

Term Information

Effective Term Spring 2024
Previous Value Autumn 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding TCT theme, updating writing prereq for new GE.

What is the rationale for the proposed change(s)?

Adding this class to the new GE

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3580
Course Title	The Vietnam War
Transcript Abbreviation	Vietnam War
Course Description	Study of the background, causes, conduct, and consequences of the Vietnam War, 1945-1975.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the Vietnam War from a broad perspective, including the political, social, and international context of the war.
- Students will develop and improve their skills in analyzing historical data, assessing arguments, and drawing informed conclusions.
- Students will cultivate logical and persuasive communication skills.

COURSE CHANGE REQUEST
3580 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/05/2023

Content Topic List

- French conquest and colonial rule
 - The Vietminh and Dau Trahn
 - World War II and Japanese occupation
 - French re-occupation and the outbreak of hostilities
 - French pacification efforts and counterinsurgency warfare
 - Dien Bien Phu
 - Formation of North and South Vietnam
 - Ngo Dinh Diem's rise and fall
 - American intervention
- No

Sought Concurrence

Attachments

- HIS 3580 GE TCT (Lerner) Jan 2023.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- History 3580 GE Form TCT - Lerner.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

- Uploaded revised syllabus and GE form in response to the committee feedback. *(by Getson,Jennifer L. on 03/09/2023 02:04 PM)*
- See Panel feedback e-mail sent 02/10/23. *(by Cody,Emily Kathryn on 02/10/2023 10:50 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	01/20/2023 03:55 PM	Submitted for Approval
Approved	Soland,Birgitte	01/20/2023 05:48 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/22/2023 10:28 PM	College Approval
Revision Requested	Cody,Emily Kathryn	02/10/2023 10:50 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	03/09/2023 02:05 PM	Submitted for Approval
Approved	Soland,Birgitte	03/09/2023 03:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/05/2023 01:56 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/05/2023 01:56 PM	ASCCAO Approval

His 3580: The Vietnam War

History 3580
Course #: 32798
Wed, Fri, 2:20-3:40 PM
Ramseyer 100
Lecture, 3 credit hours

Dr. Mitchell Lerner
Mershon Center, 1501 Neil Ave, room 305
Office Hours: W, F, 10:30-12:30
Phone: 740-258-8348 (cell)
E-mail: lerner.26@osu.edu

Course Description:

This course will study the Vietnam War from a broad perspective. Beyond the military aspect of the conflict, we will study the political, social, and international context of the war as well. Students will examine the war, and the US role in it, from within a global perspective that traces its evolution from the collapse of European empires after WWII through the years of the Cold War rivalry and the emergence of a transnational anti-imperial sentiment. In addition to studying the causes, tactics, and resolution of the war itself, we will discuss its position in the history of southeast Asian nationalism, its long-term domestic consequences in the United States, its impact on international affairs, and its position in modern popular memory in both Vietnam and America.

General Academic Objectives:

1. Students will gain a basic factual knowledge of this period in United States and Vietnam history, and how these national experiences intersected with global events.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a well-informed person.

General Education

This course counts toward the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the new **GE Theme of Traditions, Cultures, and Transformations**.

Legacy GE: Historical Studies

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

This course offers a detailed investigation into a historical period that was critical for the Southeast Asia, the United States and the world. Through extensive work with primary source materials and secondary readings, students will analyze the complex factors that lay at the heart of this conflict and evaluate the way that the war unfolded, while also discussing its larger impacts and consequences.

General Education (GE)

This course fulfills the Legacy GE category of **Diversity: Global Studies**.

Legacy GE: Diversity: Global Studies

Goal

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes (ELOs):

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will fulfill the Legacy GE: Diversity: Global Studies in the following ways:

Students will specifically study the role that Vietnamese religion, society and culture played in fueling Vietnam's wars against empire, as well as the fundamental clash of values that lay at the heart of both the Cold War and intersecting process of decolonization. Students will emerge with a better understanding of the contemporary world around them by developing their knowledge about how everything from modern politics to race relations to still-existing international rivalries were influenced by the period under examination.

GE Theme: Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

The following chart shows how the course will specifically satisfy the Expected Learning Outcomes for this GE:

Themes: General		
Goals	Expected Learning Outcomes	Related Course Content ELOs
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to ...	<i>This ELO is satisfied throughout this course, most notably through the examination of primary source documents and subsequent discussions, as well as a series of short papers that connect individual and national experiences to the larger themes of the time period such as nationalist revolution, anti-imperialism, Cold War security, and the relationship between military strategy and diplomatic ambitions.</i>
	1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<i>This ELO is satisfied by a number of exercises that require students to grapple with different perspectives created in response to the changes ushered in by this era, synthesizing them and integrating them into larger arguments. Both the short papers and the larger research paper will require students to demonstrate detailed and specific knowledge of a broad topic related to this transformative event in modern world history.</i>

<p>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><i>This ELO is satisfied by the required short papers, which necessitate serious reflection and creative thought that connect the themes of the books, lectures, and primary source readings with larger themes in international history and foreign relations, and require students to understand the larger contexts in which these issues transpired. Students will emerge with a better understanding of the contemporary world around them by developing their knowledge about how everything from modern politics to race relations to still-existing international rivalries were influenced by the period under examination. These lessons will be reinforced by regular discussions that encourage students to consider the lasting legacies of the Vietnam War present in contemporary society and how themes explored in the class continued to resonate with contemporary military, social, and political realities in the United States and abroad.</i></p>
--	---	---

Themes: Traditions, Cultures, & Transformations		
Goals	Expected Learning Outcomes	Notes
<p>GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society</p> <p>GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures</p>	<p>Successful students are able to ...</p> <p>3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p><i>This ELO is satisfied through a number of units that require a deep dive into the cultural divide between the US and numerous Third World nations that was integral to the conflict, as well as the social and cultural origins of Vietnamese nationalism. Students will specifically study the role that religion and culture played in fueling Vietnam's wars against empire while also considering US efforts to export Western culture into Vietnam and elsewhere, and the legacy of these failed attempts. They will also discuss the fundamental clash of values that lay at the heart of both the Cold War and intersecting process of decolonization.</i></p>

<p>3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p><i>This goal will be addressed through the discussion of the rise of nationalism and anti- colonialism in the years surrounding WWII, and the way it reshaped the world order while eliciting strong superpower responses.</i></p>
<p>3.3 Examine the interactions among dominant and sub-cultures.</p>	<p><i>This goal will be present throughout the semester. The central focus of the course is the clash of values and cultural perceptions between the US and Vietnam—and between the capitalist bloc, the communist bloc, and the Third World. The course will also consider cultural clashes within Vietnam around issues of religion, ethnicity, and ideology, which became key components dividing North and South and creating internal divides within each state. We will also consider how things like race affected the experience of the individual US soldier, and how Vietnam fueled a generational divide within the United States.</i></p>
<p>3.4 Explore changes and continuities over time within a culture or society.</p>	<p><i>This goal will be satisfied through study of the way that Vietnamese society both accepted and resisted Western influence, and the ways that the United States’ political and social life was transformed by the war itself.</i></p>

<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p><i>This ELO is satisfied throughout this course, as we focus on the relationships between different groups and cultures within American society; within and between the US and various foreign nations; within Southeast Asia; and within Vietnam itself. We will also consider how the war transformed Indochina into two distinct states with warring institutions, and the long-term effects fighting the war had on major U.S. institutions like the presidency, Congress, and the media.</i></p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.</p>	<p><i>Race and ethnicity will be central topics in multiple units in this course, since the focus is on US interactions with East Asia and the larger world. Assumptions and misassumptions about Asians in general and about Vietnam in particular will be central to this class. We will also have a unit looking at the experience of individual soldiers, with special attention to class and the African American experience fighting in an integrated army during the civil rights era.</i></p>

Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Services:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide

opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. For more information, contact the Office of Diversity, Equity and Inclusion at 614-247-7112, or visit their webpage at: <https://newark.osu.edu/students/diversity-and-inclusion.html>

Other Course Policies & Procedures:

- 1) Students should only use their OSU email accounts for this class. I will contact you through the course registration system (which automatically uses your OSU account), so please check that email account regularly.
- 2) In email communications with me, please be detailed and clear in explaining what you need. This is not twitter: use as many characters as necessary! I expect that you will be thorough and professional in all capacities. Remember that the amount of effort that you put into such communications is seen by professors as a sign of your commitment to the course.
- 3) For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk, not the professor. I struggle to understand the remote control for my television, so I certainly will be unable to help you with anything complicated.

Course Requirements:

1. The course will be conducted through lectures and class discussion. Students are strongly encouraged to raise questions and make comments in class. Class attendance and active participation will thus count significantly toward the course grade.
2. Students are required to complete each reading assignment on the date that it is assigned, and should be prepared to discuss it in class. Keeping abreast of the readings will facilitate understanding of the lectures. It is highly recommended that students take notes of the readings in order to help them with weekly discussion sessions.
3. Students are responsible for all material presented in the lectures and discussions. Regular attendance is therefore essential, and will be part of your grade.
4. Students will be required to complete a longer research paper on the African American experience of the Vietnam War. You will read parts of Judy Wu's *Radicals on the Road* and chapter 5 from Kimberley L. Phillips Boehm's *War! What is it Good For?* (University of North Carolina Press, 2012 – available on Carmen) then be asked conduct focused research in African American newspapers while utilizing the oral history archive, The Historymakers, to contextualize memories of the war in an integrated army. Specific directions will be handed out during Week 12 and be due **April 1**. The papers should be approximately 8-10 pages double-spaced in length (include a word count at the end), and have footnote citations using Chicago/Turabian Note Style (see Carmen/Files).
5. Students are required to write a series of short papers on narrowly focused topics assigned by the instructor. These papers must be typed, and **may not exceed three pages**, with standard format and layout. Papers are designed to ensure that students are familiar with the central topic of discussion for that day, and thus no late papers will be accepted.

6. Students are required to complete a take-home final exam, to be distributed the final day of class. The exam will consist of a series of essays, and should follow the same format as your short papers. Exams be returned by **April 28, 4:30 PM**.
7. Students are expected to conform to established classroom etiquette. Disruptive behavior, such as smoking, sleeping, talking and persistent tardiness is unfair both to the instructor and to serious students, and will not be tolerated.
8. Students will scrupulously observe all university policies on academic honesty. All cases of academic dishonesty will result in a failing grade for the course, in addition to any sanctions imposed by the university.
9. The instructor reserves the right to make jokes whenever the spirit so moves him. Students are expected to laugh uproariously every time they hear one, regardless of whether or not it is actually funny.

Grading:

Your course grade will be determined according to the following breakdown:

- 45%: Short papers
- 25%: Research Paper
- 15%: Final exam
- 15%: Participation

To earn an “A” for the class, students must attain a final average of 89.5%; to make a “B,” the average must be 79.5%; to make a “C” the average must be 69.5%; to make a “D” the average must be 62.0%. Anything below 62.0% will be considered failing. Please Note: this grading scale does not include plus/minus.

Required Reading:

Six books are required for the course, all of which can be purchased at the university bookstore, Barnes and Noble @ The Ohio State University. If you purchase them on-line, be sure to get the correct edition. There are also a number of short articles that are and primary source documents that are available through the course page on Carmen. The books are as follows:

Mark A. Lawrence, *The Vietnam War: An International History in Documents* (Oxford, 2014)

Tu Binh Tran, with David Marr (editor), *Red Earth: A Vietnamese Memoir of Life on a Colonia Rubber Plantation* (Ohio University, 1985)

Michael Hunt, *Lyndon Johnson's War: America's Cold War Crusade in Vietnam* (Hill & Wang, 1997)

David Levy, *The Debate Over Vietnam* (Johns Hopkins, 1995, 2nd edition)

Judy Tzu-Chun Wu, *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era* (Cornell, 2013)

Troung Nhu Tang, *A Vietcong Memoir: An Inside Account of the Vietnam War and Its Aftermath* (Vintage, 1986)

Course schedule and assigned reading:

PART 1: CULTURE CLASH

One of the most critical elements of the class is to study the clash of values and culture between (on an immediate level) the US and Vietnam and (on a larger level) between communism and capitalism, and imperialism and anti-imperialism. In the first half of the class we will investigate these clashes in turn, before turning to how the consequences of the Vietnam War prompted world-wide transformations.

Week 1: Vietnam

Jan 13 Course Introduction

Jan 15 From Dynasty to Colony

Primary Source Reading:

Lawrence, chapter 1, docs 1.3, 1.4, 1.7

- Doc 1.3 "A Song of National Restoration" by anonymous, in *Colonialism Experienced: Vietnamese Writings on Colonialism, 1900-1931*, ed. Truong Buu Lam
- Doc 1.4 Vietnamese appeal for self-determination at Versailles, June 1919

Week 2: Culture Clash – Vietnam and France

Central Theme: We will begin by exploring some of these critical longstanding factors that predated the war, and will discuss how the expansion of French Empire and the crystallization of Vietnamese nationalism that challenged it created the conditions for conflict in Southeast Asia. A simultaneous adaptation of Western culture and rejection of European dominance directly informed the traditions of military resistance that would carry into the Vietnam War.

Jan 20 French Colonization

Secondary Source Reading:

Michael Vann, "Of Rats, Rice, and Race: The Great Hanoi Rat Massacre," in *French Colonial History*, 2003, Volume 4;

Primary Source Reading:

Tu Binh Tran, with David Marr (editor), *Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation* (Ohio University, 1985)

French Prime Minister Jules Ferry, "On French Colonial Expansion," on line at:

<https://web.viu.ca/davies/H479B.Imperialism.Nationalism/Ferry.Fr.imperialism.1884.htm>)

Jan 22 Vietnamese Nationalism to World War II

Week 3: Culture Clash – Communism and Capitalism

Central Theme: The Vietnam War did not simply spring to life in 1964. Instead, it was rooted in larger forces such as Western imperialism and the international rivalry between communism and capitalism that exploded after World War II. The First Indochina War was as much a military struggle as it was a battle between traditional Vietnamese values and a foreign challenge that was determined to replace them. In this section, we will look at how French values and assumptions clashed with the Vietnamese traditions.

Jan 27 Colonialism, Cold War, and East Asia

Primary Source Readings: Lawrence, chapter 2, docs 2.1, 2.2, 2.4

- Ho Chi Minh's declaration of independence, September 2, 1945
- Telegram from Secretary of State George C. Marshall to U.S. embassy in Paris saying U.S. sees no easy answers to war in Indochina, February 3, 1947
- Telegram from French High Commissioner Léon Pignon to Ministry of Overseas France on meaning of communist victory in China and Chinese recognition of DRV, January 24, 1950
- Political cartoon from Rochester Times-Union, "Neighbors Now," depicting Stalin menacing Southeast Asia, January 1950

Jan 29 The First Vietnam War

PAPER #1, on *Red Earth*: Pretend you are Tran Tu Binh. Write a response to Prime Minister Ferry's speech based on your own experiences. Be sure to think about the cultural assumptions that each held and how that would have shaped their worldview and societal interactions.

Week 4: Culture Clash: Vietnam and the United States of America

Central Theme: The American engagement in Vietnam started not with military force but with a belief that an influx of American culture and values could easily transform Third World countries in ways that would benefit both the US and the partner nation. In this section, we will consider how early American efforts at "nation-building" reflected certain faulty assumptions about the world around them and only sparked a backlash from traditional Vietnamese sources.

Feb 3 To Geneva and Beyond

Secondary Source Reading:

Christopher Goscha, "Hell in a Very Small Place," *European Journal of East Asia Studies*, Volume 9.2, 2010), p. 201-223

Feb 5 Nation Building and Ngo Dinh Diem

Primary Source Reading:

Lawrence, chapter 3, 3.1, 3.2, 3.4, 3.5, 3.6

- Dwight Eisenhower "domino theory" press conference, April 7, 1954
- Memorandum of conversation among Vyacheslav Molotov, Zhou Enlai, and Pham Van Dong, from Molotov's journal, July 17, 1954
- Le Duan, "The Path of Revolution in the South" [Duong Loi Cach Mang Mien Nam], circa 1956, trans. Robert K. Brigham
- Ngo Dinh Diem speech to National Press Club, Washington, D.C., May 1957
- Excerpt from *No Other Road to Take: Memoir of Mrs. Nguyen Thi Dinh*, 1976, trans. Mai Van Elliott

Week 5: Life in South Vietnam

Central Theme: This section focuses on life inside South Vietnam, emphasizing its political traditions and social hierarchies, and the way that these traditional systems were under attack by both foreign and domestic sources.

Feb 10 JFK and escalation

Secondary Source Readings:

James K. Galbraith, "Exit Strategy," *Boston Review*,
October/November 2003, on-line at: <http://new.bostonreview.net/BR28.5/galbraith.html>;

Marc Selverstone, "It's a Date: Kennedy and the Timetable for a Vietnam Troop Withdrawal," *Diplomatic History*, Volume 34 #3, June 2010, p. 485-495)

Feb 12 Inside South Vietnam

Primary Source Readings:

Lawrence, chapter 4, 4.3, 4.4, 4.5, 4.7

- Memo by David Nes for Henry Cabot Lodge, "Where We Stand in Vietnam," February 17, 1964
- Gulf of Tonkin Resolution, August 7, 1964
- Vietnam Workers Party Politburo resolution, January 2, 1965, urging that nation prepare for bigger war against U.S. forces but not give up on negotiated solution
- Memorandum for President Johnson by Vice President Hubert Humphrey, February 17, 1965, emphasizing political dangers of escalation

Week 6: War

Central Theme: This section focuses on the militarization of the war. It studies the fundamental assumptions made by the military and political leaders within the Johnson Administration about how the war would be fought, why it was necessary, and what the long-term outcomes would be.

Feb 17 The Gulf of Tonkin and the Militarization of the War

Primary Source Readings:

Lawrence chapter 5, 5.1, 5.2, 5.4, 5.6

- Lyndon Johnson speech at Johns Hopkins University, April 7, 1965
- Pham Van Dong speech with "four points," April 8, 1965
- Le Duan, "Letters to the South" [Thu Vao Nam], 1965, trans. Robert K. Brigham
- Excerpt of oral history by Douglas Anderson, corpsman, 3rd battalion, 1st Marines, in *Everything We Had: An Oral History of the Vietnam War by Thirty-Three American Soldiers Who Fought It*, ed. Al Santoli

Feb 19 Lyndon Johnson's War

PAPER #2, on *Lyndon Johnson's War*: Is it accurate to describe the US-Vietnam War as "Lyndon Johnson's War"?

Week 7:

Central Theme: This section explores the internal policymaking of the Communist bloc in the war. It addresses the strategies and tactics implemented in their support of Ho Chi Minh, but also explores the larger issue of how the emergence of the USSR-China rivalry transformed the Cold War by empowering Third World nations.

Feb 24 Ho Chi Minh and Hanoi

Feb 26 The Kremlin and Zhongnanhai

PART 2: GLOBAL TRANSFORMATIONS

The Vietnam War sparked a number of changes and transformations throughout the world. Three particular changes will be central to our discussions:

- 1) the way that the Vietnam War successfully challenged the traditional colonial and military dominance by Euro-American powers and inspired similar change elsewhere;
- 2) the way that the Vietnam War helped spark dramatic protest and change on social and political levels within the United States; and
- 3) the way that the unrest of the era played out across the globe, in struggles ranging from China to Mexico to France, often along generational lines.

Week 8:

Central Theme: The war in Vietnam both reflected and inspired growing nationalist and anti-colonialist movements throughout the world to challenge the traditional alliance system. This section will explore the way that Vietnam connected with independence and non-aligned movements in Africa and Latin America in particular.

Mar 2 Hearts and Minds

Mar 4 The War and the Third World

Start Reading Wu, Part II

- Chapter 4: Anticitizens, Red Diaper Babies, and Model Minorities
- Chapter 5: A Revolutionary Pilgrimage
- Chapter 6: The Belly of the Beast

Week 9

Central Theme: The Vietnam War was not simply fought on the battlefields of SE Asia. It also proved to be one of the central factors driving the domestic protest movement of the 1960s. This section will explore how American policy in Vietnam transformed the nation's image of itself, with serious and longstanding consequences for American politics and society. We will consider how Vietnam intersected with various domestic movements, including those related to Civil Rights, Black Power, Chicano Power, and Second Wave Feminism.

Mar 9 The War at Home

Finish Wu, Part II;

Primary Source Reading: Lawrence, chapter 6, 6.1, 6.4, 6.7, 7.7, 8.6

- General Westmoreland speech to the National Press Club, Washington, D.C., November 21, 1967
- "Bloody Path to Peace," New York Times editorial, February 1, 1968
- Minutes of conversation between Mao Zedong and Pham Van Dong, November 17, 1968
- Excerpt of transcript of conversation between Richard Nixon and Henry Kissinger, August 3, 1972
- Excerpt from Bao Ninh, *The Sorrow of War* (1996)

Mar 11 The War at Home

PAPER #3, on *The Debate Over Vietnam*. In the preface to his book, David Levy writes that this is a story of "how [an] ideology was originally woven together, how it came under

unbearable stress during the Vietnam War and eventually tore apart” (p. xiv). What were the ideas that were central to that ideology, and how exactly were they torn apart?

Week 10: SPRING BREAK

Week 11:

Central Theme: Americans and Vietnamese were not the only people awash in unrest in the 1960s, as protest exploded throughout the world. In France, China, Germany, Mexico and beyond, people fought—often violently—to redefine their nations. This section will discuss the common factors that united people across in the globe in this era of revolutionary upheaval and transformation.

Mar 23 A Global 1968

Wu Part III;

Primary Source Reading: Lawrence chapter 7, 7.3, 7.4, 7.5, 7.6

- Ronald L. Haeberle photo from My Lai, shot in 1968 but published in late 1969 and later used in "And Babies?" antiwar poster
- Notes of conversation between Zhou Enlai and Pham Van Dong, September 17, 1970
- John F. Kerry testimony before the U.S. Senate Foreign Relations Committee, April 22, 1971
- Resolution of the Twentieth Plenum of the Vietnamese Workers Party Central Committee, February 11, 1972

Mar 25 From the Revolution to the Détente

Week 12

Central Theme: The Vietnam War not only transformed politics in the United States, it also brought to the fore some deep divisions along class and racial lines. This section will discuss how American life was altered by the war in ways that were far less dramatic than the protest movements but were perhaps more influential and long-lasting. As part of the discussion, I'll ask you to share some of the insight you gained from your research paper.

Mar 30 Q+A with Vietnam War veteran

Apr 1 Working Class War

Research Paper Due

Week 13

Central Theme: This section will consider the long-term consequences of the war in areas far beyond the battlefields. Students will consider a wide range of topics ranging from My Lai to allegations of presidential treason to the world environment, in order to recognize the way that the war reshaped the world for generations to come.

Apr 6 Pacification, Strategic Hamlets, and other Tactics

Apr 8 Wars on Human Rights, Domestic Politics, and the Environment

Primary Source Readings: Lawrence, chapter 8, 8.1, 8.3, 8.4, 8.7

- Letter from President Nguyen Van Thieu to Gerald Ford, September 19, 1974, requesting U.S. support promised by Nixon
- Hubert Van Es photo (UPI) of helicopter atop building in U.S. embassy compound, April 29, 1975
- Recollections of Duyen Nguyen, "If I Die, Will Anybody Know?" in *Voices of Vietnamese Boat People: Nineteen Narratives of Escape and Survival*, ed. Mary Terrell Cargill and Jade Quang Huynh
- Excerpt of Ronald Reagan's "noble cause" speech, August 18, 1980
- 7. Jack Ohman cartoon, "The Way Out of Afghanistan," *Oregonian*, June 2011

Week 14

Central Theme: This section will explore the end of the war and the immediate post-war years, especially from the perspective of the Vietnamese. Students will recognize that the dramatic consequences of the war were felt across the globe and in ways that were sometimes surprising even to those who fought it.

Apr 13 The Killing Fields and Beyond

Apr 15 The End of the War (Lawrence, chapter 9, 9.4, 10.1, 10.2, 10.6)

PAPER #4, on *A Vietcong Memoir*. At the end of Truong Nhu Tang's memoirs, he laments that he had fought for "not just a national revolution but a national and democratic revolution... but the national democratic revolution itself became a casualty" (p. 310). What does he mean and how did his personal experiences fit into that description?

Week 15:

Apr 20 The Very Bitter End

Apr 22 The War in History and Memory

Final exam distributed!

Final exam due APRIL 28 at 4:30 PM

Important Dates:

Jan 18: MLK Jr. Day

Feb 5: Last date to drop a course without a "W"

Feb 7: Super Bowl (Patriots over Panthers)

Mar 14-18: Spring Break

Mar 25: Last date to withdraw from a course with a "W"

May 8: Commencement

Vietnam War: On-line Resources

Bibliographies:

<http://edmoise.sites.clemson.edu/bibliography.html>
<http://rjensen.people.uic.edu/vietnam.html>
http://www.esuhistoryprof.com/vietnam_bibliography.htm

Primary sources:

<https://history.state.gov/historicaldocuments>
<https://www.mtholyoke.edu/acad/intrel/vietnam.htm>
http://avalon.law.yale.edu/subject_menus/indoch.asp
<http://academics.wellesley.edu/Polisci/wj/Vietnam/vietlink.html>
<http://edmoise.sites.clemson.edu/bibliography.html>
<http://www.cc.gatech.edu/~tpilsch/Vietnam.html>
<http://nsarchive.gwu.edu>
<http://www.vietnam.ttu.edu/virtualarchive/>
<http://millercenter.org/presidentialclassroom/exhibits%23vietnam#vietnam>
<http://www.lib.berkeley.edu/MRC/pacificviet.html#61anti>

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The Vietnam War was one of the most transformative moments of the 20th century. In the US, the war fractured political and social norms and helped uproot long-standing assumptions and traditions concerning U.S. foreign relations, government, and generational relations. In Vietnam, it helped globalize the extended process of decolonization, shattering traditional ways of life and highlighting disparate values and visions of national independence that challenged centuries of custom, setting off decades of war that simultaneously devastated and reshaped the country. It destabilized governments across the region, with serious and longstanding consequences throughout East Asia. The conflict also inspired nationalist and anti-imperialist movements across the globe in ways that re-shaped the modern world.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the

panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course is heavily reliant on primary documents and in-class discussion. I spend some time providing general historical background, of course, but much of the class consists of students reading actual sources from the time period and analyzing them through class discussion. In other words, my 2000-level survey classes might have me tell the students “This is why the US decided to send troops into Vietnam;” this 3000-level seminar has them read LBJ’s famous Johns Hopkins speech in 1965 alongside a series of internal administration memos from the same time period, and then students tell me why the US took the actions that it did. It contextualizes such discussions in the context of earlier readings on Vietnamese nationalism such as Ho Chi Minh’s 1919 appeal to the Versailles Conference, encouraging students to not only engaged in textual analysis but read between the lines about how differing perspectives and assumptions inspired and lengthened the war.</p> <p>Such activities are at the core of the class. Sometimes, students break into small groups to produce lists of causes/consequences and then we discuss them until we can pull together a consensus list. Other times, they are forced to choose sides in a debate, or to analyze data and make policy recommendations. In the end, successful students will have to do more than just regurgitate what I tell them; they will have to engage the sources directly and offer logical and well-supported conclusions that build progressively toward a broad, nuanced understanding of the topic and its impact.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>This is an upper-division history course, and hence much of the work will be in-depth and advanced, especially since the course’s narrow chronological and thematic focus will allow students to really immerse themselves in the topics. In particular, the research paper will necessitate extensive exploration in both primary sources and secondary literature and will require students to develop a deeply-researched and coherent thesis that ties their ideas together into a cohesive argument while recognizing outlying data.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The narrow focus of this course makes it fairly easy to identify and synthesize approaches and experiences, especially since most of the academic work will focus on the way that the war brought divergent beliefs and values to the forefront of different societies. Students, for example, will read oral histories from American soldiers, from Vietnamese civilians, from military and political leaders and</p>

	<p>protestors and activists from across the globe, and will be charged with drawing broader conclusions from these experiences that will help them better understand the transformations wrought by the war.</p> <p>Moreover, the daily topics and lectures are designed to model such synthesis and analysis, cohering around certain themes that connect across the time period. The war is rarely discussed as if it took place in isolation, but situates it within broad national and international political and social currents.</p> <p>How did the war shape African American soldiers’ perspectives about the civil rights movement at home? How did the war inspire growing anti-colonial sentiment in Africa? How did the war sharpen existing conflicts between landowners and peasants in Vietnam? How did the different historical experiences of Vietnamese elites and peasants shape their responses? All of these questions (and more) will be addressed as critical experiences related to the war, and which ultimately shaped its outcome.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Classroom work in this course is intended to constantly develop student learning and skills. Each of the short papers are discussed in class, so students can see how their conclusions compare with those of others and can learn from the ensuing discussion.</p> <p>Our emphasis on primary source discussion will equally encourage students to reflect on their findings and assess their arguments. Students will have a chance to try out ideas, hear their reception by the professor and students, and get feedback on adding depth as the discussion continues.</p> <p>Moreover, extensive feedback provided on individual papers is done with the goal of deepening student analysis and improving the quality of both oral and written presentations throughout the semester.</p>

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
--	--

<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>This course will examine a series of cultural clashes that were exacerbated by the war. They range from clashing definitions of “modernity” to clashing political and economic values to clashing cultural norms regarding race, gender, and more. Many of the assigned primary sources are intended to expose students to the way that fundamental assumptions (or, more commonly, misassumptions) about people and nations can shape policy and life.</p> <p>Students, for example, will read the paternalistic speeches of French Prime Minister Jules Ferry about the French efforts to bring “civilization” to East Asia, and compare it with a memoir from a Vietnamese worker, to discuss the cultural assumptions that each held and how that shaped societal interactions.</p> <p>Reading: Primary Source Reading: Tu Binh Tran, with David Marr (editor), <i>Red Earth: A Vietnamese Memoir of Life on a Colonia Rubber Plantation</i> (Ohio University, 1985)</p> <p>French Prime Minister Jules Ferry, “On French Colonial Expansion,” on line at: https://web.viu.ca/davies/H479B.Imperialism.Nationalism/Ferry.Fr.imperialism.1884.htm)</p> <p>Assignment PAPER #1, on <i>Red Earth</i>: Pretend you are Tran Tu Binh. Write a response to Prime Minister Ferry’s speech based on your own experiences. Be sure to think about the cultural assumptions that each held and how that would have shaped their worldview and societal interactions.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>International relations around World War II were driven by an emerging “big” idea—anti-colonialism—that came to define the era. This course will discuss at length the rise of this sentiment and its place within the Cold War world order. A series of primary source documents in particular will look at how the Vietnamese struggle for independence helped reinforce this sentiment across the world.</p> <p>Lecture/Discussion:</p> <p><i>Week 8: (Page 13)</i> <i>Central Theme: The war in Vietnam both reflected and inspired growing nationalist and anti-colonialist movements throughout the world to challenge the traditional alliance system. This section will explore the way that Vietnam connected with independence and non-aligned movements in Africa and Latin America in particular.</i></p>

	<p>Mar 2 Hearts and Minds</p> <p>Mar 4 The War and the Third World</p> <p>Parts of the course will discuss how France and the United States responded to these developments with violence, creating decades of war that radicalized, split, and ultimately lionized this nationalist, anti-colonial/anti-imperial sentiment in ways that made it of international importance.</p> <p>Lectures/Discussion: Week #6 (page 12)</p> <p>Feb 17 The Gulf of Tonkin and the Militarization of the War</p> <p>Readings: Primary Source Readings: Lawrence chapter 5, 5.1, 5.2, 5.4, 5.6</p> <ul style="list-style-type: none"> • Lyndon Johnson speech at Johns Hopkins University, April 7, 1965 • Pham Van Dong speech with "four points," April 8, 1965 • Le Duan, "Letters to the South" [Thu Vao Nam], 1965, trans. Robert K. Brigham • Excerpt of oral history by Douglas Anderson, corpsman, 3rd battalion, 1st Marines, in Everything We Had: An Oral History of the Vietnam War by Thirty-Three American Soldiers Who Fought It, ed. Al Santoli <p>Feb 19 Lyndon Johnson's War</p> <p>Assignment: PAPER #2, on <i>Lyndon Johnson's War</i>: Is it accurate to describe the US-Vietnam War as "Lyndon Johnson's War"?</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Among the central narratives for this course is the struggle for equality and independence that exploded after World War II.</p> <p>Our discussions will link the domestic American struggles of African Americans and other marginalized groups that were exacerbated by the war to the struggles in Southeast Asia against imperialism, both via history but also directly through the words of the often marginalized historical actors that formed these networks. Students will read, for example, the 1962 Port Huron Statement and Stokely</p>

	<p>Carmichael’s 1967 speech about American racial imperialism, to discuss how American protestors connected foreign and domestic repression.</p> <p>Week 9: Lectures/Discussions: Mar 9, Mar 11 – The War At Home Central Theme: <i>The Vietnam War was not simply fought on the battlefields of SE Asia. It also proved to be one of the central factors driving the domestic protest movement of the 1960s. This section will explore how American policy in Vietnam transformed the nation’s image of itself, with serious and longstanding consequences for American politics and society. We will consider how Vietnam intersected with various domestic movements, including those related to Civil Rights, Black Power, Chicano Power, and Second Wave Feminism.</i></p> <p>They will also read materials from the North Vietnamese leadership, exploring the idea of uniting the people around a defense of traditional elements of Vietnamese culture that were under attack from the traditional Western powers. Judy Wu’s book will specifically tie these threads together by showing how American activists – representing African American, Asian American, and women’s rights movements – collaborated with North Vietnam to undermine the U.S. War effort.</p> <p>Readings: Judy Tzu-Chun Wu, <i>Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era</i> (Cornell, 2013)</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>This reflects the fundamental purpose of this class. There is not a lot from this time period that was not changed by the Vietnam War.</p> <p>Three particular changes will be central to our discussions: 1) the way that the Vietnam War successfully challenged the traditional colonial and military dominance by Euro-American powers and inspired similar change elsewhere;</p> <p>Lecture/Discussion: Week 8 (page 13) <i>Central Theme: The war in Vietnam both reflected and inspired growing nationalist and anti- colonialist movements throughout the world to challenge the traditional alliance system. This section will explore the way that Vietnam connected with independence and non-aligned movements in Africa and Latin America in particular.</i></p> <p><i>Mar 2 Hearts and Minds</i></p> <p><i>Mar 4 The War and the Third World</i></p>

2) the way that the Vietnam War helped spark dramatic protest and change on social and political levels within the United States; and

Lecture/Discussion:

Week 12: (Page 14)

Central Theme: The Vietnam War not only transformed politics in the United States, it also brought to the fore some deep divisions along class and racial lines. This section will discuss how American life was altered by the war in ways that were far less dramatic than the protest movements but were perhaps more influential and long-lasting. As part of the discussion, I'll ask you to share some of the insight you gained from your research paper.

Mar 30 Q+A with Vietnam War veteran Apr 1 Working Class War

3) the way that the unrest of the era played out across the globe, in struggles ranging from China to Mexico to France, often along generational lines. Almost all assignments address this central question in some way.

Lecture/Discussion:

Week 11 (Page 14)

Central Theme: Americans and Vietnamese were not the only people awash in unrest in the 1960s, as protest exploded throughout the world. In France, China, Germany, Mexico and beyond, people fought—often violently—to redefine their nations. This section will discuss the common factors that united people across in the globe in this era of revolutionary upheaval and transformation.

Mar 23 A Global 1968

Mar 25 From the Revolution to the Détente

Readings:

Primary Source Reading: Lawrence chapter 7, 7.3, 7.4, 7.5, 7.6

- Ronald L. Haeberle photo from My Lai, shot in 1968 but published in late 1969 and later used in "And Babies?" antiwar poster
- Notes of conversation between Zhou Enlai and Pham Van Dong, September 17, 1970
- John F. Kerry testimony before the U.S. Senate Foreign Relations Committee, April 22, 1971
- Resolution of the Twentieth Plenum of the Vietnamese Workers Party Central Committee, February 11, 1972

<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>One of the most critical elements of the class is to study the clash of values and culture between (on an immediate level) the US and Vietnam and (on a larger level) between communism and capitalism, and imperialism and anti-imperialism.</p> <p>Lecture/Discussion: (pages 10-11)</p> <p>Week 2 <i>Central Theme: We will begin by exploring some of these critical longstanding factors that predated the war, and will discuss how the expansion of French Empire and the crystallization of Vietnamese nationalism that challenged it created the conditions for conflict in Southeast Asia. A simultaneous adaptation of Western culture and rejection of European dominance directly informed the traditions of military resistance that would carry into the Vietnam War.</i></p> <p>Week 3 <i>Central Theme: The Vietnam War did not simply spring to life in 1964. Instead, it was rooted in larger forces such as Western imperialism and the international rivalry between communism and capitalism that exploded after World War II. The First Indochina War was as much a military struggle as it was a battle between traditional Vietnamese values and a foreign challenge that was determined to replace them. In this section, we will look at how French values and assumptions clashed with the Vietnamese traditions.</i></p> <p>Week 4 <i>Central Theme: The American engagement in Vietnam started not with military force but with a belief that an influx of American culture and values could easily transform Third World countries in ways that would benefit both the US and the partner nation. In this section, we will consider how early American efforts at “nation-building” reflected certain faulty assumptions about the world around them and only sparked a backlash from traditional Vietnamese sources.</i></p> <p>Assignment: <i>PAPER #3, on The Debate Over Vietnam. In the preface to his book, David Levy writes that this is a story of “how [an] ideology was originally woven together, how it came under unbearable stress during the Vietnam War and eventually tore apart” (p. xiv). What were the ideas that were central to that ideology, and how exactly were they torn apart?</i></p> <p>Students will read a wide range of primary sources from different groups and bring them into conversation with each other. For example, students will compare the values of SDS and Young Americans for Freedom; of Ho Chi Minh and Mao; of French landlords and Vietnamese peasants; of</p>

	African American soldiers and Korean mercenaries.
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>This is also a central part of this course. The Vietnam War cannot be understood as something that happened “over there.” Instead, students will explore the ways that it challenged and transformed social norms and stereotypes across the globe.</p> <p>Readings and discussions will highlight the role that ideas like race, gender, and generational identity played in creating protests movements that challenged a major government policy decided primarily by white men over 50, and the ways in which this domestic movement helped undermine support for the U.S. war effort while changing attitudes toward actors like North Vietnam.</p> <p>For example, students will write a long paper in this class based on the experiences of African American soldiers, and investigate the ways that the war, which was supposedly being fought for freedom and equality even while those doing the fighting were disproportionately from marginalized communities, proved to be one of the critical steps in radicalizing the domestic movement for civil rights.</p> <p>Reading: Kimberley L. Phillips Boehm’s <i>War! What is it Good For?</i> (University of North Carolina Press, 2012)</p> <p>Assignment: (Page 8) 4. <i>Students will be required to complete a longer research paper on the African American experience of the Vietnam War. You will read parts of Judy Wu’s Radicals on the Road and chapter 5 from Kimberley L. Phillips Boehm’s War! What is it Good For? (University of North Carolina Press, 2012 – available on Carmen) then be asked conduct focused research in African American newspapers while utilizing the oral history archive, The Historymakers, to contextualize memories of the war in an integrated army. Specific directions will be handed out during Week 12 and be due April 1. The papers should be approximately 8-10 pages double-spaced in length (include a word count at the end), and have footnote citations using Chicago/Turabian Note Style (see Carmen/Files).</i></p>