

Department of History
University of Wisconsin -- Madison
Semester I, AY 2004-2005

History 200
Historical Studies: The Korean War

Wednesday, 9:30 – 12:00
138 Witte Hall

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First-Year Interest Group

FIGs give twenty-person sets of first-year students with similar intellectual interests the opportunity to interact with each other in three courses. One of those offerings is a seminar in which the students work directly with a single professor on a specific topic. This syllabus is for that course, History 200, Historical Studies: The Korean War. The other two usually involve broader lecture courses in which, if the enrollment is adequately large, the FIG students constitute a separate discussion section. The companion courses for this FIG are Political Science 103: Introduction to International Relations, Section 308¹ and East Asian Area Studies 222: Introduction to East Asian Civilization.²

Administrators and faculty members hope that students in FIGs will discover that learning involves the integration of perspectives from different disciplines, each of which asks its own questions and has its own methods for approaching problems. Students should also come to see that learning entails not only acquisition of facts but also recognition of continuing arguments about disputed information, about the interpretation of events, and about values. The educated person is not one who always has the right answers but one who understands the use of evidence to establish facts and employs the process of argument to reduce interpretive disagreements to the extent possible in the context of continuing differences over values.

The FIGs initiative also exists to help students stave off feelings of anonymity that sometimes overtake newcomers to large institutions. Your professors hope that you develop a sense of camaraderie, some part of which will be and should be social. With time, you will develop a wide range of friends; at the moment, these classmates constitute a beginning – increasingly familiar faces seen on a regular basis at least several days each week.

In addition to the unique problems each human faces, first-year students at places like UW – Madison confront the common challenge of having to balance adult responsibility with adult freedom. You will have heavy workloads, but parents and teachers will not be closely supervis-

¹ Lecture: Professor Karl-Orfea Fioretos, MWF, 2:30-3:45, 3650 Humanities; Discussion: Kevin McGahan, T, 8:50, 6125 Social Science.

² Dr. Richard C. Miller, MWF, 1:20, 22 Ingraham.

ing whether or not you carry them out properly or on time. Although few of you are old enough to drink legally, alcohol will be available – sometimes in dangerous amounts. Illegal drugs will be present. The likelihood of romantic involvement will increase and, with it, opportunities for myriad imprudent risks. Discouragement will also be a possibility. Like you, the other members of the first-year class will also have been top students at their high schools; the competition will be intense, and former levels of efforts may prove inadequate.

The camaraderie of your FIG should be academic as well as social. Each of you will be a reference point for his or her peers. Help one another establish high, but reasonable expectations about what it means to be a responsible student. Protect each other from the temptation to lose focus in the looser atmosphere of college life. Share with one another your concerns with work load, study techniques, and the difficulties you are facing.

College should not feel like high school, and the FIG experience will serve, I hope, as a “rite of passage” helping you through that change. The volume of information covered in each course will rise dramatically, but, more important, education will increasingly change from a passive to an active endeavor. You will learn that you will never know everything and that much of what you hear in classes will soon be rendered outdated by new information. Therefore, the most important thing you will learn should be how to continue learning – on your own.

My goal is not only to teach you about the subject of the seminar but also to introduce you to skills that will help you in all your classes across your college years. Although history will be the medium I use to convey them, the abilities you acquire will often be non-specific to that discipline. The seminar sometimes may seem disturbingly different from what your high school experience taught you to expect in a history course. On those occasions, do not hesitate to ask for explanations and reasons.

This FIG seminar qualifies as a “Comm-B” course. According to UW – Madison’s General Education Requirements, that is “a low-enrollment course involving substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening), with emphasis on speaking and writing.” Its goal is “to develop advanced skills in critical reading, logical thinking, and the use of evidence; the use of appropriate style and disciplinary conventions in writing and speaking; and the productive use of core library resources specific to the discipline.” The assignments for written and oral presentations reflect levels of work mandated for Comm-B offerings.³

Office Hours and Beyond

On weekdays, especially in the afternoons, I am usually in 4135 Humanities. My scheduled office hours are on Tuesdays and Thursdays from 2:00 to 3:00 PM and on Wednesdays from 4:00 to 5:00 PM. I am often available at other times as well, and you are free to stop by whenever I am present. I shall be ready to talk with you if pressing business is not pending.

To make appointments for times other than the scheduled office hours, see me at class, or call me at 263-1778 (4135 Humanities) or at 251-7264 (home). Both phones have answering machines; leave a message if necessary. Alternatively, electronic mail is probably the most reliable medium

³ <http://www.ls.wisc.edu/Gened/FacStaff/commb.htm>

for reaching me on short notice. My email address is tjarchde@wisc.edu. I monitor it throughout the day and usually in the evening as well.

The Korean Conflict

Fought between the summers of 1950 and 1953, the Korean conflict pitted the forces of the United States, other members of the United Nations, and South Korea directly against those of North Korea and the People's Republic of China and less obviously against those of the Soviet Union. It took place between World War II, which interpreters portray as a just and necessary undertaking, and America's engagement in Vietnam, which the dominant narrative presents as neither. American political objectives were similar in both ventures; the United States wanted to prevent the Communist northern half of a recently partitioned nation from using military means to take over the pro-Western southern half of it. The presence of Communists among the peoples of South Korea and South Vietnam meant that, in each case, the fighting, even within those areas, was partly a civil war. In regard to operations and outcomes, however, the conflicts differed. In Korea, ground combat usually consisted of large-unit engagements along a shifting line of contact, as seen in World War II; in Vietnam, it took the form of guerrilla warfare, involving small-unit clashes in scattered locations. The United States accomplished its main political objective in Korea; America failed to achieve it in Vietnam.

Dwarfed chronologically between an international struggle of massive proportions and a war that deeply divided the nation, the Korean Conflict has unfortunately become the "Forgotten War." Although the Korean engagement was shorter in duration, the average annual number of American combat deaths there exceeded that in Vietnam by a factor of 1.5. Moreover, the Korean conflict became the most important example of "containment" strategy that the United States adopted after World War II to limit expansion of Soviet and Communist power. It also accelerated the implementation of the recommendations for a military buildup presented in National Security Document Number 68 (NSC-68) in April 1950; defined parameters for the conduct of "limited wars," including the non-use of nuclear weapons; established racial integration as the norm condition for persons serving in the military; helped bring to an end twenty years of Democratic control of the White House; and added to the tensions spawning "McCarthyism."

Courseware

Learn@UW is the on-line courseware used to support the FIG Seminar on the Korean War (History 200). The URL for the log-in page is <https://uwmad.courses.wisconsin.edu>. Your user name is your UW-Madison NetID, and your password is your UW-Madison NetID password. When you open the Learn@UW page for the FIG Seminar on the Korean War, a series of tabs will appear across the top of it. The "Content" tab leads to folders containing materials relevant to the course. The "Dropbox" tab leads to folders where you will submit electronic versions of your written assignments and where you will receive critiques of your work. We shall discuss these and other components of Learn@UW during the first meeting.

Readings⁴ and Activities

The second part of this syllabus contains an outline of the activities for each meeting. Most of the meetings involve a review of assigned readings, student presentations, and training by the instructor in the use of some tool that may prove useful in the course and in your broader education. The schedule, however, may make the workload for each student appear greater than it is. The following explanation should help you understanding what actually will be required.

Meeting 1 is primarily a chance for the members of the seminar to meet and for the seminar leader (me) to offer an orientation to the course. Meetings 2 through 5 and 7 focus on reading and reviewing Max Hastings's book, *The Korean War*. All students are expected to read the chapters assigned for each meeting. Each student will take special responsibility for being able to discuss the highlights of half of a chapter.

During Meetings 2 through 5 and 7, I shall take time to explain fundamental military terminology, to discuss maps and map reading, to teach you how to use electronic sources to build a bibliography, to instruct you in the use of software for organizing bibliographies, and to advise you on how to evaluate materials found on the web. Perhaps most important, I shall take time to discuss writing, to call attention to common grammatical and stylistic errors, and to explain the rules of citation. You will find a number of web sites and readings listed in connection with those activities. Those are intended for enrichment and as long-term resources. I may refer to them in class, and you may find them helpful in carrying out assignments. They are not assigned readings for the meetings.

Meeting 8 deals with the interaction between fact and interpretation in historical studies. The class will examine the extent to which history can be "objective" and the factors that work against the achievement of that goal. It will also discuss how historians often consciously bring their political and social values into their presentation of the past. The meeting should make students aware of the need not to accept arguments without critically analyzing the authors' points of view and without determining whether or not alternative explanations exist.

In Meetings 8 through 10, I shall try to help students to understand the use of quantitative evidence. Students will encounter numerical data and statistical arguments in a number of courses that they will take in college. Once again, the readings mentioned in association with those topics are intended for enrichment and as long-term resources. The techniques learned will be useful in carrying out an exercise using numerical data on Korean War casualties. If time permits, I shall make a final visit to the topic of statistical argument during Meeting 13.

The articles listed under "Readings" for Meetings 9 through 15 will serve as the starting points for the students' most important writing assignment. I expect each student to become generally familiar with each article. For each meeting, I shall assign groups of five or six students to become thoroughly familiar with one of them. One of those students will lead the discussion of that reading and will make it the basis for his or her long paper.

⁴ All readings, except for the book by Hastings, are online, either as web documents or PDF files.

Meeting 6 is a visit to the Wisconsin Veterans Museum. Meeting 12 – on Thanksgiving Eve – will not convene. Instead, I shall make time available for individual consultations with students about their papers. Meeting 15 is a wrap-up session, featuring an examination of McCarthyism.

Written and Oral Presentations

Each student will have six writing assignments. Students should submit all papers in electronic format through Learn@UW Dropbox, on or before the due date. They will receive corrected versions of papers in electronic version through Learn@UW as well. The assignments are:

1. Summary of Hastings, chapters 1, 2, and 3: 750 words, due Friday, 17 September
2. Summary of Hastings, chapters 4, 5, and 6: 750 words, due Tuesday 27 September; or summary of Hastings, chapters 7, 8, and 9: 750 words, due Tuesday, 4 October; or summary of Hastings, chapters 10 and 11: 750 words, due Tuesday, 11 October; or summary of Hastings, chapters 12, 15, and 17: 750 words, due Tuesday, 18 October. The date of submission will depend on one's group assignment.
3. Bibliography for approved topic, with accompanying document explaining aids used and search technique: due Friday, 22 October
4. Report on Korean Conflict casualties: 750 words, due Wednesday, 24 November
5. Critical essay on topic of assigned journal article: 1500-words, due Friday, 10 December, or Monday, 13 December, depending on group
6. Rewrite of critical essay, due one week after receipt of corrected original.

Each student will make four oral presentations:

1. Five-minute summary of assigned portion of a chapter in Hastings: depending on group, due on 22 or 29 September, or on 6 or 20 October
2. Ten-minute discussion of website relevant to the seminar: depending on group, due on 27 October, or on 3 or 10 November
3. Five-minute report based on Korean Conflict casualty paper: due on 1 December
4. Five-minute report summarizing assigned journal article: depending on group, due on 17 November or 8 December.

Grading

Each student's grade will reflect his or her performance on a combination of written and oral work as well as on his or her participation in the seminar. Non-graded exercises are opportunities to practice and to receive criticism without penalty. Participation in the seminar refers to the student's attendance, preparation, readiness to answer questions, and overall contribution to discussions.

Written assignment #2	10 percent
Written assignment #4	20 percent
Written assignment #6	30 percent
Oral presentation #2	10 percent
Oral presentation #4	10 percent
<u>Participation</u>	<u>20 percent</u>
Total	100 percent

Schedule of Meetings and Assignments

Meeting 1

8 September

Introductions

Name, hometown, high school, interests, major, plans

Discussion of syllabus

Demonstration of Learn@UW

Review of Interactive Timeline

Download from <http://www.usni.org/freestuff/software.htm>

Meeting 2

15 September

Reading:

Max Hastings, *The Korean War*, chapters 1, 2, 3

Assignment:

750-word summary of Hastings, chapters 1-3, due by 17 September

Maps

<http://www.lib.utexas.edu/maps/korea.html>

CIA, *The World Fact Book*

<http://www.cia.gov/cia/publications/factbook/geos/ks.html#top>

<http://www.cia.gov/cia/publications/factbook/geos/kn.html>

Tables of Organization and Equipment (TOE)

<http://orbat.com/site/toe/toe/usa/platoontoe.html>

<http://orbat.com/site/toe/toe/usa/plattoe.html>

<http://www.rt66.com/~korteng/SmallArms/PrincipalWeapons.htm>

Meeting 3

22 September

Reading:

Hastings, chapters 4, 5, 6

Critique:

Review of written assignments, using anonymous examples.

See UW – Madison, The Writing Center, *The Writer's Handbook*, especially "Grammar and Punctuation" and "Improving Your Writing Style"

<http://www.wisc.edu/writing/Handbook/index.html>

See also similar aids listed in the Learn@UW site, under "Links."

Assignment:

Six students (one per half-chapter) will start the discussions with five-minute summaries of their respective sections. Each will submit, by 27 September, a 750-word summary of chapters 4-6.

Military Symbols and Map Reading

See materials in Learn@UW site, under "Contents."

Meeting 4

29 September

Reading:

Hastings, chapters 7, 8, 9

Critique:

Review of written assignments, using anonymous examples.

Assignment:

Six students (one per half-chapter) will start the discussions with five-minute summaries of their respective sections. Each will submit, by 4 October, a 750-word summary of chapters 7-9.

Building a Bibliography

Primary and Secondary Sources

Monographs and Journal Articles

MadCat and Electronic Finding Aids

See Memorial Library, "Workshop for History 200/600"

http://www.library.wisc.edu/help/mli/courseinstruction/history200_600/index.html

Meeting 5

6 October

Reading:

Hastings, chapters 10, 11

Assignment:

Four students (one per half-chapter) will start the discussions with five-minute summaries of their respective sections. Each will submit, by 11 October, a 750-word summary of chapters 10-11.

Citing Sources

Footnotes and Bibliographies

See UW – Madison, The Writing Center, *The Writer's Handbook*, especially "Citing References in Your Paper"

<http://www.wisc.edu/writing/Handbook/index.html>

Using RefWorks

Setting Up a RefWorks Account

<http://www.library.wisc.edu/instruction/refworks/>

Moving Citations into RefWorks

<http://www.library.wisc.edu/instruction/refworks/importing.htm>

Using RefWorks to Create and Print a Bibliography

Library Workshops

<http://www.library.wisc.edu/instruction/descriptions2004c.htm#BibliographicDatabase>

Meeting 6

13 October

Visit to the Wisconsin Veterans Museum

Meet by 10 AM at 30 West Mifflin Street, which is on Capitol Square around the corner from the north side of State Street. You should be able to get back to campus by noon.

<http://museum.dva.state.wi.us/>

Assignment:

Each student who has not completed an equivalent assignment will submit, by 18 October, a 750-word summary of chapters 12, 15, and 17.

Meeting 7

20 October

Reading:

Hastings, chapters 12, 15, 17

Critique:

Review of written assignments, using anonymous examples.

Assignments:

1. Four students (one per half-chapter) will start the discussions with five-minute summaries of their respective sections of chapters 12 and 15.
2. By 22 October, submit a bibliography on an approved topic. In an accompanying document, identify the aids and search techniques you used to create the bibliography.

Web Site Evaluation

See Widener University, Wolfgram Library, "A Modular Approach to Teaching/Learning the World Wide Web," especially module 7, "Evaluating Web Resources."

<http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm>

Meeting 8

27 October

Reading:

John Earl Haynes and Harvey Klehr, *In Denial: Historians, Communism and Espionage*, chapter 1: "Revising History"

Assignment:

Seven students will present ten-minute reports on a small set of websites relevant to their interests and to the seminar. The students should use the tools learned in Lesson 7. Each will submit, by 1 November, a 500-word written version of the report.

Historical Data

See Thomas J. Archdeacon, *Correlation and Regression Analysis: A Historian's Guide*, chapter 2: "Variables"

Meeting 9

3 November

Readings:

Warren I. Cohen, "Compromised in Korea: Redeemed by the Clinton Administration," *Foreign Affairs*, 76, no. 3 (1997): 106-12

Bruce Cumings, "Occurrence at Nogŭn-ri Bridge: An Inquiry into the History and Memory of a Civil War," *Critical Asian Studies*, 33, no. 4 (2001): 509-26

Judith Greer, "What Really Happened at No Gun Ri," *Salon*, 3/06/02 (online source)

Philip Gourevitch, "Alone in the Dark," *New Yorker*, September 8, 2003

Assignment:

Seven students will present ten-minute reports on a small set of websites relevant to their interests and to the seminar. The students should use the tools learned in Lesson 7. Each will submit, by 8 November, a 500-word written version of the report.

Means, Medians, and Modes

See Thomas J. Archdeacon, *Correlation and Regression Analysis: A Historian's Guide*, chapter 3: "Central Tendency"

Meeting 10

10 November

Readings:

- Scott Sigmund Gartner and Marissa Edson Myers, "Body Counts and 'Success' in the Vietnam and Korean Wars," *Journal of Interdisciplinary History*, 25, no. 3 (1995): 377-95
- R.M. Hall, "Treatment of the Wounded at Chipyeong-Ni," *Military Medicine*, 163, no. 3 (1998): 127-32
- Faris R. Kirkland, "Soldiers and Marines at Chosin Reservoir: Criteria for Assignment to Combat Command," *Armed Forces & Society*, 22, no. 2: 1995-96

Assignment:

Six students will present ten-minute reports on a small set of websites relevant to their interests and to the seminar. The students should use the tools learned in Lesson 7. Each will submit, by 15 November, a 500-word written version of the report.

Understanding Tables

- See Thomas J. Archdeacon, *Correlation and Regression Analysis: A Historian's Guide*, chapter 7: "Statistics for Nominal Variables"
- Theodore J. Hull, "Electronic Records of Korean and Vietnam Conflict Casualties," *Prologue: Quarterly of the National Archives and Records Administration*, 32, no. 1 (2000): 54-56, 58-61

Meeting 11

17 November

Readings:

- Kelly C. Jordan, "Right for the Wrong Reasons: S. L. A. Marshall and the Ratio of Fire in Korea," *Journal of Military History*, 66, no. 1 (2002): 135-62
- P.B. Sutker et al., "Cognitive Deficits and Psychopathology among Former Prisoners of War and Combat Veterans of the Korean Conflict," *American Journal of Psychiatry*, 148, no. 1 (1991): 67-72
- Adam J. Zweiback, "The 21 'Turncoat GIs': Nonrepatriations and the Political Culture of the Korean War," *Historian* 60, no. 2 (1998): 345-62

Assignments:

1. Discussion of readings done for Meetings 9, 10, and 11. Each of ten students will have responsibility for one of the ten articles read for the meetings. He or she will briefly summarize the article and lead the discussion of it.
2. All students will submit, by 24 November, 750-word reports based on an analysis of electronic records of Korean Conflict casualties. Each report should contain at least one table or graph.

Meeting 12

24 November

Readings:

- Shuji Otsuka and Peter N. Stearns, "Perceptions of Death and the Korean War," *War in History*, 6, no. 1 (1999): 72-87
- Charles S. Young, "Missing in Action: POW Films, Brainwashing and the Korean War, 1954-1968," *Historical Journal of Film, Radio and Television*, 18, no. 1 (1998): 49-74

Individual Meetings:

Because many of you may be trying to get home for Thanksgiving, the seminar will not meet on 24 November. I, however, shall establish a set of meeting times between 18 and 24 November when students should discuss with me their final papers.

Assignment:

The final assignment will require each student to write and, after receiving feedback, to rewrite a 1500-word paper based on the subject of the article listed under Meetings 9, 10, 11, 12, 13, and 14 about which he or she has to lead the discussion.

For students reporting on 17 November, the original papers will be due on 10 December. For students reporting on 8 December, the original papers will be due on 13 December.

Each student will have one week after receiving the reviewed essay to submit the rewrite.

Meeting 13

1 December

Readings:

George Q. Flynn, "The Draft and College Deferments during the Korean War," *Historian*, 50, no. 3 (1988): 369-85

W. Ruger, S.E. Wilson, and S.L. Waddoups, "Warfare and Welfare: Military Service, Combat, and Marital Dissolution," *Armed Forces & Society*, 29, no. 1 (2002): 85

B. Schwartz and T. Bayma, "Commemoration and the Politics of Recognition - The Korean War Veterans Memorial," *American Behavioral Scientist*, 42, no. 6 (1999): 946-67.

M. Stanley, "College Education and the Midcentury GI Bills," *Quarterly Journal of Economics*, 118, no. 2 (2003): 671-708

Assignment:

All students will provide five-minute reports based on their papers on the Korean War casualties.

Correlation and Causality

See Thomas J. Archdeacon, *Correlation and Regression Analysis: A Historian's Guide*, chapter 6: "Correlation Analysis"

Meeting 14

8 December

Readings:

Edward C. Keefer, "President Dwight D. Eisenhower and the End of the Korean War," *Diplomatic History*, 10, no. 3 (1986): 267-89.

David McCullough, "Truman Fires MacArthur," *MHQ: The Quarterly Journal of Military History*, 5, no. 1 (1992): 8-21.

Paul G. Pierpaoli, "Mobilizing for the Cold War: The Korean Conflict and the Birth of the National Security State, June-December 1950," *Essays in Economic and Business History*, 12 (1994): 106-17

William Roskey, "Korea's Costliest Battle: The POW Impasse," *Parameters*, 23, no. 2 (1993): 96-106

Assignment:

Discussion of readings done for Meetings 12, 13, and 14. Each of ten students will have responsibility for one of the ten articles read for the meetings. He or she will briefly summarize the article and lead the discussion of it.

Meeting 15

15 December

Readings:

Jane Pach Brickman, "Medical McCarthyism: The Physicians Forum and the Cold War," *Journal of the History of Medicine and Allied Sciences*, 49, no. 3 (1994): 380-418

Gary P. Hendrickson, "The Last Analogy: Arthur Miller's Witches and America's Domestic Communists," *The Midwest Quarterly*, 33, no. 4 (1992): 447-55

Ronald Radosh, "The Legacy of the Anti-Communist Liberal Intellectuals," *Partisan Review*, 67, no. 4 (2000): 550-67

Film:

Glenn Silber, "An American Ism: Senator Joe McCarthy" (1978)