The Cold War in East Asia
HIST 5375 Section 01
Spring 2015
T 7:10-9:55
ARHU 258

Instructor: Robert Hoppens
Office: COAS 343 C
E-mail: rhoppens@utpa.edu
Office Hours: TR 10 am-noon; 4-5 pm and by appointment
History and Philosophy webpage: http://www.panam.edu/dept/hist-phil/

Course Description: Access to new archival sources, combined with new historiographical approaches over the past two decades has reinvigorated the field of Cold War history. In this course we will explore some of the studies produced in this field as they pertain to the Cold War in East Asia. We will read a series of recent books and articles on the Cold War experiences of China, Korea and Japan. Readings will focus on the diplomatic history of the Cold War in the region, but we will also read works that deal with the social and cultural consequences of the Cold War.

Required Texts:

Additional Readings:
All other required readings will be provided electronically.

Course Requirements:

Class discussion and participation: The success and usefulness of any graduate seminar depends overwhelmingly on the careful preparation and active participation of the graduate students. Students will be expected to have completed all readings to be discussed each week. Attendance is mandatory and any absence without a good, documented excuse will negatively affect students’ participation and final course grade.

To participate effectively in discussion, I suggest you prepare a set of detailed notes ahead of each week’s class that includes the readings’ main arguments, passages and points that particularly strike along with page numbers that can easily direct others to relevant passages in the text. Finally, you should be prepared with some significant questions and/or criticisms raised by each work.

Discussion leader responsibilities: Each week one or two student volunteers will lead discussion, giving a short (5-10 minutes) presentation that states the main point or thesis of the work (or works), as well as criticisms, observations, significant questions and/or comparisons with previous works that will spark productive discussion. Discussion leaders may assume that others have completed the readings and need not engage in extensive summarization that
does not add new, personal analysis and interpretation. All students will be expected to volunteer to act as discussion leaders.

**Response Papers:** For each reading (book or article) students will submit a 2 page (double-spaced) response paper that succinctly identifies the main argument or key theme of the book or article and critically responds to that argument by assessing the work’s importance, challenging certain points of the work, comparing it to other works we have read and/or raising questions you find particularly stimulating. The response paper should be a brief, succinct, critical response showing that you have thoroughly read and thought critically about each assigned work and how they are related. As such, it **should not be a summary of the readings.** Assume that I and all other students will have read the work.

The first paragraph of your response paper should state, as precisely and succinctly as possible, the main argument, thesis or key theme of each work.

The purpose of response papers is to ensure that students have carefully read and thought about the assigned readings and to prepare students to contribute meaningfully to class discussion so bring up in your response paper ideas, criticisms and questions you think will advance discussion.

Consider questions such as (but not limited to): What are the main points of each work? What are the main issues, problems or controversies that each work addresses? What methods or evidence does the author use to come to their conclusions? Are there any problems (of logic, sources, evidence, bias) with the work? How does the work compare to others we have read? Does it address similar or disparate topics? Does it come to similar conclusions? Do different approaches or sources lead to similar or different conclusions? Does the work challenge what you think are commonly held preconceptions? Is there a subsidiary point that comes up in the reading that you think deserves greater attention? Why?

For quotes, ideas and evidence from the assigned readings, include the author’s last name and page numbers in parentheses in text. Include full citations in footnotes or endnotes for any outside source you draw on, including websites, with consistent notation, preferably Chicago style.

**Please submit two copies of each response paper.** One copy should be submitted through the course Blackboard page by 5pm on class day. A second **hard copy** should be submitted in class. The hard copy will form the basis for class discussion and will be the official submission that will count in your course grade. The lowest response paper grade will be dropped. Dropped passing grades will earn extra credit.

**Syllabus Exercise:** Each student will prepare a syllabus for a course on the Cold War in East Asia. More details will be provided in class.

**Extended Review Essay:** Students will write a 10 page paper that identifies and critically reviews several works (books and articles) on a chosen topic related to the history of the Cold War in East Asia. More details and a guide to writing the essay will be provided in class.

**Mandatory Course Evaluations:** Students are required to complete an ONLINE evaluation of this course, accessed through your UTPA account (https://my.utpa.edu/). You will be contacted through e-mail with further instructions on the evaluation process. The evaluation window closes at 11:59 pm on the last day of classes for the semester. Students who complete their evaluations will have priority access to their grades.

**Grading:**

Final course grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>35%</td>
</tr>
<tr>
<td>Extended Review Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Syllabus Exercise</td>
<td>10%</td>
</tr>
</tbody>
</table>

A=90% and above  
B=89-80  
C=79-70  
D=69-60  
Fail=below 60
Standards for Evaluation of Participation and Writing:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A = Outstanding</strong></td>
<td>Clear points supported by references to readings, proper citation, consistently clear writing style characterized by careful attention to detail</td>
</tr>
<tr>
<td>Active and voluntary participation in all discussions, focused leader of discussions, constructive comments, displays consistent in-depth preparation</td>
<td></td>
</tr>
<tr>
<td><strong>B = Very good, showing improvement over time</strong></td>
<td>Generally clear points, lapses in style, form and support for points, but improvement on these points over time</td>
</tr>
<tr>
<td>Active participation in most discussions, consistent preparation, useful contributions to discussion</td>
<td></td>
</tr>
<tr>
<td><strong>C = average, adequate</strong></td>
<td>Inconsistency in clarity of argument, style and form, shaky support for arguments, consistently repeating the same mistake</td>
</tr>
<tr>
<td>Participation in most discussions, little value added to discussion, lapses in preparation</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Consistent lack of clarity, minimal support for arguments, minimal improvement over time</td>
</tr>
<tr>
<td>Minimal preparation or contribution to discussion</td>
<td></td>
</tr>
</tbody>
</table>

Course Policies:

**Late and Make-up Work:** Any late submissions will be severely penalized by at least a one full-grade deduction.

**Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with consequences that range from probation to expulsion. Copying from others, displaying a test or notes for others to see, attempting to communicate in any manner with another student during an exam, or plagiarism are among those behaviors that will result in a zero score for any students involved and also will be reported to University officials. Moreover, any such activity will automatically result in failing the course. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

**Accessibility:** If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations or assistance due to a disability, please contact Disability Services, University Center, Room 108 (disabilityservices@utpa.edu) immediately, or the Associate Director at 665-7005. Appropriate arrangements/accommodations can be arranged.

**Communication:** Per UTPA policy, all email communication between the UTPA faculty and staff and students must be conducted through official University-supplied Bronc Mail accounts. Therefore, please use your UTPA assigned Bronc Mail for any correspondence with UTPA faculty and staff. Other emails may be blocked by the spam filter. You are responsible for the consequences of an undelivered or delayed email that are blocked by the spam filter. For online courses students should use the email system in Blackboard.

Course Schedule

NOTE: This schedule may be amended with advance notice.

**Week 1:** January 20   Introduction

**Week 2:** January 27   Cold War Review
Week 3: February 3
Cold War Historiography
Melvyn P. Leffler, “The Cold War: What Do ‘We Now Know’?” American Historical Review 104/2 (April, 1999)

* For discussion in Week 2 be prepared to address the following topics: What have been the main disagreements or controversies in Cold War studies? What accounts for these disagreements? What topics or issues have scholars been concerned with and how has this changed over time?

China

Week 4: February 10
Chen, Mao’s China and the Cold War

Week 5: February 17
Luthi, The Sino-Soviet Split

Week 6: February 24
Szonyi, Cold War Island

The Korean War and Korean Division

Week 7: March 3
Bruce Cummings, Korea’s Place in the Sun: A Modern History, (W.W. Norton & Company, 1997), Chapters 4 & 5
William Stueck, Rethinking the Korean War

Week 8: March 10
Lisa M. Brady, “Life in the DMZ: Turning a Diplomatic Failure into an Environmental Success,” Diplomatic History, 32/4 (September, 2008) 585-611
Bruce Cumings, Korea’s Place in the Sun, Chapters 6 and 7
Gregg Andrew Brazinsky, “From Pupil to Model: South Korea and American Development Policy during the Early Park Chung Hee Era,” Diplomatic History 29/1 (January 2005) 83-115

NO CLASS: March 17 Spring Break

Week 9: March 24
Jones, After Hiroshima

Cold War Study Guide Due
Response Paper 1
Response Paper 2
Response Paper 3
Response Paper 4
Response Paper 5
Response Paper 6
The Vietnam War

Week 10: March 31
Zhai, China and the Vietnam Wars, 1950-1975

Response Paper 7

Week 11: April 7

Response Paper 8

Week 12: April 14
Hoppens, The China Problem in Postwar Japan

Response Paper 9

Week 13: April 21
Morris-Suzuki, Exodus to North Korea

Response Paper 10

Week 14: April 28

Response Paper 11

NOTE: Wednesday, April 29 last day to drop or withdraw

Week 15: May 5

Syllabus Exercise Due

Extended Review Essay Due Friday, May 15  5pm