

HISTORY 319—THE VIETNAM WARS

Department of History
University of Wisconsin-Madison

Fall 2007

Mr. McCoy

I. COURSE PROCEDURES:

Class Meetings: Lectures are given in Humanities 2650 by Mr. McCoy on Tuesdays and Thursdays, from 2:30 to 3:45 p.m. In addition, students will attend a one-hour discussion section each week conducted by the Teaching Assistants (TAs) for this course.

Office Hours:

- For Ruth de Llobet, Humanities Room 4268, at Wednesdays 2:30-4:30 p.m. or other hours by appointment (TEL: 263-1867). Messages may be left in Mailbox No. 4095 Humanities, or sent via e-mail to: <rdellobet@wisc.edu>
- For Taylor Easum, Humanities Room 4269, on Tuesdays and Thursdays 1:00-2:00 p.m. or other hours by appointment (TEL: 263-1939). Messages may be left in Mailbox No. 4069, or sent via e-mail to: <easum@wisc.edu>
- For Alfred W. McCoy, in Room 5131 Humanities, Thursdays, 12:00-2:00 p.m. and other hours by appointment (TEL: 263-1855). Messages may be left in mailbox No. 5026, or sent via e-mail to: <awmccoy@wisc.edu>

Grading: Students shall complete three pieces of written work. On October 18, students shall take a mid term examination. On November 20, students shall submit a 5,000 word research essay with full footnotes and bibliographic references. During examination week on December 21, students shall take a two-hour final examination. Final grade shall be computed as follows:

—mid term take-home examination:	20%
—research essay:	30%
—discussion section mark:	30%
—final examination:	20%
—extra credit/film viewings:	3%

Course Requirements: For each of these assignments, there are different requirements for both the amount and form of work to be done:

a.) *Mid term take-home examination:* Select two questions from a list distributed in the lecture on *Thursday, October 18*, and turn in two short essays totaling five typed pages, with full endnote citations, at the start of class on *Tuesday, October 23*.

b.) *Research Essay:* Following format instructions under Paragraph VIII below, complete a 12 page research essay (with one-inch margins, 12 point Times font) on one of the topics listed in Paragraph VI. During the week of November 6th, students should submit to their TAs a two-page outline with (a.) a one-paragraph abstract of the argument, (b.) an outline of the major points, and (c.) a bibliography. All essays must have: (1.) a minimum of 6 references to journal articles (at least two not found on the syllabus), (2.) at least 12 articles from the *New York Times*, (3.) two extended quotations, if relevant, from the "Pentagon

Papers," and, if not, from other official documents, (4.) two extended quotations with full citations from US Congressional reports on the war. The completed essay should be submitted in the lecture hall at 2:25 p.m., on Tuesday, *November 20*. [NB: For the *New York Times*, see
<<http://digital.library.wisc.edu/1711.web/proquesthn>>]

c.) *Discussion Section Mark*: Based on your attendance and participation, the teaching assistant will assign you a mark for your performance in the discussion section. Repeated absences will result in a loss of all marks for the section.

d.) *Final Examination*: In the space of two hours starting at 7:25 pm, *Friday, December 21* students will sit a blue-book exam and answer two questions selected from a longer list of essay questions.

e.) *Extra Credit*: For a maximum of three extra-credit points, students can sign up in the first discussion section to attend five film showings, one feature and four documentary, at the Veterans' Museum, and write a short, three-page reflection paper. See Section IV below for details of films and their showings.

Readings: Reflecting the controversy surrounding the subject, there is no single text for the study of 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:

Required Texts [Sold at University Bookstore]:

Marvin Gettleman, *Vietnam and America* (1995).
Alfred W. McCoy, *The Politics of Heroin* (2003 Edition).
Marilyn Young, *The Vietnam Wars: 1945-1990* (1991).

Optional Texts [Sold at University Bookstore]:

George D. Moss, *Vietnam: An American Ordeal* (5th Edition, 2006).
Neil Sheehan, *Bright Shining Lie* (1988).

Reference Works [College Library, H.C. White Building]:

Stanley Kutler, *Encyclopedia of the Vietnam War* (1996)

Learn@UW [Available On-Line]: Through "Learn@UW", available at <<https://learnuw.wisc.edu/>> or via the UW-Madison home page, students can access various materials for the course, including: the Course Syllabus, Glossary of Lecture Terms, Lecture outlines, and links to relevant outside resources.

Required Readings [Available at Campus Libraries]:

E-Reserve at the College Library holds all the Required Readings (articles and excerpts from books) marked below with an asterisk (*). The procedure for accessing e-reserves for our course is as follows: (1.) Students log-on to "MyUW"; (2.) go to the "Academic" tab; and, (3.) next to the courses that students are registered for, go to "Library/Reserves' link" and click on the link beside History 319.

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, with few exceptions, all the books and journal articles cited in the syllabus.

II. REQUIRED WEEKLY READINGS [Readings on e-Reserve are marked *]:

Week One (September 4): The Pre-colonial Vietnamese State

- *David Marr, *Vietnamese Anticolonialism* (1971), pp. 7-21.
- *Joseph Buttinger, *The Smaller Dragon: A Political History of Vietnam* (1958), pp. 19-54.
- *David Steinberg, et al., *In Search of Southeast Asia* (1987), pp. 69-75, 128-138.

Week Two (September 11): The French Conquest

- *Pierre Brocheux, *The Mekong Delta: Ecology, Economy, and Revolution, 1860-1960* (1995), pp. 1-50.
- *Stanley Karnow, *Vietnam: A History* (1991), pp. 68-100.
- *David Marr, *Vietnamese Anticolonialism* (1971), pp. 22-43.
- *David Steinberg, et al., *In Search of Southeast Asia* (1987), pp. 186-192.

Week Three (September 18): Vietnamese Nationalism

- Ngo Vinh Long, "Vietnam's Revolutionary Tradition," in Gettleman, *Vietnam and America*, pp. 4-18.
- *David Marr, *Vietnamese Tradition on Trial* (1981), pp. 15-53.
- *David Marr, *Vietnamese Anticolonialism* (1971), pp. 249-277.
- *Hue-Tam Ho Tai, *Radicalism and the Origins of the Vietnamese Revolution* (1992), pp. 10-56.

Week Four (September 25): The Rise of the Communist Party

- Marilyn Young, *The Vietnam Wars*, pp. 1-19.
- *David Marr, "World War II and the Vietnamese Revolution," in A.W. McCoy, ed., *Southeast Asia under Japanese Occupation* (1980), pp. 104-131.
- *Bernard Fall, *Ho Chi Minh on Revolution: Selected Writings, 1920-66* (1967), pp. 21-50, 129-143.
- Recommended (Optional) Reading:**
William J. Duiker, *Ho Chi Minh* (2000), pp. 46-104.

Week Five (October 2): The First Indochina War 1946-1954

- Marilyn Young, *The Vietnam Wars*, pp. 20-36.
- *Michael Schaller, "Securing the Great Crescent: Occupied Japan and the Origins of Containment in Southeast Asia," *Journal of American History* 69:2 (September, 1982), pp. 392-414.
- Gen. Vo Nguyen Giap, "Vietnamese Victory: Dien Bien Phu, 1954," in Gettleman, *Vietnam and America*, pp. 53-62.
- Documents of the Geneva Conference, in Gettleman, *Vietnam and America*, pp. 65-80.

Week Six (October 9): Origins of the Saigon Regime

- Marilyn Young, *The Vietnam Wars*, pp. 37-88.
- *Frances Fitzgerald, *Fire in the Lake* (1972), pp. 90-151.
- Alfred W. McCoy, *The Politics of Heroin* (2003), pp. 127-161.
- Recommended (Optional) Reading:**
Articles by E.G. Lansdale, W.R. Fishel, & R. Scheer, in

Gettleman, *Vietnam and America*, pp. 81-164.
 *Pierre Brocheux, *The Mekong Delta*, pp. 173-207.

Week Seven (October 16): Disintegration of the South Vietnamese State

*George Kahin, *Intervention* (1986), pp. 122-181.
 Alfred W. McCoy, *The Politics of Heroin* (2003), pp. 193-248.
 Marilyn Young, *The Vietnam Wars*, pp. 89-104.
 David Marr, "The Rise and Fall of 'Counterinsurgency': 1961-1964," in,
 Gettleman, *Vietnam and America*, pp. 204-214.

Recommended (Optional) Reading:

*George Kahin, *Intervention* (1986), pp. 93-121.

[Midterm Exam Distributed in Lecture: Thursday, October 18]

Week Eight (October 23): War on North Vietnam to Save the South

Marilyn Young, *The Vietnam Wars*, pp. 105-149.
 *George Kahin, *Intervention* (1986), pp. 306-331.
 Documents on the Gulf of Tonkin Incident (1964) and the State Department
 White Paper of 1965, in Gettleman, *Vietnam and America*, pp. 248-273.

[Midterm Exam Due, Start of Lecture: Tuesday, October 23]

Week Nine (October 30): The Introduction of US Ground Troops

Marilyn Young, *The Vietnam Wars*, pp. 150-171.
 *George Kahin, *Intervention*, pp. 332-401.
 *Harry Maurer, *On Strange Ground: An Oral History of Americans in
 Vietnam, 1945-1975* (1989), pp. 148-157, 171-186.

[Week of November 5: Consultation with TAs Re. Essay Outlines]

Week 10 (November 6): US Troops in the Villages of Vietnam

Marilyn Young, *The Vietnam Wars*, pp. 172-191.
 *James William Gibson, *The Perfect War*, pp. 93-154.
 Seymour M. Hersh, "My Lai," in Gettleman, *Vietnam and
 America*, pp. 410-424.
 *Michael D. Sallah and Mitch Weiss, "Buried Secrets, Brutal Truths—Tiger
 Force," *Toledo Blade*, October 22-26, 2003.
 [<<http://www.toledoblade.com/apps/pbcs.dll/section?Category=SRTIGER>
 FORCE>]
 *Michael D. Sallah and Mitch Weiss, *Tiger Force: A True Story of Men and
 War* (2006), pp. 3-30, 62-73, 169-192, 307-22.
 *Nick Turse and Deborah Nelson, "Civilian Killings Went Unpunished," *Los
 Angeles Times*, August 6, 2006
 [<[http://www.latimes.com/news/nationworld/nation/la-na-
 vietnam6aug06,0,6350517.story?coll=la-home-headlines](http://www.latimes.com/news/nationworld/nation/la-na-vietnam6aug06,0,6350517.story?coll=la-home-headlines)>]

Week 11 (November 13): The Tet Offensive & the War at Home

Marilyn Young, *The Vietnam Wars*, pp. 192-253.
 *Paul Joseph, "Direct and Indirect Effects of the Movement Against the
 Vietnam War," in J. Werner and L.D. Huynh, eds., *The Vietnam War*
 (1993), pp. 165-184.
 Documents on the Anti-War Movement, in Gettleman, *Vietnam and America*,
 pp. 295-338, 455-462.

[Research Essay Due, Start of Lecture: Tuesday, November 20]

Week 12 (November 20): Withdrawal and “Vietnamization”

- Marilyn Young, *The Vietnam Wars*, pp. 254-280.
 Alfred W. McCoy, *The Politics of Heroin* (2003), pp. 254-261.
 *Guenter Lewy, *America in Vietnam* (1978), pp. 343-373.
 *Noam Chomsky, “On the Aggression of South Vietnamese Peasants Against the United States,” in, Noam Chomsky, *Towards a New Cold War* (1982), pp. 154-165.
 **The Winter Soldier Investigation: An Inquiry into American War Crimes* (1972), pp. xiii-xv, 5-11, 101-107, 149-55, 173, 181.

Week 13 (November 28): The U.S. Bombing of Laos and Cambodia

- *Fred Branfman, *Voices from the Plain of Jars: Life under an Air War* (1972), pp. 3-29, 62-77.
 Alfred W. McCoy, *The Politics of Heroin* (2003), pp. 305-331.
 *Ben Kiernan, “The Impact on Cambodia of the U.S. Intervention in Vietnam,” in J. Werner and L.D. Huynh, eds., *The Vietnam War* (1993), pp. 216-229.
 *William Shawcross, *Sideshow: Kissinger, Nixon and the Destruction of Cambodia* (1979), pp. 19-35, 112-160.

Week 14 (December 4): Defeat in Indochina

- Marilyn Young, *The Vietnam Wars*, pp. 281-299.
 Documents in Gettleman, *Vietnam and America*, pp. 471-515.

Week 15 (December 11): The Legacy of the Vietnam War

- *Arnold R. Isaacs, “American Perspectives: ‘We’ve All Been There’ --The War and American Memory,” in, Stanley Kutler, ed., *Encyclopedia of the Vietnam War* (1996), pp. 10-24.
 *Melvin R. Laird, “Iraq: Learning the Lessons of Vietnam,” *Foreign Affairs* (Nov/Dec 2005) 84, no. 6, pp. 22 ff. .
 *Ngo Vinh Long, “Vietnamese Perspectives,” in, Stanley Kutler, ed., *Encyclopedia of the Vietnam War* (1996), pp. 591-611.
 *Alfred W. McCoy, “America’s Secret War in Laos, 1955-1975,” in, Marilyn B. Young and Robert Buzzanco, eds., *A Companion to the Vietnam War* (2002), pp. 283-313.
 *Alfred W. McCoy, “Torture in the Crucible of Counterinsurgency,” Lloyd C. Gardner and Marilyn B. Young, eds., *Iraq and the Lessons of Vietnam: Or, How Not to Learn from the Past* (2007), pp. 230-62, 297-302.
 Marilyn Young, *The Vietnam Wars*, pp. 300-330.
 *Bing West, “The Road to Haditha,” *Atlantic Monthly* (October 2006), pp. 95-99.

Recommended (Optional) Reading:

- William Duiker, “China and Vietnam and the Struggle for Indochina.” In Joseph J. Zasloff, ed., *Postwar Indochina: Old Enemies and New Allies* (1988), pp. 147-191.
 *David G. Marr, “Vietnam Strives to Catch Up,” *Asian Update* (1995), pp. 4-21.

[Final Exam, Wednesday, Friday, December 21, 7:25 pm]

III. BACKGROUND READINGS

WEEK 1: The Pre-colonial Vietnamese State

Adams, J. & Hancock, N. "Land and Economy in Traditional Vietnam," *Journal of Southeast Asian Studies* 1:2 (1970), pp. 90-98.

Bayard, Donn. "The Roots of Indochinese Civilization," *Pacific Affairs* 51:1 (1980), pp. 89-114.

Bellwood, Peter. *Man's Conquest of the Pacific: The Prehistory of Southeast Asia and Oceania* (New York: Oxford University Press, 1979), pp. 153-232.

Buttinger, Joseph. *Vietnam: A Political History* (New York: Praeger, 1968), pp. 19-54.

Coedes, G. *The Making of Southeast Asia* (Berkeley: University of California Press, 1966), pp. 39-74, 77-87, 204-217.

Cooke, Nola. "The Composition of the Nineteenth-Century Political Elite of Pre-Colonial Vietnam," *Modern Asian Studies* 29, no. 4 (1995).

Cotter, Michael G. "Towards a Social History of the Vietnamese Southward Movement," *Journal of Southeast Asian History* 9:1 (1968).

Duncanson, Dennis J. "Vietnam as a Nation State," *Modern Asian Studies* 3:2 (1969), pp. 117-129.

Heine-Geldern, Robert. *Conceptions of State and Kingship in Southeast Asia* (Ithaca: Cornell University, 1956), pp. 1-13.

McAlister, John & Mus, Paul. *The Vietnamese and Their Revolution* (New York: Harper & Row, 1970), pp. 44-54.

Shiraishi, Masaya. "State, Villagers, and Vagabonds: Vietnamese Rural Society and the Phan Ba Vanh Rebellion," in, Andrew Turton & Shigeharu Tanabe, eds., *History and Peasant Consciousness* (Osaka: National Museum of Ethnology, 1984), pp. 345-400.

Smith, R.B. "The Cycle of Confucianism in Vietnam," in, Walter F. Vella, ed. *Aspects of Vietnamese History* (Honolulu: University of Hawaii, 1973), pp. 1-29.

Smith, R.B. "England and Vietnam in the 16th Centuries: An Essay in Historical Comparison," in, C.D. Cowan & O.W. Wolters, eds. *Southeast Asian History and Historiography* (Ithaca: Cornell University Press, 1976), pp. 227-245.

Taylor, Keith. "The Rise of Dai Viet and the Establishment of Thanh Long," in, Kenneth R. Hall & John K. Whitmore, eds. *Explorations in Early Southeast Asian History: The Origins of Southeast Asian Statecraft* (Ann Arbor: University of Michigan, 1976), pp. 149-191.

Taylor, Keith. *The Birth of Vietnam* (Berkeley: University of California Press, 1983), pp. 296-301.

Wheatley, Paul. "Urban Genesis in Mainland Southeast Asia," in, R.B. Smith & W. Watson, eds. *Early Southeast Asia: Essays in Archeology, History and Historical Geography* (New York: Oxford University Press, 1979), pp. 288-303.

Woodside, Alexander. *Vietnam and the Chinese Model* (Cambridge: Harvard University Press, 1971), pp. 7-59.

Yumio Sakurai, "Eighteenth-Century Chinese on the Water Frontier of Indochina," in, Nola Cooke and Li Tana, eds., *Water Frontier: Commerce and the Chinese in the Lower Mekong Region, 1750-1880* (Singapore: Rowman & Littlefield, 2004).

WEEK 2: The French Conquest

Buttinger, Joseph. *Vietnam: A Political History* (New York: Praeger, 1968), pp. 75-98.

Chandran, J. *The Burma-Yunnan Railway: Anglo-French Rivalry in Mainland Southeast Asia and South China, 1895-1902* (Athens: Ohio University, 1971), pp. 1-10.

McLeod, Mark W. *The Vietnamese Response to French Intervention: 1858-1900* (New York: Praeger Publishers, 1991).

Osborne, Milton. *The French Presence in Cochinchina & Cambodia: Rule and Response, 1859-1905* (Ithaca: Cornell University Press, 1969), pp. 3-56, 131-155.

Osborne, Milton. *River Road to China: The Mekong River Expedition, 1866-73* (New York: Liveright, 1975).

Woodside, Alexander. *Vietnam and the Chinese Model* (Cambridge: Harvard University Press, 1971), pp. 234-94.

Steinberg, David Joel, et al. *In Search of Southeast Asia* (Honolulu: University of Hawaii, 1987), pp. 69-75, 128-138.

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

WEEK 3: Vietnamese Nationalism

Background Readings—Colonialism:

Brocheux, Pierre. *The Mekong Delta: Ecology, Economy, and Revolution, 1860-1960* (Madison: Center for Southeast Asian Studies, 1995), pp. 1-90.

Gunn, Geoffrey. "Montagnard Manipulation in Colonial Indochina," *Bulletin of Concerned Asian Scholars* 19: 3 (1987).

Gunn, Geoffrey. "Shamans and Rebels: The Bat Chai (Meo) Rebellion of Northern Laos and Northwestern Vietnam, 1918-1921," *Journal of the Siam Society* 74 (1986), pp. 107-121.

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

- Marr, David G.. *Vietnamese Anticolonialism 1885-1925* (Berkeley: University of California, 1971), chapters 2, 3, 8.
- McAlister, John & Mus, Paul. *The Vietnamese and Their Revolution* (New York: Harper & Row, 1970), pp. 78-92.
- McAlister, John T. *Vietnam: The Origins of Revolution* (New York: Alfred A. Knopf, 1969), pp. 66-82.
- McCoy, Alfred W. *The Politics of Heroin* (New York: Lawrence Hill, 2003), pp. 77-113.
- Murray, Martin. *The Development of Capitalism in Colonial Indochina, 1870-1940* (Berkeley: University of California Press, 1980), pp. 45-95, 163-189, 254-311.
- Popkin, Samuel L. *The Rational Peasant: The Political Economy of Rural Society in Vietnam* (Berkeley: University of California Press, 1979), pp. 184-242.
- Sansom, Robert L. *The Economics of Insurgency in the Mekong Delta of Vietnam* (Cambridge: MIT Press, 1970), pp. 18-52.
- Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia* (New Haven: Yale University Press, 1976).
- Smith, R.B. "An Introduction to Caodaism: Origins and Early History," *Bulletin of the School of Oriental and African Studies* 3:2 (1969), pp. 131-50.
- Werner, Jayne Susan. *Peasant Politics and Religious Sectarianism: Peasant and Priest in the Cao Dai in Viet Nam* (New Haven: Yale University, Southeast Asia Studies, 1981), pp. 4-41.
- Background Readings—Nationalism:**
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1991), pp. 1-7, 113-140.
- Cook, Megan. *The Constitutionalist Party in Cochinchina: The Years of Decline, 1930-1942* (Melbourne: Monash Papers on Southeast Asia, 1977), pp. 1-40, 76-112, 149-167.
- Duiker, W.J. "Phan Boi Chau: Asian Revolutionary in a Changing World," *Journal of Asian Studies* 31:1 (1971), pp. 77-88.
- Duiker, W.J. *The Rise of Nationalism in Vietnam, 1900-1941* (Ithaca: Cornell University Press, 1976), pp. 103-165, 177-188.
- McAlister, John T. *Vietnam: The Origins of Revolution* (New York: Alfred A. Knopf, 1969), pp. 56-65, 83-106.
- Marr, David G.. "Vietnamese Historical Resentment." In Anthony Reid and David Marr, eds., *Perceptions of the Past in Southeast Asia* (Singapore: Heinemann, 1979), pp. 313-339.

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

Marr, David G.. *Vietnamese Tradition on Trial 1920-1945* (Berkeley: University of California, 1981), pp. 1-55.

Osborne, Milton. "The Faithful Few: The Politics of Collaboration in Cochinchina in the 1920s." In Walter F. Vella, ed., *Aspects of Vietnamese History* (Honolulu: University of Hawaii, 1973), pp. 160-190.

Smith, R.B. "The Development of Opposition to French Rule in Southern Vietnam, 1880-1940," *Past and Present* 54 (1972), pp. 94-129.

Smith, R.B. "The Vietnamese Elite of French Cochinchina, 1943," *Modern Asian Studies* 6:4 (1972), pp. 459-482.

Smith, R.B. "Bui Quang Chieu and the Constitutionalist Party in French Cochinchina, 1917-30," *Modern Asian Studies* 3:2 (1969), pp. 131-50.

Steinberg, David J., et al. *In Search of Southeast Asia: A Modern History* (Honolulu: University of Hawaii, 1987), pp. 301-312.

WEEK 4: The Rise of the Communist Party

Background Readings—Communist Party:

Duiker, W.J. *The Communist Road to Power in Vietnam* (Boulder: Westview Press, 1981), pp. 7-55.

Fall, Bernard B. "North Vietnam: A Profile." In Robert O. Tilman, ed., *Man, State, and Society in Contemporary Southeast Asia* (New York: Praeger, 1969), pp. 382-392.

Huynh Kim Khanh. *Vietnamese Communism 1925-1945* (Ithaca: Cornell University Press, 1982), pp. 35-89, 142-188, 232-338.

Marr, David G. *Vietnamese Tradition on Trial 1920-1945* (Berkeley: University of California, 1981), pp. 368-412.

Paige, Jeffrey. *Agrarian Revolution: Social Movements and Export Agriculture in the Underdeveloped World* (New York: Free Press, 1975), pp. 278-333.

Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia* (New Haven: Yale University Press, 1976), pp. 114-156.

White, Christine Pelzer. "The Vietnamese Revolutionary Alliance: Intellectuals, Workers and Peasants." In John W. Lewis, ed., *Peasant Rebellion & Communist Revolution* (Stanford: Stanford University Press, 1974), pp. 77-95.

Woodside, Alexander. *Community and Revolution in Modern Vietnam* (Boston: Houghton Mifflin, 1976), pp. 160-200.

Background Readings—World War II:

Duiker, W.J. *The Communist Road to Power in Vietnam* (Boulder: Westview Press, 1981), pp. 57-125.

Hammer, Ellen J. *The Struggle for Indochina, 1940-1955* (Stanford: Stanford University Press, 1954), pp. 94-174.

Huynh Kim Khanh. "The Vietnamese August Revolution Reinterpreted," *Journal of Asian Studies* 30:4 (1971), pp. 761-782.

Marr, David G. *Vietnam 1945: The Quest for Power* (Berkeley: University of California, 1995).

McAlister, John T. *Vietnam: The Origins of Revolution* (New York: Alfred A. Knopf, 1969), pp. 109-315.

Patti, Archimedes. *Why Vietnam?: Prelude to America's Albatross* (Berkeley: University of California, 1980).

Smith, R.B. "The Japanese Period in Indochina and the Coup of 9 March 1945," *Journal of Southeast Asian Studies* 9:2 (1978), pp. 268-301.

Smith, R.B. "The Work of the Provisional Government of Vietnam, August-December 1945," *Modern Asian Studies* 12:4 (1978), pp. 459-482.

Truong Buu Lam. "Japan and the Disruption of the Vietnamese Nationalist Movement." In Walter F. Vella, ed., *Aspects of Vietnamese History* (Honolulu: University of Hawaii, 1973), pp. 237-270.

Woodside, Alexander. *Community and Revolution in Modern Vietnam* (Boston: Houghton Mifflin, 1976), pp. 201-245.

WEEK 5: The First Indochina War, 1946-1954

Adams, Nina S. "Patrons, Clients and Revolutionaries: The Lao Search for Independence, 1945-1954." In Nina S. Adams & Alfred McCoy, eds., *Laos: War and Revolution* (New York: Harper & Row, 1970), pp. 100-120.

Bodard, Lucien. *The Quicksand War: Prelude to Vietnam* (Boston: Atlantic Little Brown, 1967), pp. 3-66, 69-132.

Buttinger, Joseph. *Vietnam: A Political History* (New York: Praeger, 1968), pp. 277-383.

Fall, Bernard B. *Hell in a Very Small Place: The Siege of Dien Bien Phu* (Philadelphia: Lippincott, 1967).

Fall, Bernard B. "The Political-Religious Sects of Viet-Nam," *Pacific Affairs* 28:3 (1955), pp. 235-53.

Fall, Bernard B. *Street Without Joy* (Harrisburg: Stackpole, 1961), pp. 32-106, 312-329.

Fall, Bernard B. *The Two Vietnams: A Political and Military Analysis* (New York: Praeger, 1968), pp. 104-168, 169-200, 203-223

Fall, Bernard B. *Viet-Nam Witness 1953-1966* (New York: Praeger, 1966), pp. 30-40.

Hammer, Ellen J. *The Struggle for Indochina, 1940-1955* (Stanford: Stanford University Press, 1954), pp. 175-291, 292-364.

Hue-Tam Ho Tai. *Millenarianism and Peasant Politics in Vietnam* (Cambridge: Harvard University, 1983), chaps. 8, 9, 10.

Kelly, George A. *Lost Soldiers: The French Army & Empire in Crisis* (Cambridge: MIT Press, 1965), pp. 54-75, 91-104.

McAlister, J.T. "Mountain Minorities and the Viet Minh: A Key to the Indochina War." In Peter Kunstadter, ed., *Southeast Asian Tribes Minorities and Nations* (Princeton: Princeton University Press, 1967), Vol. II, pp. 771-844.

Roy, Jules. *The Battle of Dien Bien Phu* (New York: Harper & Row, 1963), pp. 1-34, 162-249.

Werner, Jayne Susan. *Peasant Politics and Religious Sectarianism: Peasant and Priest in the Cao Dai in Vietnam* (New Haven: Yale University, Southeast Asia Studies, 1981), pp. 42-55.

Wolf, Eric. *Peasant Wars of the Twentieth Century* (New York: Harper & Row, 1968), pp. 159-207.

WEEK 6: Consolidating a South Vietnamese State

Gettleman, Marvin E., et al., eds. *Vietnam and America: A Documented History* (New York: Grove Press, 1995), pp. 65-132.

Gibson, James William. *The Perfect War* (New York: Random House, 1986), pp. 69-87.

Karnow, Stanley. *Vietnam: A History* (New York: Viking, 1983), pp. 213-239.

Kolko, Gabriel. *Anatomy of a War* (New York: Pantheon, 1985), pp. 80-108.

Lacourture, Jean. *Vietnam: Between Two Truces* (London: Secker Warburg, 1966), pp. 17-68.

Nashel, Jonathan. *Edward Lansdale's Cold War* (Amherst: University of Massachusetts Press, 2005).

Spector, Ronald. *Advise and Support: The Early Years 1941-1960* (US Army Center of Military History, 1983), chapter 2.

Background Reading—Ethnic Conflict in the Central Highlands

Hickey, Gerald. *Sons of the Mountains: An Ethnohistory of the Vietnamese Central Highlands to 1954* (New Haven: Yale University Press, 1982), pp. 190-206, 260-290.

McLeod, Mark W. "Indigenous Peoples and the Vietnamese Revolution, 1930-1975: A Historical Overview," *Journal of World History* 10, no. 2 (1999), pp. 353-89.

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--For additional background readings on the above topics, consult Edwin Moise's exhaustive bibliography posted on the website: <http://hubcap.clemson.edu/~eemoise/>

IV. FILM VIEWING – Extra-Credit Sessions & Suggested Titles:

--*Extra-Credit Cinema Program*: For a maximum of three extra-credit points, students can sign up in the first discussion section to attend five film showings, two features and three documentary, at the Veterans' Museum, 30 West Mifflin Street (at the end of State Street on the Capitol Square; TEL 267-1799). To receive credit, students shall view all films and write a single, three-page reflection paper on a topic assigned by the TA. The films will be shown at these times and dates:

- 1.) "The Quiet American" (Week 6, Thursday, October 11, 4:15 pm)
- 2.) "Apocalypse Now" (Week 8, Thursday, October 25, 4:15 pm)
- 3.) "Two Days in October" (Week 9, Thursday, November 1, 4:15 pm)
- 4.) "Bombies" (Week 10, Thursday, November 8, 4:15 pm)
- 5.) "The Fog of War" (Week 11, Thursday, November 15, 4:15 pm)

--*Discussion Section Film Selections*: Selections from the following documentary films, running no more than 15 minutes, will be shown in sections to stimulate discussion.

- 1.) "The Weather Underground" (Bullfrog Productions)
- 2.) "Memories of a Massacre" ("60 Minutes," CBS Television).
- 3.) "The Trial of Henry Kissinger"
- 4.) "Winter Soldier"
- 5.) "The War at Home"

--*Films in Lecture*: Short segments, usually less than five minutes each, will be shown in Lecture:

- 1.) "The Weather Underground" (Mark Rudd interview).
- 2.) "Vietnam: A Television History" (MacNamara, Tonkin Gulf)
- 3.) "Winter Soldier" (pacification footage)
- 4.) "Memories of a Massacre" (Bob Kerrey, Gerhard Klan interviews)
- 5.) "Vietnam: A Television History" (Nixon, Cambodia).
- 6.) "Going Upriver" (Kerry speech to Congress, VVAW)
- 7.) "Hearts and Minds"

--*Miscellaneous Films*: The films listed below are all highly recommended and are available on video at the more specialist Madison area video outlets:

- 1.) "Hearts and Minds" (Oscar Winner, 1974, Best Documentary)
- 2.) "Vietnam Requiem"
- 3.) "Vietnam: Year of the Pig"

- 4.) "The Quiet American" (black and white; with Audie Murphy)
- 5.) "The Quiet American" (color; with Michael Caine)
- 6.) "Born on the Fourth of July"
- 7.) "Full Metal Jacket"
- 8.) "Platoon"
- 9.) "Heaven and Earth"
- 10.) "The Lost Battalion" (French feature film)
- 11.) "Casualties of War"
- 12.) "Apocalypse Now"
- 13.) "Indochine"
- 14.) "We Were Soldiers"
- 15.) "Winter Soldier"
- 16.) "Going Up River"

--*Learning Support Services in Van Hise Hall:* This on-campus media center has a collection of Vietnam feature films and documentaries that can provide visual imagery that will help this chronicle of colonialism, revolution, diplomacy, and battles come alive. Among the films available are:

- 1.) "The War at Home" - HS1.004
- 2.) "Apocalypse Now"- ID2.020
- 3.) "Hearts of Darkness" (VHS) - ID2.021
- 4.) "The Vietnam War" (PBS series) - ID2.006
- 5.) "Indochine" - FR2059.149
- 6.) "The Trial of Henry Kissinger"- HS1.016
- 7.) "The Fog of War" (DVD) - HS1.018
- 8.) "The Weather Underground" (DVD) - HS1.020
- 9.) "Vietnam: In the Year of the Pig" (VHS) - HS1.019
- 10.) "Memories of a Massacre" (60 Minutes) - HS1.017
- 11.) "Bombies" (DVD) - ID2.141

V. VACATION READING--Suggested Fiction and Non-Fiction Titles:

- 1.) Bao Ninh, *Sorrows of War*.
- 2.) Tim O'Brien, *In the Lake of the Woods*.
- 3.) Tim O'Brien, *The Things they Carried*.
- 4.) Graham Greene, *The Quiet American*.
- 5.) Jean Larteguy, *Yellow Fever*.
- 6.) Jean Larteguy, *The Bronze Drum*.
- 7.) Neil Sheehan, *Bright Shining Lie*.
- 8.) Lewis B. Puller, Jr., *Fortunate Son*.
- 9.) Michael Herr, *Dispatches*.

VI. MAJOR ESSAY QUESTIONS:

1.) *Nationalism:* By balancing biography with the history of modern Vietnamese nationalism, explain how Ho Chi Minh emerged as an effective leader of Vietnam's anti-colonial struggle.

2.) *Eisenhower's Domino Theory:* In a famous speech in 1954, President Eisenhower warned that should the Communists prove victorious in Vietnam, the rest of the countries of Southeast Asia would "topple like a row of dominoes" to a monolithic and expansionist Communism. Was this an accurate assumption? Please discuss some of the relevant aspects of Vietnamese communism and history that would either support or undermine such an understanding.

- 3.) *The U. S. Role in the Coup against Diem*: One Asian expert once said: "It is fair to say that the overthrow of Ngo Dinh Diem in November of 1963 would not have occurred without at least the tacit approval of the U.S." Analyze the dynamics of Diem's downfall and weigh the role of the United States in a wider context.
- 4.) *The U. S. backing of the Saigon military regime*: When Secretary of Defense Robert McNamara visited Vietnam in 1964 he repeatedly described General Nguyen Khanh as Vietnam's "best possible leader" and the Johnson administration thus provided him substantial aid. Trace the changing U.S. positions towards civilian governments in Saigon from 1963-1973. What do these governments, and US relations with them, reveal about the dilemma of American policy in Vietnam?
- 5.) *Tonkin Gulf Incident*: After voting on the Tonkin Gulf Resolution, Senator Wayne Morse from Oregon said: "I believe that history will record that we have made a great mistake in subverting and circumventing the Constitution of the United States.[B]y means of this resolution....we are in effect giving the President war making powers in the absence of a declaration of war. I believe that to be a historic mistake." Trace the development of the Tonkin Gulf incident and the Tonkin Gulf resolution, indicating whether you agree with Morse. Please explain and document your position fully.
- 6.) *War in the Villages*: Discuss the character of the Vietnamese village and explain why the US-directed pacification policy, including the Phoenix Program, largely failed there between 1959 and 1969.
- 7.) *Tet Offensive*: Was the 1968 Tet offensive a simple US intelligence failure or did it represent the inability of the White House, the Pentagon, and MACV to understand the deeper politics of the war? From this perspective, discuss the impact of this battle on the war in Vietnam and the war at home in the United States.
- 8.) *My Lai Massacre*: As his court martial began, one unnamed American told a reporter, "Rusty Calley is a scapegoat." Using this remark as point of departure, examine U. S. military counter-insurgency tactics in the years surrounding the My Lai incident and determine, in light of recent revelations about the "Tiger Force" and other atrocities, to what extent civilian killings were an exception, a manifestation, or a component of US Army pacification.
- 9.) *Cambodia and Laos*: Analyze the impact of US political and military policy upon either Cambodia or Laos between 1965 and 1975.
- 10.) *War crimes*: Prominent intellectuals such as Noam Chomsky, Bertrand Russell and Jean Paul Sartre have argued that the U. S. government committed war crimes while fighting in Indochina. Focusing on the case of ex-Senator Robert Kerrey and the events at Thanh Phong village, determine whether his actions, and the larger Phoenix program, were war crimes as defined by the 1949 Geneva Convention. Should ex-Senator Kerrey be indicted, like Lt. Calley, for war crimes?
- 11.) *The Grunt's War*: Analyze the changing quality of combat in Vietnam between 1965 and 1972, focusing on its impact upon the discipline within the US Army and upon the individual American soldier.
- 12.) *The Anti-war Movement*: The anti-war movement is largely remembered as a student movement. To what degree is this true? What were the various motivations

that people had to be opposed to the war in Indochina? What were the various arguments they used against it? Consider the opposition that emerged from among students, blacks, soldiers, workers and women.

13.) *Vietnamization*: When recalling President Nixon's support for Vietnamization, Richard Smyser, a State Department official, said that , " For domestic and political reasons American troops had to be gotten out of there." Explain those domestic and political reasons.

14.) *CIA Covert Operations*: One scholar has said, "The Vietnam War is Exhibit A for the abolition of the CIA." Explore the role of the major CIA covert operations in the period 1963 to 1975--including Diem's ouster, the Desoto missions, the CORDS/Phoenix Program, and the Secret War in Laos--to assess whether reliance on covert operations contributed to the making of this quagmire.

15.) *Christmas Bombings*: At the Paris meetings in January 1973, Henry Kissinger claimed that "What has brought us to this point is the President's [Nixon's] firmness and the North Vietnamese belief that he will not be affected by either congressional or public pressures. Le Duc Tho [the North Vietnamese negotiator] has repeatedly made these points to me." Do you agree with Kissinger that the bombings of 1972 were necessary to force the North Vietnamese to sign the peace agreement? Please explain and document your position fully.

16.) *Congressional Cut-off of Aid to Vietnam*: An anonymous South Vietnamese said: "Not only did the US not provide us with the assistance they had promised, but they did not even allow us to save face and dignity, the only assets of a poor country. It seemed better to be America's enemy than ally, for the enemy at least had America's respect." Do you agree with those who argue that the staged termination of aid to South Vietnam caused its collapse? Please explain and document your answer fully.

17.) *The Fall of Saigon and its Impact on America*: After the Persian Gulf War, President George H.W. Bush said, "We have finally kicked the Vietnam Syndrome." To what was he referring? What exactly is the "Vietnam Syndrome"? And how has it affected US foreign policy? Please explain and document your answer fully.

18.) *Robert McNamara's Apology*: In his book *In Retrospect*, former U. S. Defense Secretary Robert McNamara said: "We of the Kennedy and Johnson administrations who participated in the decisions on Vietnam acted according to what we thought were the principles and traditions of this nation. We made our decisions in light of those values. Yet we were wrong, terribly wrong." Why does McNamara think the Johnson administration was "wrong"? Do you think that McNamara has correctly located the reasons for the US government's failure in Vietnam? Consider the policies of the Johnson administration in light of McNamara's retrospective assessment.

VII. BASIC SKILLS FOR HISTORY COURSES:

1.) *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 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 the 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.

e.) *Comparison*: After learning to summarize individual arguments, students should learn to compare—both the theses of contradictory arguments and parallel historical cases.

VIII. HOW TO WRITE A RESEARCH ESSAY—A THREE-STEP METHOD:

1.) *Step One--Need to Read*:

a.) Sources/Research:

1.) All good essays begin with the three “Rs”—reading, research, and reflection.

2.) Like most essays, a history term paper is a distillation of its author's reading and reflections upon the subject at hand. The quality of an essay's expression and analysis reflects, subtly but unavoidably, the depth and diversity of its author's reading.

3.) Conversely, if you do not read, then you cannot have anything of any substance to say on a subject.

b.) Basic Format:

1.) Assuming three paragraphs per 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:

Alfred W. McCoy, ed., *Southeast Asia Since 1800* (Madison: University of Wisconsin Press, 1989), pp. 134-35.

4.) For a second, sequential citation of the same work use “Ibid.,” and for all subsequent, non-sequential citations of the same work use a short citation form, that might be:

McCoy, *Southeast Asia Since 1800*, pp. 77-78.

5.) For details, see, The University of Chicago Press, *A Manual of Style*.

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 textbooks, 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, and relevant pages.
- 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.

2.) *Step Two—Framing the Argument:*

a.) Outline: With your reading done, you are ready to outline your argument. Begin by asking yourself the single, central question you will ask and answer in the course of this paper. Next, write a one- or two-page outline of your essay with the basic components outlined below.

b.) Overall structure: Every scientific report, whether natural or social, has three basic elements--the problem/hypothesis, the evidence/argument, and the conclusion. To summarize very broadly, the introduction asks a question and poses a hypothesis, the argument arrays evidence to explore that hypothesis, and the conclusion reflects on the original hypothesis in light of the evidence presented.

Of these three elements, the opening formulation of an hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the dense mass of material you have read and articulate a thesis, which usually explains causality (why events occurred) or analyzes significance (the particular import of an event or a pattern of events). Then identify the factors, topics, or elements that you will explore to test your thesis. Ideally, these factors should serve as a broad outline of the topics that you will explore in the next section of your essay, the argument/evidence. Here are some further reflections on each of these sections:

- 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.")
 - b.) In stating your problem, refer to the literature in the syllabus.
 - 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 a 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.

c.) 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 French colonialism in the Mekong Delta" by probing the problem of whether "the French made life in Vietnam happier for the natives."

2.) How do you define an appropriate question and level of analysis? Fundamental. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.

d.) Nature of History Questions: In courses such as this one, history involves 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 period of time, 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.) *Step Three—Writing the Essay:*

a.) Outline:

1.) As discussed above, you will be writing from an outline of one to two pages for a 10 to 12 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 to include short periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.

c.) Paragraphs:

- 1.) Start your paragraph with “topic sentence”--that is, 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 your writing. 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.
- 3.) In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderously formal.