

History/Int'l Stds 332

East Asia & and the US since 1898

Instructor: [David Fields](#)

Email dpfields@wisc.edu

Office: 332Ingraham

Office Hours: M 130–3:30 pm (See below for instructions)

Lecture M-W-F 12:05-12:55 Humanities 1217

Course Description

From the Boxer Rebellion, to the dropping of the atomic bombs, to the nuclear standoff with North Korea, American foreign relations with East Asia during the 20th 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 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 Asian policy. Is the United States an empire? Is international cooperation or unilateral action more effective? When is intervening in the affairs of a sovereign state justified, if ever? Should democracy be promoted under all circumstances? This course will address these and many other questions and expect students to develop answers and construct their own narrative of the relationship between the United States and East Asia. This task requires that students read critically, think analytically, and engage each other in thoughtful and respectful debate. Only by comparing and contrasting the perspectives necessary for a critical understanding of this history. By the end of this course students are not expected to have reached the same conclusions or to have developed a "correct" narrative, but they should be able to offer insightful explanations of this history and a sophisticated understanding of the current state of relations between the United States and East Asia.

Attendance

Students are required to attend all course meetings as indicated in the syllabus and will be taken by sign-in sheet at the beginning of every class. 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. Every

to three absences without penalty. Subsequent absences will reduce your possible participation grade by 2.5 percentage points per absence. For example:

Absences	Maximum Possible Participation Grade
1-3	25%
4	22.5%
5	20%
6	17.5%

Office Hours

I will hold in-person office hours on Mondays from 1:30-3:30pm. Please use the following [Google doc](#) to sign up. If I have no appointments by the beginning of lecture on Monday, 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 also means coming to class having fully read the material and prepared to engage with your classmates and instructor. To that end you are required to write weekly postings, take weekly reading quizzes, and engage in peer review of your classmates' essays.

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. *Students failing to post more than 3 times will see a 2.5% deduction in their participation grade.* Additional failures to post may lead to further deductions.

Weekly Reading Quiz (every Friday)

Prior to lecture **each Friday**, 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 cover the readings for that week. If you have done the reading, these quizzes will be very easy. *Students falling below a 75% quiz average for the course will see a 2.5% deduction in their participation grade.*

Peer Review

Students are required to offer feedback on drafts of their classmates' essays three times during the semester on the dates indicated in the syllabus. *Failure to engage in peer review (either by failing to give feedback or failing to provide a draft) will result in a 1% deduction in your participation grade.*

Song of Ariran Essay

All students will write a 1,200 word essay on Kim's *Song of Ariran* in response to the question:

What is Kim San Fighting For?

Your essay must be uploaded to the course dropbox as MS Word files by **11:00 am on Day 2**.

Your essay must include the following:

- Begin your essay with a paragraph that summarizes your assessment of the book. The final line of this paragraph should contain your thesis statement.
- Use 2-3 specific examples from the book that support your thesis.
- Use 2-3 concepts from class lectures in your essay. These should be in **bold** in the text.
- You must include an analysis of both the strengths and weaknesses of this book.

Midterm Essay

The midterm essay question will be distributed on Day 17 at the end of lecture and **must be uploaded to the course Canvas pages MS Word files by 11:00 am on Day 2**. Late submissions will not be accepted. The essay will consist of one broad interpretive question that covers course material up to that point. Your answers should be 1200 words. 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 Essay

The final essay will be distributed on Day 38 at the end of lecture and must be uploaded to the course Canvas pages MS Word files by 4:45pm on 9 May. Late submissions will not be accepted. The essay will consist of one broad interpretive question that covers the entire course. Your answers should be 1200 words. 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 university's policies regarding plagiarism and academic misconduct, which can be found at <http://students.wisc.edu/saja/misconduct/UWS14.html>

Grading Breakdown

Song of Arrian Essay	15%
Participation*	25%
Midterm Essay	25%
Final Essay	35%

*All students begin the course with the full 25% participation grade. Failure to attend class, post, peer review, or/and perform well on quizzes will result in deductions as described above.

Required Texts

This course is reading intensive. Students will read 1,800 pages over the 15 weeks of the course. This is a heavy load, but I have chosen the books carefully with both cost and readability in mind. Below are the required texts for this course. Five of the seven texts are available for free as at the links below.

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

ebook link: [<https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=3311223>]

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

ebook link: [<https://hdl-handlenet.ezproxy.library.wisc.edu/2027/heb.012403>]

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

- ebook link:** [<https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=908569>]
 Eagan, Robert *Eating with the Enemy: How I Waged Peace with North Korea from My BBQ Shack in Hackensack*. St. Martin's Press, 2010.
- Fields, David *Foreign Friends: Synmang Rhee, American Exceptionalism, and the Division of Korea*. University Press of Kentucky, 2019.
ebook link: [<https://muse.jhu.edu.ezproxy.library.wisc.edu/book/63695>]
- Kim, San. *The Song of Arirang*. John Day, 1942.
ebook link: [https://drive.google.com/file/d/1Jfjn54pmFEit2Jb772fnhZAM7R51V_bB/view?usp=sharing]
- Lederer, William J., and Eugene Burton. *The Ugly American*. New York: Norton, 1999.

Course Schedule

Week 1

Day 1 (1/26): Major Themes

Day 2 (1/28): American Power and Vulnerabilities

Readings: Hoffman, Intro & Ch. 5

Practice Reading Quiz and Weekly Posting to be completed before lecture

Week 2

Day 3 (1/31): The Spanish-American War

Readings: Hoffman, Ch. 6-7

Day 4 (2/2): The Open Door and the Qing Empire

Readings: Kim, Chs. 1-4

Day 5 (2/4): Discussion

Readings: Kim, Chs. 5-11

Questions

- Discuss the concepts of “empire” and “umpire”
- Compare and contrast American and East Asian vulnerabilities
- Is the Open Door an example of American “empire” or “umpire?”

Week 3

Day 6 (2/7): Japan's Encounter with the West

Readings: Kim, Chs. ~~11~~¹²

Day 7 (2/9): Korea at the Center

Readings: Kim, Chs. ~~12~~¹³

Day 8 (2/11): Theodore Roosevelt and the Balance of Power in East Asia

Readings: Kim, Chs. ~~20~~²¹

Week 4

Day 9 (2/14): Dollar Diplomacy in Manchuria

Readings: Fields, Intro & 1

Day 10 (2/16): The New Nationalism in Asia

Readings: Fields, Ch. 2

Day 11 (2/18): Peer Review

Readings: Fields, Ch ~~3~~³

Questions

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

Week 5

Day 12 (2/21): The Versailles Treaty and the Washington Naval Conference

Readings: none

SONG OF ARIRAN ESSAY TO COURSE DROP BOX BY 11:00 AM

Day 13 (2/23): American Isolationism

Readings: Ch. ~~5~~⁵ Epilogue

Day 14 (2/25): The Japanese Monroe Doctrine in Asia
Readings: Dower, Chs.21

Week 6

Day 15 (2/28): Bloody Saturday and the Panay Incident
Readings: Dower, Chs. 3–4

Day 16 (3/2): The Road to Pearl Harbor
Readings: Dower, Chs. 5–6

Day 17 (3/4): Diplomacy and Fighting of WWII
Readings: Dower, Chs. 7–8

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

****MIDTERM ESSAY PROMPT RELEASED AT END OF CLASS****

Week 7

Day 18 (3/7): With Friends Like These
Readings: Dower, Chs.19

Day 19 (3/9): **Peer Review**
Readings: Dower, Ch. 11

Day 20 (3/11): Atomic Revolution
Readings: none

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

Week 8

::::: SPRING BREAK ::::::

Week 9

Day 21 (3/21): The Warfare State

Readings: Hoffman, Chs. 9

Day 22 (3/23): Occupation of Japan

Readings: Hoffman, Ch. 10 Conclusion

Day 23 (3/25): Discussion

Readings: Dudden, Ch. 1

Week 10

Day 24 (3/28): The Occupation of Korea

Readings: Dudden, Ch. 2

Day 25 (3/30): Containment in Asia

Readings: Dudden, Ch. 3

Day 26 (4/1): Who Lost China

Readings: Dudden, Ch. 4 & Conclusion

Week 11

Day 27 (4/4) The Korean War

Readings: Ledere, 42

Day 28 (4/6): Cold War Society

Readings: Lederer, 43

Day 29 (4/8): Discussion

Readings: Lederer, 43

Questions

- Where did the American occupation of Japan succeed? Where did it fail?
- What does the phrase "Who Lost China" tell us about the US relationship with China?
- 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 (4/11): From Korea to Vietnam

Readings: Lederer, 144–204

Day 31 (4/13): The US and the Vietnam War

Readings: Lederer, 204–38

Day 32 (4/15): Nixon in China

Readings: Lederer, 239–85

Week 13

Day 33 (4/18): Park Chung-hee and Kim Il-sung

Readings: Eagan, Chs 1

Day 34 (4/20): Evolution of the ROK-US Alliance

Readings: Eagan, Chs 4

Day 35 (4/22): Discussion

Readings: Eagan, Chs 7

Questions

- What remnants of the “Cold War Society” can we still see today?
- 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 Chinese and Soviet relationship with Kim

Week 14

Day 36 (4/25): Bamboozled: U.S. and Japan in the 1980s and 1990s

Readings: Eagan, Chs 12

Day 37 (4/27): Nuclear North Korea

Readings: Eagan, Chs 16

Day 38 (4/29) Rise of China

Readings: Eagan, Chs. 18

****FINAL ESSAY PROMPT RELEASED AT END OF CLASS****

Week 15

Day 39 (5/2): Pivotal Years: Obama, Trump, and East Asia

Readings: none (work on your essay)

Day 40 (5/4) The Outlook for US East Asian Relations

Readings: none (work on your essay)

Day 41 (5/6): PEER REVIEW

Readings: none (work on your essay)

****FINAL ESSAY DUE 9 MAY AT 4:45pm****