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://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.

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.

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Global China Humanities talk attendance and 1-page report x5</td>
<td>10%</td>
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<tr>
<td>Timelines, reading notes &amp; discussion questions</td>
<td>20%</td>
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<tr>
<td>Book reviews x 2</td>
<td>30%</td>
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<tr>
<td>Historiographical essay outline</td>
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<td>Historiographical essay</td>
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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, Thursday. 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](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](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](https://tl.ust.hk/integrity/student-4.html) regarding proper citation.

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**WEEKLY SCHEDULE**

**Week 1 (2/8):**

**Introduction**


**Week 2 (2/15)**

**Mao, Edgar Snow, and Revolution by the Book**
- 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)

- Introduction;
- Chapter 1 “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。


**Week 5 (3/8)**

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


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)

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

- xiii–xxiii, 387–399 (Intro & Epilogue by Esherick);
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)

Documents:
Truman’s news conference remarks, January 5, 1950.
http://www.presidency.ucsb.edu/ws/?pid=13678
Truman’s statement on the situation in Korea, June 27, 1950.

Week 8 (3/29)
The Korean War Over POWs

4/5 Mid-Term Break

Week 9 (4/12)
The Cold War, Brainwashing, and Southeast Asia
• 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
* 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

5/15. Final paper outline due
5/28: Final paper due