

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	History
Course Number and Title:	HIST 466: U.S.-China Relations Since 1800
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

A survey of America's part in 19th century Western imperialism: the Opium Wars and unequal treaties; Chinese immigration to the U.S.; American missionaries in China; the American "Open Door" policy and "Special Relationship" with China; the WWII alliance with the Chinese Republic; the "Loss of China" to communism; the Sino-American war in Korea; the Nixon visit and Shanghai Communiqué; and the adjustments to rising Chinese world power. The course will conclude with studies of competing goals in security policy and trade.

LEARNING OBJECTIVES

Students will learn to see contemporary U.S.-China relations in historical context, and to comprehend the basis for mutual images and attitudes. Readings, field work, lectures and exams will help students learn to see China as a civilization with a unique modern experience. By examining literature and listening to voices on both sides of the encounter, students will learn to respect the alternative viewpoints of two great but not incompatible twenty-first century superpowers.

REQUIRED TEXTBOOKS

AUTHOR:	SCHALLER, Michael
TITLE:	The United States and China Into the Twenty-First Century
PUBLISHER:	Oxford University Press
ISBN #:	978-0-19-020006-0
DATE/EDITION:	2016/ 4 th paperback edition

REQUIRED FILMS FOR VIEWING OUTSIDE OF CLASS

Each student will write a 300 word response paper to each film. (Note due dates.)

Films:

1. The Sand Pebbles (dir. Robert Wise, 1966)
2. Why We Fight: The Battle of China (dir. Frank Capra, 1944)
3. Hollywood Chinese (dir. Ang Lee, 2007)

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 15 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.

ITEMS IN THE COURSE FOLDER ON THE SHIP INTRANET FOR YOU TO READ

[More items will be added as materials from 2017/18 become available]

*Thanks for these items to Professor John Israel, SAS Spring 2010 and 2017.

Study sheet: Asians in American Life: Periods of Asian Immigration to the United States.

Study sheet: China/East Asia Geography and Map Quiz

Study sheet: "The People vs. Hall" (California, 1854)

*Joshua Kurlantzick, "Myanmar: Sources of Instability and Potential for U.S.-China Cooperation," *Current History* (September 2006), pp. 270-276.

*Charles Lee, *Cowboys and Dragons*, (Kaplan, 2003), pp. 5-35.

Sato Limaye, "Southeast Asia and China in Maritime Asia," *Education about Asia* XIX:2 (Fall 2014), pp. 47-48.

Long Tao, "Countering the U.S. Demands More than Shouted Slogans," *Global Times* (Beijing), December 16, 2009).

**People's Daily* and other sources, "Cold War Denunciations"

People's Daily, "Defending China's Socialist Democracy," reading #100 in Patricia Buckley Ebrey (comp. & trans.), *Chinese Civilization: A Sourcebook* (The Free Press, 1995), pp. 500-504,

George B. Pruden, "American Protestant Missions in Nineteenth Century China," *Education about Asia*, XIV:2 (Fall 2009), pp. 22-29.

*Readings on Chinese views of America: Liang Qichao, "The Power and Threat of America" (1903); Gongwang, "The American Family: Individualism, Material Wealth, and Pleasure-Seeking" (1932); Zou Tao-fen "Alabama: Reds and Blacks" (1935); Jiejun, "A Family Christmas" (ca. 1970).

*Readings on Chinese views of America from the Post-Mao era: Fei Xiaotong, "America Revisited: (1979; Liu Binyan, "America, Spacious Yet Confining" (1982); Li Shaomin, "Private Ownership and Public Ownership" (1987);

Morris Rossabi, "Islam in China," *Education about Asia*, XIV:2 (Fall 2009), pp. 4-7.

Anne Thurston, "Chinese Democracy in the American Political Imagination," in Carola McGiffert (ed.), *China in the American Political Imagination* (Center for Strategic and International Studies, 2003), pp. 93-101.

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico – January 5

B1–January 8: Lecture: East Asian Geography and Intro to US China Relations

B2–January 10: Lecture: Americans in China: 1784-1937
Reading: Schaller, 1-14, 18-23, 25-43.
Documentary: “Sentimental Imperialists: The Two Coasts of China”

B3–January 13: Lecture: Images and Stereotypes
Documentary: “Misunderstanding China” (CBS News, 1972)
Reading from the course file on the ship’s intranet:
Liang Qichao, “The Power and Threat of America” (1903).
“Gongwang”, “The American Family: Individualism, Material Wealth, and
Pleasure-Seeking” (1932);
Zou Tao-fen “Alabama: Reds and Blacks” (1935);
Jiejun, “A Family Christmas” (ca. 1970).

Honolulu, Hawai’i – January 12

B4–January 15: Lecture: Chinese in the U.S.
Reading: Schaller, 14-18.
Documentary: Becoming American

January 16–International Date Line crossing (Lost Day)

B5–January 18: Lecture: Chinese in the U.S. II
Documentary: Becoming American
Film for viewing outside of class: “The Sand Pebbles”

No Class Day – January 19

B6–January 21: Lecture: (a) America’s Open Door Policy in China
 (b) The Heyday of American China Missions
Reading from the course folder on the ship’s intranet:
George B. Pruden, “American Protestant Missions in Nineteenth Century
China,” *Education about Asia*, XIV:2 (Fall 2009), pp. 22-29.

B7–January 23: Film: China: A Century of Revolution –Battle for Survival –1911-1936
Reading: Schaller, pp. 45-75.

Kobe, Japan – January 24-28

B8–January 30: Writing: Review due of “The Sand Pebbles.”
Lecture: The U.S. Alliance with Nationalist China through World War Two

Shanghai, China — January 31 - February 1

January 31: Field Class: China Through the Eyes of a Shanghai Resident

In-Transit Shanghai to Hong Kong— February 2-3

Hong Kong, SAR — February 4-5

B9—February 7: Lecture: Civil War, Liberation and the Impact in East Asia and the U.S.
Reading: Schaller, pp. 77-102.
Film for viewing outside of class: “Why We Fight: The Battle for China”

Ho Chi Minh City, Vietnam — February 8-13

B10—February 15: The American War in Vietnam

No Class —February 16

B11—February 18: Lecture: The Vietnam War in Context: China and Southeast Asia
Field Assignment #1 Due: Written Reflection on the Field Class
Reading from the course folder on the ship’s intranet:
Bertil Lintner, “Why the US is No Match for China’s Carrot and Stick in Myanmar,” *South China Morning Post*, September 17, 2016.
Joshua Kurlantzick, “Myanmar: Sources of Instability and Potential for U.S.-China Cooperation,” *Current History* (September 2006), 270-276.

Yangon, Myanmar — February 19-23

B12—February 25: Writing: Review #2 due on “Why We Fight: The Battle for China
Lecture: Revisiting Our Conflicts with “Red China”: Korea and Taiwan

B13— February 27: Lecture: The Great Leap Forward and the Cultural Revolution
Reading/Review of Schaller 104-120.
Reading from the course folder on the ship’s intranet:
Amartya Sen, “Why India Trails China,” *New York Times* (June 19, 2013)

Cochin, India — February 28 - March 5

B14—March 8: Review for the Midterm test
Lecture: The Deep Freeze, 1953-1972
Reading: Schaller, 137-147
Reading from the course file on the ship’s intranet:
People’s Daily and other sources, “Cold War Denunciations”

No Class — March 7

B15—March 10: Midterm test

Lecture: Nixon's Breakthrough and the Shanghai Communiqué of 1972
Reading: Schaller, 149-169.

Port Louis, Mauritius – March 11

- B16—March 13:** **Lecture: Thawing Relations, Rising Expectations, 1972-1989**
Reading:: Schaller, pp. 170-190.
Reading from the course folder on the ship's intranet:
Anne Thurston, "Chinese Democracy in the American Political Imagination," in Carola McGiffert (ed.), *China in the American Political Imagination* (Center for Strategic and International Studies, 2003), pp. 93-101.
- B17—March 15:** **Lecture: The Rude Awakening in Tiananmen Square, 1989**
Reading:: Schaller, pp. 191-204.
Reading from the course file on the ship's intranet:
People's Daily, "Defending China's Socialist Democracy," reading #100 in Patricia Buckley Ebrey (comp. & trans.), *Chinese Civilization: A Sourcebook* (The Free Press, 1995), pp. 500-504,
- B18—March 17:** **Lecture: The United States and China in Sub-Saharan Africa**
Reading: TBA

Cape Town, South Africa – March 18-23

- B19—March 25:** **Lecture: Changing Chinese Attitudes toward America**
Reading from the course file on the ship's intranet:
Fei Xiaotong, "America Revisited" (1979).
Liu Binyan, "America, Spacious Yet Confining" (1982);
Li Shaomin, "Private Ownership and Public Ownership" (1987);
View on your own: Film #3 "Hollywood Chinese".
- B20—March 27:** **Lecture: Taiwan, Tibet, North Korea, and the South China Sea**
Issues and Sticking Points in U.S. China Relations.
Reading in the course folder on the ship's intranet:
Long Tao, "Countering the U.S. Demands More than Shouted Slogans," *Global Times* (Beijing), December 16, 2009).
- B21—March 29:** **Lecture: The United States and China in the Wider World**
Reading from the course folder on the ship's intranet:
Morris Rossabi, "Islam in China," *Education about Asia*, XIV:2 (Fall 2009), pp. 4-7.

Tema, Ghana – March 30-April 1

Takoradi, Ghana – April 2-3

B22—April 5: The Symbiotic US and Chinese Economies: “Mardi Gras—Made in China”
Reading:

B23—April 7: Writing: Review #3 due on “Hollywood Chinese”
Lecture: The U.S. and China in the 21st Century: Issues and Prospects
Video & Discussion: U.S. Business in China: Boeing’s Jim McNerny
Reading: Schaller, pp. 205-218.

Study Day — April 8

B24— April 10 Second Field Assignment due: Essay on Comparative Nationalisms
Discussion of the Field Assignment; Final Exam review.

Casablanca, Morocco — April 11-14

B25—April 16: Final exam

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, and are developed and led by the instructor.

Field Class & Assignment

The Field Class for this course will take place on *Wednesday, 31 January, in Shanghai, China.*

Field Class Title: China through the Eyes of a Shanghai Citizen

Field Class Description:

Shanghai, under imperialism, touring the Shanghai City Museum ([上海市历史博物馆](#); *Shànghǎi Shì Lìshǐ Bówùguǎn*), then to the founding site of the Chinese Communist Party in the French Concession and the home of Sun Yat-sen, founder of the Republic ([上海中山故居](#); *Shànghǎi Zhōngshān Gùjū* (two key sites of the Chinese revolution). After lunch to the Shanghai American Center for a briefing and discussion of issues in Sino-

American relations, followed by visit to the Peace Hotel and the historical photographs in the lobby corridors.

Field Class Learning Objectives:

To acquire a broader understanding of US-China relations by visiting places and institutions in Shanghai that have played critical roles in a multi-national drama that began nearly two centuries ago and remains unfinished today.

First Fieldwork Assignment (10% of the course):

On February 17, submit a 1000 word essay reflecting upon your experience in China, your visit to the Field Class sites, your perceptions of how Americans are seen in China. 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 Field Assignment (10% of the course):

is a 1250 word essay due on April 9 (the day before Casablanca) that discusses the power and mechanisms of revolutionary nationalism, connecting the pride and power of contemporary China to its historical past, and to evidence of China's rising influence that you witnessed in countries 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

Participation (includes mandatory attendance and pop quiz average)	25
Three film reviews (5 pts. each)	15
Midterm test (March 6)	15
Field Assignments	
a. Mandatory attendance at field class	
b. 1000 word field class reflection	10
c. 1000 word Nationalism essay	10
Final exam (time of the final exam)	25

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 unanticipated 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 source material. 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 courses 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: Mary Lee Miller
COURSE: HIST 466: US-China Relations
DATE: March 25, 2018
PAPER TITLE: The American China Trade
WORD COUNT: 1279

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

[YOUR SIGNATURE]

3. If your paper is more 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. You should make certain that your punctuation follows the rules in the style manual. Do not abuse commas, semicolons, quotation marks, periods, and superscripts. There is a right way to use all of these. This "right way" is clearly shown in your style manual. Laziness 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&oc_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.