

HISTORY 346W/446 East Asia and the Cold War

Instructor: Michael Hayata
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Meeting Time: W 2:00-4:40PM
Meeting Location: Rush Rhees 456
Office hours: By appointment



Course Description

This course examines the histories of China, Japan, the Koreas, and Taiwan during the Cold War. After the Korean War, the US created a regional political economy dominated by developmental states and conglomerates that was defended by a network of military alliances. By analyzing this landscape, students will explore the domestic and international contexts that shaped East Asia's geopolitics as it was subsumed within the global capitalist system of nation-states. The course first studies common patterns of governmentality across East Asia in terms of rapid industrialization, land reform, and mass culture. It then situates everyday life within it and analyzes the popular politics of the Chinese Cultural Revolution, Japanese student movement, and South Korean democracy movement to probe alternative possibilities within a Cold War system that continues to define the region.

Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important historical, social, and cultural developments in East Asia during the Cold War.
- Analyze primary and secondary sources and construct original arguments regarding the history of East Asia during the Cold War.
- Situate historical moments and issues in local, regional, and global contexts.
- Write a clearly argued, formal academic paper using the appropriate style and bibliographic apparatus.
- Develop communication skills by articulating ideas and responding to diverse perspectives in small-group discussions.

Course Requirements

Required Texts

All other readings will be posted on the course website in PDF format.

Course Policies

Method of Instruction

This is an in-person course that meets on Wednesdays for discussion (2:00-4:40 PM in Rush Rhee 456). I will engage in regular and substantive interaction with students through the facilitation of group discussion and assessment and feedback on student work.

Grading

A. Participation: Students are expected to complete the readings and participate in discussion. They will also be assigned in pairs to provide a ten-minute summary for one of the week's readings. In these presentations, students will provide a short summary of the text's main topic and establish the author's key arguments and methods.

B. Research Proposal: Students will be responsible for writing a proposal statement (Times New Roman Font 12, double-spaced, 2-3 pages) for their research paper that includes a tentative argument, plan for research, and bibliography with primary and secondary sources

C. Research Paper Draft: Students will write a draft version of their research paper, ensuring it resembles the final paper in structure, content, and depth as much as possible. Aim to present a clear thesis and well-supported arguments while allowing room for future revisions.

D. Research Paper: Students will be responsible for writing a research paper (Times New Roman Font 12, double-spaced, 12-15 pages) that explores some aspect of East Asia during the Cold

War. You must construct your own thesis and defend it with an argument that synthesizes primary and secondary sources.

Participation	40%
Research Proposal	10%
Research Paper Draft	10%
Research Paper	40%

Grading Scale

A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.9%
D	60–69.9%
F	Below 59.9%

Writing and Speaking Center

The [Writing and Speaking Center](#) supports effective academic communication across all disciplines by offering free writing and speaking tutoring to all members of the University of Rochester community. The center is staffed by professional, graduate, and undergraduate writing and speaking tutors from the humanities, social sciences, and natural and applied sciences. These tutors provide individualized feedback and assistance on all types of academic writing and speaking. To work with a tutor, sign-up for an in-person or online appointment using their scheduling system or visit drop-in hours.

The Kelly Family History Book Fund

In 2022, the History Department received an endowed fund to purchase class textbooks for undergraduate students enrolled in a history course. If you need help acquiring your books, you may apply for funds through this link <https://forms.gle/c2WArDa5g696oKeU6>. Preference will be given to history majors, but any student may apply.

University of Rochester Policies

Academic Honesty

Students and faculty at the University must agree to adhere to high standards of academic honesty in all the work that we do. You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. To make appropriate help available for your essays, I encourage you to consult with me and with the [College Writing, Speaking, and Argument Program](#). The College Board on Academic Honesty website gives further information on our policies and procedures: rochester.edu/college/honesty.

Nondiscrimination Policy Statement

The University of Rochester values [diversity](#) and is committed to equal opportunity for persons regardless of age, color, disability, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.

Inclusion Statement

The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

- Office of Disability Resources rochester.edu/college/disability
- Undocumented/DACA Student Support Contacts rochester.edu/college/ccas/undergraduate/daca/index.html
- University of Rochester CARE Network rochester.edu/care/

Disability Resources

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

Reading Schedule

WEEK 1: INTRODUCTION (1/22)

No required readings

WEEK 2: FRAMEWORKS (1/29)

Francis Fukuyama, “The End of History?”

Bruce Cumings, “Still the American Century”

Heonik Kwon, “The Idea of the End”

Immanuel Wallerstein, “What Cold War in Asia”

Arrighi, Hui, Hung, and Seldon, “Historical Capitalism, East and West”

WEEK 3: KOREAN WAR (2/5)

Heonik Kwon, *After the Korean War*

WEEK 4: EAST ASIAN ECONOMY (2/12)

Amy King, *China-Japan Relations after World War Two* (skip Chapter 2)

WEEK 5: INDUSTRIAL POLLUTION (2/19)

Simon Avenell, *Transnational Japan in the Global Environmental Movement* (skip Chapter 2)

WEEK 6: LABOR (2/26)

Hwasook Nam, *Women in the Sky*, (Chapters 4, 5)

Cheehyung Harrison Kim, “North Korea’s Vinalon City”

Elizabeth Perry, “Shanghai Strike Wave”

250-word statement on your research project

- What intrigues you about the topic? What is missing? What can be done?
- Print two copies and bring to class.

WEEK 7: TRANSCULTURATION (3/5)

Shu-mei Shih, “Against Diaspora”

Shu-mei Shih, “The Trope of ‘Mainland China’ in Taiwan’s Media”

Kinnia Yua Shuk-ting, “Interactions between Japanese and Hong Kong Action Cinemas”

Shelly Chan, “Homecomings”

RESEARCH PROPOSAL DUE

Print two copies and bring to class.

WEEK 9: CULTURES OF PROTEST (3/19)

Chelsea Szendi Schieder, *Coed Revolution*

WEEK 10: CULTURES OF PROTEST (3/26)

Yiching Wu, *The Cultural Revolution at the Margins* (Chapters 1-5)

WEEK 11: CULTURES OF PROTEST (4/2)

Namhee Lee, *The Making of Minjung* (Introduction, Chapters 1, 4, 6, 7, and Conclusion)

WEEK 12: RESEARCH AND WRITING (4/9)

NO CLASS

WEEK 13: RESEARCH AND WRITING (4/16)

**RESEARCH PAPER DRAFT DUE
NO CLASS**

WEEK 14: NEOLIBERALISM (4/23)

TBA

WEEK 15: INDIVIDUAL PRESENTATIONS (4/30)

Individual Presentations

RESEARCH PAPER DUE FRIDAY, MAY 2