

*Department of History
University of Wisconsin -- Madison
Semester I, AY 2009-2010*

**History 200
Historical Studies: The Korean War**

Wednesday, 9:30 – 12:00
2125 Humanities

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First-Year Interest Group

FIGs give sets of approximately twenty 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. You have chosen to enroll in History 200: Historical Studies – The Korean War. This document is the syllabus for that course. The second and third offerings usually involve lecture courses in which, if the enrollment is adequately large, the FIG students meet in a separate discussion section. East Asian 300: Introduction to Korean Culture and Civilization joins with Political Science 103: Introduction to International Relations as the two other courses for your FIG.

Campus 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 one who understands the use of evidence to establish facts and employs that knowledge 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 that will be social as well as academic. 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 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 supervising 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 also 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 effort may prove inadequate to obtain the results you desire.

Each of you will be a reference point for his or her FIG 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. More important, education will increasingly change from a passive to an active endeavor. You will soon realize that knowing everything even about a limited topic is impossible. You will come to understand that much of what you hear in classes will soon be rendered outdated by new information. The most important thing you will learn should be how to continue learning – on your own.

My goals are 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. History will be the medium used to convey them, but 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.

Office Hours and Beyond

My office is 4135 Humanities; it is located at the northeast corner of the fourth floor. My scheduled office hours are on Tuesdays from 1:15 to 3:15 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 unavoidable obligations are not pending.

Outside of class, e-mail is, by far, the best way to contact me. My e-mail address is tjarchde@wisc.edu. I monitor it throughout the day and usually in the evening as well. To make appointments for times other than the scheduled office hours, email me, see me at class, or call me at 263-1778 (office) or at 251-7264 (home). Both phones have answering machines; leave a message if necessary.

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 just nor necessary. American political objectives were similar in Korea and in Vietnam; the United States wanted to prevent the Communist northern half of a formerly colonized and recently partitioned nation from using military means to take over the pro-Western southern half of it. The presence of Communists within the populations of South Korea and South Vietnam meant that, in each case, the fighting 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. In Korea, although the outcome was an unsatisfying stalemate, the United States accomplished its main political objective; in Vietnam, it failed to prevent a Communist victory.

Sandwiched chronologically between an international struggle of massive proportions and a war that deeply divided the nation and intersected with other sources of domestic disturbance, the Korean Conflict became the "Forgotten War." That is unfortunate. The Korean conflict was the most important example of "containment" strategy that the United States adopted after World War II to limit expansion of Soviet power and Communism in general. Moreover, although the total number of deaths was higher in the longer Vietnam conflict than in Korea, the

average annual number of American combat deaths in Korea exceeded that in Vietnam by fifty percent.

The Korean War helped create the political context in which the Cold War was fought. It accelerated the implementation of the recommendations for a military buildup presented in National Security Document Number 68 (NSC-68) in April 1950. It defined the parameters for conducting "limited wars," including an unwillingness to use nuclear weapons.

The Korean War had important domestic ramifications. It established racial integration as the norm condition for persons serving in the military. It helped bring to an end twenty years of Democratic control of the White House. It added to the tensions spawning "McCarthyism," as the most divisive aspect of the search in the 1950s for pockets of domestic disloyalty became known.

Courseware

Learn@UW is the principal on-line courseware used to support FIG Seminar on the Korean War (History 200). The URL is <https://learnuw.wisc.edu>. Your user name is your UW-Madison NetID, and your password is your UW-Madison NetID password. Once you have logged in, you will see a list of the courses you are taking that are using Learn@UW. If you do not see that list, click on the "+" next to the heading "2009 – Fall."

When you open the Learn@UW home page for the "FIG Seminar for the Korean War," a series of tabs will appear across the top of it. The "Links" tab leads to a variety of supplemental resources that will prove of use in 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 those and other components of Learn@UW when it becomes necessary to do so.

An icon labeled "Syllabus" appears near the top of the course home page. Clicking on it will lead you to a PDF (Portable Document Format) version of this syllabus. Further to the right is an icon labeled "E-mail T. Archdeacon, Prof." Clicking on it will open a blank e-mail message addressed to me. The remainder of the home page describes topics and assignments for each week of the course. All required reading materials for the course are on line, and you can obtain those needed each week by clicking on the highlighted references.

Meetings

Not every meeting follows the same format, but I shall divide several of the semester's weekly sessions into two segments. During one, we shall discuss a topic directly related to the Korean War. During the other, we shall discuss matters relevant not only to the current course but also to others that you will take in college. Those will include issues relating to grammar and style, approaches to research and the preparation of papers, and some basic ideas about using numerical data in arguments.

1. 2 September Introduction
Orientation to the course.

Video: History Channel, *The Korean War: Fire and Ice* (1999), Part II

2. 9 September Fundamentals of the Korean War
This meeting will examine the basic narrative of the beginning and conduct of the Korean War. Please study the assigned reading and examine the download before coming to class. Students will also learn about the organization of American land forces and the symbols used to represent them.

Reading:

U.S.A.: Korean War Commemoration, *Setting the Stage* and *Campaigns of the Korean War*; PDF created from Fact Sheets at <http://korea50.army.mil/history/factsheets/index.shtml>

Download for PCs:

U.S. Naval Institute, Interactive Timeline for the Korean War. Originally downloaded from the USNI (<http://www.usni.org/>)

3. 16 September Some Myths about the Korean War
Historians often discover that the common answers to standard questions about the past are incomplete or even wrong. Subsets of the members of the seminar will read the Hanson, Stolfi, or Werrell articles, and all will read the Jordan essay. The second part of the meeting will begin the seminar's discussion of commonly encountered problems in writing.

Readings:

Thomas E. Hanson, "The Eighth Army's Combat Readiness before Korea: A New Appraisal," *Armed Forces & Society* 29, no. 2 (2003): 167-84.

Russel H. S. Stolfi, "A Critique of Pure Success: Inchon Revisited, Revised, and Contrasted," *Journal of Military History* 68, no. 2 (2004): 505-25.

Kenneth P. Werrell, "Across the Yalu: Rules of Engagement and the Communist Air Sanctuary during the Korean War," *Journal of Military History* 72, no. 2 (2008): 451-75.

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 (January 2002): 135-162.

4. 23 September Questions of Success, Costs, and Fairness

Subsets of the members of the seminar will read the Flynn, Gartner and Myers, or Malkasian articles, and all will read the Otsuka and Stearns essay. The second part of the meeting will continue the seminar's discussion of commonly encountered problems in writing.

Readings:

George Q. Flynn, "Conscription and Equity in Western Democracies, 1940-75," *Journal of Contemporary History* 33, no. 1 (1998): 5-20.

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

Carter Malkasian, "Toward a Better Understanding of Attrition: The Korean and Vietnam Wars." *Journal of Military History* 68, no. 3 (2004): 911-42.

Shuji Otsuka and Peter N. Stearns, "Perceptions of Death and the Korean War," *War in History*, 6, no. 1 (1999): 72-87.

Podcast: The UW-Madison Writing Center's Chat Conferencing
(http://writing.wisc.edu/podcasts/feed/wc_chatinstruction.mp3)

5. 30 September Library Tour (Room 436 Memorial Library)

Examination of electronic resources for research available through Memorial Library. During the other part of the morning, members of the seminar will view a film about the air war in Korea.

Video: *Nova* (PBS), *Missing in MiG Alley* (2007)

6. 7 October The War and Politics

The Korean War ended a twenty-year period during which the Democratic Party had controlled both the White House and Congress. The impossibility of achieving victory without the risk of sparking another world war frustrated American voters, as did the slow progress of negotiations to end the fighting. Students will divide responsibilities for the readings. The second part of the meeting will be devoted to demonstrating RefWorks, free software that enables students to organize materials gathered in electronic searches.

Reading:

Peter Lowe, "An Ally and a Recalcitrant General: Great Britain Douglas MacArthur and the Korean War, 1950-1," *English Historical Review* 105, no. 416 (1990): 624-53.

Martin J. Medhurst, "Text and Context in the 1952 Presidential Campaign: Eisenhower's 'I Shall Go to Korea' Speech," *Presidential Studies Quarterly* 30, no. 3 (2000): 464-84.

Paul G. Pierpaoli, Jr., "Beyond Collective Amnesia: A Korean War Retrospective," *International Social Science Review* 76, no. 3 (2001): 92-102.

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

7. 14 October Long-Term Consequences

Most major historical events, including wars, have consequences that are unintended as well as ones that are predictable. Subsets of the members of the seminar will read the Ruger *et al.*, McCrainie *et al.*, or Yuh articles, and all will read the Fautua essay. The second part of the meeting will begin the seminar's discussion of map reading.

Reading:

David T. Fautua, "The 'Long Pull' Army: NSC 68, the Korean War, and the Creation of the Cold War U.S. Army," *Journal of Military History* 61, no. 1 (1997): 93-120.

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.

E. W. McCrainie and L. A. Hyer, "Posttraumatic Stress Disorder Symptoms in Korean Conflict and World War II Combat Veterans Seeking Outpatient Treatment," *Journal of Traumatic Stress* 13, no. 3 (2000): 427-39

Ji-Yeon Yuh, "Moved by War: Migration, Diaspora and the Korean War," *Journal of Asian American Studies* 8, no. 3 (2005): 277-91.

8. 21 October Medical Treatment

The readings deal with the treatment of wounded and injured personnel, and place experiences during the Korean War into a broader context. Students should read all four pieces, which are short. The second part of the meeting will continue the seminar's discussion of map reading.

Reading:

R.S. Driscoll, "US Army Medical Helicopters in the Korean War," *Military Medicine* 166, no. 4 (2001): 290-96.

R.M. Hall, "Treatment of the Wounded at Chipyong-Ni," *Military Medicine* 163, no. 3 (1998): 127-32.

R. M. Hardaway, "Wound Shock: A History of Its Study and Treatment by Military Surgeons," *Military Medicine* 169, no. 4 (2004): 265-69.

B. King and I. Jatoi. "The Mobile Army Surgical Hospital (Mash): A Military and Surgical Legacy," *Journal of the National Medical Association* 97, no. 5 (2005): 648-56.

9. 28 October Leadership

This meeting of the seminar deals with the issue of leadership. All students will read the Kirkland article, which focuses on the Battle of the Chosin Reservoir. Subsets of students will read chapters 7, 8, or 9 from Russell Gugeler's book. Coverage of the Battle of Chipyong-ni will integrate lessons learned about map reading and will draw on Google Earth (<http://earth.google.com/>).

Reading:

Faris R. Kirkland, "Soldiers and Marines at Chosin Reservoir: Criteria for Assignment to Combat Command," *Armed Forces & Society* 22, no. 2 (1995-96): 257-274.

Russell A. Gugeler, *Combat Actions in Korea* (Washington, D.C. : Center of Military History, U.S. Army, 1988), <http://purl.access.gpo.gov/GPO/LPS33183>, chapter 7, "Twin Tunnels"

Gugeler, chapter 8, "Chipyong-ni"

Gugeler, chapter 9, "Task Force Crombez"

10. 4 November Visit to the Wisconsin Veterans Museum

Assemble at 10 AM at the museum, which is located at 30 West Mifflin Street (around the corner from the east end of State Street). A staff member will show us artifacts the Korean War. We shall also visit the library, the manuscript collection, and the general display area of the museum.

11. 11 November Remembering the War

History includes not only what happened but also what people, over time, come to believe happened. To some extent, societies consciously choose to shape their collective memory of the past. Of course, the passage of time also affects the ability even of participants to recall exactly what happened. Students will divide responsibilities for the readings. The second part of the meeting will discuss the use of citations and bibliographies in student essays.

Reading:

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.

Sahr Conway-Lanz, "Beyond No Gun Ri: Refugees and the United States Military in the Korean War," *Diplomatic History* 29, no. 1 (2005): 49-81.

Department of the Army, Inspector General, *No Gun Ri Review* (2001), "Executive Summary."

Sang-Hun Choe, Charles J. Hanley, Martha Mendoza, "U.S. Massacre of Civilians in Korean War Described; Ex-Soldiers Confirm Villagers' Accounts," *Washington Post*, September 30, 1999, sec. A, p. 1.

12. 18 November Weapons of Mass Destruction

The acronym "WMD" was not in use at the time of the Korean War, but the employment of atomic, biological, or chemical weapons was a possibility about which governments and their citizens worried. All students will read the Crane article, and subsets of them will read the Cowdrey, Leitenberg, or Weathersby essays. The second part of the meeting will bring students' attention to the technique of sentence diagramming, an old method of analyzing writing that can highlight problems in grammar and style.

Reading:

Conrad C. Crane, "To Avert Impending Disaster: American Military Plans to Use Atomic Weapons during the Korean War," *Journal of Strategic Studies* 23, no. 2 (2000): 72-88.

Albert E. Cowdrey, "'Germ Warfare' and Public Health in the Korean Conflict," *Journal of the History of Medicine and Allied Sciences* 39, no. 2 (1984): 153-72.

Milton Leitenberg, "New Russian Evidence on the Korean War Biological Warfare Allegations: Background and Analysis," *Cold War International History Project Bulletin* 11 (1998): 185-99.

Kathryn Weathersby, comp., "Deceiving the Deceivers: Moscow, Beijing Pyongyang, and the Allegations of Bacteriological Weapons Use in Korea," *Cold War International History Project Bulletin* 11 (1998): 176-85.

13. 25 November Open Meeting
Wednesday before Thanksgiving; no meeting; individual consultations.

14. 2 December McCarthyism
Concern about the extent of communist subversion in the United States intensified with the beginning of the Cold War after 1945. The Korean Conflict aggravated existing fears and gave rise to the phenomenon known as "McCarthyism." The name derives from Senator Joseph McCarthy (Republican, Wisconsin) who claimed to have discovered concentrations of spies and traitors in key government departments. Some students will read the article by Haynes, and others will read those by Zweiback and Radosh.

Reading:

Adam J. Zweiback, "The 21 'Turncoat GIs': Nonrepatriations and the Political Culture of the Korean War," *Historian* 60, no. 2 (1998): 345-62.

Ronald Radosh, "The Legacy of the Anti-Communist Liberal Intellectuals," *Partisan Review* 67, no. 4 (2000): 550-557.

John Earl Haynes, "The Cold War Debate Continues: A Traditionalist View of Historical Writing on Domestic Communism and Anti-Communism," *Journal of Cold War Studies* 2, no. 1 (2000): 76-115.

Video: *Point of Order* (Point Films, 1964; New Yorker DVD, 2005)

15. 9 December Korean Conflict Casualty Files
The final meeting of the seminar will deal with class evaluations. The instructor will also introduce students to some basic concepts about data analysis, using extracts from the Korean Conflict Casualty Files for some examples.

Reading:

Bradley Lynn Coleman, "Recovering the Korean War Dead, 1950-1958: Graves Registration, Forensic Anthropology, and Wartime Memorialization," *Journal of Military History* 72, no. 1 (2008): 179-222.

Assignments

The seminar entails a variety of assignments, including short essays on the Halberstam readings, quizzes on the other readings, a small research project, and an oral presentation. For some assignments, students will be divided into two groups, "A" and "B." Students must submit all written assignments to the appropriate folder in Learn@UW's Dropbox. They will take the quizzes through Learn@UW's online quizzing feature. They will make oral presentations about their research during the meetings for Weeks 14 and 15. In addition, students are expected to participate actively in classroom discussions.

Students are expected to complete the assigned readings before coming to class each week. They should also be ready to answer questions about those readings, and can expect to receive grades (good, satisfactory, unsatisfactory) based on their responses. The instructor will not have time to ask every student a question every week. Therefore, make the most of your opportunities to contribute.

Students will write three essays during the course of the semester. They must submit all written assignments in electronic format to the appropriate folders set up in Learn@UW's Dropbox. The instructor will attempt to return all essays before the next seminar meeting.

At the beginning of the semester, the instructor will divide the students into two groups, "A" and "B." By 6 AM on 16 September, students in Group A assigned to read the Hanson, Stofli, or Werrell article must submit a 300-word summary of that essay. By 6 AM on 23 September, students in Group B assigned to read the Flynn, Gartner and Myers, or Malkasian article must submit a 300-word summary of that essay. Students will receive further instructions regarding the assignment during the meeting for Week 2.

By 6 AM on 4 November, students in Group B must submit a 750-word report on a Korean War battle other than Inchon, the Chosin Reservoir, or the clashes examined in connection with Week 9. Students in Group A must complete the same assignment by 6 AM on 11 November. Students will receive further instructions regarding the assignment subsequent to Week 5.

By 6 AM on 2 December all students must submit a 1500-word report on a motion film dealing with the Korean War Era. Students will select appropriate films by 21 October and submit bibliographies related to them by 6 AM on 18 November. They must submit their papers by 6 AM on 2 December. Students will have an opportunity to rewrite their papers, and they must submit the revised versions by 6 AM on Friday, 18 December. This final project will be the subject of discussion throughout the semester.

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. Participation in the seminar refers to the student's timely submission of assignments as well as his or her attendance, preparation, readiness to answer questions, and overall contribution to discussions.

300-word essay for 16 or 23 September	10 points
750-word essay for 4 or 11 November	20 points
1500-word essay for 2 and 18 December	30 points
Participation	40 points
Total	100 points