liu and Wong, Lee/ Seminar Discussion; Student Presentations
6	National Archives of Singapore (Field Trip)	1, 2, 3, 4	Post-Field Trip Discussion
7	Nation-Building: Development, Multiculturalism, "Asian Values"	1, 2, 3, 4	Huff, Goh, Lee/ Seminar Discussion;

			Student Presentations; Mid-term Essay Assignment.
8	Monumental Walking Tours (Field Trip)	1, 2, 3, 4	Post-Field Trip Discussion
9	Singapore, Region and World: The Cold War, ASEAN and “Asia” in Perspective	1, 2, 3, 4	Leifer/ Seminar Discussion; Student Presentations
10	Contested Narratives	1, 2, 3, 4	Liew, Huang and Hong/ Seminar Discussion; Student Presentations.
11	Heritage and the Global Present	1, 2, 3, 4	Kong, Yeoh, Heng / Seminar Discussion; Student Presentations.
12	Presentations of Group Projects (Session 1)	1, 2, 3, 4	Seminar Discussion; Student Presentations.
13	Presentations of Group Projects (Session 2)	1, 2, 3, 4	Seminar Discussion; Student Presentations.