

HUMA 5690
Major Issues in the History of US-China Relations
Spring 2021
Wednesday 3:00–5:50 p.m.
Rm 5564, Lift 27-28

INSTRUCTOR: David Cheng CHANG
OFFICE: 2350

E-MAIL: changcheng@ust.hk
OFFICE HOURS: TBD

Course Description

This course examines the historical origins and evolution of the complex relations between China and the United States from the early 19th century to the late 20th century. It explores some of the most important events and persistent issues in political, military, economic, and cultural relations between the two countries. It also introduces students to major competing interpretations by American and Chinese scholars.

Course Intended Learning Outcomes (ILOs)

- (1) Gain a better understanding of US-China relations from diplomatic, military, cultural, and personal perspectives.
- (2) Identify the underlying dynamics, enduring patterns, persistent issues (including Taiwan, North Korea, human rights, etc.), and perceptions and/or misconceptions.
- (3) Improve analytical skills through evaluating competing historical evidence and interpretations.
- (4) Improve analytical writing skills through completing three book reviews and a multi-draft historiographical paper.

Books and Readings

Secondary readings have been selected to introduce the works of major historians and new interpretations of recently declassified archival sources. An important focus will be how scholarly debate and understanding have evolved over time. Along with reading secondary works, students are also encouraged to read relevant primary sources in English and Chinese, including:

Foreign Relations of the United States, available online at

<http://digicoll.library.wisc.edu/FRUS/Browse.html> (1861–1958/1960)

<http://history.state.gov/historicaldocuments>

Woodrow Wilson Center's Cold War International History Project digital archives

<http://www.wilsoncenter.org/digital-archive>

The American Presidency Project

<http://www.presidency.ucsb.edu/>

All reading assignments should be completed **before the class meeting** when we plan to discuss them. I recommend reading the texts in the order they are listed on the syllabus. In addition to pages assigned, MPhil students in particular should read the “acknowledgments” section (or preface) of each monograph. This will help you develop an understanding of the structure and politics of the field.

All listed books have been put on reserve at UST Library.

John Pomfret. *The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present*. New York: Henry Holt and Company, 2016.

Chen, Jian. *Mao's China and the Cold War*. Chapel Hill, NC: University of North Carolina Press, 2001.

Taylor, Jay. *The Generalissimo: Chiang Kai-Shek and the Struggle for Modern China*. Cambridge, MA: Belknap Press of Harvard University Press, 2009.
 Tsou, Tang. *America's Failure in China, 1941-50*. University of Chicago Press, 1963.
 Tuchman, Barbara W. *Stilwell and the American Experience in China, 1911-45*. New York: Macmillan, 1970.

齊錫生. 《劍拔弩張的盟友：太平洋戰爭期間的中美軍事合作關係(1941-1945)》. 台北：中央研究院－聯經出版社, 2011).
 呂迅, 《大棋局中的國共關係》. 北京: 社會科學文獻出版社, 2015.

Assignments and Grading:

Please be forewarned: Students are required to complete a substantial amount of reading and other assignments every week. You are expected to have **completed all readings assigned for that day before class**. Class attendance is required. If you are not committed to consistently performing the following tasks, don't take this class.

Global China Humanities talk attendance and 1-page report x5	10%
Timelines, reading notes & discussion questions	20%
Book reviews x 2	30%
Historiographical essay outline	10%
Historiographical essay	30%

1. Global China Humanities talk attendance and 1-page report x5

The Global China Center launches its Global China Humanities Lecture Series in February 2023. Several talks are scheduled during our class time, several others in other times, and two will occur in May. You are required to attend at least five talks. For each talk, you will submit a one-page report and critique with one or two questions for the speaker.

2a. Chronology/Timeline

In the first **10 minutes** of each class, one student will make a concise presentation on the historical background of each time period that we will discuss on the day. The presenter may choose to use Word or PowerPoint document (5 pages of texts maximum, plus maps), but do NOT make it a lecture. The responsible student should post the timeline in **Word** format on **Canvas by 10:00 pm, Tuesday**. Responsibility for the timeline and presentation will rotate to ensure that each student will present at least once. All students are required to build their own timelines. You will submit your final timeline at the end of the semester.

2b. Reading notes and discussion questions

For each required text, one student will prepare a one to two-page reading notes with **one or two discussion questions** and post them on **Canvas by 10:00 pm, Tuesday**. The same student will present that text and lead discussions in class. Other students are expected to spend enough time on that text to be familiar with its basic argument and to be ready to discuss it; but in weeks with a heavy reading load, they will not be expected to cover it with the same degree of thoroughness as the presenter. Responsibility for notes and presentations will rotate to ensure that the task is equally shared.

3. Two book reviews

Each of the book reviews should be approximately **800–1,200 words** in length on a book of your choice. The first paragraph should state the book or article's main argument concisely; the following paragraphs should identify the text's subsidiary arguments, its sources, and its principal contribution(s) to the field. How does this text speak to the issues in question and to the works of other scholars? Finally, clearly state your evaluation of its scholarly contribution.

You are encouraged to consult published reviews, including JSTOR, Project Muse, and CAJ. Remember that all your classmates and the instructor will or have read them. Therefore existing reviews are no substitute for your own reading and analysis.

Your first book review is due on March 1, the second on April 12, and the last on May 5.

4. Historiographical essay

This long paper represents your effort to sum up the course by closely considering one or more key themes that run through the course as a whole. You should make a clear argument, support it with evidence from the reading, and come to a clear conclusion. Make sure to push your analysis of your chosen theme beyond the level of your short papers and our weekly class discussions. You will receive **NO** credit for stitching together your short papers into a long one. This essay should be **3,000–3,500 words in length for MPhil and PhD students, 2,000–2,500 words for undergraduate and MA students.**

You can consult the UCSD Modern Chinese History website for sample book reviews and historiographical essays. <https://ucsdmodernchinesehistory.wordpress.com>

A WARNING ON PLAGIARISM

Plagiarism is the use of another person's words, ideas or research results as if they are one's own, without proper attribution to the sources. I call your attention to this description of one of the most common forms of plagiarism: “verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source.”

Plagiarism is a serious academic offense and is covered by university policy on academic dishonesty. Just as the Internet makes plagiarism easier, it also makes detection of plagiarism easy. Students found guilty of plagiarism will at the least get **a failing grade** on the paper, and at worst fail the course and be subject to disciplinary action by the university. Consider this a fair warning. **DO NOT PLAGIARIZE.** It's just not worth it. The consequences can be extremely serious.

Refer to the UST Academic Integrity website: <http://tl.ust.hk/integrity/student-4.html> for definitions and university procedures in dealing with plagiarism.

Also refer to the [UST Writing Guides and Manuals](#) regarding proper citation.

WEEKLY SCHEDULE

Week 1 (2/8):

Introduction

杨奎松, “从历史的眼光来看待中国的民族主义问题,” 《国际政治研究》 2006 年第 1 期, 88–95.

Week 2 (2/15)

Mao, Edgar Snow, and Revolution by the Book

Edgar Snow, *Red Star Over China* (New York: Grove Press, 1968)

- 11–18 (Fairbank's introduction, Preface);
- 35–39 (Some unanswered questions);
- 68–76 (The Insurrectionist);
- 89–105 (Soviet Strong Man, Basic Communist Policies);
- 150–155 (Prelude to Revolution);
- 443–444 (On the Comintern, China, and Outer Mongolia)

Julia Lovell, *Maoism: A Global History*.

- Introduction;
- Chatper1 “What is Maoism”;
- Chapter 2 “The Red Star – Revolution by the Book”

Week 3 (2/22)

The myth of a special relationship

Tsou, *America's Failure in China*

- vii–xiii, 3–30 (Preface and Introduction)
- 219–236 (The source of the general misunderstanding of the nature and intentions of the Chinese Communist Party)

Week 4 (3/1)

WWII and the Joseph Stilwell-Chiang Kai-shek controversy

呂迅, 《大棋局中的國共關係》, 1–76.

呂迅, “論蔣介石與史迪威矛盾中的中共因素”, 《社會科學研究》(2016.02): 148–158.

!Δ Hans van de Ven, *War and Nationalism in China* (Routledge, 2003), 1–11 (intro), 19–63 (“Stilwell revisited”).

Barbara W. Tuchman, *Stilwell and the American Experience in China, 1911–45* (New York: Macmillan, 1970), 396–406 (Ch. 16, “China's Hour at Cairo”).

Jay Taylor, *The Generalissimo*, 245–261 (Cairo).

Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 20 Burmese Days (280–291); 21 Dangerous Liaisons (292–305).

Week 5 (3/8)

The Chinese Civil War: The “Loss of China” or the “Lost Chance”?

杨奎松, “关于解放战争中的苏联军事援助问题——兼谈治学态度并答刘统先生”, 《近代史研究》(2001.01): 285–306.

杨奎松, “美苏冷战的起源及对中国革命的影响”, 《历史研究》(1999.05): 5–22.

Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 23 The East is Red (320–331); 24 Keys to the Kingdom (332–341); 25 The Beginning of the End (342–355); 26 Mission Impossible (356–363); 27 A Third Force (364–378)

The U.S. Department of State, *The China White Paper, August 1949*.

- Van Slyke's Introduction
- Dean Acheson, Letter of Transmittal (III–XVII)

John S. Service and Joseph Esherick, *Lost Chance in China: The World War II Despatches of John S. Service* (New York: Random House, 1974).

- xiii–xxiii, 387–399 (Intro & Epilogue by Esherick);
- 93–96 (“domestic troubles”), 177–182 (“first impressions”), 288–309 (Mao interview with John S. Service, August 23, 1944; “Communist policy toward the U.S.”).

* 呂迅, 《大棋局中的國共關係》, 211–312 (Chs. 4–6).

Week 6 (3/15) **NO CLASS**

Week 7 (3/22)

The Korean War and Taiwan's "undetermined status"

Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 28 Hate America (379–388);
29 Hate China (389–403)

Tsou, *America's Failure in China*, 555–591 (Korean War and the Emergence of Communist China as a Great Power)

Shen Zhihua. "Sino-Soviet Relations and the Origins of the Korean War: Stalin's Strategic Goals in the Far East." *Journal of Cold War Studies* 2, no. 2, (Spring 2000): 44–68. [e]

Hsiao-ting Lin, *Accidental State: Chiang Kai-shek, the United States, and the Making of Taiwan* (Harvard, 2016), 1–34.

David C. Chang, *The Hijacked War: The Story of Chinese POWs in the Korean War*, Chapter 4 "Chiang, MacArthur, Truman, and NSC-81/1."

Documents:

Truman's news conference remarks, January 5, 1950.

<http://www.presidency.ucsb.edu/ws/?pid=13678#axzz1r3mU8S23>

Truman's statement on the situation in Korea, June 27, 1950.

<http://www.presidency.ucsb.edu/ws/index.php?pid=13538&st=&st1=#axzz1r3mU8S23>

Week 8 (3/29)

The Korean War Over POWs

Barton J. Bernstein, "The Struggle over the Korean Armistice: Prisoners of Repatriation?" in *Child of Conflict: The Korean-American Relationship, 1943–1953*, edited by Bruce Cumings (Seattle: University of Washington Press, 1983), 261–307.

Chang, *The Hijacked War*, Introduction and Chapter 10 "Prisoner Repatriation Debated in Washington, Panmunjom, and Taipei."

常成, "新中國'的叛逃者: 韓戰反共戰俘的生死逃亡路, 1950–1954," 《漢學研究》 34 (2016.02): 245–280.

沈志華, "1953年朝鮮停戰: 中蘇領導人的政治考慮," 《世界史》 2001年第2期.

* 楊奎松, "中國對朝鮮停戰問題態度的變化", (韓) 《6·25 戰爭 50 周年學術研討會論文集》, 2002. (<http://www.usc.cuhk.edu.hk/PaperCollection/Details.aspx?id=3008>)

* 鄧峰, "美英學術界對朝鮮停戰談判的研究", 《冷戰國際史研究》 (2010.02): 160–180.

4/5 Mid-Term Break

Week 9 (4/12)

The Cold War, Brainwashing, and Southeast Asia

Westad, *The Cold War: A World History*, Chapter 12 "12. Encountering Vietnam"

Julia Lovell, *Maoism: A Global History*.

- Chapter 3 "The Brainwash – China and the World in the 1950s"
- Chapter 4 "World Revolution"
- Chapter 5 "Years of Living Dangerously – The Indonesian Connection"
- Chapter 7 "Mao's Dominoes? Vietnam and Cambodia"

Chen Jian, *Mao's China and the Cold War*, Chapter 5 "China and the First Indochina War"; Chapter 8 "China's Involvement in the Vietnam War, 1964–1969."

Week 10 (4/19)

Migration and Chinese in America

Madeline Hsu, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton, 2015), Introduction, Chapters 1, 2, 4, 5, 6, 9.

Meredith Oyen, *The Diplomacy of Migration: Transnational Lives and the Making of U.S.-Chinese Relations in the Cold War* (Cornell, 2015), Intro, Chapters 1, 6, 7, Conclusion.

Week 11 (4/26)

Nixon's visit to China and "Normalization"

Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 35 Not Because We Love Them (452–461); 36 Tacit Allies (462–476)

Chen Jian, 238–276 (Ch. 9 "Sino-American rapprochement, 1969–1972")

Week 12 (5/3)

The Great Exodus of 1949, the 228 Incident, Taiwanese nationalism, and democratization

Dominic Meng-Hsuan Yang, *The Great Exodus From China: Trauma, Memory, and Identity In Modern Taiwan* (Cambridge University Press, 2020), Introduction, Chapters 1 & 2, Epilogue.

Lai Zehan, Ramon Hawley Myers, and E Wei, *A Tragic Beginning: The Taiwan Uprising of February 28, 1947* (Stanford, CA: Stanford University Press, 1991), 168–196 ("The nature and aftermath of the tragedy").

C. L. Chiou, Review of *A Tragic Beginning*, *The Australian Journal of Chinese Affairs*, No. 28 (July 1992), 206–209.

Linda Chao and Ramon Hawley Myers, *The First Chinese Democracy: Political Life In the Republic of China On Taiwan* (Baltimore, MD: Johns Hopkins University Press, 1998), 1–18 ("Posing the problem"), 295–304 (Conclusion).

* Film, 悲情城市 *City of Sadness* (1990), directed by Hou Hsiao-hsien 侯孝賢.

Week 13 (5/10)

Final paper presentation and critique

Reflections and outlook

杨奎松, "新中国的革命外交思想与实践," 《史学月刊》 (2010.02): 62–74.

Perry Link, "My Disillusionment: China, 1973," *The New York Review of Books*, June 22, 2011.

Kurt M. Campbell and Ely Ratner, "The China Reckoning: How Beijing Defied American Expectations," *Foreign Affairs* 97, no. 2 (2018): 60–70.

"How the West Got China Wrong," *Economist*, Mar. 1, 2018.

Kevin Rudd, "What the West Doesn't Get about Xi Jinping," *NYT*, Mar. 20, 2018.

5/15. Final paper outline due

5/28: Final paper due