THIS IS A **DRAFT SYLLABUS**. IT IS STILL SUBJECT TO REVISION AND REFINEMENT. THIS SYLLABUS WILL ONLY ASSUME ITS FINAL FORM AT THE END OF WEEK 2 OF THE SEMESTER WHEN ALL VARIABLES HAVE BEEN PUT TO REST.

**GES1011/GESS 1009: The Evolution of a Global City-State**

**Semester 1 AY 22/23**

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**Synopsis:**

How old is Singapore? 55 years? 201 years? 700 years? 8500 years? In different senses, none of these are wrong. But more importantly, this question and the possible responses thereof make it important to ask what do we know of Singapore’s pasts and reflect on the implications of each possibilities. What is the significance of this island's pre-1965 and 1819 histories? How much further back in time can we go? When did this island emerge? Is there evidence of pre-human activity? What is the earliest instance of human activity on this island? How do Singapore’s pasts connect to larger global unfoldings? Does its connected pasts and present have anything to say about its future?

GES1011/GESS1009 is best approached as an opportunity to engage with the questions posed above and more. It allows students an opportunity to inquire into Singaporean pasts deeply situated within larger global formations – geological, biological, human and structural. Instead of a narrow focus on human activity on a small collection of tiny islands immediately adjacent to the southernmost point of the Eurasian landmass, variously referred to as Temasik, Singapura, Syonan and Singapore in the last 700 years; an effort will be made to narrate the histories of these polities, their geological substratum, and its peoples as part of a much larger story.

This larger narrative is a human story that has been unfolding across the globe over the course of the last 100-200,000 years and a story of life on this planet that is more than 4 billion years old. How do we make sense of what is now 1°*09’N* and 1°*29’N*; and 103° *38’E* and 104° 06’E’s pasts against the larger context of, among other things, continental formation, homo *sapien sapien* migration, trade, the establishment of economic and political settlements, imperialism, decolonisation, the Cold War, the New World Order and the knowledge economy? Students will be invited, with guidance, to ask questions, make salient observations, bring to bear their subjectivities and exercise their historical imaginations on Singaporean pasts as part of wider global unfoldings. In reflecting broadly and deeply on putative connections, their absences thereof, and their bearing on Singaporean pasts and antecedents, students will encounter different aspects of Singapore’s geological, cultural, economic, and political history. Students should hope to emerge from this module with a broad, diverse, creative and concrete grasp of Singapore's histories set within larger geological, biological and human happenings across time and space.

**Course Structure:**

**Lectures**

**Week 2 (16 August): an island …**

Geyh, M.A., Kudrass, H.R., Streif, H., “Sea Level Changes during the late Pleistocene and Holocene in the Straits of Malacca”, *Nature* 278 (1979), pp. 441-3. (e-article)

M.I. Bird, W.C. Pang, K. Lambeck, “The Age and Origin of the Straits of Singapore” in *Palaeogeography, Palaeoclimatogy, Palaeoecology* 241 (2006), pp. 531-538. (e-article)

Lee Hsien Loong, “National Education”, *Speech by the Deputy Prime Minister of Singapore at the launch of National Education on Saturday 17 May 1997 at TCS TV Theatre at 9.30 AM*. (Workbin)

**Week 3 (23 August): the World by 1250; and Temasek?**

Kwa Chong Guan, “Maritime Silk Road: A History of an Idea”, *Nalanda-Sriwijaya Centre Working Paper Series*, No: 23 (October 2016), pp. 1-14 (e-article)

**Week 4 (30 August):  trade and ~~Temasek~~ Singapura**

John Miksic, *Singapore and the Silk Road of the Sea* (Singapore: NUS Press, 2013), pp. 145-55. (e-book)

*Sejarah Melayu, or, Malay Annals: An Annotated Translation by C. C. Brown;* with a new introduction by R. Roolvink.(Kuala Lumpur: O.U.P., 1970), pp. 13-30.(LumiNUS)

**Week 5 (6 September): exploration and emptiness?**

Kwa Chong Guan, Derek Heng, and Tan Tai Yong, *Singapore: A 700-Year History: From Early Emporium to World City* (Singapore: National Archives of Singapore, 2009), pp. 53-61, 72-81. (LumiNUS)

**Week 6 (13 September): Imperial Global Emporium**

Stephen Dobbs, “The Singapore River/Port in a Global Context” in Derek Heng and Syed Muhd Khairudin Aljuneid, editors, *Singapore in Global History* (Amsterdam, Amsterdam University Press, 2011), pp. 51-65. (e-book)

Abdullah Bin Abdul Kadir & Annabel Teh Gallop Cerita kapal asap, *Indonesia Circle*. School of Oriental & African Studies. Newsletter, 17:47-48 (1989), pp. 3-18. (e-article)

**Week 7 (27 September): *Mid-Term Test***

**Week 8: (4 October): the Empire writes back …**

Abdullah Munshi, *The Hikayat Abdullah*, tr. by A.H. Hill (Kuala Lumpur: Oxford University Press, 1970), pp. 29-56, 187-196. (LumiNUS - two different files)

Amin Sweeney, “A Man of Bananas and Thorns” in *Indonesia and the Malay World* 34,100 (2006), pp. 223-245. (e-article)

**Week 9 (11 October): Global Knowledge**

Keith Watson, “Rulers and Ruled: Racial Perceptions, Curriculum and schooling in colonial Malaya and Singapore” in J.A. Mangan, editor, *The Imperial Curriculum: Racial Images and Education in the British Colonial Experience*, Routledge, Oxford and New York, 2012, pp.147-174. (e-book)

Charles Hirschmann, “The Making of Race in Colonial Malaya: Political Economy and Racial Ideology” in *Sociological Forum* 1, 2 (1986), pp. 330-361. (e-article)

**Week 10 (18 October): Imperial Change**

Paul Kratoska, “Introduction” in Paul Kratoska, editor, *Malaya and Singapore during the Japanese Occupation* (Singapore: Department of History, National University of Singapore, 1995). (LumiNUS)

Henry P. Frei, “Japan Remembers the Malaya Campaign” in Paul Kratoska, editor, *Malaya and Singapore during the Japanese Occupation* (Singapore: Department of History, National University of Singapore, 1995). (LumiNUS)

**Week 11 (25 October): towards independence amidst global division**

S.R. Joey Long, “Bringing the International and Transnational back in: Singapore, Decolonisation and the Cold War” in Derek Heng and Syed Muhd Khairudin Aljuneid, editors, *Singapore in Global History* (Amsterdam: Amsterdam University Press, 2011), pp.215-23, 231-2. (e-book)

**Week 12 (1 November): Singapore Inc**

Ravi Menon, *An economic history of Singapore – 1965–2065*

*(*Keynote address Managing Director of the Monetary Authority of Singapore, at the Singapore Economic Review Conference 2015, Singapore, 5 August 2015.) (Workbin)

Teo You Yenn, This is what inequality looks like (Singapore: Ethos Books, 2018) (Workbin)

**Week 13 (8 November): Tomorrow's Here Today?**

Eugene Dairianathan and Chee-Hoo Lum, “Soundscapes of Nation(alism): Perspectives from Singapore” in Alexandra Kertz-Weizel, editor, *Patriotism and Nationalism in Music Education* (London and New York: Routledge, 2016), Chapter 7 (follow (LumiNUS) link and then go to Chapter 7; select download section; the page numbers downloaded will be pp. 94-106.) (e-book)

Listen to the following National Day Songs (On Youtube):

1984 *Stand up for Singapore*

1986 *Count on me, Singapore*

1987 *We are Singapore*

1998 *Home*

2006 *My island home*

2016 *Tommorow’s here today*

**Tutorials:**

There will be five tutorials for this module. Two of the five tutorials will consist of fieldtrips to historical/heritage sites. Students will be given a discovery sheet to guide their tutorial learning journey for Tutorial 2. Tutorial 3 is self-regulated. Students are required to discuss their observations and questions for both Tutorial 2 and 3 in a designated LumiNUS forum.

**Tutorial 1: Making Sense of the Past (Week 3/4)**

Marwick, Arthur. “Justifications and Definitions” in *The Nature of History* (Macmillan, 1989), pp. 1-27. (LumiNUS)

Thomas Nagel, *The View from Nowhere* (Oxford: Oxford University Press, 1986), pp. 3-12. (Workbin)

Lee Hsien Loong, “National Education”, *Speech by the Deputy Prime Minister of Singapore at the launch of National Education on Saturday 17 May 1997 at TCS TV Theatre at 9.30 AM*. (Workbin)

**Tutorial 2: Visit to Fort Canning Hill and National Museum (Week 5/6)**

This tutorial will consist of a visit to early sites related to the history of Singapura. Instructor/s will be present at the archaeological dig on Fort Canning Hill at the designated tutorial timeslot.

**Tutorial 3: Visit to a Heritage Centre/Museum (Week 7/8)**

There will no face-to-facetutorials for this week. Instead, it will be self-guided and selected. Students must visit any one of the sites listed below with a view towards understanding the nature and aims of the centre under consideration and evaluate it from the vantage point of a student in this module. The latter entails exercising your subjectivities as you grow in awareness about the pasts of Temasek/Singapura/‘Singapore’. They will then be required discuss their observations and questions on a designated LumiNUS forum. The observations and findings gleaned on this self-guided exercise will form the basis of the draft and final term papers required in this module.

Enrolled students who are physically present\* in Singapore must visit one of the following sites:

Indian Heritage Centre

Former Ford Factory

Singapore Chinese Cultural Centre

Singapore City Gallery

Singapore Maritime Gallery

**Tutorial 4: Commenting on Representations of the Past (Week 9/10)**

This tutorial is akin to a workshop on how students can meaningfully approach the writing of their draft term paper assignment (800-1000 words):

*Guidance for Term papers*

Write a letter offering feedback to the director of … (the heritage site you visited) … .

Like virtually any letter offering feedback, you are free to choose its contents. Conventionally, such letters choose to do one or any of the following: make meaningful commendations, proposals, recommendations and offer substantive criticism. Be reminded that such letters usually seek to be well-received and acted upon thereby often making it an exercise in persuasion.

In order to support the contents of your letter, it must reflect an awareness of the aims and aspirations of the centre/institution/site concerned.

Depending on the site you chose to visit, your report may also offer comments on the degree to which this centre/institution has globally-inflected its narrative of an aspect of Singapore’s (his)story.

Students should prepare for this tutorial by preparing a brief description of their draft letters to be discuss with their peers during this tutorial.

**Tutorial 5: Singapore in a Global Context (Week 12/13)**

This tutorial is akin to a revision tutorial for this module. Among other things, it will make reference to how students can proceed with historically imagining Singapore's pasts in relation to larger unfoldings across the globe, past and present.

Mark R. Frost, “An Unsettled Majority: Immigration and the Racial ‘Balance’ in Multicultural Singapore” in *Journal of Ethnic and Migration Studies*, 47, 16 (2020), pp. 3729-3751. (e-article)

Selections from Alfian Saat, *One Fierce Hour* (Singapore: Landmark, 1998) (LumiNUS)

Brenda S. A. Yeoh, “Cosmopolitanism and its Exclusions in Singapore” *Urban Studies, Vol. 41, No. 12, 2431–2445 (2004)* (Workbin)

**Assessment:**

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| --- | --- | --- | --- |
| **Component** | **Weightage** | **Format** | **Deadlines** |
| In-Class Midterm Test | 20% | MCQs and Short Responses (Open Book) | 27 September |
| Draft Term Paper | 25% | Written Assignment | Week 11 (TD)  Week 12 (TE) |
| Final Term Paper | 15% | Written Assignment | Week 12 (TD)  Week 13 (TE) |
| Take Home Final Test | 20% | Choose to respond to any 2 of 6 questions. Essay format | 11 November 2022  (24hr turnaround) |
| Class Participation  (online forum and Zoom Tutorials) | 20% | Tutorial participation | throughout the semester |
| Face-to-face Classes | Lecture: Face-to-face during lecture slot  Tutorials: face-to-face during respective tutorial slot and one self-directed | | |

Class Participation (includes the keeping of an online Learning Journal) (20%)

Draft Term Paper (800-1000 words) (25%)

Final Term Paper (800-1100 words) (15%)

Midterm Test: Open book (20%)

Open Book e-test (consisting of mcqs and short response questions)

Take Home Final Test: Open book e-test (20%)

**Written Assignments**

Students will be required to write one term paper, albeit in two iterations, for this module. Students will e-submit a draft term paper two (2) weeks after their respective Tutorial 4 slot in the relevant LumiNUS work bin. In response to feedback provided thereafter, students will submit their final term paper one (1) week after they receive comments on the draft paper from the instructor.

**Further General Reading & Information**

Beyond the specific readings encountered in this module, the following materials can help those with no background in Singapore’s history to redress such deficiencies:

Mark Frost and Yu-Mei Balasingam Chow, *Singapore: A Biography* (Singapore: Editions Didier Millet, 2006)

C.M. Turnbull, *A History of Singapore* (Kuala Lumpur: OUP, 1977)

**Ernest C.T. Chew and Edwin Lee, editors, *A history of Singapore* (Singapore: Singapore University Press, 1991)**

**Edwin Lee, *Singapore: the unexpected nation* (Singapore: ISEAS, 2008).**

Kwa Chong Guan, Derek Heng, and Tan Tai Yong, *Singapore: A 700-Year History: From Early Emporium to World City* (Singapore: National Archives of Singapore, 2009)

*The History of Singapore* (video recording). Produced by Lion Television for Discovery Networks Asia (Singapore: Discovery Communications, 2006)

For students looking for a greater historiographical challenge, you can start with:

N. Tarling, editor, *Studying Singapore's past: C.M. Turnbull and the history of modern Singapore* (Singapore: NUS Press, 2012)

More specifically, please make reference to Karl Hack’s piece (Chapter 2) on framing Singapore’s history.

Following through on the footnotes and bibliographies of all materials listed above will also lead you on a journey through the historiographical thicket.