

## HIS 337: The United States' War in Vietnam

Washington and Jefferson College, Fall 2019

Class Time: TR 9:00-10:45AM Class Location: Burnett Center, Room 102

Instructor: David Kieran Email: dkieran@washjeff.edu

Office: Old Main 209C

Office Hours: W 10AM-12PM, T&Th 3:00-4:00PM, & Other Times by Appointment

*With the possible exception of the Civil War, no event in U.S. history has demanded more soul-searching than the war in Vietnam. . . . The war made citizens ask fundamental questions: Who are we? What defines us as a nation and a people? What is our role in the world? – Christian G. Appy, American Reckoning: The Vietnam War and Our National Identity*

*“Vietnam is the traumatic site which violates all images and assumptions of American identity.” – Katherine Kinney, Friendly Fire: American Images of the Vietnam War*

*“Vietnam, Vietnam, Vietnam, we’ve all been there.” – Michael Herr, Dispatches*

**Course Description:** This course examines the United States' involvement with Vietnam from 1945 to the present, with particular attention to the Second Indochina War (1954-1975) and its legacies. Among the topics that we will discuss are: the domestic and global political contexts that shaped U.S. involvement and conduct in Vietnam; the impact of U.S. support for a succession of South Vietnamese regimes on the people of Vietnam; Vietnamese and U.S. military and political strategies; U.S. domestic and global responses to the war; and the legacies of the war in both the United States and Vietnam.

As we study this conflict and its legacies, we will pay particular attention to the variety of approaches that scholars have taken in investigating it. In particular, we will spend comparatively little time on the tactical elements of the war and the majority of our time considering the strategic, political, and cultural elements of it. We will particularly interrogate the war's relationship to discourses of race, class, gender, and sexuality as well as to the ways that Vietnam intersected with larger debates about rights and representation (e.g. the Civil Rights movement and other freedom struggles), American liberalism (e.g. the Great Society and the rise of the New Right), and the United States role in the world (e.g. the Cold War, the global third world liberation struggle, etc.).

As well, we will pay particular attention to the various methods, theoretical commitments, and archives that scholars have drawn upon to investigate this history and to the competing historiographical debates that surround the war, and we will discuss which arguments and approaches are most effective and carry the most weight. In doing so, our goal will be to probe the ways in which the history of the Vietnam War remains unsettled and deeply contested, and to analyze the ways in which new archives and new approaches add to our understanding of what is arguably the most significant conflict in twentieth-century U.S. history.

**Learning Outcomes:** By the end of this course, students will be able to:

- Describe and evaluate the evolution of U.S. policy and military strategy towards Vietnam from 1954 to the present.
- Identify and analyze the factors that shaped the diverse experiences of Americans in relation to the war in Vietnam, with particular attention to matters of race, class, gender and sexuality, citizenship, and other axes of identity.
- Analyze the domestic impact of U.S. foreign policy during the War in Vietnam, as well as the impact of domestic responses to that policy.
- Analyze and evaluate the historiography of the Vietnam War, with particular attention to competing scholarly debates and the quality of evidence and argument in a scholarly work.
- Identify the principles of effective oral history research, conduct oral history interviews, and present that research in a public venue.

**Required Texts:** The following texts are required and are available for purchase in the bookstore, though you are of course free to order them elsewhere. Copies are also available in the library. Other readings, which are marked on the syllabus with an asterisk (\*), are available as PDFs on Sakai. We will also view several films this semester. Those are indicated on the syllabus. Copies of those films are available through the library.

- Christian G. Appy, *American Reckoning: The Vietnam War and Our National Identity* (New York: Penguin, 2016). ISBN: 9780143128342
- Christian G. Appy, *Patriots: The Vietnam War Remembered From All Sides* (New York: Penguin, 2004). ISBN: 0142004499
- Pierre Asselin, *Vietnam's American War: A History* (Cambridge: Cambridge University Press, 2018). ISBN: 9781107510500
- Robert K. Brigham, *Reckless: Henry Kissinger and the Tragedy of Vietnam* (New York: Public Affairs, 2018). ISBN: 9781610397025
- Jessica Chapman, *Cauldron of Resistance: Ngo Dinh Diem, the United States, and 1950s Southern Vietnam* (Ithaca: Cornell University Press, 2013). ISBN: 0-8014-5061-6
- Gregory Daddis, *Westmoreland's War: Reassessing American Strategy in Vietnam* (Oxford: Oxford University Press, 2015). ISBN: 0199316503
- Mark Atwood Lawrence, *The Vietnam War: An International History in Documents* (Oxford: Oxford University Press, 2014). ISBN: 0199924406
- Fredrik Logevall, *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (New York: Random House, 2014). ISBN: 0375756477
- Kyle Longley, *The Morenci Marines: A Tale of Small Town America and the Vietnam War* (Lawrence: University Press of Kansas, 2013). ISBN: 0700621105
- Heather Marie Stur, *Beyond Combat: Women and Gender in the Vietnam War Era* (New York: Cambridge University Press, 2011). ISBN: 0521190754

**Course Requirements:** In order to pass this class, a student must complete all assignments and earn a passing grade on both the research paper and the oral history project.

- *Active and Engaged Class Participation (15%)*: Because this is an upper-level seminar, your success will depend upon a) your arriving in class having done the reading and thought carefully about it and b) your willingness to share your thoughts and engage with those of others. My expectation is thus four-fold:
  - First, I expect that you will arrive in class each day having carefully read/viewed all of the assigned materials and with comments and questions that you would like to discuss. Quite simply, this is not a class in which you can not do all of the reading, all of the time and expect to do well.
  - Second, I expect that you will actively participate in class discussion in a manner that both demonstrates your preparation and contributes to our overall project of interrogating the texts under discussion. You should expect to offer multiple comments, questions, etc. in each class session; however, I firmly believe that participation is best measured in quality rather than quantity.
  - Third, I expect that you will remember that in this course we will read about and discuss issues that are contentious for a variety of reasons. Some of them – accounts of various kinds of human suffering, for example – can be gruesome and unsettling. Almost all of them are politically charged. It is important to note that in the classroom there will be a range of experiences, beliefs, and opinions related to these issues. These concerns should not prohibit us from having frank, open discussion of the texts that we read and the issues that we discuss; nor should it prohibit us from challenging one another’s assumptions, arguments, and evidence. However, they should remind us to approach these issues, and each other, with open-minded respect and willingness to listen and discuss. The success of the course depends in large part on our striving to be aware of and sensitive to our responses to these texts as well as those of our colleagues, to interrogate *why* we are responding as we are, and to encourage ourselves and each other to read and discuss these materials in a way that produces positive intellectual and personal growth.
  - Finally, I expect that you will be aware of, and sensitive to, microaggressions in the classroom (and, for that matter, elsewhere).<sup>1</sup> “Microaggressions,” according to *Psychology Today*, “are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”<sup>2</sup> They are often intended to be innocuous, or even complimentary. However, comments like “You speak good English,” “When I look at you, I don’t see color,” or “I’m not a racist. I have several Black

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<sup>1</sup> This paragraph is adapted, with permission, from Claire Bond Potter, “Microaggressions: An Intervention,” Claire Bond Potter, July 13, 2016. Available:

<https://clairepotter.com/2016/07/13/microaggressions-an-intervention/>

<sup>2</sup> Derald Wing Sue, “Microaggressions: More Than Just Race,” *Psychology Today*, November 17, 2010. Available:

<https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

friends” are, in turn, derogatory and insulting, denials of the ways in which identity differences are manifest and real, and elisions of the speaker’s privilege.<sup>3</sup> I encourage you to be cognizant of the assumptions that underlie your thinking, to consider how your comments might be perceived, and to work towards engagements that in which you are consciously respectful of difference and privilege. If you find that you are experiencing a microaggression or witness one, I would encourage you to respond in the way that you feel most comfortable. You might speak with me or someone in the office of Diversity Programs and Multicultural Affairs (<http://www.washjeff.edu/diversity-programs>). You might use it as a teachable moment, and constructively engage the other person in dialogue. In each case, what is important is that we strive for a classroom and campus environment in which all identities and perspectives are respected and valued.

- *Weekly 500-Word Reading Responses (10%)*: For SEVEN weeks of the semester, you will write an analytical response paper of about 500-words that will help you frame your thoughts for discussion. These should be submitted via GoogleDoc by 6:00AM the morning that they are due. The goal in these papers is not to summarize the readings but rather to use what you have read to make an argument that expands upon what you have read and what we have discussed in previous classes to raise important point(s), question(s), and issue(s) and should draw upon specific evidence from the readings. The strongest papers will make connections between the scholarly sources assigned for that day and the primary sources. In this exercise, strive for clarity and concision, and make your argument brief and powerful; your paper should be detailed and clear, but your analysis should not go onto a third page. These papers are worth 2 points each, for a total of 14 points. The fifteenth point is my gift to you.
- *Co-Leadership of One Class Session (5%)*: In the second half of the semester, you will work with a partner to lead class discussion. This will entail two tasks. First, you will develop 3-5 substantive discussion questions based on the readings. Second, you will locate two primary sources relevant to the days discussion. The first will be one that you feel is central to the author’s argument, and you will lead the class in an analysis of it and how the author uses it. The second will be an item that you locate using our library tools, and you will discuss with the class how the document expands or complicates the author’s argument.
- *Short Paper (15%)*: You will write a short paper between 5 and 7 pages (1,500 and 2,100 words) based on primary sources that further analyzes an issue or problem that emerges in the first half of the course. This paper is due by 5:00PM on October 11.
- *Research Paper (25%)*: Because this is a research seminar, your primary assignment for this class will be to write a formal, scholarly essay of about 15 pages (about 4,500 words). Early in the semester, you should identify a specific research question that interests you about the United States’ experience in Vietnam or its legacy. You will then conduct significant research in primary and secondary sources and craft an original argument that is sustained primarily through your analysis of those sources.

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<sup>3</sup> “Examples of Microaggressions,” University of Minnesota School of Public Health, n.d. Available: <http://sph.umn.edu/site/docs/hewg/microaggressions.pdf>

In order to help you succeed in this assignment, you will have several due dates along the way. The completion of these will count minimally towards your overall grade for the course and will be graded check + / check / check -, as the primary goal is to offer you substantial feedback on your progress. However, the failure to turn in one of these assignments will result in a full letter grade deduction on the final paper.

- *Veteran Oral History Exhibit (20%)*: With a partner, you will conduct an oral history of a local veteran of the Vietnam War who has volunteered to work with our class. You will meet with this person several times – to introduce yourselves and describe your project, to interview them about their experiences, and to share with them the final product that you have created. Your final product will take two forms. First, you and your partner will co-author a 1,500 word essay in which you contextualize this veteran's experiences and attitudes about the war by placing them in dialogue with the course materials. Second, the class will produce a small display in the library consisting of a poster that describes each veteran's experiences and attitudes and which includes photographs, quotes, and other items related to their experience and, if the veteran provides them, some artifacts that can be placed in a display case and curated by the class.
- *Final Essay (10%)*: In lieu of the final exam, you will write a 1,000 word review of the Heinz History Center's exhibit "The Vietnam War: 1945-1975," in which you evaluate what the exhibit does well and where you think it could be improved by placing the exhibit in dialogue with our readings and discussions throughout the semester. The exhibit runs until September 22, so you will need to visit it early in the semester and take detailed notes, photographs, etc. We will arrange a class trip, but you are also welcome to visit any time. Admission is free with your W&J ID. This assignment is due at the start of the scheduled final exam period.

### **Course Policies:**

My understanding is that *by remaining enrolled in the course, you agree to adhere to the following policies.* It is your responsibility to read the syllabus and be aware of policies, assignments, due dates, etc. To that end, please be sure that you read the syllabus in its entirety and make note in your calendar of important dates. To assure me that you have in fact read the syllabus, please email me a picture of a walrus when you have finished reading it.

- **Attendance is required.** You may miss **TWO** classes without penalty, and no excuses or explanations are required regarding your absence. Beginning with your **THIRD** absence, your final grade will fall by 1/3 (e.g. from a B to a B-) with each absence. Repeated absences could, therefore, result in a failing grade *regardless of your other work in the course.* In extraordinary circumstances (i.e. extreme illness, death in the family), this policy may be waived pending appropriate documentation.
- **Late Arrival to Class:** Class will start promptly at the scheduled time. I expect you to arrive in class on time and prepared. If you are late, please enter the room and take a seat near the door in order to cause as little disruption as possible. I will excuse one late arrival. Beginning with the second late arrival, I will deduct one point from your final grade for class participation each time that you are late.
- **Distractions and the like:** It pains me to have to include this on a syllabus, but it is increasingly necessary to remind students that class meetings should be spent paying

careful attention to and participating in class activities. Other activities – checking your email, updating Facebook, trying to finish an assignment, sleeping, reading the *New York Times*, sending text messages, doing a crossword puzzle, shoe shopping – disrespect the instructor, your colleagues, and the overall purpose of higher education. Participation in such activities will be construed as evidence of your lack on engagement in the course and will be taken into account in the evaluation of your participation.

- **Electronic Devices:** You may use your laptop or tablet to access PDF readings, e-books, etc. and to take notes. However, I expect that you will not engage in any of the distractions identified above. Students should silence and put away cell phones, etc. Recording of any portion of the course in any form is not allowed without the written permission of the instructor and all members of the class. Use of electronic devices in class will be construed as evidence of your lack on engagement in the course and will be taken into account in the evaluation of your participation.
- **Extensions:** In most cases, I am happy to offer each student one extension per semester of up to 24 hours on major assignments (NOT response papers), provided you let me know at least twenty-four hours in advance. Extensions of more than 24 hours will be given only under the most extraordinary circumstances. Please note:
  - *I will be the sole judge of what constitutes an extraordinary circumstance.* In most cases, my granting an extension will require that you submit a note from a doctor or other appropriate official.
  - *Extensions must be negotiated in advance of the date that an assignment is due.*
  - *Sending me an email or leaving me a voice mail does not constitute “negotiating” an extension.* Unless you we have spoken and agreed on a new date, the original date stands.
  - *If you are seeking an extension within 48 hours of the date an assignment is due, you should be prepared to submit your work to that point* (e.g. an outline or draft of the paper, etc.).
  - *Malfunctioning computers, printers and so on are not reasonable grounds for an extension.* Save your work regularly and in multiple locations, including to the cloud, and be prepared to print your work in a computer lab if necessary.
- **Late Work:** Late work will not be accepted. It is your responsibility to either submit work by the due date or negotiate an extension. An assignment not submitted by the due date will receive a grade of 0 which will, in turn, result in a failing grade for the course. Barring extraordinary circumstances, the failure to take an exam on the assigned date will result in a grade of zero and students arriving late to an exam will receive the remainder of the allotted time to complete it.
- **Submitting and Returning Work:** Papers should be submitted electronically to [dkieran@washjeff.edu](mailto:dkieran@washjeff.edu). I will return all written work with comments and grades within two weeks (though usually within a week). Please note:

- You should retain an electronic copy of your work and the sent mail containing the attachment until you receive your returned paper. In the event that work goes missing, this will provide the *only acceptable* evidence that you turned in a particular assignment.
- You should also save all graded work until you receive your final grade in the course. In the event that your final grade gets miscalculated, this will provide the *only acceptable* evidence that you received a particular grade.
- **Academic Honesty:** I expect that you will hold yourself to high standards, adhere to Washington & Jefferson’s Academic Dishonesty policy, and take all efforts to avoid plagiarism. Intentional plagiarism undermines the very goals of a liberal arts education. It also has the potential to jeopardize your career here and in the future. Cases of intentional academic dishonesty will be dealt with according to university regulations and may result in significant academic penalties. Please note that W&J’s academic misconduct policy is quite clear that “If a course instructor believes that the student is guilty of intentional or major academic misconduct, the instructor may give the student an ‘F’ for the course” and that “If the Office of Academic Affairs has a record of previous academic misconduct, or if a single infraction is judged to be sufficiently serious, the Office of Academic Affairs may impose an additional penalty, up to and including dismissal from the College.”<sup>4</sup>

These issues are, thankfully, easy to avoid. I recommend that you bookmark Purdue University’s Online Writing Lab’s page that details the Chicago citation style (<https://owl.english.purdue.edu/owl/resource/717/01/>). As well, we will spend time in class discussing how to responsibly incorporate the ideas of others into your work, but *please* see me if you have any questions in this regard. It is much more pleasant to have these conversations before the fact than after.

In the meantime, here are five do’s and don’t’s:

- **DO Know the Policy:** You are responsible for reading before the next class, and then adhering to during the semester, the College’s Academic Honesty Policy (<http://wiki.washjeff.edu/display/CATALOG2015/Academic+Honesty+Policy>). Please see me if you have any questions!
- **Do Your Own Work.** With the exception of the final project, you will not need to consult outside sources to complete class reading and writing assignments. By making sure that you are relying solely on class readings and your own thoughts and words, you will avoid any problems in this regard.
- **DO Be Responsible With Citations.** There will be occasions in which you will consult secondary materials. In such cases, you must carefully format and

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<sup>4</sup> “Procedures for Academic Dishonesty,” Washington and Jefferson College, n.d. Available: <http://wiki.washjeff.edu/display/CATALOG2015/Procedures+for+Cases+of+Academic+Misconduct>

appropriately cite all sources quoted, paraphrased, and consulted using the format described in the *Chicago Manual of Style*.

- **DO** *Err on the Side of Caution*: When in doubt, cite the source. There are some tricky questions – what’s a summary, and what’s a paraphrase? What counts as common knowledge? – if you’re not sure, it’s better to cite the source.
- **DON’T** *Try To Pass Someone Else’s Work Off As Your Own*: Cut-and-paste from the Internet, buying papers from term paper mills, having someone write a paper for you, turning in a paper you or someone else wrote for another class, and other obvious forms of dishonesty are the most egregious forms of this violation. They are also, as it turns out, the easiest to notice.
- **Student Support Services**: Students needing assistance in any way should let me know as early in the semester as possible. Students needing accommodations are encouraged to consult with Disability Support Services:  
<http://www.washjeff.edu/disability-support-services>
- **PAL Program**: The Peer Assisted Learning Program (<http://www.washjeff.edu/pal>) is an excellent resource for helping you conceptualize, organize, and revise your papers. I encourage you to make good use of it. Students who visit a tutor with a draft of their papers for this course will earn extra-credit.
- **Office Hours and Contacting Me**: Please feel free to come see me about any issue relating to the course, about the History major or the American Studies concentration, or just to chat. I am happy to work with you to improve your participation or your writing or to offer suggestions for your papers. I have scheduled office hours, indicated on the top of this document. If those aren’t convenient, I am happy to set up another time to meet with you. You are also welcome to drop by my office anytime to see if I am available. *If you find yourself struggling with the concepts or the workload, or are having any other sort of difficulty see me sooner rather than later. The last week of the semester is not the best time to ask how you are doing in the course and how you can improve your grade.*
- **Emailing Me**: I do my best to respond to emails and voicemails received during the week (Monday through noon on Friday) within 24 hours; I respond to emails received over the weekend by 5:00PM on Monday. I do receive a lot of emails, though, and sometimes I miss one; if you haven’t heard from me in 48 hours feel free to email me again. **Please note**, however, that email with a professor is a form of written communication that requires some formality. To that end, please include a *subject* for your email, and begin with an appropriate *greeting* – “Dear Professor Kieran” or the like – rather than just launching into your message. And please sign



off – “Best, Dave” or the like will do. This is good practice for your post-college life, when people will increasingly expect you to understand these norms.

**Schedule of Readings and Assignments:**

**Please Note:**

- As a 300-Level Seminar, the reading expectations are high. My expectation is that you will spend 4 focused hours preparing for each class session. Those who do so can expect to do well.
- Many of you will find this reading list quite heavy. It is a good opportunity to learn how to read strategically. I will discuss this in class, and distribute a handout on how to do it.
- All readings are due on the date indicated. Please bring your readings to class with you so that we may refer to them during discussion.
- Readings and due dates may change as the semester progresses. These changes will be announced in class and/or via email.
- If you are absent, be sure to check with a colleague to see what you have missed.

| Class | Day | Date | Reading Due in Class  | Assignment |
|-------|-----|------|---|------------|
| 1     | R   | 8/29 | <b>Introductions:</b> <ul style="list-style-type: none"> <li>• About you, About Me, About the Course</li> <li>• What does Vietnam mean today?</li> <li>• Appy, <i>Patriots</i>, xv-31</li> <li>• Appy, “Introduction” in <i>American Reckoning: The Vietnam War and Our National Identity</i>, xi-xix.</li> </ul>     |            |
| 2     | T   | 9/3  | <b>Overview:</b> <ul style="list-style-type: none"> <li>• Appy, <i>American Reckoning</i>, pp. 3-150</li> </ul>   |            |
| 3     | R   | 9/5  | <b>Overview:</b> <ul style="list-style-type: none"> <li>• Appy, <i>American Reckoning</i>, pp. 151-336</li> </ul> Special Guest, via Skype: Christian G. Appy   |            |
| 4     | T   | 9/10 | <b>The United States, Vietnam, and the First Indochina War:</b> <ul style="list-style-type: none"> <li>• Logevall, <i>Embers of War</i>, preface, prologue, and Parts I &amp; II</li> <li>• Lawrence, <i>The Vietnam War</i>, documents 1.2, 1.5 -1.7 &amp; Ch. 2</li> <li>• Appy, <i>Patriots</i>, 35-41.</li> </ul> | T1         |

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| 5  | R | 9/12 | <b>The United States, Vietnam, and the First Indochina War:</b> <ul style="list-style-type: none"> <li>• Logevall, <i>Embers of War</i>, Parts III &amp; IV</li> </ul>  | R1 |
|    | F | 9/13 | <i>List of three possible final paper topics due by 5:00PM</i>  |    |
| 6  | T | 9/17 | <b>Library Session:</b> <i>Locating Primary and Secondary Sources</i>   |    |
| 7  | R | 9/19 | <b>No Class! DK on FYS Field Trip to DC</b>   |    |
| 8  | T | 9/24 | <b>The United States, Vietnam, and the First Indochina War:</b> <ul style="list-style-type: none"> <li>• Logevall, <i>Embers of War</i>, Parts V &amp; VI, Epilogue.</li> </ul>   | T2 |
| 9  | R | 9/26 | <b>Doing Oral History</b> <ul style="list-style-type: none"> <li>• Lynn Abrams, “The Peculiarities of Oral History.”**</li> <li>• Valerie Yow, “Preparation For the Interviewing Project” and “Interviewing Techniques”**</li> <li>• Kathleen Blee, “Evidence, Empathy, and Ethics: Lessons From Oral Histories With the Klan”**</li> <li>• Read ONE of three full interview transcripts that Appy conducted for <i>Patriots</i> as well as the final excerpt that he included in the book. Write a 500-word response in which you evaluate the choices that he made as well as identify another important theme or issue that he could have focused on.</li> </ul> | R2 |
| 10 | T | 10/1 | <b>The United States and the Diem Regime</b> <ul style="list-style-type: none"> <li>• Chapman, <i>Cauldron of Resistance</i>, introduction and Chs. 1-3.</li> <li>• Lawrence, <i>The Vietnam War</i>, documents 3.1-3.6</li> <li>• Appy, <i>Patriots</i>, 44-54; 72-75.</li> </ul>  | T3 |
| 11 | R | 10/3 | <b>The United States and the Diem Regime</b> <ul style="list-style-type: none"> <li>• Chapman, <i>Cauldron of Resistance</i>, Chs 4-6.</li> <li>• Seth Jacobs, “‘The Sects and the Gangs Mean to Get Rid of the Saint’: ‘Lightning Joe’ Collins and the Battle for Saigon,” from <i>America’s Miracle Man in Vietnam: Ngo</i></li> </ul>  | R3 |

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|    |   |       | <i>Dinh Diem, Religion, Race, and U.S. Intervention in Southeast Asia</i> , pp. 172-216.**  |    |
|    | F | 10/4  | 500-word description of your paper topic and preliminary thesis and bibliography of 5 scholarly and ten primary sources due by 5:00pm   |    |
| 12 | T | 10/8  | <b>Growing Discontent in the South</b> <ul style="list-style-type: none"> <li>• Chapman, <i>Cauldron of Resistance</i>, Ch. 7 and conclusion.</li> <li>• David Hunt, “The Peasant Revolt of 1959-60” from <i>Vietnam’s Southern Revolution: From Peasant Insurrection to Total War</i>, 29-46.*</li> <li>• Edward Miller, “Religious Revival and the Politics of Nation Building: Reinterpreting the 1963 ‘Buddhist Crisis’ in South Vietnam,” <i>Modern Asian Studies</i> 49:6 (2015), 1903-1962.*</li> <li>• Asselin, <i>Vietnam’s American War</i>, Introduction and Ch. 3</li> <li>• Lawrence, <i>The Vietnam War</i>, Ch. 4.</li> </ul>  | T4 |
| 13 | R | 10/10 | <b>Americanizing the War:</b> <ul style="list-style-type: none"> <li>• Fredrik Logevall, “Presidential Address: Structure, Contingency, and the War in Vietnam,” <i>Diplomatic History</i> 29:1 (2015), 1-15.*</li> <li>• Logeval, “Lyndon Johnson and Vietnam,” <i>Presidential Studies Quarterly</i> 34:1 (2004), 100-112.*</li> <li>• Francis M. Bator, “No Good Choices: LBJ and the Vietnam/Great Society Connection,” <i>Diplomatic History</i> 32:3 (2008), 309-340.</li> <li>• Responses to Bator by Evan Thomas, Randall B. Woods, Marilyn B. Young, Mark Moyar, Fredrik Logevall, and Larry Berman, <i>Diplomatic History</i> 32:3 (2008), 341-362.*</li> <li>• Bator, “Reply to Roundtable,” <i>Diplomatic History</i> 32:3 (2008), 363-370.*</li> <li>• Lawrence, <i>The Vietnam War</i>, Ch. 5.</li> <li>• Appy, <i>Patriots</i>, 79-86; 112-127.</li> </ul> | R4 |
|    | F | 10/11 | Short Paper Due as Google Doc by 5:00 PM  |    |
|    | T | 10/15 | <b>Fall Break! No Class!</b>  |    |

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| 14 | R | 10/17 | <b>The American Experience in Vietnam, Part I</b> <ul style="list-style-type: none"> <li>• Longley, <i>The Morenci Marines</i>, Intro and Chs. 1-6.</li> <li>• Appy, <i>Patriots</i>, 101-103, 162-167, 304-307.</li> </ul>  | R5 |
| 15 | T | 10/22 | <b>The American Experience in Vietnam, Part I</b> <ul style="list-style-type: none"> <li>• Longley, <i>The Morenci Marines</i>, Chs. 7-13, epilogue.</li> <li>• Appy, <i>Patriots</i>, 105-107, 128-141.</li> <li>• Special Guest, via Skype: Kyle Longley</li> </ul>  | T5 |
|    | W | 10/23 | <i>Due: 1,000 Word Assessment of Secondary Courses on Your Topic: What do they argue, why are they useful, and what is your intervention?</i>  |    |
| 16 | R | 10/24 | <b>No Class – DK at Chapman University</b><br><br>Drop-In Hours for Research Help With Kelly Helm, 1-4PM and 5-9PM   |    |
| 17 | T | 10/29 | <b>The American Experience in Vietnam, Part II</b> <ul style="list-style-type: none"> <li>• Stur, <i>Beyond Combat</i>, introduction &amp; Chs. 1-3.</li> <li>• Kara Dixon Vuic, “Look, But Don’t Touch: Sexuality and Entertainment in the Vietnam War,” from <i>The Girls Next Door: Bringing the Home Front to the Front Lines</i>, pp. 184-236.**</li> <li>• Appy, <i>Patriots</i>, 170-175, 177-183, 188-190.</li> </ul> Special Guest, Via Skype: Kara Dixon Vuic  | T6 |
| 18 | R | 10/31 | <b>Resisting the War</b> <ul style="list-style-type: none"> <li>• Michael S. Foley, “Filtered Resistance: Draft Resisters’ Image and Reality” and “Uneasy Waiting: Draft Resisters and the Johnson Administration,” from <i>Confronting the War Machine: Draft Resistance During the Vietnam War</i>, 113-159.**</li> <li>• Daniel S. Lucks, “Vietnam and Black Power” &amp; “The Second Coming of Martin Luther King, Jr., 1966-1968,” from <i>Selma to Saigon: The Civil Rights Movement and the Vietnam War</i>**</li> <li>• Martin Luther King, “A Time to Break the Silence,” from <i>A Testament of Hope: The</i></li> </ul> | R6 |

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|    |   |       | <p><i>Essential Writings of Dr. Martin Luther King, Jr.**</i></p> <ul style="list-style-type: none"> <li>• Lorena Oropeza, “‘Branches of the Same Tree:’ Aztlán and Vietnam,” from <i>Raza Si! Guerra No!: Chicano Protest and Patriotism During the Viet Nam Era</i>, pp.80-112.**</li> <li>• Appy, <i>Patriots</i>, 142-149; 164-166; 262-278.</li> </ul>   |     |
| 19 | T | 11/5  | <p><b>Debating U.S. Military Strategy</b></p> <ul style="list-style-type: none"> <li>• Daddis, <i>Westmoreland’s War</i>, Introduction and Chs. 1-3.</li> <li>• Asselin, <i>Vietnam’s American War</i>, Ch 4.</li> </ul>  | T7  |
| 20 | R | 11/7  | <p><b>NO CLASS – DK at Annual Meeting of the American Studies Association.</b></p> <p>Drop-In Hours for Research Help With Kelly Helm, 1-4PM and 5-9PM</p>  |     |
| 21 | T | 11/12 | <p><b>Debating U.S. Military Strategy</b></p> <ul style="list-style-type: none"> <li>• Daddis, <i>Westmoreland’s War</i>, Chs. 4-6, conclusion.</li> <li>• Special Guest, via Skype: Greg Daddis</li> </ul>   | T8  |
| 22 | R | 11/14 | <p><b>Vietnamese and U.S. Military Strategy at the End of the War</b></p> <ul style="list-style-type: none"> <li>• Lewis Sorely, “Vietnam’s Better War,” <i>Orbis</i>, Fall 2013, pp. 516-531*</li> <li>• Gregory Daddis, “Out of Balance: Evaluating American Strategy in Vietnam, 1968-1972,” <i>War &amp; Society</i> 32:3 (2013), 252-270.*</li> <li>• Asselin, <i>Vietnam’s American War</i>, Ch. 5-6</li> </ul> | R7  |
| 23 | T | 11/19 | <p><b>Nixon and the End of the War</b></p> <ul style="list-style-type: none"> <li>• Brigham, <i>Reckless</i>, Preface and Chs. 1-3</li> </ul>   | T9  |
|    | W | 11/20 | <p><b>Lecture by Bob Brigham; Time and Location TBD.</b></p>  |     |
| 24 | R | 11/21 | <p><b>Nixon and the End of the War</b></p> <ul style="list-style-type: none"> <li>• Brigham, <i>Reckless</i>, Chs. 4-6</li> </ul> <p>Special Guest, in class: Bob Brigham</p>   | R8  |
| 25 | T | 11/26 | <p><b>My Lai, Tet, and Kent State:</b></p>  | T10 |

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|    |   |       | <ul style="list-style-type: none"> <li>• Watch: <i>Four Hours in My Lai</i> (1989)</li> <li>• Walter LaFeber, “Lyndon B. Johnson: ‘People Grow Tired of Confusion,’” from <i>The Deadly Bet: Vietnam, LBJ, and the 1968 Election</i>, pp. 49-64.*</li> <li>• Thomas M. Grace, <i>Kent State: Death and Dissent in the Long Sixties</i>, pp. 168-230.**</li> <li>• Appy, <i>Patriots</i>, 285-303; 343-353; 377-392.</li> </ul>  |     |
|    | R | 11/28 | <b>No Class! Thanksgiving Break!</b>  |     |
| 26 | T | 12/3  | <p><b>Legacies, Part I: The Vietnam Syndrome, the POW/MIA Myth, and The Remilitarization of America</b></p> <ul style="list-style-type: none"> <li>• Ronald Reagan, “Peace: Restoring the Margin of Safety.”**</li> <li>• Patrick Hagopian, “Never Again: The Vietnam Syndrome in American Foreign Policy,” from <i>The Vietnam War in American Memory: Veterans, Memorials, and the Politics of Healing</i>.</li> <li>• H. Bruce Franklin, “Prisoners of the War,” from <i>MLA, or Mythmaking in America</i>, 37-76.*</li> <li>• Watch: <i>Rambo: First Blood, Part II</i> (1985)</li> </ul>   | R9  |
| 27 | R | 12/5  | <p><b>Legacies, Pat II: The Vietnam Veterans Memorial</b></p> <ul style="list-style-type: none"> <li>• Watch: <i>Maya Lin: A Strong Clear Vision</i> (1994)</li> <li>• Patick Hagopian, “The Discourse of Healing and the ‘Black Gash of Shame’ and “‘In Unity and With Resolve: The Statue, the Flag, and Political Speech at the Memorial,” from <i>The Vietnam War in American Memory: Veterans, Memorials, and the Politics of Healing</i> (Amherst: University of Massachusetts Press, 2009), 79-111 and 166-201.*</li> <li>• Kristin Ann Hass, “The Things: Remembering Bodies and Remaking the Nation,” from <i>Carried to the Wall: American Memory and the Vietnam Veterans Memorial</i> (Berkeley: University of California Press,</li> </ul> | R10 |

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|    |            |              | 1998), 87-102.*   |  |
|    | <i>F</i>   | <i>12/6</i>  | <i>Complete Draft of Final Paper Due by 5:00PM</i>                        |  |
| 28 | <i>T</i>   | <i>12/10</i> | <b>Installation of Exhibit in Library; Veterans Reception at 5:00PM</b>   |  |
|    | <i>SAT</i> | <i>12/14</i> | <b><i>Final Exam and Final Draft of Research Paper Due at 12:00PM</i></b> |  |