

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: East Asian Studies

EAST 3559: Sino-American Relations

Division: Upper Division

Faculty Name: Grant Hardy and Yunsheng Huang

Pre-requisites:

None

COURSE DESCRIPTION

It appears that twenty-first century history will be shaped to a large extent by the interactions between two economic and military superpowers—China and the US. Of course, these two nations have a long history of both working together and against each other. As America expanded its territory and become industrialized in the nineteenth century, the once-great Chinese empire found itself wracked by internal conflict and foreign imperialism. China struggled to modernize and remain a unified nation in the early twentieth century, while the US was caught up in a world war and a global economic crisis. During the Second World War, in which the fighting in China began earlier than in Europe and then lasted several years after the surrender of Germany and Japan, China and the US were allies. Shortly thereafter, when the Chinese Communists defeated the Nationalists, the two countries became rivals, and then bitter enemies. Normal diplomatic relations were reestablished in the 1970s, followed by astonishing Chinese economic developments that brought the two nations closer as trading partners, but also heightened wariness and emphasized cultural differences. More than at any time in the past, however, Chinese and Americans are getting to know each other through travel, business, and study. This course will be part of that development.

In this course, we will study not only the official relationships between the two governments, but also the cross-cultural interactions that came about through trade, missionary work, immigration, and tourism. We will examine popular attitudes in both China and the US toward the other country—attitudes that range from admiration to suspicion to fear—and see examples of cultural influences from architecture, art, and technology as well as food, pop music, and cinema. As with other courses in the Semester at Sea, our textbooks, lectures, and classroom discussions will be supplemented by on-site visits to two of the most dynamic centers of East-West interactions in the last century: Shanghai and Hong Kong.

COURSE OBJECTIVES

- Students will gain a basic knowledge of China-US relations in the 19th and 20th centuries
- They will have a better understanding of how historical context influences cultural perceptions
- They will have opportunities to analyze historical arguments and evidence
- They will come to appreciate cross-cultural influences and borrowings in art and architecture
- Both American and Chinese students will have opportunities to exchange ideas and interact directly with students from the other country

REQUIRED TEXTBOOKS

AUTHOR: Warren I. Cohen
TITLE: *America's Response to China: A History of Sino-American Relations*
PUBLISHER: Columbia University Press
ISBN #: 978-0231150774
DATE/EDITION: 2010; 5th ed.

AUTHOR: Jing Li
TITLE: *China's America: The Chinese View the United States, 1900-2000*
PUBLISHER: SUNY Press
ISBN #: 978-1438435169
DATE/EDITION: 2011

TOPICAL OUTLINE OF COURSE

- 1 – Introduction; Cohen, Prologue; Dull, “Evolution of Government”
- 2 – Development of the Treaty System; Cohen, ch. 1; Spence, “Western Perceptions”
- 3 – American Expansion into Asia; Cohen, ch. 2
- 4 – The End of Imperial China; Cohen, ch. 3
- 5 – The Rise of Chinese Nationalism; Cohen, ch. 4
- 6 – World War II; Cohen, ch. 5
- 7 – Communism in China; Cohen, ch. 6; Lieberthal, “The Features of Mao Zedong Thought”
- 8 – Shanghai and Hong Kong: Two Centers of Sino-Western Interaction
- 9 – The Early 20th Century from the Chinese Side; Li, ch. 1
- 10 – Singapore As an Example of Chinese Cultural Influence
- 11 – Chinese Anti-Americanism in the early 1950s; Li, ch. 2
- 12 – Midterm Exam
- 13 – The Great Aberration; Cohen, ch. 7
- 14 – China and America in the late 1950s; Li, ch. 3
- 15 – Mao’s Everlasting Revolution; Li, ch. 4
- 16 – Direct Relations Resume; Cohen, ch. 8; Kissinger, “Future of U.S.-China Relations”
- 17 – A Balancing Act; Li, ch. 5
- 18 – More on China’s Views of America; Li, ch. 6
- 19 – America’s Evolving Views of China in the 1980s; Li, ch. 7; Schell, “The Students March”
- 20 – In the Shadow of Tiananmen; Cowen, ch. 9 and Conclusion
- 21 – At the End of the 20th Century; Li, ch. 8
- 22 – And into the 21st Century; Cohen, ch. 10
- 23 – What the Future Holds; Wang, “Building a New Conceptual Framework”
- 24 – Final Exam

Prof. Hardy will take the lead in general historical discussions, and Prof. Huang will be giving presentations on specific Chinese scholars, institutions, and historic buildings.

There will be two short papers (3 pp. each) of analysis and reflection, as well as written assignments associated with the field lab and a modest research paper (8 pp.). In addition, essay questions will account for at least half the points in both the midterm and final exams.

FIELD WORK

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the*

instructor.)

I. Field Lab:

- Title – A Walking Tour of the Bund
- Port – Shanghai, China
- Date – Feb. 6
- Destination(s) – two
- Number of Projected Participants - 35
- Duration (hours) of lab – 8 hrs

II. In-Country Faculty/Contact

- Name - Tess Johnston
- Title – Retired US Consulate Officer in Shanghai
- University Affiliation/Organization – US State Department

III. Academic Objectives:

1. Visit key sites of Sino-American historical interactions
2. Observe the evidence of cultural interactions, particularly in architecture
3. Talk to someone with US State Department experience in China

IV. Field Lab Description:

We will spend the day on the Bund in Shanghai. The trip will include several site visits, a Chinese lunch, and a meeting with a retired US Consulate Officer who was stationed in Shanghai. She will be able to provide first-hand accounts of the intricacies of Sino-American relations during her term of service.

V. Associated Assignments: (Note: Not all field assignments need to be based on the field lab. They can span multiple countries and varied in-port experiences.)

Students will be expected to take notes and write a report of their observations and experiences.

VI. Logistics: (Please indicate the anticipated logistical support you will require.)

- Transportation
- Interpreter
- Meals
- Other

VII. Costs: (Please indicate the projected costs involved.)

- Venue tickets/Entrance Fees, etc.
- Honoraria
- Other

FIELD ASSIGNMENTS

Students will be asked to take what we learn together as a class in Shanghai and then apply it to their individual experiences in Hong Kong—another site of significant Sino-American interactions. They will then write short papers and make class presentations about their Hong Kong visits.

METHODS OF EVALUATION / GRADING RUBRIC

Participation – 10% (defined as one's contribution to class discussions)

Short written assignments – 10%
Midterm – 15%
Research paper – 15%
Field lab – 20%
Final Exam – 30%

RESERVE LIBRARY LIST

None at this time.

ELECTRONIC COURSE MATERIALS

Dull, Jack L. “The Evolution of Government in China.” In *Heritage of China: Contemporary Perspectives on Chinese Civilization*, edited by Paul S. Ropp, 55-85. Berkeley: University of California. Press, 1990.

Kissinger, Henry A. “The Future of U.S.-Chinese Relations: Conflict is a Choice, Not a Necessity” *Foreign Affairs* 91, no. 2 (March/April 2012), 44-55.

Lieberthal, Kenneth. “The Features of Mao Zedong Thought.” In *Governing China: From Revolution Through Reform*, 59-77. New York: Norton, 1995.

Schell, Orville. “The Students March on Shanghai.” In *Discos and Democracy: China in the Throes of Reform*, 223-231. New York: Doubleday, 1989.

Wang, Jianwei. “Building a New Conceptual Framework for U.S.-China Relations.” In *Challenges to Chinese Foreign Policy: Diplomacy, Globalization, and the Next World Power*, edited by Yufan Hao, C. X. George Wei, and Lowell Dittmer, 37-55. Lexington: University Press of Kentucky, 2009.

ADDITIONAL RESOURCES

China: A Century of Revolution. DVD. Directed by Sue Williams. 3 disks. Zeitgist Films, 2007.

RELEVANT FEATURE FILMS

55 Days at Peking (2003), *Huozhe To Live* (2003), *The Wedding Banquet* (2005)

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”