

University of North Carolina at Greensboro
HIS 588: East Asian History Selected Topics - The Viet Nam Wars

Fall Semester 2014

T 3:30pm- 6:20pm

MHRA 1209

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Office Hours: TR 11:00-11:50 a.m., and by appointment

Introduction:

In the eyes of many Americans, there is little separation between the image of “Vietnam” and the tragic outcome of US involvement in the Second Indochinese War. However, Viet Nam as a nation and the Vietnamese as a people have existed in the region for over two thousand years, fighting during much of this time for both political autonomy and cultural self-identity. During the course of its history, Viet Nam’s military adversary and cultural ally has often been China. Conversely, Chinese leaders have long believed that their empire shared a special bond with Viet Nam, which at times promoted the impulse to subjugate their smaller neighbor. This course will consider the history of wars fought on Vietnamese soil within the larger context of political, social and cultural change. The course themes include; resistance of foreign aggression as an integral part of the Vietnamese nationalist narrative, Vietnamese self-identity in the shadow of Chinese domination, the anti-colonial origins of the Vietnamese nationalist and Communist movements, and Vietnamese government’s uneasy relations with border ethnic groups. It is my desire that, after the completion of this seminar course, we will have a larger historical context in which we can more clearly evaluate the events of the last 50 years.

Students taking this course should reach the following goals by the end of the semester:

- Construct persuasive written arguments regarding issues of historical interpretation.
- Utilize the latest methods of Web-based technology to communicate with fellow students.
- Understand better the effect the ancient past has had on the modern world.
- Exhibit self-motivation and self-expression by exploring and asking questions regarding historical topics beyond personal life experiences.

Course Requirements

I expect all students to attend and participate in all discussion sections. More than three absences during the course of the semester, for any reason, will result in a failing grade. Moreover, the completion of all written assignments is necessary for a passing grade. No "incompletes" will be given for this class. Please remember to plan ahead! I will also require that all students establish e-mail accounts with Internet access. This course will occasionally involve interaction between the instructor and students outside of the lecture period. Please set up these accounts as soon as possible. If you have any questions, please do not hesitate to contact me.

Grading (Undergraduates)

Annotated bibliography (4-5 pages)	20%
Class presentation	10%
Historiographical essay (8-10 pages)	30%
Class participation	40%

Grading (Graduate students)

Historiographical essay (15-20 pages)	50%
Class presentation	10%
Class participation	40%

Annotated bibliography

All undergraduate students will produce short annotated bibliographies as their first written assignments. All graduate students will supply annotated bibliographies with their final historiographical essays. An annotated bibliography is a list of books, articles, and documents, in which each entry is followed by a brief description of the source itself. These descriptions, or annotations, are provided to advise the reader on the accuracy and usefulness of the materials you have cited in your bibliography. For a better sense of what it entails to create an annotated bibliography, I urge everyone to visit the Cornell University Library's web page "How to Prepare an Annotated Bibliography" at <http://guides.library.cornell.edu/annotatedbibliography>. This page contains a very good overview of the process.

Web Site contributions

This class is served by a companion Blackboard site, through which you may access all the on-line e-reserves. Here students can access course information, such as scheduled events (i.e. the syllabus you now hold in your hand), as well as terms mentioned in lecture. I will also list links to web sites of interest to our class. Please refer to the class site periodically for such materials. I urge everyone to visit the Jim Kapoun's web page on the Cornell Library site "Five Criteria for Evaluating Web Pages" (<http://olinuris.library.cornell.edu/ref/research/webcrit.html>) before "surfing" through these on-line materials. Moreover, I include additional materials on the library's Electronic Reserve list. Please refer to the class Web site periodically for such materials.

Class presentations

All students will be required to present to the class a short summary and salient points from their final essays. We will discuss the nature of these presentations later on in the course.

Historiographical Essay

An historiographical essay is a critical overview of a variety of historical interpretations of an oftentimes narrowly focused topic. Such essays can take different forms, and we will discuss these forms during this course. As an example, I will place one of my own essays from graduate student days on e-reserve. Please remember that the quality of your writing, particularly the clarity and persuasiveness of your argument, will factor into the final grading. Late papers will be penalized half a letter grade for each day beyond the original due date.

Classroom Discussions

Discussion and the exchange of ideas are very important components of this course. Everyone will be required to participate, and you should feel free to ask questions in every class. Each student will come to class having read the primary and secondary sources and will be prepared to discuss them. To facilitate discussion of the secondary sources, I will ask for volunteers to prepare short summaries (1-2 paragraphs), short but detailed outlines (no more than 1 page) and two discussion questions for these chapters/articles to stimulate class discussion. When a reading has been assigned to the entire class, then everyone, including the week's volunteers, will prepare the above submissions for each required reading. These outlines will be posted to the course Canvas site. I will also assign almost every week primary sources to specific students, who will begin the discussion of these sources with two discussion questions of their choosing (from an outline I will provide to the class.) I will also not hesitate to call on all students to participate. However, you should feel free to speak with me before class, if you find it difficult to speak in a public setting. In that case, you may submit your questions before each class in writing.

Required Titles:

Taylor, Keith Weller. *A History of the Vietnamese*. Cambridge: Cambridge University Press, 2013. ISBN: 9780521875868.

Dutton, George Edson, Jayne Susan Werner, and John K. Whitmore. *Sources of Vietnamese tradition*. New York: Columbia University Press, 2012. ISBN: 9780231138628.

Elliott, David W. P. *The Vietnamese War: Revolution and Social Change in the Mekong Delta, 1930-1975*. Armonk, N.Y.: M.E. Sharpe, 2007. (Concise Edition) ISBN: 9780765606037.

Emerson, Gloria. *Winners and Losers: Battles, Retreats, Gains, Losses, and Ruins from a Long War*. New York: W.W. Norton, 2014. ISBN: 9780393349337.

All other materials for this course will be available on electronic reserve at the course Canvas site.

READING SCHEDULE	
WEEK'S TOPIC	READINGS AND DISCUSSION
INTRODUCTION	
August 19: Course “nuts and bolts” and topical introduction	Readings: 1. Norman Owen’s review of K. W. Taylor’s <i>A History of the Vietnamese</i> (Canvas; outlines required from all students.) 2. Anderson, “Distinguishing between China and Vietnam: three relational equilibriums in Sino-Vietnamese Relations” in <i>Journal of East Asian Studies</i> 13 (2013): 259-280. (Canvas; outlines required from all students.) 3. How to read primary sources (Canvas)
VIET NAM UNDER NORTHERN CONTROL	
August 26: Defining Characteristics of Vietnamese Society. Chinese Domination and Local Rebellion in Viet Nam. Earliest times through the 10 th Century.	Required Readings: 1. Taylor, <i>History of the Vietnamese</i> , pp. 1-50. 2. Dutton et. al, <i>Vietnamese Tradition</i> , pp. 9-27. Recommended Readings: 1. Taylor, “Lac Lords” in <i>The Birth of Vietnam</i> , pp. 1-44 (Canvas e-reserve). 2. Anderson, <i>The Rebel Den of Nùng Tri Cao</i> , Chapter 3, “Examples of Negotiated Autonomy” (on e-reserve)
VIET NAM DURING THE EARLY IMPERIAL PERIOD	
September 2: The Rise of the Dynastic Vietnamese State. Mongol Invasions. Internal Power Struggles.	Required Readings: 1. Taylor, <i>History of the Vietnamese</i> , pp. 51-164. 2. Dutton et. al, <i>Vietnamese Tradition</i> , pp. 28-88.
VIET NAM DURING THE HIGH IMPERIAL PERIOD	
September 9: Ming Invasion and Local Resistance. Vietnam’s colonizing “March South.” The Mac Challengers.	Required Readings: 1. Taylor, <i>History of the Vietnamese</i> , pp. 165-257. 2. Dutton et. al, <i>Vietnamese Tradition</i> , pp. 89-144. Recommended Readings: 1. Lo, Jung-Pang “Intervention in Vietnam” (Canvas e-reserve). 2. Whitmore, “Social Organization and Confucian Thought in Vietnam” (Canvas e-reserve) 3. Wook, Choi Byung “Vietnamization of Southern Vietnam” (Canvas e-reserve).
VIET NAM DURING THE HIGH IMPERIAL PERIOD	
September 16: Civil War and the Founding Vietnam’s Final Dynasty. The Tayson Rebellion. Struggle with Western Powers.	Required Readings: 1. Taylor, <i>History of the Vietnamese</i> , pp. 258-445. 2. Dutton et. al, <i>Vietnamese Tradition</i> , pp. 253-331.

	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. R.B. Smith, "The Cycle of Confucianization in Vietnam" article, pp. 1-29 (Canvas e-reserve). 2. Lam, Resistance, Rebellion, Revolution: Popular Movements in Vietnamese History, "Introduction" (Canvas e-reserve).
VIETNAMESE SOCIETY UNDER THE FRENCH	
<p>September 23: Colonial Vietnamese Society Under the French. Early Vietnamese Radicals.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 446-504. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 335-395. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. David Marr, <i>Vietnamese Tradition on Trial, 1920-45</i>, pp. 288-326. (Canvas e-reserve).
<p>September 30 (3:30-4:45): The leadership of the ICP and Ho Chi Minh. WWII in Vietnam.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 504-536. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 396-444. 3. Elliott, <i>The Vietnamese War</i>, pp. 41-61. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Tai, <i>Radicalism and the Origins of the Vietnamese Revolution</i> Chapter 1, "My Father's House" (Canvas e-reserve). <p>Film: <i>Roots of War</i> (VH1009)</p>
<p>September 30 (5:00-6:20):</p>	<p>Time reserved for undergraduate student conferences regarding annotated bibliographies</p>
THE U.S. CONFLICT IN VIET NAM	
<p>October 7: The First Indochinese War</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 536-556. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 473-478. 3. Elliott, <i>The Vietnamese War</i>, pp. 62-84. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. McNamara, "Evolution of Washington's and Hanoi's Mindsets" (Canvas e-reserve). <p>Film: <i>First Vietnam War: 1946-54</i> (VH1010)</p>
October 7	UNDERGRADUATES' ANNOTATED BIBLIOGRAPHIES DUE IN CLASS

FALL BREAK: 10-15 October, No Class Meetings.

WEEK'S TOPIC	READINGS AND DISCUSSION
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<p>October 21: The RVN Government and the ARVN during Early US Involvement.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 556-590. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 450-463. 3. Elliott, <i>The Vietnamese War</i>, pp. 85-110. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Catton, Philip, “The Ngos, Nationalism and Nation Building” in <i>Diem's final failure</i> (Canvas e-reserve). <p>Film: <i>America's Mandarin: 1954-1963</i> (VH1011)</p>
<p>October 28: Ha Noi’s early strategy in the Second Indochinese Conflict. Escalation in US Involvement</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 590-601. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 478-486. 3. Elliott, <i>The Vietnamese War</i>, pp. 249-300. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. McNamara, “U.S. military victory in Vietnam: a dangerous illusion?”(Parts A&B) (Canvas e-reserve). <p>Film: <i>With America's Enemy: 1954-67</i> (VH1014)</p>
<p>November 4: The 1968 Tet Offensive.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 601-605. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 463-473. 3. Elliott, <i>The Vietnamese War</i>, pp. 301-330. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Ngo Vinh Long “The Tet Offensive and Its Aftermath” in Marc Jason Gilbert and William Head, eds., <i>The Tet Offensive</i>. (Canvas e-reserve). <p>Film: <i>Tet: 1968</i> (VH1015)</p>
<p>November 11: The End of US Involvement in the Second Indochinese Conflict.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 605-614. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 486-489. 3. Elliott, <i>The Vietnamese War</i>, pp. 416-440. 4. Emerson, <i>Winners and Losers</i>, pp. 85-186. <p>Film: <i>Hearts and Minds</i></p>
<p>THE LEGACY OF WAR</p>	

<p>November 18: The Third Indochinese War. The Legacy of the Second Indochinese War in VN Society. The Vietnamese Diaspora.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 614-619. 2. Dutton et. al, <i>Vietnamese Tradition</i>, pp. 554-564. 3. Emerson, <i>Winners and Losers</i>, pp. 463-521. <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. King C. Chen, <i>China's War With Vietnam, 1979</i>, pp. 69-117 (Canvas e-reserve). <p>Film: <i>Journey from the Fall</i></p>
<p>November 25: Vietnam in the Post-war Era. Doi Moi Reforms. The Continued Legacy of War in VN Society.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Taylor, <i>History of the Vietnamese</i>, pp. 620-626.
<p>November 25:</p>	<p>Class Presentations, Final Discussion (Attendance required)</p>
<p>TUESDAY, NOVEMBER 25th</p>	<p>GRADUATE ESSAYS DUE</p>
<p>TUESDAY, NOVEMBER 25th</p>	<p>UNDERGRADUATE ESSAYS DUE</p>

Historiographical Essay Topic Suggestions	
Premodern Topics	Modern Topics
Historical Relationship of China and VN	French Colonization of Indochina
Ming Invasion of VN	Early Vietnamese Radicals
Tây Sơn Rebellion (1771-1802)	WWII in VN
Buddhism in VN	Hồ Chí Minh- Life and Legacy
Imperial vs. Local Culture in VN	VN Conflict in Literature (US/VN)
Trade and Cultural Exchange in VN	VN Conflict in Film (US/VN)
Kinh Relations with non-Kinh in VN Society	VN Conflict in the Visual Arts (US/VN)
Western Missionaries in late Imperial VN	Environmental Impact of War in VN
	Modern Sino-Vietnamese Relations
	State vs. Private Memorials of Wartime Sacrifice
	Psychological Impact of War in VN/US
	Impact of VN Conflict Beyond VN and US
	Media and Modern Viet Nam
Secondary Sources:	
<p>Begin your search with Professor Edwin E. Moïse's Vietnam War Bibliography http://www.clemson.edu/caah/history/facultypages/EdMoise/bibliography.html Note: Please conduct your <u>own</u> search after viewing Moïse's bibliography</p>	
Primary Sources in the Jackson Library Collection:	
<ol style="list-style-type: none"> 1. History Resources Page (created by Kathy Crowe): http://uncg.libguides.com/his 2. The U.S. Civilian Advisory Effort In Vietnam: U.S. Operations Mission, 1954-1957 - Classified & Subject Files Of The Executive Office.* 3. The U.S. Civilian Advisory Effort In Vietnam: U.S. Operations Mission, 1950-1954.* 4. U.S. Military Advisory Effort In Vietnam: Military Assistance Advisory Group, Vietnam, 1950-1964.* 5. The Observer: News For The American Soldier In Vietnam, 1962-1973.* 6. Intelligence Reports From The National Security Council's Vietnam Information Group, 1967-1975.* 7. Global Missions And Theology.* 8. 19th Century English-Language Journals From The Far East.* 9. Hathi Trust Digital Library: http://www.hathitrust.org/ 	
<p>* These databases are located in the "Achives UnBound site" on the library website. Your UNCG login is required for use of these materials: http://go.galegroup.com.libproxy.uncg.edu/gdsc/dispBasicSearch.do?prodId=GDSC&userGroupName=gr ee35277</p>	

