

1. UNIVERSITY OF WISCONSIN - MADISON

## 2. **EASIAN/HISTORY 332:**

### 3. **EAST ASIA & AND THE US SINCE 1899**

4. **4 Credits**

5. **Humanities or Social Science Breadth, Intermediate Level**

6. **Instructional Mode: Face-to-Face**

7. **Credit Policy Statement:** This 3-credit course has 3 hours of group meetings per week (each 50 minute segment of lecture counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

**Instructor:** David Fields

**Email:** [dpfields@wisc.edu](mailto:dpfields@wisc.edu)

**Office:** Humanities 4271

**Office Hours:** M 1:15–3:15 pm (See below for instructions)

**Lecture:** M W F 12:05–12:55 Humanities 1217

**Discussion Sections:** TBA

**TAs:** TBA

## 8. **Course Description**

From the Boxer Rebellion, to the dropping of the atomic bombs, to the nuclear stand-off with North Korea, American foreign relations with East Asia during the 20<sup>th</sup> century were as consequential as they were controversial. This course will survey the issues and questions that alternately made allies and enemies of these nations: How did the quest for markets influence American policy towards China? How did European imperialism shape Japan's rise? Why did communism seem to offer a more compelling economic and political arrangement to China and North Korea? While squarely rooted in East Asia this course will also explore the questions that united and divided Americans over their nation's foreign policy. Through examining these questions, students will develop their own answers and construct their own narrative of the relationship between the United States and East Asia.

### 9. **The Requisite for this course is Sophomore Standing**

### 10. **Learning Outcomes**

#### *Undergraduate*

Identify and summarize the important features and major periods in the history of US–East Asian Relations

Identify and summarize the major foreign relations objectives of China, Japan, North

Korea, South Korea, and the United States during the major historical periods of the 20<sup>th</sup> century  
Explain and evaluate how these societies have viewed each other during periods of conflict and cooperation  
Describe how people-to-people connections have shaped these relationships beyond their governments' intentions  
Use historical knowledge to evaluate current trends in the relationships between these states

## **Graduate**

Identify and summarize the important features and major periods in the history of US–East Asian Relations  
Identify and summarize the major foreign relations objectives of China, Japan, North Korea, South Korea, and the United States during the major historical periods of the 20<sup>th</sup> century  
Identify and summarize major trends and schools of interpretation in the historiography of US–East Asian relations  
Become proficient in the form, style, and conventions of an academic book review

# **11. Grading Breakdown**

## **Undergraduate**

|                 |     |
|-----------------|-----|
| Reading Quizzes | 5%  |
| Weekly Posting  | 10% |
| Attendance      | 15% |
| Book Review     | 15% |
| Midterm         | 25% |
| Final           | 35% |

## **Graduate**

|                |     |
|----------------|-----|
| Weekly Posting | 5%  |
| Attendance     | 15% |
| Midterm        | 15% |
| Final Project  | 25% |
| Book Reviews   | 40% |

# **12. Required Texts**

Cobbs Hoffman, Elizabeth. *American Umpire*. Harvard University Press, 2013.

Dower, John. *War without Mercy: Race and Power in the Pacific War*. Norton, 1987.

Dudden, Alexis. *Troubled Apologies Among Japan Korea and the United States*. Columbia University Press, 2008.

Eagan, Robert, *Eating with the Enemy: How I Waged Peace with North Korea from My BBQ Shack in Hackensack*. St. Martin's Press, 2010.

Kim, San. *The Song of Ariran*. John Day, 1942.

Lederer, William J., and Eugene Burdick. *The Ugly American*. New York: Norton, 1999.

Promfret, James. *The Beautiful Country and the Middle Kingdom*. Henry Holt, 2016.

13-17.

## Attendance

Students are required to attend all **lectures** and **weekly discussion sections** as indicated in the syllabus. Please arrive on time for all course meetings and be prepared to fully participate. Failure to do so will be damaging to your participation grade, but more importantly it will sap the potential of this course to be an intellectually engaging experience for you and others. **Each student is entitled to 3 and only 3 absences**. Use them only when absolutely necessary. Any additional absences will result in a 2.5% reduction of your attendance grade.

## Office Hours

I will hold in-person office hours on Monday from 1-3pm. Please sign-up for office hours at <https://calendar.wisc.edu/scheduling-assistant/> prior to the beginning of lecture on Mondays. If I have no appointments by the beginning of lecture, I may not be in my office. If this time slot does not work for you, please contact me and we can make other arrangements.

## Participation

Your participation is an important part of this course and is essential to creating the communal learning environment we are seeking. Participation in lecture means active listening, note taking, and refraining from activities that are likely to distract you and students around you, such as doing anything on your computer apart from note taking. Participation in discussion section means coming to class having fully read the material and prepared to engage with your classmates and instructor. To help you prepare you are required to write weekly postings and take weekly reading quizzes.

### *Weekly Posting (every Thursday)*

Starting with week two, you will be expected to post **two analytical questions** (2-3 sentences each) to the course's online discussion board by 11:59pm **each Thursday**. These questions may draw on material covered in lecture, but must also incorporate the readings assigned in the syllabus. Use these questions to demonstrate your critical thinking and to show that you are engaging with the course readings. These questions serve as an evaluation tool, making sure that you are engaging with the readings, and also as a platform for you to present your own concerns and areas of interest. You are encouraged to read and comment on each other's questions, thus beginning a conversation before class. **This assignment may be modified on a weekly basis at the discretion of the**

**instructor.**

## ***Weekly Reading Quiz (every Wednesday)***

Prior to lecture **each Wednesday**, all students will be required to complete an online reading quiz through this course's Canvas webpage. These quizzes will have a strictly enforced **3-minute** time limit and will be designed to ensure that students are keeping up with the reading. If you have done the reading, these quizzes will be easy. Graduate students are excused from these quizzes.

## ***Graduate Student Section***

Graduate students will enroll in their own weekly discussion section led by the instructor. During this meeting graduate students will discuss lectures and readings in a broader historiographical context, suggest book review options, and coordinate final projects. Extra readings may be assigned for graduate students for these meetings at the instructor's discretion.

# **Book Review Assignment**

All students will write a 5–6 page book review of Kim's *Song of Ariran*. Your reviews must be **uploaded to the course dropbox as MS Word files by 11:00 am on Day 11.**

The book review should follow the following form:

Page 1: Begin your review with a paragraph that summarizes your assessment of the book and of Kim's arguments. The final line of this paragraph should contain your thesis statement.

Pages 1–2: Summarize Kim's key arguments about the nature of the Communist movement in Asia. What were its successes? What were its failures?

Pages 2–3: Summarize 1 or 2 historical examples that Kim uses to support his position that you find most convincing.

Pages 3–4: Assess the strengths and weaknesses of Kim's book. Which parts were most and least persuasive? Assess the evidence he uses and what he leaves out.

Pages: 4–6: Offer your own overall assessment of the book. Does this book change our understanding of the Korean communist movement? If yes, explain how. If no, what would have made his arguments more compelling?

## ***Additional Book Reviews for Graduate Students***

Graduate students enrolled in this course will complete a total of six book reviews throughout the semester. These books will be chosen by the student, but must be approved by the instructor in advance. These reviews should be 800–1,200 words and offer a fair assessment of both the books' strengths and weaknesses. This assignment is intended to help graduate students prepare for their comprehensive/preliminary exams and also to hone their skills as a book reviewer.

# **Midterm**

The midterm exam will be a take-home exam distributed on Day 21 at the end of lecture and **must**

**be uploaded to the course dropbox as MS Word files by 11:00 am on Day 22. Late submissions will not be accepted.** The exam will consist of one broad interpretive question that covers course material up to that point. Your answers should be 1200 words (4–5 pages, 12 pt. font). Along with the question will be a list of terms, ideas, authors, etc. that **must** be included in your answer. You are encouraged to discuss the question together and to brainstorm possible answers, but your submitted answer must be solely your own. You will be strictly held to the university's policies regarding plagiarism and academic misconduct, which can be found at <http://students.wisc.edu/saja/misconduct/UWS14.html>.

## Final

The final exam will be a take-home exam and will be distributed on the last day of class at the end of lecture and must be uploaded to the **course dropbox as MS Word files by 4:45 pm, Tuesday 10 May (our scheduled final exam time). Late submissions will not be accepted.** The exam will consist of two questions: one that covers course material between the midterm and the end of the semester and one that asks a broad interpretative question about the entire course. Each of your answers should be 1000 words (4 pages, 12 pt. font). Along with the questions will be a list of terms, ideas, authors, etc. that **must** be included in your answers. As with the midterm, you are encouraged to discuss the questions together and to brainstorm possible answers, but your submitted answer must be solely your own. You will be strictly held to the university's policies regarding plagiarism and academic misconduct, which can be found at <http://students.wisc.edu/saja/misconduct/UWS14.html>.

## *Graduate Student Final Project*

In lieu of a final exam, graduate students will have the option of either writing a research paper on a topic relevant to the course (ideally a first draft of a dissertation or thesis chapter) or drafting an undergraduate syllabus and one complete lecture as a component of that syllabus. The choice should be made in consultation with the instructor by week 4.

## Course Schedule

### Week 1

#### Day 1 (1/20): Major Themes

#### Day 2 (1/22): American Power and Vulnerabilities

Readings: Hoffman, Intro & Ch. 5

**\*Practice Reading Quiz and Weekly Posting to be completed before lecture\***

#### Discussion

- Discuss the concepts of “empire” and “umpire”
- How do these concepts apply to US-East Asian Relations?

## Week 2

### Day 3 (1/25): East Asian Power and Vulnerabilities

Readings: Hoffman, Ch. 6

### Day 4 (1/27): The Boxer Rebellion

Readings: Kim, Chs. 1–4

### Day 5 (1/29): The Open Door

Readings: Kim, Chs. 5–11

### Discussion

- Compare and contrast American and East Asian vulnerabilities
- Is the Open Door an example of American “empire” or “umpire?”
- Was the Boxer Rebellion a revolution?
- What are just grounds for humanitarian intervention?

## Week 3

### Day 6 (2/1): The Colonization of the Philippines

Readings: Kim, Chs. 12–15

### Day 7 (2/3): The Colonization of Korea

Readings: Kim, Chs. 16–21

### Day 8 (2/5): World War I in Asia

Readings: Kim, Chs. 22–notes

### Discussion

- Compare the colonization of Korea and the Philippines
  - How were they similar, how were they different?
  - Were the two linked?
- How did WWI change the politics of East Asia?

## Week 4

### Day 9 (2/8): Asian Powers at Versailles

Readings: Hoffman, Ch. 7

### Day 10 (2/10): The March First Movement

Readings: Pomfret, Chs. 10–13

### Day 11 (2/12): The May Fourth Movement

Readings: Pomfret, Chs. 14–17

**\*BOOK REVIEW UPLOADED TO COURSE DROP BOX BY 11:00 AM\***

## Discussion

- Discuss book review
- Have students read each other's drafts in discussion

## Week 5

### Day 12 (2/15): The First Arms Control Regime

Readings: Pomfret, Chs. 18–20

### Day 13 (2/17): American Nationalism vs. Internationalism

Readings: Pomfret, Chs. 21–25

### Day 14 (2/19): The Japanese Monroe Doctrine in Asia

Readings: Pomfret, Chs. 25–28

## Discussion

- Compare and contrast naval arms control with nuclear arms control
- How should we characterize “spheres of influence” as a concept in international relations?

## Week 6

### Day 15 (2/22): Bloody Saturday and the Panay Incident

Readings: Dower, Chs. 1–2

### Day 16 (2/24): The Road to Pearl Harbor

Readings: Dower, Chs. 3–4

### Day 17 (2/26): The Diplomacy and Fighting of WWII in the Pacific

Readings: Dower, Chs. 6–6

## Discussion

- Could WWII have been avoided? If so how?
- Where there are alternatives to war in response to Pearl Harbor?

## Week 7

### Day 18 (2/29): With Friends like These (Alliance Politics in World War II)

Readings: Dower, Chs. 7–8

### Day 19 (3/2): Atomic Revolution

Readings: Dower, Chs. 9–10

### Day 20 (3/4): The Division of Korea

Readings: Dower, Ch. 11

## Discussion

- How should we characterize the effectiveness of the alliances in WWII?
- Why were the atomic bombs developed?
  - Why were they used?
  - What have been the repercussions?
  - Were there alternatives?

## Week 8

### Day 21 (3/7): REVIEW SESSION

Readings: Hoffman, Chs. 8–9

**\*\*MIDTERM DISTRIBUTED AT END OF CLASS\*\***

### Day 22 (3/9): Post-War Pacific

Readings: none

**\*\*MIDTERM UPLOADED TO COURSE DROP BOX BY 11:00 AM\*\***

### Day 23 (3/11): The Occupation of Korea

Readings: Dudden, Ch. 1

## Discussion

- Review for exams -OR- brainstorm answers

## Week 9

### Day 24 (3/14): Occupation of Japan

Readings: Dudden, Ch. 2

### Day 25 (3/16): Containment in Asia

Readings: Dudden, Ch. 3

### Day 26 (3/18): Who Lost China

Readings: Dudden, Ch. 4 & Conclusion

## Discussion

- Where did the American occupation of Japan succeed? Where did it fail?
- What does the phrase “Who Lost China” tell us about the US-Chinese relationship?

## Week 10

Spring Break

## Week 11

### Day 27 (3/28) The Korean War

Readings: Pomfret, Chs. 29–33

### Day 28 (3/30): Dilemmas of Decolonization

Readings: Pomfret, Chs. 34–37

### Day 29 (4/1): Winning the Third World

Readings: Pomfret, Chs. 38–40

#### Discussion

- How did the Korean War shape the Cold War in Asia and beyond?
- Why did the US and China struggle for influence in the Cold War?

## Week 12

### Day 30 (4/4): The Cold War in Asia

Readings: Lederer, 1–42

### Day 31 (4/6): Cold War Society

Readings: Lederer, 43–92

### Day 32 (4/8): The New Frontier

Readings: Lederer, 92–143

#### Discussion

- What remnants of the “Cold War Society” can we still see today?
- Did the “New Frontier” represent a revolutionary change in American policy towards East Asia, or only an intensification of existing policies?

## Week 13

### Day 33 (4/11): The US and the Vietnam War

Readings: Lederer, 144–204

### Day 34 (4/13): Vietnam and Northeast Asia

Readings: Lederer, 204–38

### Day 35 (4/15): Park Chung-hee and Kim Il-sung

Readings: Lederer, 239–85

#### Discussion

- Is *The Ugly American* a critique of the Vietnam War or a justification of it?
- Compare and contrast the American relationship with Park and the

## Week 14

### Day 36 (4/18): The Second Korean War

Readings: Eagan, Chs. 1–3

### Day 37 (4/20): Nixon in China

Readings: Eagan, Chs. 4–6

### Day 38 (4/22) Democratization in South Korea

Readings: Eagan, Chs. 7–8

#### Discussion

- Compare and contrast Sino-American relations before and after Nixon's visit to China
- Assess the United States role in the democratization of South Korea?

## Week 15

### Day 39 (4/25): Bamboozled: US & Japan in the 1990s

Readings: Eagan, Chs. 9–12

### Day 40 (4/27) Nuclear North Korea

Readings: Eagan, Chs. 13–16

### Day 41 (4/29): The Rise of China: Regional Implications

Readings: Eagan, Chs. 17–18

#### Discussion

- Compare and contrast anxieties over the growth of the Japanese economy in the 1980s and the growth of the Chinese economy in the 2000s
- Why does North Korea want nuclear weapons?
- Compare and contrast the American, Chinese, South Korean, and Japanese approaches to North Korea

## Week 16

### Day 42 (5/2): The Rise of China: International Implications

Readings: Promfret, Chs. 42–44

### Day 43 (5/4): The Outlook for US East Asian Relations

Readings: Promfret, Chs. 45–47

### Day 44 (5/6): REVIEW SESSION (FINAL EXAM DISTRIBUTED AT THE END OF

## **CLASS)**

Readings: Hoffman, Ch. 10 & Conclusion

### **Discussion**

- Review for exam.