

*Department of History
University of Wisconsin -- Madison
Semester I, AY 2008-2009*

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

Wednesday, 9:30 – 12:00
55 Bascom Hall

Thomas J. Archdeacon
4135 Humanities, Mailbox #4026
263-1778
tjarchde@wisc.edu

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. 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 Wednesdays from 1:00 to 3:30 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, email is, by far, the best way to contact me. My email 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 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 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. The United States accomplished its main political objective in Korea; it failed to prevent a Communist victory in South Vietnam.

Sandwiched chronologically between an international struggle of massive proportions and a war that deeply divided the nation, the Korean Conflict has become 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."

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 "2008 – Fall."

When you open the Learn@UW page for the "FIG Seminar for 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.

The heading “Syllabus” will appear at the top of the page after you click on “Content.” Under it, you will find a copy of this syllabus in Word and PDF (Portable Document Format) versions. The next heading will be “Schedule of Meetings.” The subheadings under it will provide information about the weekly topics. The next major heading is “Resources,” and under it you will find various supplemental materials for the course.

Meetings

1. 3 September Introduction
A chance for the members of the seminar to meet and for the instructor to offer an orientation to the course.

Optional Reading: David Halberstam, *The Coldest Winter: America and the Korean War* (New York Hyperion, 2007), Part I

2. 10 September The Beginning of the Korean War
Korea as a Japanese colony, its division after World War II, and the decision by the North to invade the South.

Reading: Halberstam, Part II

3. 17 September The American Response
The origins of the Cold War, the “loss” of China, domestic politics, and the decision to intervene.

Reading: Halberstam, Parts III and IV

4. 24 September The Tide Turns
The Pusan Perimeter, the landing at Inchon, General Douglas MacArthur’s personality.

Reading: Halberstam, Parts V & VI

5. 1 October Library Tour (Room 436 Memorial Library)
Examination of Library Resources, including the use of electronic databases. Introduction to RefWorks, an online tool for managing bibliographies.

Reading: UW Libraries, *RefWorks Guide*

Web page: “Citation Managers” (<http://www.library.wisc.edu/citation-managers/>)

6. 8 October Chinese Intervention
The decision to cross the 38th parallel, the division of American forces, the Chinese intervention, and the disorganized retreat to South Korea.

Reading: Halberstam, Parts VII & VIII

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

7. 15 October Holding the Line
The death of General Walton Walker, the appointment of General Matthew Ridgway, Twin Tunnels, Wonju, and Chipyong-ni, the firing of General Douglas MacArthur.

Reading: Halberstam, Parts IX & X

8. 22 October Stalemate
The war from the middle of 1951 until its conclusion in 1953. This meeting will also cover issues related to writing papers, including grammar, citations, and bibliographies.

Reading: Halberstam, Part XI and the Epilogue

Web page: "Writer's Handbook" (<http://www.wisc.edu/writing/Handbook/index.html>)

9. 29 October Visit to the Wisconsin Veterans Museum
Artifacts and weapons from the Korean War and other conflicts, the library; manuscript and other primary sources.

Reading: Kelly C. Jordan: "Right for the Wrong Reasons: S.L.A. Marshall and the Ratio of Fire in Korea," *Journal of Military History* 66 (January 2002): 135-162.

10. 5 November Popular Reaction to the War
Reporters, film makers, and the war.

Reading: Rick Morland, "The Korean War film as family melodrama: *The Bridges at Toko-Ri* (1954)," *Historical Journal of Film, Radio, and Television* 19, no. 3 (1999): 359-377.

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

Video: *The Bridges at Toko-Ri* (Paramount, 1954).

11. 12 November Prisoners of War and other Casualties
"Turncoat GIs," the physical and psychological costs of war, and the memory of Korea.

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

Reading: 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.

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.

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

12. 19 November Subversion and McCarthyism
Espionage, alleged Communist infiltration of the U.S. government, McCarthyism, the Army-McCarthy hearings, and liberal anti-communism.

Reading: John Earl Haynes and Harvey Klehr, *In Denial: Historians, Communism and Espionage* (New York: Encounter Books, 2003), chapter 1: "Revising History"

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

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

13. 26 November Open Meeting
Wednesday before Thanksgiving; no meeting; individual consultations.

14. 3 December The Limits of Limited War
Atomic strategy in the Korean War, accusations of biological warfare, the incident at No Gun Ri and other possible atrocities. Reading to be divided among the students.

Reading: Anders, Roger M. "The Atomic Bomb and the Korean War - Dean Gordon and the Issue of Civilian Control." *Military Affairs* 52, no. 1 (1988): 1-6.

Reading: Foot, Rosemary J. "Nuclear Coercion and the Ending of the Korean Conflict." *International Security* 13, no. 3: 1988-89.

Reading: Tannenwald, Nina. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53, no. 3 (1999): 433-68.

Reading: Moon, J.E.V. "Biological Warfare Allegations - The Korean-War Case." *Annals of the New York Academy of Sciences* 666 (1992): 53-83.

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

Reading: Crane, Conrad C. "'No Practical Capabilities': American Biological and Chemical Warfare Programs during the Korean War." *Perspectives in Biology and Medicine* 45, no. 2 (2002): 241-49.

Reading: Rogaski, R. "Nature, Annihilation, and Modernity: China's Korean War Germ-Warfare Experience Reconsidered." *Journal of Asian Studies* 61, no. 2 (2002): 381-415.

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

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

Reading: Hanley, Charles J. and Martha Mendoza. "Investigative Reporting, Hidden History, and Pulitzer Prize," *Press/Politics* 5, no. 4 (2000): 112-117.

15. 10 December Summary Lesson
Discussions and class evaluation.

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.

1. 9 September. List the ten most important points made by Halberstam in Part II of *The Coldest Winter*.
2. 16 September. Members of Group A summarize, in not more than 750 words, the main points of Halberstam, Parts III & IV.
3. 23 September. Members of Group B summarize, in not more than 750 words, the main points of Halberstam, Parts V & VI.
4. 7 October. Members of Group A summarize, in not more than 750 words, the main points of Halberstam, Parts VII & VIII.
5. 14 October. Members of Group B summarize, in not more than 750 words, the main points of Halberstam, Parts IX & X.
6. 28 October. Quiz on readings for Meeting 9, 29 October.
7. 1 November. Submit bibliographies for research papers.
8. 4 November. Quiz on readings for Meeting 10, 5 November.
9. 11 November. Quiz on readings for Meeting 11, 12 November.
10. 18 November. Quiz on readings for Meeting 12, 12 November.

11. 26 November. Submit drafts of research papers.
12. 17 December. Submit revised research papers.

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.

Assignment for 16/23 September.	10 points
Assignment for 7/14 October.	10 points
Quizzes for 28 October & 4/11/18 November.	30 points
Research Paper	30 points
Participation	20 points
Total	100 points