

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	History
Course Number and Title:	HIST 465 Pacific Wars: Korea and Vietnam
Division:	Upper
Faculty Name:	Donald N. Clark
Semester Credit Hours:	3

Prerequisites: Completion of three (3) history credits and no fewer than 45 total credits

COURSE DESCRIPTION

Postwar American policy in the Pacific is rooted in the occupation of Japan, the Cold War, and the “loss” of China to communist rule. Students will learn this background and then study two cases of American intervention in internal conflicts in Vietnam and Korea. Because of the voyage itinerary, the course will cover the Vietnam War first, with a field component in Vietnam. The second part of the semester will cover the Korean War and its long-term effects, including development of the US-South Korean alliance and the ongoing “crisis” with North Korea. In addition, the course will address colonialism and its consequences not only in Vietnam but also in other countries along the itinerary.

The course will involve lectures and discussions, a field component that leads to two papers, film reviews, and quizzes on readings. There are no large formal exams.

LEARNING OBJECTIVES

Students will learn about the military history of the wars in Vietnam and Korea. They will learn to see the wars on two levels: as local post-colonial conflicts and as episodes in the world-wide Cold War. They will learn to recognize legacies of colonialism in both situations and compare those with post-colonial issues that they encounter in countries farther along the itinerary. They will think about the merging of post-colonial conflicts and the Cold War, and about the perceptions, fears and ideals that led the United States to intervene in both Korea and Vietnam.

Although there is no midterm and no final, there will be pop quizzes in class and two scheduled fact quizzes on the two wars, based on material in the two main textbooks. Students will practice synthesizing complex material in the two field assignment essays, and they will write concise response papers on four required films and one of the required novels.

REQUIRED TEXTBOOKS

AUTHOR:	JAGER, Sheila Miyoshi
TITLE:	<i>Brothers at War: The Unending Conflict in Korea</i>
PUBLISHER:	W.W. Norton
ISBN #:	978-0393348857
DATE/EDITION:	2014/ paperback edition

AUTHOR: Kim, Richard E.
TITLE: *Lost Names: Scenes from a Korean Boyhood*
PUBLISHER: University of California Press
ISBN #: 978-0520214248
DATE/EDITION: 2011/ 2d edition, paperback

AUTHOR: Lawrence, Mark Atwood
TITLE: *The Vietnam War: A Concise International History*
PUBLISHER: Oxford University Press
ISBN #: 13: 978-0-19-975393-2
DATE/EDITION: 2010/paperback edition

AUTHOR: Bao Ninh
TITLE: *The Sorrow of War*
PUBLISHER: Riverhead Books
ISBN #: 13: 978-1573225434
DATE/EDITION: 1996/ paperback edition

Items in the course folder on the ship intranet for you to read

Bruce Cumings, "A Murderous History of Korea," *London Review of Books*, XXXIX:X (18 May 2017), online at <https://www.lrb.co.uk/v39/n10/bruce-cumings/a-murderous-history-of-korea> (6 pp.)

James C. Thomson, Jr. "How Could Vietnam Happen?" *The Atlantic* (April 1968), online at <https://www.theatlantic.com/magazine/archive/1968/04/how-could-vietnam-happen-an-autopsy/306462/> (17 pp.)

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

B1—January 6: Lecture: East Asian Geography and US Foreign Policy Traditions

B2—January 10: Lecture: The Backdrop: World War Two in the Pacific
Reading: Begin reading the Lawrence textbook on the Vietnam War

Honolulu, Hawaii — January 12

B3—January 13: Lecture: Origins of the Cold War: Reintroduction to Communism

B4—January 15: Lecture: The Aftermath of World War Two in East Asia
In-class documentary: "Reinventing Japan"

January 16—International Date Line crossing (Lost Day)

B5—January 18: Lecture: Vietnam and France (Colonial Vietnam)
View on your own: Film #1: "Indochine", dir. Regis Warnier

No Class Day – January 19

B6—January 21: **The First Indochina War (Vietnam versus France)**
Writing: Film #1 review due on “Indochine”

B7—January 23: **Class discussion on “Indochine”**
Lecture: The American Interest in Vietnam (The Domino Theory Applied)

Kobe, Japan — January 24-28

B8—January 30: **Lecture: Major Phases of the Vietnam War**
Reading: By this date you may be quizzed on pp. 1-66 of Lawrence.

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

B9—February 7: **Fighting to Avoid Losing: The Nixon Years in Vietnam**
Reading: By this date you may be quizzed on pp. 1-136 of Lawrence and the two chapters in Kinzer’s book *The Brothers* (on the Intranet).
View on your own: Film #2: “Hearts and Minds”

Ho Chi Minh City, Vietnam — February 8-13

THE REQUIRED FIELD CLASS FOR THIS COURSE IS ON FEBRUARY 13 IN HO CHI MINH CITY
The War Remnants Museum and Other War Sites: Effects of the “American War”

B10—February 15: **Class: Discussion and Reflection on Time in Vietnam**
Reading on the Intranet: James C. Thomson, Jr., “How Could Vietnam Happen? An Autopsy,” pp. 1-17.

No Class —February 16

B11—February 18: **Lecture: Effects of the War in Vietnam and the United States:**
In-class documentary: “Two Days in October” (PBS, 2005)
Field Assignment #1 Due: Reflection on the “American War” in Vietnam

Yangon, Myanmar — February 19-23

B12—February 25: **The Legacy of Vietnam in American Politics**
Writing: Film #2 review due on “Hearts and Minds”

B13— February 27: **Class: Discussion of “Hearts and Minds” and Field Assignments**
Reading: By this date you may be quizzed on the entire Lawrence book.

Discussion of “Hearts and Minds” and Field Assignments
Introduction to Bao Ninh’s *The Sorrow of War*
Reading: *Bao Ninh’s The Sorrow of War*

Cochin, India — February 28 – March 5

No Class — March 7 – Neptune Day

B14—March 8: Test on the Vietnam War
Lecture: Introduction to the Korean War
Reading: Jager, *Brothers at War*, pp. 13-65.

B15—March 10: Lecture: The Korean Civil War
The Sorrow of War response paper due

Port Louis, Mauritius — March 11

B16—March 13: Lecture: The American War in Korea
View on your own: Film #3: “Taegukgi: The Brotherhood of War”
Reading: Jager, *Brothers at War*, pp. 66-192.

B17—March 15: Lecture: The Meaning of the Korean Armistice
Reading: Jager, *Brothers at War*, pp. 193-236.
Introducing Richard Kim’s *Lost Names*
Reading: Richard Kim’s *Lost Names*

B18—March 17: Legacies of the Korean War in Korea
Writing: Submit film review #3 on “Taegukgi”

Cape Town, South Africa — March 18-23

B19—March 25: The Korean War in the Context of the Cold War
Reading: Jager, *Brothers at War*, pp. 237-291.

B20—March 27: The Long Road to Recovery in Korea
Reading: Jager, *Brothers at War*, pp. 291-327.

B21—March 29: Lecture: The United States and South Korea Today
View on your own: Film #4 “Ode to My Father”
Reading: Jager, *Brothers at War*, pp. 328-396.

Tema, Ghana — March 30 - April 1

Takoradi, Ghana — April 2-3

B22—April 5: Lecture: North Korea
Writing: Film review #4 due on “Ode to My Father”

B23—April 7: **Lecture: North Korea and the World**
Reading on the Intranet: Bruce Cumings, “A Murderous History of Korea”
Reading: Jager, *Brothers at War*, pp. 397-480.

Study Day — April 8

B24— April 10: **Second Field Assignment due: Essay on Colonialism and its Legacies**
Seminar and Discussion reflecting on the Field Assignment

Casablanca, Morocco — April 11-14

B25—April 16: **Final exam time: Test on the Korean War and summary questions.**

Arrive Hamburg, Germany — April 19

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class and Assignment (20% of the course grade)

1. The Field Class for this course will take place on Tuesday, *13 February, in Ho Chi Minh City.*

Field Class Title: Remembering the “American War” in Vietnam

Field Class Description: War Remnants Museum and other war sites such as the Cu Chi Tunnels

Field Class Learning Objectives: To grasp the way Vietnamese remember the war and its effects on their country.

First Written Fieldwork Assignment (10% of the course): On February 17, submit a 1000-word essay reflecting upon your experience in Vietnam, your visit to the Field Class sites, your perceptions of how Americans are seen in postwar Vietnam, and lasting personal lessons you learned through being in Vietnam. When you write the essay, be sure to refer to the course material in ways that connect the readings, lectures, and field experience.

One thing that makes Semester at Sea unique among study abroad programs is the fact that our ship visits the post-colonial world. The China coast, Vietnam, Myanmar, India, South Africa, and Ghana all were colonies, and all experienced revolutionary independence movements in the mid-twentieth century. Korea too is still trying to sort out the legacy of Japanese colonial rule, as will see in Richard Kim's novel *Lost Names*.

Second Written Field Assignment (10% of the course): is a 1000 word essay due on April 9 (the day before Casablanca) that uses Richard Kim's *Lost Names* as a text on the realities of life under colonialism and applies things you learned in that book to your evidence that you observed in the former colonies along the itinerary (Vietnam, Burma, India, South Africa, and Ghana).

How your written fieldwork assignments will be evaluated

Submit all work single-spaced in hard copy. Write your name on each page. Write this pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

1. I will evaluate your content and your written style. Clear ideas. Write well.
2. Cite sources correctly. (See my "Rules for Writers," below.)
3. This voyage is a special situation. I encourage you to write in your own voice. I value expressions of things you connect between class/book learning and your own experience. Even so, always back up your statements with examples and evidence.
4. I do not negotiate for, or grant, extensions.

METHODS OF EVALUATION / GRADING SCALE

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

METHODS OF EVALUATION

How your course grade will be assigned

Participation (includes mandatory attendance and pop quiz average)	25
Four film reviews (5 points each)	20
Review essay on <i>The Sorrow of War</i>	10

Vietnam War fact test (March 6)	10
Field Assignment	
a. Field Class (mandatory attendance)	
b. 1000 word Vietnam War essay	10
c. 1000 word Colonialism essay	10
Korean War & final summary test (final exam)	15

Required films for viewing outside of class

Each student will write a 250-300 word response paper to each film.

1. "Indochine" (French), dir. Regis Warnier (1992)
2. Hearts and Minds (American), dir. Peter Davis (1974)
3. "Taegukgi: The Brotherhood of War" (South Korean), dir. Kang Je-gyu (2004)
4. "Ode to My Father" (South Korean), dir. J.K. Youn (2014)

Your 250-300 word "response paper" to each film is to be written single-spaced (put your name at the top) and submitted in hard copy (not electronically) in class on the due date. Each response paper counts for up to 5 points, for a total of 20 course points on the final grade. It should show that you watched and understood the film, that you had a reaction to it and learned something from it, and how you think the film relates to the course.

Required novels for reading and writing

Each student will write a 750-1000 word response paper to *The Sorrow of War* by Bao Ninh (note due dates). This paper should be submitted single-spaced in hard copy. It should prove your mastery of the novel's contents, react to themes in the story, tell what you learned about the situations and experiences of the characters, and how the novel relates to the course.

The second novel, *Lost Names* by Richard Kim, is our text on colonialism. We will study it in class and you should use material from it when you write your second Field Assignment paper on colonialism and post-colonial wars (see Field Work Assignment instructions, below).

Pop quizzes and fact tests

I will give pop quizzes at the start of certain classes. The purpose is to keep you reading and reviewing and to encourage you to attend class and arrive on time. Pop quizzes start promptly at the start of class and are set up to last ten minutes. They cannot be made up. Scores are a component of your participation grade.

The two "fact tests" on the two wars are meant to measure your grasp of the main dates, people, and phases of the wars. These will be clearly indicated beforehand and the texts and lecture notes will be your study materials.

The PowerPoints

The PowerPoints that I use in class are my lecture notes for my own use in presentations. Your job is to take notes on paper and read the texts as your main modes of study. Do not expect me to share the PowerPoints—for reasons that I will explain in class.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org ASAP but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity means doing and taking credit for one's own work and giving credit when using sources. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Rules for Written Work

in classes taught by Professor Donald Clark

1. **ALL PAPERS.** All papers are to be typed and printed, single-spaced in 12 point type with one inch margins all around.

2. **Cover page.** Do not use a cover page. Instead, create a heading on page one following this form:

NAME:	Linda Harton
COURSE:	HIST 465: America's Pacific Wars
DATE:	March 25, 2018
PAPER TITLE:	Life with the U.S. Army 15 th Regiment in Old Tientsin
WORD COUNT:	976

I have not given, received, or used any unauthorized assistance on this exam/assignment.

[YOUR SIGNATURE]

3. If your paper is longer than one page, put your name on every page (so nothing gets lost).

4. **Style and format.** I require that you observe basic style standards such as those found in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. I recognize that students

from different campuses and departments are not all trained the same. However, I still expect you to proofread and correct errors in:

Punctuation	Margins	Pagination	Paragraph indentation
Formatting of footnotes and bibliographic entries.		Use of headings	

5. Proofreading. Please edit and proofread carefully. Do not depend on your computer's spellchecker to catch all spelling errors. Examples of writing errors that will cost you credit include:

a. Simple grammar errors: e.g., confusing "it's" and "its." It's is the contraction for "it is." "Its" is the possessive form of "it."

b. Simple formatting errors: e.g., failing to space after punctuation, failure to paginate, non-standard margins and hyphenations, putting an extra line between paragraphs, incorrect use of headings, subheadings, and sub-subheadings.

c. Frequent spelling errors also lose credit. Watch for special spelling errors that are common in international studies courses; e.g., "Chaing" instead of Chiang, for Chiang Kai-shek, "Britian" instead of Britain, and "emporer" instead of emperor.

d. Note that the past tense of the verb "to lead" is "led," not "lead." This is a common mistake and an example of how spell checker can betray you. You are responsible for proofreading your work (or getting it checked by someone else.)

5. Be careful not to abuse commas, semicolons, quotation marks, periods, and superscripts. There is a right way to use all of these. Laziness and errors on this point will cost you credit on your paper.

6. Proper names in Chinese, Korean, and Japanese. Write the names of East Asian people in their preferred order of usage, if you know it. For example, Kim Jong-Il. Otherwise follow the standard romanizations for Chinese (pinyin), Korean (McCune-Reischauer) and Japanese (Hepburn). The textbooks are a good guide to this usage, which requires that you PUT THE FAMILY NAME (surname) first, without a comma, viz., Mao Zedong, Zhou Enlai, Hayashi Mitsuo, Yi Sungman, for Messers. Mao, Zhou, Hayashi, and Yi. Please be careful. If you write "Yat-sen" as the last name for Sun Yat-sen, you will be docked. If you write "Kai-shek" as the last name of Chiang Kai-shek, you will be docked. They are Dr. Sun and President Chiang, respectively. When in doubt, ask me via email (dclark@trinity.edu).

7. Pagination. Provide page numbers.

8. Plagiarism. The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity means doing and taking credit for one's own work and giving credit when using sources. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

When you submit written work to me, always write this: "I have not given, received, or used any unauthorized assistance on this exam/assignment." Sign the statement.

9. Citations. When you use a source, you must cite it correctly. Incorrect, inappropriate, or missing citations lose credit. See below for models of the standard Turabian/Chicago formats for the commonest kinds of citations. I am also familiar with MLA, APA, and other systems. When in doubt, pick a style and be consistent. Or follow the models if they fit your need.

A. For a book with a single author.

A footnote should be formatted like this, indented exactly as you indent your paragraphs:

¹John King Fairbank, *The United States and China*, 4th ed. (Cambridge, Massachusetts: Harvard University Press, 1979), 224.

Second and subsequent footnotes citing the same source, should be brief, like this:

²Fairbank, 191.

The citation for the same source is formatted differently in the bibliography. The last name goes first and is put flush to the left margin. Second and subsequent lines are indented, viz:
Fairbank, John King. *The United States and China*, 4th ed. Cambridge, Massachusetts: Harvard University Press, 1979.

B. An article by a single author in a periodical.

Footnote

³Mary Clabaugh Wright, "The Adaptability of Ch'ing Diplomacy: The Case of Korea," *Journal of Asian Studies* XVII, no. 3 (May 1958): 358.

Second and subsequent footnotes citing the same article should be brief like this:

⁴Wright, 367.

The same article when listed in the bibliography must look like this:

Wright, Mary Clabaugh. "The Adaptability of Ch'ing Diplomacy: The Case of Korea," *Journal of Asian Studies* XVII, no. 3 (May 1958): 363-381.

C. For a government document from an Executive Department. (See Turabian for others)

Footnote

⁵U.S. Department of State, *Foreign Relations of the United States 1961-63*, Vol. I: Vietnam, 1961 (Washington, D.C.: U.S. Government Printing Office, 1988), 412.

Second and subsequent footnotes citing the same source.

⁴FRUS 1961-63, I: Vietnam, 1961, p. 414.

Bibliography

U.S. Department of State. *Foreign Relations of the United States, 1961-63*. Vol. I: Vietnam, 1961. Washington, D.C.: U.S. Government Printing Office, 1988.

D. For a website

Footnote

⁴Donggil Kim and William Stueck, "Did Stalin Lure the United States into the Korean War? New Evidence on the Origins of the Korean War," North Korea International Documentation Project e-Dossier No. 1, The Woodrow Wilson International Center for Scholars. <http://www.wilsoncenter.org> (accessed on June 26, 2008).

Second and subsequent footnotes citing the same source.

⁴Kim and Stueck, "Did Stalin Lure . . ."

Bibliography

Kim, Donggil and William Stueck. "Did Stalin Lure the United States into the Korean War? New Evidence on the Origins of the Korean War." North Korea International Documentation Project e-Dossier No. 1. The Woodrow Wilson International Center for Scholars.

http://www.wilsoncenter.org/index.cfm?topic_id=230972&fuseaction=topics.publications&doc_id=44916&group_id=449315 (accessed on June 26, 2008).

- 10. Unacceptable papers.** I reserve the option to refuse any paper until it conforms. In such cases I give the paper a zero and hand it back with instructions to rewrite. On rare occasions when I think the paper has been done so poorly that it deserves a permanent grade of zero, it gets a permanent zero. Do not expect a second chance if you have been sloppy.