I. COURSE PROCEDURES:

Class Meetings: Lectures by Mr. McCoy on Mondays and Wednesdays, 2:25 to 3:40. In addition, students will attend a one-hour discussion section each week conducted by Mr. Hawley.

Office Hours: For Mr. McCoy, in Room 5131 Humanities, Monday 4:00-6:00 p.m. and other hours by appointment. For Mr. Hawley, Room 5269 Humanities, Wednesday 4:00-5:00 p.m. and Friday 3:15-4:15 p.m. (TEL: 256-0888).

Readings: Reflecting the controversy surrounding the subject, there is no single text for the study the Vietnam Wars. Instead, the syllabus covers each topic with journal articles and book extracts, divided into "Required" and "Background" readings. To follow the lectures and their unfamiliar material, students should read selections from the "required" materials before the relevant lecture. In preparing essays on subjects related to the lecture topics, consult the "background" readings for bibliographic references. These readings are available from several sources:

a.) Textbook--Required:
Stanley Karnow, Vietnam: A History (written for the PBS documentary series being shown with the class).

b.) Textbooks--Optional:
Neil Sheehan, Bright Shining Lie (in University Bookstore under History 398.)

c.) Xeroxed Course Pack:
Insty-Prints (TEL: 255-0046) at No. 2, East Mifflin St., just off the Capital Square, is selling a photocopied course-pack with most of the required readings.

d.) Libraries:
The Reserve Room in H.C. White Library has most of the required and many of the background readings on reserve.
The Memorial Library has most books on the syllabus as well as the journal articles cited in the syllabus.

Skills Training: As explained in Part IV below, a major portion of the course will be devoted to teaching basic skills necessary for the study of history at the university level.

Grading: Students shall complete three pieces of written work. In mid-March students shall take a mid term examination, comprising a take-home exam and an in-class quiz. On April 16th, students shall submit a 2,500 word research essay with full footnotes and bibliographic references. During examination week, students shall take a two-hour final examination. Final grade shall be computed as follows:

--mid term take-home examination: 15%
--mid term in-class quiz: 10%
--research essay: 30%
--discussion section mark: 20%
--final examination: 25%
Course Requirements: For each of the above assignments, there are different requirements for both the amount and form of work to be done:

a.) **Mid term take-home examination:** Selecting a single question from list distributed in the lecture on Monday, March 5th, turn in an eight page typed essay, with full endnote citations, at class on Wednesday, March 13th.

b.) **Mid term in-class quiz:** A longer list of possible definition questions (people, places and terms) will be distributed in class on Monday, March 4th, and a 20 minute in-class quiz based on this list will be given on March 11th.

c.) **Research Essay:** Following format instructions under Paragraph V below, complete a 15 page research essay on one of the topics listed in Paragraph III below. Students should meet with Mr. Hawley personally by March 8th to discuss their listings of sources and their brief outlines for the essay. Essays should combine primary and secondary sources, specifically a minimum of 12 references to journal articles and books (at least two not found on the syllabus) for all essays and at least 12 articles from the *New York Times* for topics after 1945. The essay must be turned in at the History Department office, 3211 Humanities, by 4:00 pm, Monday, April 15th.

d.) **Discussion Section Mark:** Based on your attendance and participation, the instructor will assign you a mark for your performance in the discussion section.

e.) **Final Examination:** The examination will be held at 2:45 pm on May 16th at a place to be given later. In the space of two hours, students will answer two questions to be selected from a longer list. In the penultimate lecture, students will be asked to suggest examination questions which will be edited and distributed during the final lecture. Thus, the examination will require answers to two questions--one seen in advance and one unseen.

f.) **Film:** The 13-part PBS television documentary by Stanley Karnow will be shown after one of the lectures each week. Since this film was broadcast as a companion to our textbook, it is well worth viewing. Time and place to be announced.

II. LECTURES & READINGS [*Reading in Course Pack]*

**WEEK 1 (January 23): The Historic Vietnamese State**

*Required Reading:*


*Background Reading:*


WEEK 2 ( January 28): French Conquest of The Last Dynasty

Required Reading:-


Steinberg, David Joel, ed., In Search of Southeast Asia (New York: Praeger, 1971), pp. 68-72, 123-133.*

**Background Reading:**


Truong Buu Lam, *Patterns of Vietnamese Response to Foreign Intervention: 1858-1900* (New Haven: Yale University, 1967), pp. 1-34.

**WEEK 3 (February 4): Economic & Social Impact of French Rule**

**Required Reading:**


**Background Reading:**


Hue-Tam Ho Tai, *Millenarianism and Peasant Politics in Vietnam* (Cambridge, MA: Harvard University, 1983), chapters 1, 4, 5, 6, 7.


Required Reading:


Background Reading:


Marr, David, Vietnamese Anticolonialism 1885-1925 (Berkeley: University of California, 1971), chapters 2,3,8.


WEEK 5 (February 18): Rise of the Indochina Communist Party

Required Reading:-


Background Reading:-


WEEK 6 (February 25): World War II in Vietnam

Required Reading:-


**Background Reading:**


**WEEK 7 (March 4): The First Indochina War, 1946-1952**

**Required Reading:**


**Background Reading:**


**WEEK 8 (March 11): Revolutionary Victory in North Vietnam**

*Required Reading:*


*Background Reading:*


**Background Reading--North Vietnam's Social Revolution:**


**WEEK 9 (March 19): Rise & Fall of the Diem Regime**

**Required Reading:**


**Background Reading:**


**WEEK 10 (April 1): The NLF vs. CIA--The Battle for the Villages**

*Required Reading:* -


*Background Reading:* -

Required Reading:-


Background Reading:-


Race, Jeffrey, *War Comes to Long An: Revolutionary Conflict in a Vietnamese Province* (Berkeley: University of California, 1972), pp. 105-140.


**WEEK 12 (April 15): The American War In Vietnam, 1969-1972**

*Required Reading:*


*Background Reading:*

1. 2


**WEEK 13 (April 22): Second Indochina War--Laos & Cambodia**

**Required Reading--Laos:**


**Required Reading--Cambodia:**


**Background Reading--Laos:**


**Background Reading--Cambodia:**


**WEEK 14 (April 29): American Retreat & Defeat in Vietnam**

**Required Reading:**


**Background Reading:**


WEEK 15 (May 6): Postwar Indochina--Crisis of Socialism

Required Reading:-


Background Reading:-


III. MAJOR ESSAY QUESTIONS:-

1.) Analyze the role of Confucianism in traditional Vietnamese society. Did it facilitate Vietnam's later acceptance of Marxism?

2.) Analyze the nature of Vietnamese nationalism, discussing both its traditional roots and modern variations.

3.) Discuss the French economic impact upon Vietnam and its relation to the emergence of an anti-colonial movement.

4.) Analyze the factors underlying the emergence of the Indochina Communist Party as the dominant group within the nationalist movement by 1941.

5.) Discuss the impact of World War II upon the Vietnamese nationalist movement.

6.) Analyze the reasons for France's defeat in the First Indochina War (1946-1954).

7.) Analyze the role of the United States in the rise and fall of Ngo Dinh Diem. Why did he fail to establish a credible alternative to the communist movement?

8.) Analyze the character of the Vietnamese village and explain why US directed pacification policy failed there between 1959 and 1968.

9.) Discuss the nature of US political military strategy in Vietnam from 1965-1969 and explain its limitations.

10.) Analyze the US "Vietnamization" policy between 1969 and 1975, and explain the factors that inhibited its success.

11.) Compare the impact of US political and military policy upon Cambodia and Laos between 1968 and 1975.

12.) Explain the factors underlying North Vietnam's defeat of the Saigon government between 1972 and 1975.

IV. BASIC SKILLS FOR HISTORY COURSES:-

I.) Learning Basic Skills: Aside from some basic understanding of Vietnam's history, the main objective of this course is to teach certain basic research, writing and analytical skills. In
lectures and discussion sections, we will try to improve certain basic skills essential to success in most liberal arts courses.

a.) Definitions: Much of the conceptual content in liberal arts courses is encapsulated and conveyed through a limited number of basic terms that must be defined to be understood. Hence, we will seek to help you learn to identify such conceptual terms and define them.

b.) Questions: Most students approach the study of History as a pursuit of answers, while many professional historians often view their discipline as a search for better questions. This course will try to make students more aware of the nature and construction of historical questions.

c.) Reading: Faced with a mass of information, students must learn to read both intensively and extensively--summarizing key theses and skimming a range of sources for evidence.

d.) Argument: As you write, you must try to be self-conscious in construction of your argument.
   1.) Thesis: Define your question and form a thesis to answer it.
   2.) Evidence: Learn the nature of appropriate evidence to defend your thesis.
   3.) Illustration: Illustrate your evidence with specific examples appropriate in kind and quality to your thesis.
   4.) Correspondence: Seek a close correspondence of thesis and evidence.
   5.) Argument: After learning to summarize individual arguments, students should learn to compare--both the theses of contradictory arguments and parallel historical cases.

V. FORMAT & PROCEDURES FOR RESEARCH ESSAY:

1. Prose:
   a.) Procedure:
      1.) Write an outline of 2 pages for a 10-page essay. Each projected paragraph in the essay should be a line in your outline.
      2.) Write a first draft. If using a personal computer, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.
      3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.
   b.) Sentences:
      1.) Each sentence should be a complete sentence with subject, verb and direct object.
      2.) Vary your sentences--short, periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.
   c.) Paragraphs:
      1.) Start your paragraph with a periodic or compound sentence stating the basic message of this particular paragraph.
      2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
      3.) Within the paragraph, try to link your sentences so that they flow from one to another.
4.) Paragraphs should not be too long. If you need a crude guide, have 3 to a page, or 8 to 10 typed lines each.

d. Aspire to style:
1.) There is a music—with melody and rhythm—to prose. Sensitize your mind's ear to the music of prose and try to make your own word music. Try to make your writing an expression of your inner voice.
2.) As in all forms of social discourse, there is an appropriate style for an academic essay.
   a.) Use a formal voice—not ponderous, just formal.
   b.) Avoid contractions (can't, didn't).
   c.) Avoid colloquialisms (e.g., "Colonialism in Southeast Asia was really heavy.")
3.) In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderous.

2. Argument:
   a.) Overall structure: Every scientific report, whether natural or social, has 3 basic elements:
      1.) The Problem: In your introduction, state the problem clearly.
          a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., "revolution," if the question asks, for example, "Was the 1896 revolution in the Philippines a social revolution?")
          b.) In stating your problem, refer to the literature in the syllabus, not something you saw on CBS news last Saturday.
          c.) A standard and often effective device is to identify two differing schools of thought about a single problem.
          d.) Make sure you are examining the main point, not some minor side issue.
      2.) The Evidence: In the middle part of your essay, you must present evidence—in logical order—to deal with the problem posed at the beginning of your essay. Be specific--give the reader brief narratives of an event, or provide some statistical evidence.
      3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.
   b.) Level of Argument: It is difficult to spell out in precise terms what I mean by "level of argument."
      1.) To overstate the case, you should not deal with the question of "the impact of Dutch colonialism in Java" by probing the problem of whether "the Dutch made life on Java happier for the natives."
      2.) How do you define an appropriate question and level of analysis? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.
   c.) The Nature of History Questions: History is the study of change in large-scale human communities, societies and nations, over time. Most history essays ask you to understand or explain two aspects of change—events and their causes, or, simply, what happened and why it happened. Thus, most history questions ask you to explain elements of the following
      1.) In a limited time period, explain the factors underlying a given event. Why did that event happen?
      2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.
      3.) Over a longer period of time, explain how and why complex communities changed in a given way.
3.) Sources/Research:
   a.) Need to Read:
      1.) Like all data processing systems, the human mind operates on the GIGO principle: "garbage in, garbage out."
      2.) If you do not read, then you cannot have anything of any substance to say on a subject.
   b.) Basic Format:
      1.) Assuming 3 paragraphs @ page, you should have one source note per paragraph.
      2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.
      3.) You may use end notes or footnotes in the following format:
   c.) How to Read for an Essay:
      1.) Using the course syllabus, begin with a general text to get an overview of the problem.
      2.) Using the syllabus or references in the general text, select more specific sources.
      3.) As you read, begin forming ideas in your mind about:
           (a) your overall hypothesis, and;
           (b) the evidence you need or have found to support your argument.
      4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have the bibliographic information for your source: author, title, place of publication, publisher, etc.
      5.) Towards the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.