HH3026 The Making of U.S. Military Empire in East Asia since 1945

Academic Unit : 3 AU

Pre-requisite : HH1001 What Is History?

Course Description :

HH3026 The Making of U.S. Military Empire in East Asia since 1945
[Lectures: 26 hours; Tutorials: 13 hours; Pre-requisites: HH1001 What Is History?
; Academic Unit: 3.0]

The U.S. Military Empire in East Asia since 1945

Today, more the two decades after the Cold War ended, U.S. military bases encircle the
globe. In East Asia, the U.S. military operates numerous large bases in South Korea and Japan,
while smaller bases exist in the Philippines, Singapore, Thailand, and Cambodia. The
construction and operation of these bases have brought American soldiers into close, even
intimate contact with soldiers and civilians around the region. They bring U.S. power and
American culture to the far reaches of the earth, but they also displace local populations and
provoke widespread antipathy toward the United States. Drawing on interdisciplinary literature
from the fields of history, anthropology, political science, and sociology, we will examine the
history of the U.S. military presence in East Asia from the end of the Second World War to the
present.

Over the course of the semester we will attempt to answer several questions: (1) Have
the security benefits and other positive facets of the U.S. military presence in East Asia
outweighed the array of ills it has caused? (2) Does the U.S. military presence in Asia constitute
an empire? If so, what are its characteristics and how have they changed over time? (3) How
has the U.S. presence affected host community economies, environments, cultures, and
politics? (4) Why have sexual relations between American servicemen and local women been
such an enduring source of trouble? (5) How has this military presence changed over time and
from country to country? (6) In comparison to the U.S. military presence in Western Europe,
Central America, and within the United States itself, what, if anything, is unique about the East
Asian experience?

Learning Objective
To learn the history of U.S-East Asian relations at a more advanced level. To acquaint students
with intellectual trends in this field. To improve writing and critical thinking skills.

Learning Outcome
Students will be able to form their conclusions about the impact of the U.S. military presence in
East Asia over the past seventy years. They will learn to formulate and explore research
questions that emphasize transnational approaches to the study of modern East Asian and
international history.

Course Outline

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<th>S/N</th>
<th>Topic</th>
<th>Lecture Hours</th>
<th>Tutorial Hours</th>
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Learning Outcome
Students will learn electrodynamics at a theoretically more sophisticated level, and they will gain more advanced mathematical skills. With that, students are able to establish a solid understanding on the theory of wave propagation, scattering, diffraction and gain awareness of current research topics.

Student Assessment
Students will be assessed by 100% Continuous Assessment:

(a) Class Participation, 10%.
Students are expected to read each week’s readings. During the weeks that students aren’t leading discussions, they are expected to participate actively in discussions and ask questions.

(b) Response papers and discussion leadership, 20%.
Each student will write two response papers (3-4 pages) over the course of the semester. We will determine each student’s response paper due dates during our first class meeting. One response paper will discuss a secondary source; the other will discuss a primary source. Students are expected to give a brief (5-8 minute) presentation during the weeks they are turning in response papers and to lead discussions during those same weeks. The primary source response paper will be evaluated on students’ ability to analyze the source and evaluate its importance. The secondary source response paper will be evaluated on how well the student demonstrates command of the material and develops a coherent central argument.

(c) Research Paper, 35%.
Students will write a research paper that will be due at our penultimate class meeting (4,500 to 5,000 words, including footnotes). In keeping with our focus on determining what, if anything, is unique about the U.S. military presence in East Asia, the research paper will compare some aspect of the U.S. military presence in East Asia to the U.S. military
presence in one of the following three regions: Western Europe, the Panama Canal Zone, the domestic United States. The research paper will be evaluated in three phases: (1) Outline (10%): formulating a clear research questions and hypothesis, devising a bibliography with primary and secondary sources, and outlining the paper. (2) Rough draft (10%): Two weeks before the final paper is due, all students must turn in a partial or completed rough draft (at least 2000 words, the closer to complete the better). We will discuss the rough draft together in one-on-one meetings during office hours the following week. (3) Final paper (80%). Final research paper will be graded according to the following criteria: organization (15%), analysis (30%), ability to synthesize material (20%), writing/grammar (15%), use of sources and style (20%).

(d) Written Take-Home Assignment, 35%. Students will be given 48 hours to complete the final take home assignment. The assignment will consist of two essay questions. One question will be required, so everyone must answer it; for the second essay question, students will have a choice of three questions to choose from. Essay questions will be graded according to the same criteria as the research paper.

Textbooks/References
Maria Höhn and Seungsook Moon, eds., Over There: Living with the U.S. Military Empire from World War II to the Present (Durham: Duke University Press, 2010).
Comparative Texts: