

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
History & Military History

MILH668 I001 (Fall 2015)
The Vietnam War, 1945-1975

3 credit hours
8-week course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

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Course Description

The *Vietnam War, 1945-1975*, examines the origins, evolution and impact of the Vietnam War as it is known to Americans (to many Vietnamese it is the “American War”). In addition to reviewing the history of U.S. involvement in Vietnam, the course will explore the political, cultural and social forces that shaped the behavior of the various Vietnamese and American parties. The objective of the unit is to develop a coherent perspective on what became one of the costliest and most divisive wars in American history.

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Course Scope

In *The Vietnam War, 1945-1975*, students study not only the history of direct U.S. military involvement in Vietnam, which began with the deployment of American combat troops and the initiation of an aerial bombing campaign against North Vietnam in 1965 and largely ended with the signing of a peace agreement by the warring

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parties in January 1973. They will also investigate the roots of the conflict, including the French empire in Indochina, the emergence of Vietnamese resistance movements, the French war with the Vietnamese Independence League (Viet Minh), and in particular, U.S. actions and policies relating to Indochina in the 20 years before direct intervention. Since the literature of American history—both that of contemporary observers and later historians—is an integral part of the course, the course requires extensive reading of both secondary works and primary source materials and student research.

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Course Objectives

After successfully completing this course, you will be able to:

1. Examine the history of one of the most controversial episodes in 20th century U.S. history.
2. Analyze motives of the major parties to the conflict – the French, the Americans, the National Liberation Front (Viet Cong), the North Vietnamese, and the Republic of Vietnam (South Vietnam).
3. Assess the domestic and international developments and individuals influencing U.S. policy toward the growing conflict in Vietnam, before and during the years of direct U.S. involvement.
4. Discuss the interplay between military operations and political goals on all sides of the conflict.
5. Examine the influence of events outside the area of the conflict on the actions of the belligerents.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in Sakai) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

REQUIRED READINGS

The following are required for this class:

- George C. Herring, *America's Longest War: The United States and Vietnam, 1950-1975*, 4th edition (McGraw-Hill Higher Education, 2004).
- Melvin Small, *Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds* (Scholarly Resources, 2001).
- Public Broadcasting System (PBS), *Vietnam: A Television History* (listed below as "PBS") (available on DVD).

It should be pointed out that Episodes 1-3 and 6 of the PBS video documentary are required viewing for Week 4. The other episodes listed below are optional but can provide additional context for the topics under study.

All other course readings are available in the Resources section of the e-classroom.

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Readings and assignments are listed weekly in the Course Outline. If problems are encountered with a specific URL or web address, contact the instructor as soon as possible.

SUPPLEMENTAL READINGS

A Supplemental Readings list has been posted in the Resources section of the e-classroom. Though none of those books is required, they suggest material you may wish to study for more information about particular subjects. An invaluable reference work is *The Chicago Manual of Style*, 7th edition (Chicago: University of Chicago Press, 2003).

IMPORTANT NOTE: The Department of History requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote/endnote attribution. Do not use parenthetical (APA/MLA) variations. Students in History classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

RECOMMENDED REFERENCES

The APUS Online Library, in the Tutorial & Student Studies Center, provides a link to the *Chicago Style Manual – Online*. A link to the APUS Online Library’s Chicago Manual of Style may be found in the Resources section of the e-classroom (in External Websites). It is highly recommended that majors in History or Military History purchase a bound version of this style manual because this manual is required in all History and Military History courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE -- The classroom only supports .doc, .docx, and .rtf files.**

Adobe [Acrobat Reader](#) (for PDF files). This is available free online at www.adobe.com.

To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):

- [Real Audio](#)
- [Windows Media Player](#)
- [Quick Time](#)

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Evaluation Procedures

The course grade will consist of the average of grades earned for responses to weekly Forum questions, the final examination, and two short writing assignments.

In addition to a Virtual Introduction for Week 1, Forums are required for Weeks 2, 3, 4, 5, 6 and 7. Your responses, also called “posts,” will involve analyzing readings, comparing and contrasting the views of authors, and reviewing their arguments. Students are asked to respond to the Forums question(s) listed below in the Assignments column in an initial post. Then they are to respond to at least three (3) posts by fellow learners, including the professor.

The initial post – due 11:55 p.m., ET, on Thursday of the week -- should be about 300 words in length. Each peer response – due 11:55 p.m. ET, the following Sunday of the week -- should be about 100 words in length. During the course of a Forum discussion, the instructor may post an additional question that some or all students may respond to at their discretion. Follow-up responses will be considered in the scoring of the Discussion Boards (DBs). (See “Scoring of Forum Questions” in the Resources section of the e-classroom.)

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Week 4 is a special forum, as it will involve a free-form discussion of the assigned videos from the PBS *Vietnam Experience*. You may also bring up other media portrayals in contrast, but must adhere to this assignment as your initial post topic. It will be graded chiefly on clarity and participation, as your opinions are subjective with regards to the merits of how the Vietnam War is portrayed by the news, popular culture, etc. Please strive to be objective!

All other cases of written submissions (whether the writing assignments or Forum postings) will be judged for accuracy of interpretation, rigor of argument, and clarity of expression. Opinions must be supported by evidence from the readings or outside sources, which must be cited. Weight will also be given to correct spelling, grammar, clarity of exposition, and other writing technicalities. In this regard, pay particular attention to “Standards for Evaluating Written Work” in the Resources section of the e-classroom.

Responses and discussion should abide by the University [Netiquette](#) policy (see below.) The purpose of the Forum activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the Forums and moving conversations by promoting an advanced level of inquiry.

There are two linked writing assignments. You are required to submit a 3-5 page research topic, including a set of research questions. A research question is to direct your research. In other words, it is what you are examining. This research paper is narrative in scope but also demonstrates a problem or argues for a case. The research proposal should include not only your research thesis or question, but including an annotated bibliography with a minimum of 8 to 10 sources, including at least two primary sources or collections. An annotated bibliography provides brief descriptions of your books, and their relationship to your paper topic.

The second, and longer, assignment entails an original research paper of 8-10 pages min. in length, excluding the title page and bibliography, using the Turabian or Chicago Manual of Style. This paper should focus squarely on the Vietnam War, though it does not have to be a battle report. Instructions for both writing assignments may be found in the Assignments section of the e-classroom. You must have an approved topic before continuing this task.

Important: All assignments must be entered into the appropriate section of the e-classroom – not e-mailed to the instructor. If a student has trouble posting an assignment, the instructor should be contacted immediately.

For all assignments – Forum postings, exams and essays – follow the guidelines outlined in the documents “Course Assignment Policy” and “Rubrics: Standards for Evaluation” in the Resources section of the course site.

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Graded Instruments	Percentage
Virtual Introduction	2.5%
Forum # 1	7.5%
Forum # 2	7.5%
Forum # 3	7.5%
Forum # 4	7.5%
Forum # 5	7.5%
Forum # 6	7.5%
Course Wrap Up	2.5%
Research Paper Proposal	10%

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Research Paper	40%
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Course Outline

8-week Course

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Course Introduction		Read the course syllabus and all related documents.	Introductions are due 11:55 p.m., ET, Thursday, Week 1. Peer responses -- along with the acknowledgment of the Honor Code -- are due 11:55 p.m. ET, Sunday, Week 1.
2	Prelude to a War: Vietnam's Past, the French Empire, and Japanese Occupation	LO 1 – Explain the impact of the Japanese occupation on French colonial control of Vietnam. CO-1, 3, 5	Video: PBS, Disc 1, Episode 1, "Roots of a War (1945-1954)" Ho Chi Minh, "Report on the National and Colonial Questions" (1924) (Resources) Ho Chi Minh, "Vietnamese Declaration of Independence, September 2, 1945" (Resources)	Week 2 Forum Question (initial post due 11:55 p.m., ET, Thursday, Week 2; responses due 11:55 p.m., ET, Sunday, Week 2): Note: The Research Paper Proposal is due by 11:55 p.m. ET, Sunday, Week 2.
3	The French-Viet Minh War and U.S. Policy, 1945-1954	LO 2 – Explain goals of both the French and Viet Minh in their struggle for control of Vietnam. Discuss the outcome of the French-Viet Minh War. CO-1, 2, 5	Herring, chap. 1 "Statement of Policy by the National Security Council ... with Respect to Southeast Asia" (June 12, 1952) (Resources) "Agreement on the Cessation of Hostilities in Viet-Nam, July 20, 1954" (Geneva Accords) (Resources)	Week 3 Forum Question (initial post due 11:55 p.m. ET, Thursday, Week 3; responses due 11:55 p.m. ET, Sunday, Week 3)
4	Advice and Assistance: The Creation of South Vietnam, the Viet Cong Rebellion, and the U.S. Response, 1954-	LO 3 – Review the terms of the Geneva Accords, the efforts of the United States to create an anticommunist state in southern Vietnam, and	Video: PBS, Disc 1, Episode 2, "America's Mandarin (1954-1963)," and Disc 2, Episode 5, "America's Enemy (1954-1967)" Herring, chaps. 2-4 Small, preface and chaps. 1-2	Week 4 Video Discussion (initial post due 11:55 p.m., ET, Thursday, Week 5)

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	1963	the sources of the Viet Cong insurgency. CO-1, 2, 4, 5	“[Edward] Lansdale Team's Report on Covert Saigon Mission in 1954 and 1955” (Resources)	
5	Lyndon Johnson Goes to War: Escalation and Stalemate, 1964-1967	LO 4 – Discuss the reasons why President Lyndon Johnson decided to deploy American ground troops to South Vietnam and begin an aerial bombing campaign against North Vietnam. CO-1, 4	Herring, chap. 5 Small, chaps. 3-4 Southeast Asia (Gulf of Tonkin) Resolution, August 7, 1964 (Resources) Ambassador Maxwell Taylor's Meeting with South Vietnamese Generals, December 20, 1964 (Resources) Optional: Video: PBS, Disc 2, Episode 3, “LBJ Goes to War (1964-1965),” and Episode 4, “America Takes Charge (1965-1967)”	Week 5 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 5; responses due 11:55 p.m. ET, Thursday, Week 5)
6	Turning Point: Tet 1968 and the Crisis of American Politics	LO 5 – Analyze the impact of the Tet Offensive on the U.S. military strategy, the warring Vietnamese parties, and the U.S. home front. CO-1, 3, 4	Herring, chap. 6 Small, chap. 5 Optional: Video: PBS, Disc 3, Episode 6, “Tet, 1968,” and Disc 4, Episode 10, “Homefront USA”	Week 6 Forum Question (initial post due 11:55 p.m., ET, Thursday, Week 6; responses due 11:55 p.m., ET, Sunday, Week 6)
7	Peace with Honor: Withdrawal, Vietnamization, Great Power Diplomacy, and Domestic Polarization, 1969-1973	LO 6 – Discuss President Richard Nixon’s objectives in Vietnam and the ways he attempted to achieve them. CO-1, 4, 5	Herring, chap. 7 Small, chaps. 6-7 Nixon, Richard M., “Address to the Nation on the War in Vietnam, November 3, 1969” (Resources) Optional: Video: PBS Episodes 7-8.	Week 7 Forum Question (initial post due 11:55 p.m. ET, Thursday, Week 7; responses due 11:55 p.m. ET, Sunday, Week 7)
8	Without Honor: The Collapse of South Vietnam, 1973-1975	LO 7 – Discuss the outcome of the Vietnam conflict once the U.S.	Herring, chap. 8 Small, chap. 9	The Research Paper is due by the end of Week 7 (11:55 p.m. ET, Sunday).

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	signed the peace agreement in Paris in January 1973. CO-1, 5	Optional: Video: PBS, Disc 4, Episode 11, "The End of the Tunnel (1973-1975)"	
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

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Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Selected Bibliography

SUPPLEMENTARY READINGS

A Selected Bibliography: Supplementary Readings list has been posted in the Resources section of the e-classroom. Though none of those books is required, they suggest material you may wish to study for more

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