

*Department of History  
University of Wisconsin -- Madison  
Semester I, AY 2010-2011*

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

Wednesday, 9:30 – 12:00  
1217 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. The centerpiece of the set is a seminar 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: History and Culture of Korea 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, if any, 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 become increasingly an active endeavor of discovering information rather than a passive one of receiving it. 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.

E-mail is the best way to contact me outside of class. The address is [tjarchde@wisc.edu](mailto: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 generally 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, usually 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 “2010 – 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. 8 September Introduction

This meeting will be an opportunity for the instructor and the students to meet each other. It will also attempt to put the subject of the Korean War in context by examining its origins and outlining the most important elements of the narrative of the conflict. The United States Naval Institute (<http://usni.org>) has provided a useful timeline of the Korean War. You can find it on the homepage for the course. The timeline unfortunately works only on machines using Windows.

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>

2. 15 September Misleading Assumptions about the Korean War

Historians often discover that the common answers to standard questions about the past are incomplete or even wrong. The readings for this week offer several examples in which historians attempt to revise popular assumptions. All members of the seminar will read the Jordan essay; subsets will read the Hanson, Stolfi, or Werrell articles.

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 (January 2002): 135-162.

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 Contrast-ed," *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.

3. 22 September Questions of Success, Costs, and Fairness

American involvement in Iraq and Afghanistan has been a politically divisive issue for almost a decade. Beyond arguments over the necessity and morality of the engagements, Americans debate how to fight those wars, how to measure success or failure, and how to assess the costs of the conflicts. Those questions are not entirely new; appreciating how they echo concerns from earlier eras can be useful. All members of the seminar will read the Otsuka and Stearns essay; subsets will read the Flynn, Gartner and Myers, or Malkasian articles.

Readings:

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

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.

During the second part of the meeting, the class will view a video based on footage taken during critical months of the fighting after China's intervention in Korea late in 1950.

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

4. 29 September 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.

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.

During the second part of the class, we shall review the results of the first writing assignment. Although I shall draw on examples from your papers, I shall protect the identities of the authors. Do not be surprised — or overly upset — if you receive more criticism than you expected. Expectations are higher in college than in high school. Writing good papers requires hard work and a willingness to rewrite. Learning to write clearly and cogently, however, is perhaps the most important skill you can develop in college.

5. 6 October Library Tour (Room 231 Memorial Library)

Each student will have to produce a research paper by the end of the seminar. This session will help you get started on that project. Students at UW—Madison are fortunate, because the institution's library system is among the largest in the nation, and because it offers an amazing range of electronic tools to simplify your work. This meeting will afford you an opportunity to learn how to use those resources to build bibliographies and to get access to online copies of secondary and even primary materials. Please remember, however, that, despite the spread of digital materials, many indispensable sources, especially in the form of books, official documents, and manuscripts, are available only in print.

During the second 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. 13 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.

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.

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

The second part of the meeting will be devoted to demonstrating RefWorks, which enables students to organize materials gathered in electronic searches. RefWorks is available free of charge through the UW Library System. You can use RefWorks even to produce bibliographies and footnotes. It can be of use to you not only in this seminar but also throughout your college career.

7. 20 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 five pieces, which are short.

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 Chipyeong-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.

E. W. McCranie 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.

The second part of the meeting will be devoted to issues of citation. Students will learn what does and what does not constitute plagiarism. They will also learn the essentials of creating footnotes, endnotes, and bibliographies. Acceptable formats vary by discipline, but the discussion should provide students with a solid foundation for using citations in their college papers.

8. 27 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. They will also read Russell Gugeler's study of the Battle of Chipyeong-ni. In order to introduce the challenges of dealing with a source at least partly primary in nature, subsets of students will read portions of an account of Chipyeong-ni by James Edwards, who commanded the 2<sup>nd</sup> Battalion of the 23<sup>rd</sup> Regiment during the encounter.

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 8, "Chipyeong-ni."

James W. Edwards, "The Siege of Chipyeong-ni," in USFK/EUSA, *Staff Ride, Read Ahead Packet, Battle of Chipyeong-ni, 13-15 February 1951* (March 1990).

9. 3 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 from the Korean War. We shall also visit the library, the manuscript collection, and the general display area of the museum.

10. 10 November Korea and American Social Issues

The 1950s evoke conflicting memories for Americans. For some, the decade brings to mind increasing prosperity, powerful automobiles, stable families, better roads and homes, television, and rock and roll. For others, those symbols represent undesirable "consumerism," insensitivity to the environment, and escapism from serious social problems. This week's readings, which will be divided among the seminar's participants, suggest connections between the Korean War and some of those feelings of unease. The lesson will also try to connect this year's "Big Read" book, *The Immortal Life of Henrietta Lacks*, to the discussion. You will each receive a free copy of the book, whose author is science journalist Rebecca Skloot. Later lessons will turn to related domestic themes stemming the threat of Communism and the dangers of war in the nuclear age.

Readings:

William T. Bowers, William M. Hammond, & George L. MacGarrigle, *Black Soldier, White Army: The 24<sup>th</sup> Infantry Regiment in Korea* (Washington: Center of Military History, United States Army, 1996), chapters 2 and 11.

David S. Jones, "Human Radiation Experiments and the Anxieties of Cold War Medicine," *New England Journal of History* 64, no. 1, (2007): 119-140.

Judith Kafka, "Disciplining Youth, Disciplining Women: Motherhood, Delinquency, and Race in Postwar American Schooling," *Educational Studies* 44 (2008), 197-221.

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

11. 17 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.

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.

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.

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 Re 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.

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.

12. 24 November            Open Meeting  
Wednesday before Thanksgiving; no meeting; individual consultations.
13. 1 December            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.

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.

14. 8 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.

Reading:

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.

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)

15. 15 December Summary Meeting

The final meeting of the seminar will deal with class evaluations. The instructor will also introduce students to some basic concepts about numerical data analysis.

## Assignments

Students should complete assigned readings before coming to class each week and participate actively in the discussions of them. They can expect to receive grades (good, satisfactory, unsatisfactory) based on their preparation and participation. 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.

The first assignment will afford me an opportunity to analyze your writing and to give you advice regarding problems and opportunities associated with it. By 11:59 PM on 17 September, students, as assigned, must submit 500-word summaries of the Hanson, Stofli, or Werrell articles from Lesson 2. By 11:59 PM on 22 September, students, as assigned, must submit 500-word summaries of the Flynn, Gartner and Myers, and Malkasian articles from Lesson 3.

Students will receive further instructions regarding the first assignment during the meeting for Week 1. In the meantime, they can find valuable advice at "The Writer's Handbook" produced by the UW Writing Center (<http://writing.wisc.edu/Handbook/index.html>). The Writing Center (6171 Helen C. White Hall) offers individualized advice and other forms of instruction to students who need or want help (Call 263-1992 for appointments). Students may want to consider using the Writing Center's "Chat Conferencing" service. Here is a link to a podcast describing it ([http://writing.wisc.edu/podcasts/feed/wc\\_chatinstruction.mp3](http://writing.wisc.edu/podcasts/feed/wc_chatinstruction.mp3)). The resources at Purdue University's Online Writing Lab (<http://owl.english.purdue.edu/owl/>) are also useful.

By noon on 15 November, all students in the seminar must submit a 1000-word report on some aspect of *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. You will receive further information about the assignment during the early weeks of the semester. I intend to read your full

essays and to edit closely the first half of each paper. You will be expected to rewrite your essays to correct shortcomings in argument and presentation. In regard to composition and grammar, I shall pay special attention to your re-working of the second half of the paper.

For the final assignment, each student must submit a 1500-word report on a subject that is of interest to him or her and that relates to the Korean War or to an aspect of the 1950s relevant to it. By noon on 1 November, students should select appropriate topics and submit bibliographies suitable for learning about them. They must submit their essays by noon on 6 December. Students will have an opportunity to rewrite their papers, and they must submit the revised versions by 5 PM on Monday, 20 December. This final project will be the subject of discussion throughout the semester. The portion of October after our session in Memorial Library will be especially important for consultations about selecting topics.

### **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.

500-word essay for 17 or 22 September	0 points
1000-word essay for 15 November	20 points
1500-word essay for 6 and 20 December	40 points
Participation	40 points
<b>Total</b>	<b>100 points</b>