

Polytechnic, Tempe, and West campuses

1.) DATE: <b>01/20/2010</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>273</b> Title: <b>U.S. Experience in Vietnam 1945-1975</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>DR. JANICE MILLER</b> PHONE: <b>480 423 6205</b> FAX: <b>480 423 6298</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: <b>Social and Behavioral Sciences (SB)</b> Awareness Areas: <b>Select awareness area...</b>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> <b>HIS, HST DEC</b> <input checked="" type="checkbox"/> Elective  Effective date: <b>2010 Fall</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>JANICE J. MILLER</b>	Chair/Director Signature: <b>Approved by email</b> <i>JJM 2-24-10</i>

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course comps.: 1-8 Syllabus weeks: 1-15 Hearndon text: 1-8 Duiker text: 1-7 Book Report requirement: see syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top; text-align: center;">History</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	History	Course comps.: 2, 5, 6, 7, 8. Syllabus weeks: 1-4, 8-11, 12-15. Hearndon text: 1, 3, 4, 6, 7-8. Duiker text: 1, 3, 4, 5, 7. Book report requirement: see syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course comps.: 1-8. Syllabus weeks: 1-15. Hearndon text: 2, 4, 5, 7-8. Duiker text: 1,3, 5, 7, and Epilog Book Report requirement: see syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course comps.: 1-8. Syllabus weeks: 1-15 Hearndon text: 2-4, 7-8. Book report requirement: see syllabus; analysis and discussion of historical interpretations and perspectives.		

Course Prefix	Number	Title	Designation
HIS	273	U.S. Experience in Vietnam 1945-1975	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interactions	1. Course provides an understanding of United States involvement in Vietnam from 1945 to 1975, together with a thorough historical perspective of events leading up to this involvement, both in Indochina and globally. It gives students knowledge and appreciation of events and human interactions during this period, utilizing comparative analysis to study historical, cultural, and political areas, interwoven with global aspects	Course comps: 1-8. Syllabus weeks: 1-15. Hearndon text: 1-8. Duiker text: 1-7. Book report requirement: see syllabus.
2. Course content emphasizes the study of social behavior such as that found in: History	2. Course covers a dynamic and controversial period in U.S. History: its involvement in Vietnam. Using a variety of comparative methods, students analyze social behavior within Indo-China prior to and during U.S. involvement there. Students also analyze and compare social behavior within the U.S. generated by the Vietnam War.	Course comps: 2, 5, 6, 7-8. Syllabus weeks: 1-4, 8-11, 12-15. Hearndon text: 1, 3, 4, 6, 7-8. Duiker text: 1, 3, 4, 5, 7 and Epilog. Book report requirement: see syllabus.

<p>3 b. Course emphasizes: the distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis)..</p>	<p>3.b. Course uses the tools of historical analysis, quantitative history, i.e. cliometrics, and historiography to train students to use these tools in related courses, including other history courses, in order to evaluate and interpret historical data. Historiography is the social science of analyzing and comparing historical interpretations of the past by historians and other social scientists over the years. By these methods students can utilize, compare and contrast changing social and political views and mores over an extended period of time.</p>	<p>Course comps.: 1-8. Syllabus weeks: 1-15. Hearndon text: 2, 4, 5, 7-8. Duiker text: 1, 3, 5, 7 and Epilog. Graphs, stats, charts and maps throughout both texts. Book report requirement: see syllabus. Analysis, comparison, and discussion of the many interpretations from the Book Report selection section of syllabus.</p>
<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>4. Course uses social and behavioral science perspectives and data to study historical events leading to and during U.S. involvement in Vietnam. Utilizing all the related material, students will be able to comparatively analyze the events in question in order to more effectively understand this period in United States history.</p>	<p>Course comps.: 1-8. Syllabus weeks: 1-15. Hearndon text: 2-4, 7-8. Book report requirement: see syllabus; analysis and discussion of historical interpretations and perspectives.</p>

**Official Course Description: MCCCCD Approval: 03/26/91****HIS273 19916-99999**

LEC 3 Credit(s) 3 Period(s)

**US Experience in Vietnam 1945 - 1975**

Survey of the US experience in Vietnam, 1945-1975, in view of political, economic, and social forces of the Cold War. Prerequisites: None.

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**MCCCCD Official Course Competencies:****HIS273 19916-99999 US Experience in Vietnam 1945 - 1975**

1. Identify and locate geographic features significant to the Vietnamese conflict. (I)
2. Identify and describe cultural elements significant to the Vietnamese conflict. (I)
3. Explain how the Vietnamese conflict fits within the Cold War framework. (II)
4. Trace the evolution of U.S. involvement in Vietnam from 1945 to 1975. (II, III)
5. Identify key participants (both countries and individuals) in the Vietnamese conflict. (II, III)
6. Describe U.S. social issues which influenced the course of the Vietnamese conflict. (IV)
7. Summarize principal arguments presented to explain U.S. failure in Vietnam. (V)
8. Identify and describe social, political, and economic legacies of the Vietnamese conflict. (V)

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**MCCCCD Official Course Outline:****HIS273 19916-99999 US Experience in Vietnam 1945 - 1975**

- I. Introduction to Vietnam: land, history, and culture
  - A. Geography
  - B. History and culture
  - C. The people of Vietnam
  - D. The coming of the West
  - E. French colonial rule
  - F. The rise of nationalism
    1. Vietnamese reaction to French colonial rule
    2. Emergence of Ho Chi Minh as a political force

**II. Post WWII (1945-1963)**

- A. Origins of the Cold War (1945-1950)
- B. The first Indochina war (1945-1954)
- C. The United States enters the war
  - 1. The Truman years
  - 2. Eisenhower and Dienbienphu
- D. The Geneva Conference (1954)
- E. The two Vietnams
  - 1. South Vietnam under Ngo Dinh Diem (1955-1963)
  - 2. North Vietnam under Ho Chi Minh (1955-1969)

### III. U.S. at war

- A. Gulf of Tonkin incident and resolution
- B. U.S. escalation in Vietnam
- C. The combatants
  - 1. National Liberation Army
  - 2. Vietcong
  - 3. Vietminh
  - 4. U.S. troops
  - 5. Other
- D. Unique nature of the war
  - 1. Search and destroy
  - 2. Guerrilla warfare
- E. The course of U.S. involvement
  - 1. Advisory role (1955-1960)
  - 2. Counterinsurgency program (1961-1964)

3. U.S. enters into combat (1965-1967)
4. The air war (1965-1967)
5. Pacification (1967)
6. The war turns bad (1968-1972)
7. U.S. disengagement (1972-1973)

#### IV. U.S. at war: social issues

##### A. The draft and draft resistance

##### B. Racial issues

1. Minorities in the military
2. U.S. troop attitudes toward the Vietnamese

##### C. Protest at home

1. Campus unrest
2. Anti-war activism

##### D. Press coverage of the war

1. Importance of television
2. Coverage of the Tet offensive
3. Controversy over press coverage

##### E. My Lai controversy

#### V. Legacy of the Vietnamese conflict

##### A. U.S. failure in Vietnam

##### B. Social and political aspects

1. Casualties/POW/MIA
2. Agent Orange
3. Veterans issues: obstacles to reconciliation

4. Boat people

5. Amerasian children

C. Economic costs

D. Vietnam in American literature

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)



Course Time: MW 10:30 – 11:45 a.m.  
Room: SB.182  
e-mail: [janice.miller@sccmail.maricopa.edu](mailto:janice.miller@sccmail.maricopa.edu)  
Telephone: 423-6205 or 423-6206

Instructor: Dr. Janice J. Miller  
Office: SB.129  
Office Hours: **MW** 8:00 – 9:00 a.m.  
& 1:45 – 2:30 pm; **FRI** 9 - noon  
**TR** 8:00 – 9:00 am; 2:45 – 3:30 pm  
or by appointment

**REQUIRED TEXTS:** Patrick J. Heardon, *The Tragedy of Vietnam*. Third Edition. (Longman, 2007).  
William Duiker, *Sacred War: Nationalism and Revolution in a Divided Vietnam*.  
(McGraw-Hill, 1994).

**CONTENT OBJECTIVES:**

By the end of the course students will have a critical understanding of –

1. The basic history of Vietnam
2. America's participation and involvement in the Vietnam War
3. The impact of the Vietnam War on the United States, Vietnam, Cambodia, and Laos
4. The resources and methods utilized in historical study

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PART I Vietnam: A Place and a People

Reading: Heardon – Chapter 1.  
Duiker – chapters 1-2

1<sup>st</sup> Exam on Part I – about September 8

PART II Post World War II – The Cold War and U.S. Involvement

Reading: Heardon – Chapters 2-3  
Duiker – Chapters 3-4

2<sup>nd</sup> Exam on Part II – October 11

PART III Escalation, Frustration, and Stalemate

Reading: Heardon – Chapters 4-6  
Duiker – Chapters 4-5

3<sup>rd</sup> Exam on Part III – about November 15

PART IV The End of the Tunnel: Vietnamization and Peace Without Victory

Reading: Heardon – Chapters 7-8  
Duiker – Chapters 6-7, Epilog.

Final Exam on Part IV, Wednesday, December 15, 9:30 – 11:20 a.m.

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**Examinations:** All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

**Additional Graded/Required Work:** A Book Report (see attached handout).

<b><u>Grading:</u></b>	Exam 1	20%
	Exam 2	20%
	Exam 3	20%
	Final Exam	20%
	Book Report	20%

**Extra Credit:** Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

**Make-up Policy:** If a student misses **ONE** of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam, and will comprise the same 20% of the grade as the missing exam. **ANY** missed exam, for whatever reason, will be made up by an **ESSAY** exam, usually at least 3 essay questions. **ONLY ONE EXAM CAN BE MADE-UP** and substituted for an in-class exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.

## Book Report

***Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted:  
Noon, Friday, December 10)  
Late Submissions will not be Accepted  
Book Report is Required and comprises 20% of Course grade***

### Purpose

Student will select a book, generally non-fiction although there may be some exceptions, covering the subject of the course. Select a book covering a topic or area of our study that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening. **Attached you will find a selected list of books covering Vietnam from which you can chose. If you decide to pick a book outside this list, you MUST have it approved by the instructor ahead of time.**

Be sure to give full citation to the selected book at the beginning of the report, e.g.

Beschloss, Michael. *Reaching for Glory: Lyndon Johnson's Secret White House Tapes, 1964-1965*. (New York: Simon & Schuster, 2001)

When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "LBJ's admiration for Robert McNamara crumbled when the exhausted, tormented Secretary of Defense privately concluded that the war had been a mistake" (426).

### Organization

Your book report should be organized into three parts.

#### I *Introduction*

The introduction should introduce the book you have chosen and why you have selected it, i.e. why is this particular person, event, or element of our study of interest to you?

#### II *Content Review*

This is the main body of the report. In your own words, using author's quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) that, according to your author, have brought your person, event or period to historical prominence.

#### III *Conclusion*

Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance to our overall subject. Then express YOUR opinion of the book and the subject covered in the book.

## **Format**

The book report must be typed (MAC or PC) double-spaced, and be a **minimum** of four (4) pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

# THE TRAGEDY OF VIETNAM

Second Edition

Patrick J. Hearden  
*Purdue University*



New York San Francisco Boston  
London Toronto Sydney Tokyo Singapore Madrid  
Mexico City Manila Paris Cape Town Hong Kong Montreal

Tragedy of Vietnam

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Since the fall of Saigon, continuing interest in the Vietnam conflict was not only the first war that the United States has given birth to of what went wrong, but also the first to devise an effective means of dealing with the problem. Many have criticized political leaders who were involved in the American war effort. I find a scapegoat for the Vietnam conflict in Southeast Asia, thereby raising the question of how to deal with the problem.

But while many have criticized the United States' experience in Vietnam, few have questioned the role that the United States played in their involvement in Vietnam. These twin issues only receive adequate answers when we are condemned to repeat the mistakes of Southeast Asia.

This study examines the United States' entanglement in Vietnam and asks the following questions: Why did President Lyndon B. Johnson escalate the Vietnam conflict? Why did President Dwight D. Eisenhower block the United States from sending troops to Vietnam? Why did President John F. Kennedy send troops to Vietnam? And why did the United States launch a military campaign into



# Sacred War

## Nationalism and Revolution in a Divided Vietnam

William J. Duiker  
The Pennsylvania State University

McGraw-Hill, Inc.

New York St. Louis San Francisco Auckland Bogotó Caracas Lisbon  
London Madrid Mexico City Milan Montréal New Delhi  
San Juan Singapore Sydney Tokyo Toronto



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Armed War

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