

China and the United States

History 508:244:B7

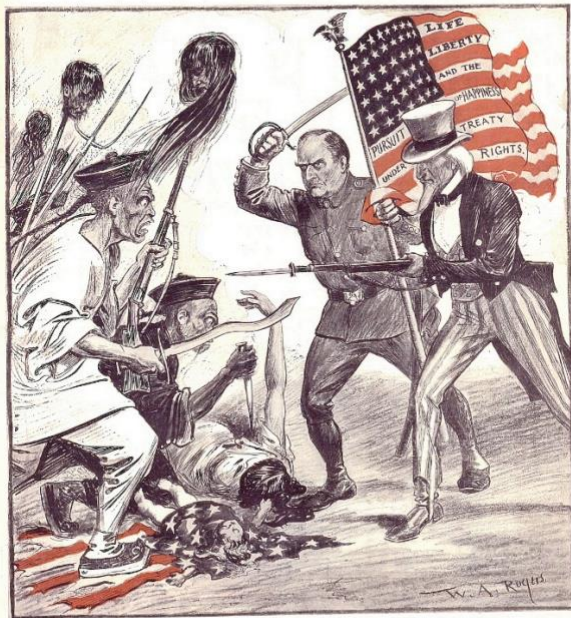
Summer Session: 7/12/21-8/18/21

M/W 6-9:40pm

Synchronous (Canvas & Zoom)

HARPER'S WEEKLY

A Journal of Civilization
NEW YORK JULY 28: 1900



IS THIS IMPERIALISM?

"NO BLOW HAS BEEN STRUCK EXCEPT FOR LIBERTY AND HUMANITY, AND NONE WILL BE."—WILLIAM MCKINLEY



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Office Hours: TBD

Course Description

The Sino-U.S. relations are one of the most important international relations in the 21st century, as China is fast becoming America's major economic and geopolitical competitor. To better understand the challenges and opportunities between China and the U.S. and reduce conflicts, we need to study the long and complicated interactions between the two nations and peoples. This course examines the Chinese-American relations since the late 18th century and brings the perspectives from both sides in the global context into the conversation. We will discuss how each side interpreted and responded to the other in major historical episodes, such as the China trade, the Open-Door Policy, the first and second world wars, the Chinese nationalism and revolution, the Korean War, the Taiwan Strait crises, the Vietnam War, the Mao-Nixon rapprochement, and the post-Mao relationship. We will especially investigate how stereotypes, assumptions, and perceptions of each other have significantly shaped the Chinese-American relations.

Course Learning Goals

1. Develop a critical understanding of the events, ideas, and historical figures that have shaped the history of China-U.S. relations.
2. Understand the history of China-U.S. relations in a global context.
3. Read and analyze primary and secondary sources critically. Learn how to use them as evidence to make historical arguments.
4. Write essays and give public presentation that persuasively present an analytical and historical argument using primary and secondary source materials.

Course Assignments and Grading

Class Participation (in-class discussion and other activities, 40%): To earn full credit, students should join the synchronous online classroom on time and remain for the entire class, complete all the required readings before class, participate actively and substantively during in-class discussions and other activities, and be respectful to your classmates.

Writing Assignments (40%): This course has two take-home essays (about 600-800 words each in length). For each essay, you will be asked to present your argument to the questions based on a close reading and analysis of assigned primary and secondary sources. You will receive a handout for each essay which includes the questions and instructions. We will discuss essay writing as well as grading criteria in class.

Final Presentation (20%): During our last meeting, each student will do an 10-12 minutes presentation on an issue of your choice in the history of China-U.S. relations that is related to a contemporary problem in China-U.S. relations. Students should communicate with the instructor regarding their topic before the presentation. Students need to make an argument on the issue based on their analysis of primary and secondary sources. Students are expected to address the historical origins of the issue and what historical patterns they have observed on the issue. Students are expected to incorporate assigned course materials as part of their sources. Students

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are also expected to incorporate visual materials as evidence into their presentation. A handout with more detailed instructions will be provided.

Course Readings

Reading assignments will include secondary sources (e.g. scholarly articles, book chapters) and primary sources (e.g. historical documents, memoirs, propaganda posters, political cartoons, etc.). Most of the primary and secondary sources will be available on our Canvas course site.

Recommended Textbook:

Dong Wang, *The United States and China: A History from the Eighteenth Century to the Present* (2013). Rutgers Library offers a FREE digital copy of this book. You will find the book by searching the book title in QuickSearch on Rutgers library's webpage (<https://www.libraries.rutgers.edu/>). To view the book, you need to log in with your Rutgers NetID and password. If any of our synchronous online lectures is disrupted by internet or technological problems, I will assign chapters from this textbook as substitutes.



Note: This course has received an 'Open and Affordable Textbooks Program award from the Rutgers University Libraries. The OAT Program supports textbook affordability at Rutgers by encouraging courses to adopt educational materials that are freely available, available at a low cost (compared to similar courses), or part of the Rutgers University Libraries' electronic collections, and thereby free of charge to Rutgers University students. As a student in this course, you will be asked to provide feedback on this initiative at the end of the semester.

Course Structure

We will break each synchronous meeting into lectures, discussions, and other group-work activities. We will take one or two breaks during each meeting. Students need to return to the online classroom on time when a break ends.

Course Policy

1. Attendance policy. Attendance means joining the synchronous online classroom on time and remaining for the entire class. Lateness of 20 minutes or more will only be given half-credit for being in class, as does leaving early. More than three unexcused absences will lower your grade one letter grade. This course only meets 12 times during the first summer session. Any student who misses 5 or more sessions through unexcused absences will not earn any credit in this class. Such students should withdraw to avoid getting an F. If you expect to miss class, please use the University absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for your absence. However, this will not eliminate the need to present documentation for

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an excuse of absence. You must show documentation to prevent forfeiting your class grade. Absence after the fact will only be excused for emergencies and with a doctor's note or a note from a Dean of Students. Please communicate with your instructor in advance if you have difficulties in attending class. It is important to keep communication with your instructor during this COVID-19 pandemic.

2. Electronic devices during class time. Please only use your electronic devices for class-related activities. Participation grade will be lowered for anyone engaging in electronic communications or entertainment of any kind (e.g. Facebook, Twitter, Instagram, web browsing, online shopping) during synchronous online meetings. Please be noted that the so-called "private" chat function on platforms like BigBlueButton, WebEx, and Zoom can be viewed by your instructor after class.

3. Students must not post any screenshots, photos, or videos of the class meetings on social media without getting written permission from everyone in the class. Students must not share links and codes for online class meetings on social media or with others who are not enrolled without written permission from the instructor.

4. Academic integrity. All written work should be composed in the student's own words, and the ideas of others should be properly cited. Plagiarism is taking someone else's words, ideas or argument without acknowledging them appropriately. If you use the exact words taken from a source, they must be put in quotation marks and a reference; if you paraphrase, give the source a reference. Please familiarize yourself with the History Department's statement on plagiarism (<https://history.rutgers.edu/academics/undergraduate/plagiarism>) and the University's policy on academic integrity (<http://academicintegrity.rutgers.edu/academic-integrity-policy/>).

5. Lateness penalty will be applied to written assignments. One letter grade will be taken off when papers are one week later than the original due date, for example, from A to B. The only exceptions will be for documented illness or exceptional personal/family problems. Extensions must be authorized in advance of the due date.

6. Students with Disabilities: Students who need accommodations based on the impact of a disability should register with the Office of Disability Services (ODS) at Rutgers. Documentation is required in advance from ODS before accommodations can be made for assignments and exams. Please visit ODS's website for more information (<https://ods.rutgers.edu>).

Schedule of Classes and Reading Assignments

Notes:

1. The assigned readings listed under a given day below are due that day before the class meets.
2. Regarding textual primary source readings, please download the materials from the "MM/DD Primary Source Readings (textual)" module on the Canvas course site on a given day before our meeting starts. You do not need to read primary source readings before class, as we plan to read and discuss them in class. Please be noted that this policy will be revised and adjusted if we experience internet or technological difficulties in the synchronous online classroom.

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3. Please also download lecture slides from the “MM/DD Lecture Slides” module on the Canvas course site on a given day before our meeting. The visual primary sources are included in the course slides for that day.

July 12 (Monday) Introduction & The Old China Trade

Paper #1 Handout will be provided on July 12.

July 14 (Wednesday) The Opium Wars, the Unequal Treaty System, and the Open-Door Policy

John R. Haddad, “China of the American Imagination: The Influence of Trade on US Portrayals of China, 1820-1850,” in *Narratives of Free Trade: The Commercial Cultures of Early US-China Relations*, ed. Kendall Johnson (Hongkong: Hongkong University Press, 2012), 57-82.

July 19 (Monday) Chinese in the U.S.—the Chinese Exclusion Act of 1882 & Americans in China

Paul Cohen, “Drought and the Foreign Presence,” in *History in Three Keys: The Boxers as Event, Experience, and Myth* (New York: Columbia University Press, 1997), 69-95.

Anna Pegler-Gordon, “Chinese Exclusion, Photography, and the Development of U.S. Immigration Policy,” *American Quarterly* 58, no. 1 (2006): 51-77.

June 21 (Wednesday) Chinese Nationalism and America’s Responses

Gina Marchetti, *Romance and the “Yellow Peril”: Race, Sex, and Discursive Strategies in Hollywood Fiction* (Berkeley: University of California Press, 1994), 1-9, 32-45.

Paper #2 Handout will be provided on July 21.

[Paper #1 Due at 11:59pm EST on July 24]

June 26 (Monday) Perceptions and Agents of Encounters in the 1930s and early 1940s

T. Christopher Jespersen, *American Images of China, 1931-1949* (Stanford: Stanford University Press, 1996), xiii-xx.

Karen J. Leong, *The China Mystique: Pearl S. Buck, Anna May Wong, Mayling Soong, and the Transformation of American Orientalism* (Berkeley: University of California Press, 2005), 1-11.

June 28 (Wednesday) The Asia-Pacific War(s) and the U.S.-China WWII Alliance

Hans van de Ven, “Stilwell in the Stocks: the Chinese Nationalists and the Allied Powers in the Second World War,” *Asian Affairs* 34 no. 3 (November 2003): 243-259.

August 2 (Monday) China’s Civil War and the U.S. Involvement—the “loss” of China?

Akira Iriye, review of *Patterns in the Dust: Chinese-American Relations and the Recognition Controversy, 1949-1950* by Nancy Bernkopf Tucker, *American Historical Review* 89, No. 4 (October 1984): 1180.

Michael M. Sheng, “Chinese Communist Policy Toward the United States and the Myth of the ‘Lost Chance’ 1948–1950,” *Modern Asian Studies* 28, no. 3 (1994): 475-502.

Final Presentation Handout will be provided on August 2.

August 4 (Wednesday) The “Cold War” Confrontation between China and the U.S. (I)

Paul G. Pickowicz, “Revisiting Cold War Propaganda: Close Readings of Chinese and American Film Representations of the Korean War,” *Journal of American-East Asian Relations*, 17, no. 4 (2010): 352-371.

[Paper 2 Due at 11:59pm EST on August 6]

August 9 (Monday) The “Cold War” Confrontation between China and the U.S. (II)

James G. Hershberg and Chen Jian, “Reading and Warning the Likely Enemy: China’s Signals to the United States about Vietnam in 1965,” *The International History Review* 27, no. 1 (March 1, 2005): 47-84.

August 11 (Wednesday) Rapprochement and Normalization, the Tacit Allies, and the Tiananmen Crisis in 1989.

Randolph Kluver, “Rhetorical Trajectories of Tiananmen Square,” *Diplomatic History* 34, no. 1 (January 1, 2010): 71-94.

[Optional] Andrew J. Nathan, “How China Sees the Hong Kong Crisis: The Real Reasons Behind Beijing’s Restraint,” *Foreign Affairs* (September 30, 2019), <https://www.foreignaffairs.com/articles/china/2019-09-30/how-china-sees-hong-kong-crisis>

August 16 (Monday) Drift toward another confrontation? Cold War 2.0?

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“Cold War 2.0? Rethinking Analogies in US-China Relations”, hosted by the Long US-China Institute at UC Irvine, <https://youtu.be/ODU9s-lvdis>

August 18 (Thursday) Students' Final Presentation