

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2022
Discipline:	History
Course Number and Title:	HIST 466 U.S. – China Relations Since 1800
Division:	Upper
Faculty Name:	Dongping Han
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite -- completion of three (3) history credits and no fewer than 45 credits total – has been waived by the instructor.

COURSE DESCRIPTION

Sino-US relations is one of the most dynamic and important relations in today's world. This course is a study and examination of the history and evolution of this relations in the last two hundred years since 1800. We will look into US trade with China and American involvement in the Opium Trade and signing of the first Sino-U.S. treaty in 1844. Anson Burlingame's mission to China and his service as Chief of Chinese embassy to the US and Europe. The arrival of Chinese workers and students in the US. And US open door policy toward China and the supposed implication for China's territory integrity will be examined as well. US China alliance during WWII and US. Involvement in Chinese Civil War were some of the critical moments in the Sino-US relationship. Nixon's visit to China in 1972, and eventual diplomatic recognition in 1979 paved the way for the last forty years of friendly but rocky relationship. This course help students understand the historical evolution of US-China relations.

LEARNING OBJECTIVES

1. Students will learn the evolution of US China relations
2. Students acquire critical thinking skills through examining the critical junctures of US China Relations
3. Students will learn to use dialectics to see what is going on in the Sino-US relations
4. Students will see what drives the rivalry between US and China
5. Students will understand how the rivalry between the U.S. China will impact the world power configuration in the future

REQUIRED TEXTBOOKS

All reading materials will be on reserve

TOPICAL OUTLINE OF COURSE

Embarkation Day – September 9

- 1: Introduction and class requirement
- 2: Methodology Issue: Dialectics and Metis
- 3: Seeing like a State and the Art of War
- 4: The early days of US involvement in the China Trade
- 5: Opium Trade, Opium War and American involvement.
- 6: Chinese Laborers, Chinese Overseas students and The Chinese Exclusion Act
- 7: Boxer Rebellion and American Involvement of in the Eight power military expedition.
- 8: The Open-Door policy note and its impact on China
- 9: Woodrow Wilson and WWI and its impact on China, American Missionaries in China,
- 10: Sino-Japanese War and American trade with Japan
- 11: US China alliance during WWII
- 12: Joseph Stilwell and American Experience in China
- 13: FDR and His Hope for Post WWII world
- 14: Coalition Government and American Foreign Policy toward Chinese Civil War
- 15: Mao's Assessment of US policy toward China
- 16: China's Decision to Resist US military involvement in Korea Civil War
- 17: US embargo against China and continued support for Jiang Jieshi
- 18: Nixon's Visit to China and its impact on US China Relations
- 19: Deng Xiaoping's visit to the US and Diplomatic recognition
- 20: Tian Anmen Square Incident and Its impact on the US China relations
- 21: Bill Clinton's visit and Its Impact on China
- 22: Obama's visit and Its impact on the Sino-US relations

23: Trump Administration and its impact on US China relations.

24: Discussion of student research papers

25—FINAL CLASS: Summary of the class

Disembarkation Day — December 22

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Fall 2022 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Outcomes: Understanding of religious diversity

Activities: Visit different religious sites

Assessment: Two pages of reflection

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Per capita income and cost of living standards of different countries: Students should inquire about the cost of groceries of the ports and compare with the per capita income of that country and that of their own country to understand meaning of per capita as a measurement of wellbeing in the world.

Students will write two-page reflection about what he learned this exercise.

METHODS OF EVALUATION

Midterm exam: write three essays of two pages each	40 Points
Final Exam: write three essays of two page each	40 points
Research paper	70 points
Field work - reflection paper	30 points
CEP reflection	10 points
Participation	<u>10 points</u>
Total:	200 points

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea[®] coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea[®] in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea[®] classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea[®] is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

John Fairbanks, *The United States and China*, Harvard University Press, 1983. ISBN-13: 978-0674924383

Tang Tsou, *American Failure in China* Publisher: University of Chicago Press (January 1, 1963) ISBN-10: 0226815153

Hebert Feis, *The China Tangle*, Princeton University Press (April 19, 2016), ISBN-10: 0691646783

Kenneth Chern, *Dilemma in China*, Hamden: Archon Books 1980, ISBN-13: 978-0208018298

Anthony Kubek, *How the Far East Was Lost*, Literary Licensing, LLC (April 28, 2012) ISBN-10: 1258315785, ISBN-13: 978-1258315788

Barbara W. Tuchman, *Joseph Stilwell and American Experience in China 1911-1945*, Random House, 2017. ISBN 9780-0-8129-8620-4

Pearl Buck: *Good Earth*, Howard Publishing Co, 2009.

FILMS

Pacific Century
The Annenberg/CPB

ELECTRONIC COURSE MATERIALS

Dongping Han
"Human Rights in a Realist World—A Review of Sino-U.S. Confrontation over Human Rights," *The Oriental Anthropologist*, Vol. 4, No. One, 2004. pp. 20-33.

Dongping Han
"Coalition Government and US foreign policy toward Chinese Civil War," *UVM Historical Review*, Vol. V. Issue 1, Spring 1993.

Dongping Han, "There will be no hot war between U.S. and China," *ThinkChina*, October 29, 2020

Dongping Han, "The Cost to Delink with China will be More Than the U.S. Can Bear," Chinadaily, October 22, 2020.

Dongping Han, "Trump or Biden, the US is on a path of decline," ThinkChina, Sep 28, 2020

Dongping Han, "No country can be the world's policeman: Debt-ridden US needs to focus on itself," ThinkChina, Sep 17, 2020

Dongping Han, "Did the US feed itself the wrong intelligence?" ThinkChina, Sep 8, 2020

Dongping Han, "America has itself to blame for its decline," ThinkChina, Aug 26, 2020

Dongping Han, "Clamp down on Chinese students and academics? America's loss is China's gain," ThinkChina, Aug 20, 2020

Dongping Han, "Between the US and China, which is the police state?", ThinkChina, Jun 18, 2020

Dongping Han, "The US will accelerate its own decline by suppressing China," ThinkChina, Jun 11, 2020

Dongping Han, "Taiwan would once again be abandoned amid China-US competition," ThinkChina, Jun 5, 2020

ADDITIONAL NOTES

Rubric for the research paper

1. Find a salient topic
2. Develop a concise thesis
3. Research to find what has been written on the topic
4. Find what different arguments have been made on this topic
5. Analyzing these different arguments: what make sense to you, why? What does not make sense to you, why?
6. Come up with your own argument, and why it makes sense to you.
7. Use simple and straight forward sentence structures
8. Use simple and precise diction, readers do not need to guess what you mean by your diction
9. Make your writing flow smoothly, no run-on sentences.