

HISTORY 576.02 (CID#3960)

HISTORY 576: CONTEMPORARY AMERICA, 1933 TO THE PRESENT

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ON-LINE COURSE

About the Professor

James S. Olson was born in Downey, California, in 1946. He received the BA from Brigham Young University in 1967 and the MA and Ph.D. degrees from Stony Brook University (then the State University of New York at Stony Brook) in 1969 and 1972. He joined the faculty of Sam Houston State University in 1972 and has risen through the academic ranks, today serving as one of three Distinguished Professors on campus. Professor Olson is the author of forty books on United States and World History. He is a two-time nominee for the Pulitzer Prize in History (for *John Wayne American* in 1996 and for *Bathsheba's Breast: Women, Cancer, and History* in 2002). Professor Olson's book *A Line in the Sand: The Alamo in Blood Memory* won the 2001 Diolece Parmelee Award for Research Excellence from the Texas Historical Foundation. *John Wayne American* won the Ray and Pat Brown National Book Award from the American Popular Culture Association, and *Bathsheba's Breast* received the Best Book Award, History of Science Category, from the Association of American Publishers. The *Los Angeles Times* recently named *Bathsheba's Breast* as one of America's best non-fiction books of 2002. In October 2004, the Carnegie Endowment for Education and the Council on the Advancement of Education named Olson their "Professor of the Year" for excellence in undergraduate teaching. Professor Olson and his wife, Dr. Judith Olson, are the parents of four children and thirteen grandchildren.

Required Texts

William J. Duiker, Ho Chi Minh (New York: Hyperion Books, 2001).

*James S. Olson and Randy Roberts, Where the Domino Fell: America and Vietnam, 1945-2000 (New York: Brandywine Press, 2004). Fourth Edition. 1-800-345-1776

*James S. Olson and Randy Roberts, My Lai: A Brief History With Documents (New York: Bedford Books, 1998).

Neil Sheehan, A Bright and Shining Lie (New York: Random House, 1988).

Michael Lind, Vietnam: The Necessary War (New York: Free Press, 2004).

Format

All written material must be word-processed and doubled-spaced. Your answers will be graded on their content and on grammatical accuracy. History at Sam Houston State University is considered one of the best departments on campus, and we have high expectations for written work. Writing errors normally associated with freshman writing—such as comma splices, sentence fragments, and subject-verb agreement—will not be tolerated. Plagiarism—the use of another’s ideas or written words as your own without crediting the source—is academic fraud and will result in an immediate F for the course. Students should know that an F grade in any course means automatic expulsion from the program. It is the responsibility of each student to examine the university calendar, make note of the dates for dropping a course or resigning from school, and take personal responsibility for dropping the course or resigning from school if necessary to avoid a failing grade. I have little tolerance for excuses or procrastination unless the reasons, in **my** opinion, are compelling. I try diligently to grade and return lessons in no less than seven days from the time I receive them.

Students who do not receive a lesson back in one week should contact me about it. One of my goals is to help students improve their writing. Do not be thin-skinned about my criticisms of your writing. I consider myself a good writer, but whenever a colleague reads my work, I always learn and grow from their criticisms.

Grading

Students should know that the grade of “A” is for excellence and “B” for good performance. In graduate school, a grade of “C” does not mean “average” as it usually does for undergraduate grades. It means “serious deficiencies” in a student’s work. In History 576, there are eleven lessons. To receive a grade of A for the semester, a student must earn at least nine “A” grades on the individual lessons. A grade of “C” on even one lesson will disqualify the student from a final grade of “A” for the course. A grade of “B” will be the highest course grade possible for students who fail to complete the course by the end of the semester

Schedule

Please send your lessons in at a rate of no more than one at a time. It is important that I grade the lesson and return it to you before you begin work on another lesson. I had a student who handed in all lessons at the end of the semester, and most of them were failures. I prefer to have lessons come in weekly during the long semester. During the summer, three lessons must arrive weekly. Don’t fall behind. Students who receive a grade of “IP” (incomplete) for the course must complete all course work by the end of the next full semester. Once that course work is completed, the grade of IP will be changed. Students receiving an IP grade should know that they can earn no higher than a B for their final complete grade.

Learning Disabilities

Federal law requires that disabled students receive reasonable accommodations to assist them in completing course requirements. It is the policy of Sam Houston State University that no otherwise qualified disabled student shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic or Student Life program or activity. Disabled students may request help with academically-related problems from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling 926-294-1720. As a man with a physical disability and a modest learning disorder, Dr. Olson is happy to provide any reasonable assistance. Learning-disabled students must have the disability certified by the Counseling Center and Services for Students with Disabilities (SSD) in a timely manner. Students should also realize that laziness is not a learning disability.

Academic Dishonesty

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experience, both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The university and its official representatives may initiate disciplinary action against a student accused of any form of academic dishonesty, including, but not limited to, plagiarism, collusion, and the abuse of resource materials. Academic dishonesty consists primarily of copying another student's work and claiming it as your own or employing any type of written, audio, or video material during an exam to assist in answering questions. Any student found guilty of academic dishonesty will immediately receive a grade of F for the entire course.

Cell Phone Use

Before class begins, students should turn off their cell phones so as to avoid disturbing Dr. Olson and other students. **USE OF A CELL PHONE IN CLASS IS STRICTLY FORBIDDEN.** Students caught talking on a cell phone during class will lose 50 points for each occasion.

Religious Holidays

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 8611001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

Classroom Rules of Conduct

Students will refrain from behavior in the classroom that intentionally or unintentionally

disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off and stowed away before class begins. Students are prohibited from eating or drinking in class, using tobacco products, making offensive remarks, using cellular phones, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in some other form of distraction. Inappropriate behavior in the classroom will result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Students engaging in disruptive behavior will have points subtracted from their final grade total. The assistant instructor will monitor individual behavior on a daily basis; when a disruption occurs, it will be noted. The student will then receive a warning. With the second breach of the code of conduct, and for each subsequent breach, twenty points will be deducted from a student's cumulative point total. It should be re-emphasized that each time a student is caught speaking into a cell-phone during class time will carry as penalty of 40 points. It should be obvious, therefore, that a continuing pattern of irresponsible behavior will have a severe impact on a student's final grade.

LESSON ONE

To complete Lesson One, please use Chapters 1 and 2 of Where the Domino Fell.

Multiple Choice

1. Over the course of thousands of years, the primary military and political enemy of Vietnam has been
 - a. Japan.
 - b. Burma.
 - c. the United States.
 - d. Russia.
 - e. China.
2. The Chinese administrative apparatus, language, and philosophy that became central to Vietnamese culture was known as the _____ system.
 - a. Confucian
 - b. Buddhist
 - c. mandarin
 - d. nuoc mam
3. Which one of the following individuals was not a great, ancient Vietnamese military hero?
 - a. Trieu An
 - b. Pham Van Dong
 - c. Ngo Quyen
 - d. Tran Hung Dao.
 - e. Le Loi
4. The French Jesuit who came to Vietnam in 1627 and converted thousands of Vietnamese to Catholicism was
 - a. Paul Curie.
 - b. Alexandre de Rhodes
 - c. Raoul Castries
 - d. Pierre Mendes-France
 - e. Charles De Gaulle
5. The northern section of Vietnam became the French colony of
 - a. Annam.
 - b. Cochin China.
 - c. Tonkin.
 - d. Laos
 - e. Cambodia.
6. The southern section of Vietnam became the French colony of
 - a. Annam.
 - b. Cochin China.
 - c. Tonkin.
 - d. Laos
 - e. Cambodia.
7. The central section of Vietnam became the French colony of
 - a. Annam.
 - b. Cochin China.
 - c. Tonkin.
 - d. Laos
 - e. Cambodia.
8. The most radical of the provinces of Vietnam was
 - a. Hue.
 - b. Bien Hoa.
 - c. Nghe An
 - d. Danang
 - e. Quang Ngai
9. Ho Chi Minh's birth name was
 - a. Phan Boi Chau.
 - b. Nguyen Sinh Cung.
 - c. Nguyen Sinh Sac
 - d. Nguyen Cao Ky.
10. The Vietnamese product most valuable to the French economy was

- a. gold. b. titanium. c. rubber. d. coal. e. oil.
11. Which of the following men was not an early associate of Ho Chi Minh?
- a. Pham Van Dong b. Le Duc Tho c. Vo Nguyen Giap
d. Phan Boi Chau e. Nguyen Cao Ky
12. The major river running through southern Vietnam is the
- a. Red River. b. Ganges River. c. Yangtze River. d. Mekong River. e. Pearl River.
13. During World War II, Ho Chi Minh actually worked for the
- a. Japanese. b. French Union. c. Chinese Communists.
d. the U.S. Office of Strategic Services
14. In 1946 the U.S. voluntarily awarded independence to which of the following colonies?
- a. Hawaii b. Puerto Rico c. Alaska d. Guam e. The Philippines
15. The nickname for Ho Chi Minh's political organization--The Viet Nam Doc Lap Dong Minh--was
- a. Vietcong. b. Vietminh. c. Hoa Hao. d. Cao Dai. e. Cam Long.
16. The Geneva Accords of 1954 provided for
- a. the division of Vietnam at the seventeenth parallel into two countries.
b. free elections in two years, with the reunification of country to the winner.
c. Both a and b.
d. Neither a nor b.
17. The Valley of Dienbienphu was located
- a. in the Mekong Delta.
b. in the Red River Delta.
c. in southern Vietnam near the border with Cambodia.
d. in the mountains of northern Vietnam near the border with Laos.
e. near the Cambodian-Thailand border.
18. The greatest surprise for the French defenders of Dienbienphu
- a. was the Vietnamese use of machine guns.
b. was Vietnamese air power.
c. was the Vietnamese use of artillery.

- d. was the Vietnamese preference for guerrilla over conventional warfare.
- e. was the Vietnamese use of Chinese troops to do their fighting for them.

19. The Battle of Dienbienphu was concluded in

- a. 1945. b. 1949. c. 1950. d. 1954. e. 1960.

20. The military commander of Vietnamese forces at Dienbienphu was

- a. Ho Chi Minh. b. Vo Nguyen Giap. c. Ngo Dinh Diem d. Chou Enlai.
- e. Ba Cut.

21. President _____ almost vetoed a return of Vietnam to French colonial control.

- a. Franklin D. Roosevelt b. Richard Nixon c. Harry Truman
- d. Dwight Eisenhower e. John Kennedy

For questions 22 through 26, use one of the items below.

- a. Arthur Radford b. A. Peter Dewey c. John Foster Dulles
- d. Richard Nixon e. George Kennan

22. Architect of the "New Look" defense policy.

23. Architect of the "containment" policy.

24. Vice-President under Dwight D. Eisenhower.

25. Secretary of State under Dwight D. Eisenhower.

26. The first U.S. military casualty in Vietnam.

27. The code name for the proposal that the U.S. intervene to rescue French forces at Dienbienphu was Operation

- a. New Look. b. Vulture. c. Remagan. d. Marshall Plan. e. Radford.

For questions 28 through 32, use one of the items below.

- a. Truman Doctrine b. New Look c. United Action d. Marshall Plan
- e. Containment

28. George Kennan's proposal to keep the Soviet Union from expanding beyond its 1945 military frontiers.

29. U.S. defense policy that relied on air power and the threat of the use of nuclear weapons.

30. U.S. policy that provided economic and military assistance to Greece and Turkey to ward off Communist insurgents after World War II.

31. U.S. policy that provided billions of dollars in economic assistance to Western Europe after World War II.

32. Part of the proposal to secure U.S. military intervention at Dienbienphu in 1954.
33. The French premier who agreed in 1954 to end French colonial power in northern Vietnam.
- a. Charles DeGaulle. b. Pierre Mendes-France c. Jacques LeClerc
d. Henri Navarre e. Jean Rousseau
34. The leader of the successful Communist Revolution in 1949.
- a. Pham Van Dong b. Zhou Enlai c. Mao Zedong d. Bao Dai e. Jiang Jieshi
35. The French puppet emperor of Vietnam was
- a. Pham Van Dong b. Zhou Enlai c. Mao Zedong d. Bao Dai e. Jiang Jieshi

Short Identification (50-75 words each)

1. What is meant by term "People of the Wooden Fish?"
2. What is meant by the term "Vietnam is too far from heaven, too close to China?"
3. What is meant by the term "brown canvas," and why was it important to Ho Chi Minh?
4. Describe Ho Chi Minh's proposals at the Paris Peace Conference of 1919.
5. Describe the French "hedgehog" strategy in Vietnam.
6. Why did the Vietnamese develop such virulent anti-Japanese sentiments during World War II?
7. Describe the "New Look" defense policy.
8. What did a French officer mean by the statement, "Fighting the Vietminh will be like ridding a dog of its fleas."
9. Explain the "domino theory."
10. Explain the Navarre Plan and its weaknesses.

Short Essays (100-150 words each)

1. Describe the "Mandarin System" imposed on Vietnam by the Chinese.
2. Compare and contrast the political philosophies of Phan Boi Chau and Phan Chu Trinh. For Ho Chi Minh, how did Lenin's ideas resolve the two philosophies?

3. How did geography and religion contribute to the contrasting economic and political development of southern Vietnam and northern Vietnam?
4. Why was the young Ho Chi Minh attracted to the United States?
5. Explain why Eisenhower decided not to intervene militarily at Dienbienphu.
6. Explain why the U.S. view of Ho Chi Minh changed so dramatically between 1945 and 1950--why he went from an ally to a mortal enemy.
7. After World War II, why did U.S. officials come to consider Vietnam to be of great economic importance to national security?

Long Essays (300-500 words each)

1. Describe how the proximity of China has affected Vietnam--culturally, politically, and militarily--over the last two thousand years.
2. Describe the French conquest of Vietnam and its imperial exploitation of the Vietnamese people.

LESSON TWO

In Lesson Two, you will write a comprehensive analysis of the Battle of Dienbienphu of 1954. As source materials, you may use Chapter Two of Where the Domino Fell: America and Vietnam, 1945-2000, but to achieve excellence in the essay, you will need to access other sources. Those sources include, but are certainly not limited to, the following materials: Bernard Fall, Hell in a Very Small Place: The Siege of Dien Bien Phu (1966); Jules Roy, The Battle of Dien Bien Phu (1965); Vo Nguyen Giap, Unforgettable Days (1978); Donald Lancaster, The Emancipation of French Indochina (1969); and www.dienbienphu.org/english/index.htm

Your essay should be approximately 1,500 to 2,000 words. Although the organization of the essay will vary from student to student depending upon individual points of view, the essay must address the following issues:

1. Relevant geographic and weather factors contributing to the battle's outcome.
2. French strategic objectives in constructing a military installation in the valley of Dienbienphu.
3. The tactical miscalculations of French military planners at Dienbienphu.
4. The relative roles of artillery, armor, air power, and logistics in determining the battle's outcome.
5. The relationship between military power and diplomacy--Dienbienphu and Geneva--in shaping the battle and its political outcome and bringing to pass the demise of the French empire in Indochina.
6. Why France, even though it inflicted staggering losses on the Vietnamese forces, nevertheless lost the battle.

LESSON THREE

To complete Lesson Three, please use Chapters 3 and 4 of the Where the Domino Fell text; relevant sections of A Bright and Shining Lie; and www.dean.usma.edu/history/dhistorymaps/images/Vietnam/vw11.jpg; www.dean.usma.edu/history/ap_bac/apbac.htm

Multiple Choice

1. After the Geneva Accords of 1954, South Vietnam was formally known as

- a. the Democratic Republic of Vietnam.
 - b. the Tonkin Republic.
 - c. the Republic of Cochin China.
 - d. the Republic of Vietnam.
 - e. the Socialist Republic of Vietnam.
2. After the Geneva Accords of 1954, North Vietnam was formally known as
- a. the Democratic Republic of Vietnam.
 - b. the Tonkin Republic.
 - c. the Republic of Cochin China.
 - d. the Republic of Vietnam.
 - e. the Socialist Republic of Vietnam.
3. The first president of the Republic of Vietnam was
- a. Ho Chi Minh. b. Vo Nguyen Giap. c. Ngo Dinh Diem d. Chou Enlai.
 - e. Ba Cut.
4. The first head of state of the Democratic Republic of Vietnam was
- a. Ho Chi Minh. b. Vo Nguyen Giap. c. Ngo Dinh Diem
 - d. Chou Enlai. e. Ba Cut.
5. Which one of the following was not a major political constituency that Ngo Dinh Diem faced on the 1950s?
- a. Hoa Hao b. Cao Dai c. Viet Minh d. Chinese Communists e. Binh Xuyen

For questions 6 through 10, match one of the individuals below with the political faction he led in South Vietnam.

- a. Huynh Phu So b. Ngo Van Chieu c. Bay Vien d. Bao Dai e. Lee Duan
- 6. Leader of the Vietminh in South Vietnam.
 - 7. Binh Xuyen
 - 8. Hoa Hao
 - 9. Cao Dai
 - 10. Vietnamese royal family

11. Which one of the following was not a member of Ngo Dinh Diem's family?

- a. Ngo Dinh Thuc
- b. Ngo Dinh Luyan
- c. Ngo Dinh Nhu
- d. Tran Lee Xuan
- e. Ngo Dinh Dam

For questions 12 through 16, match the items below with their appropriate description.

- a. Khmer
- b. Montagnards
- c. Vietcong
- d. Binh Xuyen
- e. Cao Dai

- 12. A series of economically-backward tribal groups living in the central highlands of Vietnam.
- 13. Ethnic Cambodians living in South Vietnam.
- 14. South Vietnamese Communists.
- 15. A Buddhist sect in South Vietnam that had its own army.
- 16. South Vietnam's organized criminal family.

For questions 17 through 21, match the individuals listed below with their positions in the John F. Kennedy administration.

- a. Dean Rusk
- b. Robert McNamara
- c. Robert Kennedy
- d. George Ball
- e. Henry Cabot Lodge

- 17. Attorney General
- 18. Secretary of Defense
- 19. Secretary of State
- 20. Undersecretary of State
- 21. U.S. ambassador to South Vietnam

For questions 22 through 26, use one of the items below.

- a. Paul Harkins
- b. J. Lawton Collins
- c. Edward Lansdale
- d. Wesley Fishel
- e. Graham Greene

- 22. The U.S. military commander in Vietnam whom journalists dubbed "Blimpie."
- 23. The University of Michigan professor who helped build support in the United States for Ngo Dinh Diem.
- 24. An anti-Diem, special U.S. envoy sent to train the South Vietnamese army.
- 25. A pro-Diem, CIA station chief in Saigon.
- 26. Author of The Quiet American.

27. The Communist uprising in the Philippines during the 1950s was known as the

- a. Malay insurgency.
- b. Pathet Lao Rebellion
- c. Huk Rebellion
- d. Laotian Settlement
- e. Phouma Uprising

For questions 28 through 32, use one of the items below.

a. "Jungle Jim" b. Oplan 34-A c. CIDG d. ARVN e. Shufly

28. The acronym for the South Vietnamese army.
29. A U.S. marine program to ferry South Vietnamese soldiers by helicopter into battle against the Vietcong.
30. U.S. army program to train local militias among Montagnard tribes.
31. U.S. Air Force program to train South Vietnamese pilots in tactical air support.
32. Clandestine U.S. navy attacks--with PT boats and commando teams--on North Vietnamese coastal communications facilities.

Identification (50-100 words)

1. Some historians argue that Ho Chi Minh's use of the Agricultural Reform Tribunal in 1954-1955 demonstrated the depth of his commitment to Communism. Why?
2. Provide a brief portrait of Bao Dai.
3. Briefly describe the activities of Groups 559 and 759.
4. Why did the U.S. acquiesce in and even encourage the coup d'etat that resulted in the assassination of Ngo Dinh Diem?
5. Describe the key elements of the Geneva Conference on Laos in 1962.
6. Why was the Strategic Hamlet Program so counterproductive?

Short Essays (100-150 words)

1. Describe the shortcomings in the training program U.S. General Samuel Williams offered the South Vietnamese Army during the 1950s.
2. During the 1950s, when U.S. troops in South Vietnam said that "the daytime is ours, but the night belongs to Charlie," what did they mean?
3. Describe Ngo Dinh Diem's relationship with Roman Catholics in Vietnam and explain why that relationship eventually played into the hands of the Vietcong.
4. What does it mean to say that President John Kennedy walked a tightrope between the opinions of McGeorge Bundy and Walt Rostow on the one hand and the opinions of George Ball and Douglas MacArthur on the other.
5. In your opinion, had John Kennedy not been assassinated, would he have eventually escalated the Vietnam War by introducing U.S. ground troops there? Why or why not?

Long Essays (300-500 Words)

1. Describe the personality and political skills of Ngo Dinh Diem. Why did he fail to build a successful political coalition in South Vietnam? A critic of U.S. policy once remarked, "To save democracy in South Vietnam, we allied ourselves with a fascist dictator. We doomed ourselves to failure?" What did he mean by that statement?
2. Describe the Battle of Ap Bac of 1963 and its political and military significance.
3. Discuss the development U.S. counterinsurgency programs in Vietnam. What role did the Huk Rebellion and the Malay insurgency play in those policies, and why were the Huk Rebellion and the Malay insurgency fundamentally different from what was happening in Vietnam?

LESSON FOUR

To complete Lesson Four, you will need a copy of William J. Duiker, Ho Chi Minh (New York: Hyperion Books, 2000).

Write a 500-1,000 word essay on each of the following topics.

1. Evaluate Ho Chi Minh as a Vietnamese nationalist and as a Communist. According to Duiker, which of the two commanded his primary attention and why?
2. Ho Chi Minh believed that all wars are primarily political, not military, events. How did that conviction affect his strategic approach to war with the French and the United States in the 1940s, 1950s, and 1960s?

LESSON FIVE

To complete Lesson Five, please use Chapters 5 and 6 of the Where the Domino Fell text.

Multiple Choice

1. The chemical used by the United States to defoliate sections of Vietnamese jungles was Agent .
- a. Red b. Orange c. Yellow d. Methotrexate e. Ion

For questions 2 through 6, use one of the items below.

- a. Operation Farmgate b. Operation Ranch Hand c. NSM 328
d. Operation Mayflower e. Operation Rolling Thunder
2. U.S. Air Force defoliation campaigns over South Vietnam, Laos, and Cambodia.

3. A bombing suspension over North Vietnam in order to negotiate with Ho Chi Minh.
4. Joint U.S.-South Vietnamese air strikes.
5. Authorized the deployment of 20,000 engineering and logistical troops to South Vietnam and offensive actions against the Vietcong.
6. A widespread U.S. bombing campaign over North Vietnam.

For questions 7 through 11, use one of the items below.

- a. James Gavin
- b. Ulysses S. Grant Sharp
- c. Victor Krulak
- d. Tom Hayden
- e. William Westmoreland

7. Commander-in-Chief of U.S. forces in the Pacific.
8. Retired U.S. Army general who proposed use of the "enclave strategy" in South Vietnam.
9. U.S. army commander in Vietnam, 1965-1968.
10. U.S. marine strategist who advocated small unit actions along the Vietnamese coast.
11. The antiwar leader of Students for a Democratic Society.

For questions 12 through 16, use one of the items below.

- a. Nguyen Van Thieu
- b. Duong Van Minh
- c. Nguyen Cao Ky
- d. Norodom Sihanouk
- e. Nguyen Chi Thanh

12. Head of COSVN and commander of Vietcong forces.
13. Head of state of Cambodia.
14. South Vietnamese air force officer who became president and then vice-president of South Vietnam.
15. South Vietnamese army officer who became president of South Vietnam.
16. Assumed control of the government of South Vietnam after engineering the assassination of Ngo Dinh Diem.

17. Which one of the following was an early opponent of the Vietnam War?

- a. A. J. Muste
- b. David Dellinger
- c. Both a and b.
- d. Neither a nor b.

Questions 18 through 22 revolve around five U.S. senators who had reservations about early U.S. escalation of the Vietnam War. Match each senator with his state.

- a. George McGovern b. Wayne Morse c. Mike Mansfield
d. Ernest Gruening e. J. William Fulbright

- 18. Arkansas
- 19. Montana
- 20. Alaska
- 21. Oregon
- 22. South Dakota

For questions 23 through 27, use one of the items below.

- a. W. Averell Harriman b. Roger Hilsman c. Earle Wheeler
d. Maxwell Taylor e. Walt Rostow

- 23. National security advisor to LBJ who became nicknamed "The Air Marshall."
- 24. Chairman of the Joint Chiefs of Staff under LBJ.
- 25. Architect of the "flexible response" military strategy and U.S. ambassador to Saigon.
- 26. A former U.S. ambassador to Moscow who became architect of the Laotian settlement of 1962.
- 27. State Department official who believed that the United States needed to win the "hearts and minds" of the South Vietnamese people or the war would be lost.

Short Identification (50-100 words)

- 1. What was the logic behind Operation Ranch Hand?
- 2. Why might it be argued that the United States actually provoked the North Vietnamese attack that led to the Gulf of Tonkin incident in 1964?
- 3. Why could ARVN be considered the "weak link" in General William Westmoreland's strategy of attrition?
- 4. Discuss the major issues of the presidential election of 1964.
- 5. Discuss the impact on U.S. policy of the Vietcong attack on Pleiku in 1965.

Short Essay (100-150 words)

- 1. Describe Lyndon Johnson's background and how it shaped the attitudes he expressed the actions he took during his presidency.

2. How did the President Johnson's intervention in the Dominican Republic affect his subsequent policies in Vietnam?
3. In 1965, how did the battles of the Batangan Peninsula and the Ia Drang Valley affect Communist and U.S. military strategy South Vietnam.
4. Discuss the problems of command and control (the command structure) that General William Westmoreland faced in Vietnam.
5. Discuss the steady growth of the Vietcong as a military force, 1963-1967.

Long Essays (300-500 words)

1. Describe the events in the South China Sea in late July-early August 1964 that became known as the Gulf of Tonkin incident. How did those events affect U.S. policy in Vietnam.
2. Describe the various military strategies proposed by U.S. officials and why William Westmoreland's strategy of "attrition" was finally adopted. Why did Giap say, "The United States has a strategy based on arithmetic...but arithmetic doesn't work here." Do you agree or disagree? Why or why not?

LESSON SIX

For Lesson Six, use Chapter Seven of Where the Domino Fell.

Multiple Choice

For questions 1 through 5, use one of the items below.

- a. Robert Thompson b. Robert Komer c. Hubert Humphrey
d. Ellsworth Bunker e. David Shoup

1. The former U.S. Marine Corps commandant who became an outspoken opponent of U.S. military policy in Vietnam.
2. U.S. ambassador to South Vietnam.
3. British counterinsurgency expert.
4. Vice-President under Lyndon Johnson.
5. Leader of CORDS.

For questions 6 through 10, use one of the items below.

- a. Chieu Hoi program b. Arc Light Operation
 - c. CORDS d. Operation Ranch Hand e. Operation Neutralize
6. U.S. military operation to relieve the marines at Con Thien.
 7. B-52 bombing campaigns.
 8. Program to recruit the Vietcong to the U.S. side.
 9. U.S. air force defoliation campaigns.
 10. U.S. army pacification program.
11. The leader of the Buddhist revolt against the South Vietnamese government in 1966 was
 - a. Thich Tri Quang. b. Nguyen Khanh c. Nguyen Cao Ky
 - d. Lee Duan e. Pham Van Dong
12. War Zone D, an area of Vietcong strength about twenty miles from Saigon, was also known as
 - a. the Parrot's Beak. b. the Hill of Fools. c. the Iron Triangle.
 - d. the Demilitarized Zone. e. the "no man's land."
13. In 1967, General Westmoreland told President Johnson that an "Optimum Force" in Vietnam would require U.S. troops.
 - a. 400,000 b. 678,000 c. 1 million d. 1.5 million e. 2 million
14. During Operation Cedar Falls, U.S. troops destroyed the village of _____. Journalists described destruction of the village, and the news strengthened the antiwar movement.
 - a. Tran Do b. Danang c. Ben Suc d. Pleiku e. Bien Hoa
15. The _____ Study in 1966 erroneously claimed that U.S. bombing campaigns were highly effective in weakening North Vietnam's ability to supply its troops in South Vietnam.
 - a. Jason b. McNamara c. Hilsman d. Komer e. Jameson
16. The great cause of U.S. casualties in Vietnam was enemy
 - a. artillery. b. air power. c. land mines. d. sniper fire.
17. "R & R" meant
 - a. retaliation and response. b. retreat and regroup.
 - c. rest and recreation. d. react and redeploy.

18. A hotbed of Vietcong activity in Tay Ninh Province near the Cambodian border was known as War Zone ____.
- a. A b. B c. C d. D e. E
19. The Ap Doi Program was the
- a. Strategic Hamlet Program. b. Chieu Hoi Program.
c Really New Life Hamlet Program. d. Agroville Program.
20. President Johnson's 1966 call for peace in Southeast Asia and cooperative educational, health and security programs was the _____ Declaration.
- a. Balfour b. Saigon c. Honolulu d. Manila e. Houston

Short Identification (50-75 words)

1. Discuss the meaning of the term "pacification." Why did William Westmoreland's strategy of attrition contradict the logic of pacification?
2. What was meant by the term "search-and-destroy?"
3. What was the logic behind "McNamara's Wall?" What was the problem with such an idea?
4. What changed Robert McNamara's point of view about U.S. policy in Vietnam?

Short Essays (100-150 words)

1. Discuss the so-called "border battles" of 1967.
2. Discuss the evolution of the Ho Chi Minh Trail.
3. What is meant by the term "tactical initiative" and why did the Vietcong and North Vietnamese soldiers enjoy it?
4. What is meant by the term "free fire zone," and in what ways was it counterproductive?
5. Why did U.S. air power fail to cut off the flow of supplies from North Vietnam to Vietcong and North Vietnamese troops in South Vietnam?

Long Essays (300-500 words)

1. Discuss the strategic debate between Lewis Walt of the Marine Corps and William Westmoreland of the Army. Whose point of view prevailed? In your opinion, which argument was the most compelling? Why?

2. Discuss the controversy over the so-called "crossover point." What did it reveal about the success of General William Westmoreland's strategy of attrition in Vietnam?

LESSON SEVEN

Lesson Seven will consist of a single, 2,000-word essay describing the Tet Offensive of 1968. To complete the essay, use Chapter 8 of Where the Domino Fell and relevant sections of A Bright and Shining Lie and Ho Chi Minh. You may supplement your essay with other sources. Your essay should address the following issues:

1. The tensions between the North Vietnamese and the Vietcong over the offensive.
2. The strategic objectives of North Vietnam in launching the offensive.
3. The use of the so-called "border battles" to distract U.S. military planners.
4. The tactical conduct of the offensive by Communist forces.
5. The military success of the United States in reacting to the offensive.
6. The consequences of the offensive for the Vietcong.
7. The political consequences of the offensive for the United States.

LESSON EIGHT

To complete Lesson Eight, you will need to carefully employ the sources in My Lai: A Brief History with Documents.

Guidelines

Source: James S. Olson and Randy Roberts, My Lai (1998). This should be your only source book for the paper.

Length: Approximately 2,000 words.

Body: The body of the paper should be consist of an introduction of approximately two pages that summarizes what happened at My Lai on March 16, 1968. The paper should then address the major controversies at My Lai, including but not limited to the following:

1. Did the troops receive adequate training in the rules of warfare?
2. What did Cpt. Medina tell his troops the night before the assault?
3. Did Medina know what was going on that morning?

4. What type of leader was Lt. William Calley, and what was his role at My Lai?
5. Why did so many rapes occur?
6. Was there a cover-up and what evidence exists to suggest one?
7. Did “mercy killings” occur, and do they constitute murder?

Your paper should conclude with your assessment of why the My Lai massacre occurred.

LESSON NINE

To complete Lesson Eight, you will need to use Chapters 9 and 10 of Where the Domino Fell and relevant sections of A Bright and Shining Lie.

Multiple Choice

1. Richard Nixon's first assignment as a new member of Congress was as a member of the
 - a. Senate Foreign Relations Committee.
 - b. House Un-American Activities Committee.
 - c. White House Policy Council.
 - d. Council of Economic Advisors.
 - e. National Security Council.
2. Which of the following elections did Richard M. Nixon lose?
 - a. The 1960 presidential election.
 - b. The 1962 California gubernatorial election.
 - c. Both a and b.
 - d. Neither a nor b.

For questions 3 through 5, use one of the items below.

- a. William P. Rogers
- b. Melvin R. Laird
- c. Henry Kissinger
- d. Creighton Abrams
- e. William Calley

- 3. The U.S. army lieutenant who led the massacre at My Lai in 1968.
- 4. Secretary of Defense under Richard M. Nixon.
- 5. Secretary of State under Richard M. Nixon.
- 6. Commander of U.S. forces in Vietnam under Richard M. Nixon.
- 7. National Security Advisor under Richard M. Nixon.

For questions 8 through 12, use one of the items below.

- a. Operation Menu
- b. COSVN
- c. CINCPAC
- d. Lam Son 719
- e. Operation Linebacker

- 8. The U.S. bombing campaigns over Cambodia.
- 9. The headquarters of the Communist forces in South Vietnam.
- 10. The massive U.S. bombing of North Vietnamese forces during the Easter Offensive.
- 11. The combined U.S.-South Vietnamese invasion of Laos in 1971.
- 12. U.S. naval command headquarters for Asia and the Pacific.

13. The typical tour of duty for a U.S. Marine in Vietnam was

- a. twelve months.
- b. two years.
- c. six months.
- d. thirteen months.
- e. eighteen months.

14. The term used to describe the process by which some U.S. soldiers in Vietnam assassinated their own officers was

- a. "hitting."
- b. "fragging."
- c. "capping."
- d. "dissing."
- e. "marking."

For questions 15 through 18, use one of the items below.

- a. Thomas Moorer
- b. John Vogt
- c. Ellsworth Bunker
- d. John Erlichman

- 15. Nixon's close political advisor who became embroiled in the Watergate controversy.
- 16. U.S. ambassador to South Vietnam.
- 17. Commander of the U.S. Seventh Air Force under Richard Nixon.
- 18. Chairman of the Joint Chiefs of Staff under Richard Nixon.

For questions 19 through 22, use one of the items below.

- a. Van Tien Dung
- b. Le Duc Tho
- c. Souvanna Phouma
- d. Nguyen Cao Ky

19. North Vietnamese commander who led the final assault on South Vietnam in 1975.

20. Head of state of Laos.
21. Vice-President of South Vietnam.
22. Chief North Vietnamese diplomat at the Paris peace talks.
23. The man most responsible for leaking the Pentagon Papers to the press was
 - a. Creighton Abrams. b. John Vogt. c. Daniel Ellsberg.
 - d. William Laird e. Henry Kissinger
24. The anti-communist chief of state of Cambodia was
 - a. Souvanna Phouma. b. Lon Nol. c. Le Duc Tho d. Ban Me Thuot

Identification (50-100 words)

1. Discuss the impact of the Hiss-Chambers case on the political career of Richard M. Nixon.
2. Discuss the Tet Offensive of 1969.
3. What did historian Christian Appy mean when he called Vietnam a "working-class war?"
4. How did the Watergate controversy affect the conduct of the war in Vietnam?

Short Essays (100-150 words)

1. How did General Creighton Abrams change the strategic and tactical approach used by General William Westmoreland? Why did he introduce the changes?
2. Discuss the Battle of Hamburger Hill and the political controversy surrounding it?
3. Why did U.S. Army and Marine Corps morale in South Vietnam collapse in 1969-1973? What evidence exists to illustrate that collapse.
4. Describe the Eastertide Offensive of 1972.

Long Essays (300-500 words)

1. Trace the history of "Vietnamization" from its origins in the French army through the Nixon administration.
2. Discuss the history of the Paris peace negotiations, 1968-1973. Your essay will need to cover the diplomatic positions of the United States, South Vietnam, North Vietnam, and the Vietcong (or Provisional Revolutionary Government of Vietnam).

LESSON TEN

Lesson Ten consists of a 1,000-word review of Neil Sheehan's A Bright and Shining Lie. Your essay should demonstrate how John Paul Vann reflected all that was good and bad about U.S. policy in Vietnam. Your essay should demonstrate how the career of John Paul Vann reflected all that was good and bad about U.S. policy in Vietnam. According to Sheehan (and Vann), why did the U.S. lose the war in Vietnam.

LESSON ELEVEN

Lesson Ten consists of a 1,000-word review of Michael Lind's The Necessary War. Lind takes a revisionist, or "neo-conservative" approach to the Vietnam War. Summarize and critique his major arguments.

LESSON TWELVE

To complete Lesson Eleven, you will need to use all of the reading materials. You will write an essay of approximately 1,500 words explaining what went wrong with the United States military effort in Vietnam. In your essay, you should address the following issues and any others you consider relevant.

1. How American policymakers confused nationalism with communism in Vietnam and erroneously tried to superimpose a European model of the Cold War on to Southeast Asia.
2. How most Vietnamese perceived the United States as just another colonial power out to establish control over them.
3. How American policymakers failed to understand the political nature of the war and to realize that the application of too much firepower caused severe collateral damage to South Vietnamese civilians and became counterproductive to our ultimate goal of winning the hearts and minds of the people.
4. The fact that South Vietnam as a country was a recent diplomatic creation and did not really exist in the minds of most South Vietnamese.
5. How domestic politics in the United States—i.e., the fear of losing another country to Communism—led to steady American escalations of the conflict.
6. The fact that our avowed enemy in Vietnam—Ho Chi Minh—happened to be

revered by the vast majority of Vietnamese in the north and in the south.

7. The shortcomings of the domino theory as a realistic explanation of Southeast Asian reality.