

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	History
Course Number and Title:	HIST 465 Pacific Wars: Korea and Vietnam
Division:	Upper
Faculty Name:	Norton Wheeler
Semester Credit Hours:	3

Prerequisites: Completion of three (3) history credits and no fewer than 45 total credits

Meeting: B day, 1100-1220, Kaisersaal Port

COURSE DESCRIPTION

The United States fought two major land wars in Asia during the decades after World War II. Korea and Vietnam had been colonies (of Japan and France, respectively) and became fronts in the Cold War that followed the hot war. The wars in Korea and Vietnam entailed intersecting dimensions of anti-colonialism, communist expansion, civil war, and great power rivalry – including the inter-communist rivalry between the Soviet Union and China. Rather than focus only on American foreign policy and combat, this course will situate the wars within a broader international perspective. In addition to the various political factions within Korea and Vietnam, we will look at the interests and actions of China, the Soviet Union, Japan, France, and others. Classes will be conducted in a discussion-oriented format.

LEARNING OBJECTIVES

- Improve ability to analyze and interpret historical materials, such as documents, artifacts, and images.
- Understand the late-20th century wars in Korea and Vietnam in their intersecting dimensions of post-colonial conflict, civil war, and Cold War front.
- Understand the wars in Korea and Vietnam in their international context, involving forces and nations beyond the theater of war.
- Improve ability to interpret, write, and speak about the past, using evidence and according to the standards and expectations of the historical discipline.

REQUIRED TEXTBOOKS

AUTHOR: Mark Atwood Lawrence

TITLE: *The Vietnam War: A Concise International History*

PUBLISHER: Oxford University Press

ISBN #: 978-0199753932

DATE/EDITION: 2010 / 1st Edition

AUTHOR: Michael H. Hunt, Ed.
TITLE: *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives*
PUBLISHER: University of North Carolina Press
ISBN #: 978-0807859919
DATE/EDITION: 2010 / 1st Edition

AUTHOR: William Stueck
TITLE: *The Korean War: An International History*
PUBLISHER: Princeton University Press
ISBN #: 978-0691016245
DATE/EDITION: 1997 / 1st Edition

Other assigned materials will be posted to Moodle, the voyage's intranet.

TOPICAL OUTLINE OF COURSE

January 5 – Depart Ensenada, Mexico

B1–January 8: Introductions

- Introduce the syllabus, the instructor, and the students. Gauge students' starting knowledge of the U.S. wars in Korea and Vietnam.
- Watch first 30-40 minutes of the 1984 Vietnamese movie, *When the Tenth Month Comes*. We will watch the remainder of the movie in serial fashion.

B2–January 10: A History of Colonialism and Resistance

- Read *Vietnam War: A Concise International History*, pages 1-26.
- Read *Vietnam War Reader*, pages 4-21 (through Document 1.10) – excluding Doc. 1.7.

B3–January 13: Ending French Rule

- Read *Vietnam War: A Concise International History*, pages 27-53.
- Read *Vietnam War Reader*, pages 13-14 (Doc. 1.7), 22-27 (through Doc. 1.13), 32-36 (Documents 2.1-2.3).
- Read “OSS and Ho Chi Minh: Unexpected Allies” (Moodle document).
- Short in-class written **assignment**.

B4–January 15: Vietnamization, Take One

- Read *Vietnam War: A Concise International History*, pages 53-66.
- Read *Vietnam War Reader*, pages 36-46 (Documents 2.4 - 2.7).
- Read “Lansdale Team's Report” (Moodle document).
- Read “Vietnam's Lost Revolution” (Moodle document).

January 16 – International Date Line Crossing (Lost Day)

B5–January 18: Escalation

- Read *Vietnam War: A Concise International History*, pages 67-90.
- Read *Vietnam War Reader*, pages 47-51 (Docs. 2.8 - 2.10), 59-71 (Docs. 3.1 - 3.7, 3.9).

January 19 – Study Day (No Class)

B6–January 21: Stalemate

- Read *Vietnam War: A Concise International History*, pages 91-114.
- Read *Vietnam War Reader*, pages 71-72 (Documents 3.8a, 3.8b), 76-84 (Documents 3.12 - 3.15), 88-93 (Documents 4.1 - 4.3).
- First Essay **assignment**. Answer the following question in a 300- to 350-word essay (about one page, double-spaced): Identify and evaluate the reasonableness of the strategic considerations that led both sides to escalate the Vietnam War in the mid-1960s. Use Chicago Style footnotes or endnotes for citations to written materials. **Due on Moodle** by midnight, January 22.

B7–January 23: Turning Point

- Read *Vietnam War: A Concise International History*, pages 115-136.
- Read *Vietnam War Reader*, pages 93-99 (Documents 4.4 - 4.6), 172 (Document 6.6).
- Read “Obituary and Eulogy for Nguyen Ngoc Loan” (Moodle document).
- Read “Anna Chennault, Behind the Scenes Force” (Moodle document).
- Read “Vietnam Myth That Refuses to Die” (Moodle document).

January 24-28 – Kobe, Japan

B8–January 30: War Ends – for the United States (Vietnamization, Take Two)

- Read *Vietnam War: A Concise International History*, pages 137-159.
- Read *Vietnam War Reader*, pages 100-119 (Documents 4.7 - 4.17).

January 31-February 1 – Shanghai, China

February 2-3 – In-Transit

February 4-5 – Hong Kong, SAR

B9–February 7: View from the Ground: Soldier and Citizen Perspectives on the Vietnam War

- Read *Vietnam War Reader*, pages 126-129 (Docs. 5.1-5.4), 131-139 (Docs. 5.6-5.9), 142-50 (Docs. 5.11 - 5.15), 154-59 (Docs. 5.18-5.20), 163-165 (Doc. 6.1), 169-170 (Doc. 6.4), 172-176 (Docs. 6.7-6.8), 178-180 (Doc. 6.10).
- Read “War Stories, Long Overdue” (Moodle document).

February 8-13 – Ho Chi Minh City, Vietnam

-**Field Class** on February 13.

-Field Class **Assignment** (see instructions, below) **due on Moodle** by 11 am, Feb. 18.

B10–February 15: An Unfinished Conclusion

- Read *Vietnam War Reader*, pages 120-121 (Doc. 4.18), 188-205 (Docs. 7.1-7.11).
- Read *Vietnam War: A Concise International History*, pages 161-185. [SEE NEXT PAGE.]

- Read Adrian Cronauer obituary (Moodle document).
- Read “Vietnamese Communist Soldier Became Dissident Defector” (Moodle document).
- Read Ernest Medina obituary (Moodle document).

February 16 – Community Programming (No Class)

B11–February 18: Origins of the Korean War

- Read *Korean War: An International History*, pages 3-46.

February 19-23 – Yangon, Myanmar

B12–February 25: Stalemate

- Read *Korean War: An International History*, pages 47-84.

B13–February 27: Diplomacy Fails

- Read *Korean War: An International History*, pages 85-126.

February 28-March 5 – Cochin, India

March 7 – Community Programming (No Class)

B14–March 8: Limiting the War

- Read *Korean War: An International History*, pages 127-166.
- Second Essay **assignment**. Answer the following question in a 300- to 350-word essay (about one page, double-spaced): Why did war break out on the Korean peninsula in 1950, rapidly escalate, and become internationalized? Use Chicago Style footnotes or endnotes for citations of written materials. **Due on Moodle** by noon, March 9.

B15–March 10: Looking for Allies

- Read *Korean War: An International History*, pages 167-203.

March 11 – Port Louis, Mauritius

B16–March 13: Armistice Talks Begin

- Read *Korean War: An International History*, pages 204-235.

B17–March 15: Diplomatic Progress

- Read *Korean War: An International History*, pages 236-267.

B18–March 17: Diplomatic Deadlock

- Read *Korean War: An International History*, pages 268-307.

March 18-23 – Cape Town, South Africa

B19–March 25: Fighting Ends, Peace is Distant

- Read *Korean War: An International History*, pages 308-347.

B20–March 27: View from the Ground: Soldiers’ Perspectives on the Korean War

- Read *Voices from the Korean War*, excerpts (Moodle document).

B21–March 29: View from the Ground: POWs and the Korean War

- Read *Remembered Prisoners*, Introduction and Chapter 1 (Moodle document).

March 30-April 1 – Tema, Ghana

April 2-3 – Tekoradi, Ghana

B22–April 5: View from the Ground: POWs and the Korean War

- Read *Remembered Prisoners*, Chapters 8 and 9 (Moodle document).
- Read “Film to shed light on North Korean POWs” (Moodle document).
- Read “[Interview] Near the end of his life ...” (Moodle document).

B23–April 7: View from the Ground: American POWs and the Korean War

- Read *Remembered Prisoners*, Chapters 10 and 11 (Moodle document).
- Third Essay **assignment**. Answer the following question in a 300- to 350-word essay (about one page, double-spaced): Compare and contrast the experiences of soldiers in the wars of Korea and Vietnam. Use Chicago Style footnotes or endnotes for citations of written materials. **Due on Moodle** by 2 pm, April 8.

April 8 – Study Day (No Class)

B24–April 10: Korean War in Retrospect

- Read *Korean War: An International History*, pages 348-370.
- Read “What Does North Korea Want?” (Moodle document).
- Read “Seoul Plans Decapitation Unit” (Moodle document).
- Read “Tillerson Speaks of Largely Secret Contingency Plan” (Moodle document).
- Read “Tears, Hugs and Arguments as Korean Families Reunite” (Moodle document).
- Independent Field **Assignment** (see instructions, below) **due on Moodle** by noon, April 16.

April 11-15 – Casablanca, Morocco

April 16 – Study Day (No Class)

B25–April 18: Final Exam/Assignment

- There are two parts to the Final **Assignment**:
 - a) Write an essay (no longer than two pages, double-spaced) that you can read or summarize in 3 minutes. The essay should explain two or three key insights you have gained about American wars in East and Southeast Asia. You may consider everything from high-level politics to soldiers’ experiences to continuing historical debates. The primary focus should be assigned readings, but you may also incorporate other experiences over the course of the voyage. **Due on Moodle** by 6 pm, April 18.
 - b) Take up to 3 minutes to **present your essay at the front of the classroom**.
- Grading: 100 points for presentation (including delivery as well as content), 100 points for essay.

April 21 – Arrive Amsterdam, The Netherlands

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans for a Semester at Sea sponsored trip on the day of your field class.

Field classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Location: Ho Chi Minh City *Time:* February 3, 9:00-17:00

Field Class Title: Vietnam: More Than an American Battlefield

Field Class Content:

Morning: Visit the Museum of Vietnamese History and the War Remnants Museum.

Afternoon: Lunch. Then, visit the Ho Chi Minh City Peace and Development Foundation for dialogue with the organization's president, Madam Ton Nu Thi Ninh

Learning Objectives:

1. Learn about Vietnam's long history and rich culture; i.e., gain an understanding of Vietnam as much more than a former American battlefield.
2. Learn about Vietnam's historical connections to other countries, especially China and France. This learning objective will closely tie in with the international focus of the course.
3. Learn how the American War – and its aftermath - look through Vietnamese eyes.

Field Class Assignment:

Assignment: In an essay of 900-1,100 words (approximately three pages, double-spaced), identify some central issues in contemporary Vietnamese understandings of Vietnam's history, with an emphasis on its international conflicts, particularly with the United States. Be specific in referring to sites that you visited and/or conversations that you had during the Field Class. Secondly, draw on Vietnamese sources from assigned readings and the movie, *When the Tenth Month Comes*. Devote approximately one-third of your essay to comparing and contrasting Vietnamese understandings of foreign interactions, particularly with the United States, to American understandings. For American understandings, draw on assigned reading materials and in-class videos. Be as specific as possible in your discussion of both Field Class experiences and materials from the regular class meetings. For references to written materials, use Chicago Style footnotes or endnotes; no bibliography needed. You may, but are not required to, incorporate photo images into your essay. Such images should not be magazine-style illustrations, however. Rather, you should discuss them in a way that makes them integral to your argument. Due on Moodle by 11 am, February 18.

Independent Field Assignment

The countries that we are visiting have had unequal and often conflicted relations with other nations, including the United States, over much of the past two centuries. Compare and contrast the experiences of three other countries to those of Korea and Vietnam, as they have sought to move beyond old conflicts. What strategies did they pursue, why, and with what success? Consider such contextual factors as colonialism, ethnic conflict, the Cold War, and the Rise of China. Write an essay of 900-1,100 words (approximately three pages, double-spaced). For references to written materials, use Chicago Style footnotes or endnotes; no bibliography needed. You may, but are not required to, incorporate photo images into your essay. Such images should not be magazine-style illustrations, however. Rather, you should discuss them in a way that makes them integral to your argument. Due on Moodle by noon, April 16.

METHODS OF EVALUATION

- 1) Short in-class Assignment: 5%
- 2) 3 Essay Assignments: 5% x 3 = 15%
- 3) Field Class Assignment: 20%
- 4) Independent Field Assignment: 20%
- 5) Final Assignment: 20%
- 6) Attendance: 5%
- 7) Participation (in class discussion): 15%

NOTE: A good essay for items 2 through 4 (and possibly 5) will include citations to relevant passages in assigned readings. All citations should use Chicago Style footnotes or endnotes; for an overview, see the short guide on Moodle. No bibliography is necessary.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea Coursework. Note that C-, D+, and D- grades are also not assigned on Semester at Sea, in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated with the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to the Academic Integrity Policy and Student Conduct Code.

RESERVE BOOKS FOR THE LIBRARY

Louis H. Carlson, *Remembered Prisoners of a Forgotten War: An Oral History* (St. Martin's Press)

USC Library call number: DS921.C37 2002

Richard A. Peters and Xiaobing Li, eds., *Voices from the Korean War: Personal Stories of American, Korean, and Chinese Soldiers* (University of Kentucky Press)

USC Library call number: DS921.6.P37 2004

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Mark Philip Bradley

ARTICLE/CHAPTER TITLE: book review: *The OSS and Ho Chi Minh: Unexpected Allies in the War against Japan*, by Dixee R. Bartholemew-Feis

JOURNAL/BOOK TITLE: *Journal of American History*

VOLUME: 93:4

DATE: March 2007

PAGES: 1298-1299

AUTHOR: Edward G. Lansdale

ARTICLE/CHAPTER TITLE: Document #15: "Lansdale Team's Report"

JOURNAL/BOOK TITLE: *The Pentagon Papers*

VOLUME: n/a

DATE: 1971 (Bantam Books)

PAGES: 13-16, 53-66

AUTHOR: Edward Miller

ARTICLE/CHAPTER TITLE: Introduction, H-Diplo Roundtable on *Vietnam's Lost Revolution: Ngo Dinh Diem's Failure to Build an Independent Nation, 1955-1963*, by Geoffrey C. Stewart

JOURNAL/BOOK TITLE: H-Diplo, an H-Net academic discussion list

VOLUME: XIX:45 (<https://issforum.org/roundtables/PDF/Roundtable-XIX-45.pdf>)

DATE: 2018

PAGES: 2-4

AUTHOR: Matt Schudel

ARTICLE/CHAPTER TITLE: "Adrian Cronauer, 79: Was Model for DJ in 'Good Morning, Vietnam'"

JOURNAL/BOOK TITLE: *Washington Post*

VOLUME: n/a

DATE: July 20, 2018

PAGES: B6

AUTHOR: Harrison Smith

ARTICLE/CHAPTER TITLE: "Vietnamese Communist Soldier Became Dissident Defector"

JOURNAL/BOOK TITLE: *Washington Post*

VOLUME: n/a

DATE: August 14, 2018

PAGES: B6

AUTHOR: Harrison Smith
ARTICLE/CHAPTER TITLE: "Army Captain Acquitted in My Lai Massacre"
JOURNAL/BOOK TITLE: *Washington Post*
VOLUME: n/a
DATE: May 15, 2018
PAGES: B6

AUTHOR: Richard Peters and Xiaobing Li, eds.
ARTICLE/CHAPTER TITLE: Ch. 11, "China's Crouching Dragon"; Ch. 16, "A BAR Man's Story";
Ch. 21, "North and South: A Korean Youth Serves in Both Armies";
Ch. 24, "An American Officer Observes the Koje Island Uprising"
JOURNAL/BOOK TITLE: *Voices from the Korean War: Personal Stories of American, Korean,
and Chinese Soldiers*
VOLUME: n/a
DATE: 2004
PAGES: 85-94, 134-140, 185-198, 213-215, 272

AUTHOR: Lewis H. Carlson
ARTICLE/CHAPTER TITLE: Introduction, chapters 1, 8, 9, 10, and 11
JOURNAL/BOOK TITLE: *Remembered Prisoners of a Forgotten War: An Oral History of
Korean War POWs*
VOLUME: n/a
DATE: 2002
PAGES: 1-48, 177-254

AUTHOR: Yi Whan-woo
ARTICLE/CHAPTER TITLE: "Film to shed light on North Korean POWs"
JOURNAL/BOOK TITLE: *Korea Times* (online)
VOLUME: n/a
DATE: August 12, 2015
PAGES: http://www.koreatimes.co.kr/www/nation/2018/05/719_184703.html

AUTHOR: Yoo Seon-hee,
ARTICLE/CHAPTER TITLE: "[Interview] Near the end of his life, a former POW seeks a simple
return home"
JOURNAL/BOOK TITLE: *Hankyoreh* (online)
VOLUME: n/a
DATE: August 11, 2015
PAGES: http://english.hani.co.kr/arti/english_edition/e_international/703984.html

AUTHOR: Gerald F. Seib
ARTICLE/CHAPTER TITLE: "Key Question: What Does North Korea Want?"
JOURNAL/BOOK TITLE: *Wall Street Journal*
VOLUME: n/a
DATE: September 19, 2017
PAGES: A4

AUTHOR: Choe Sang-Hun
ARTICLE/CHAPTER TITLE: "Seoul Plans Decapitation Unit"
JOURNAL/BOOK TITLE: *New York Times*
VOLUME: n/a
DATE: September 13, 2017
PAGES: A1, A10

AUTHOR: David E. Sanger
ARTICLE/CHAPTER TITLE: "Tillerson Speaks of Largely Secret Contingency Plan"
JOURNAL/BOOK TITLE: *New York Times*
VOLUME: n/a
DATE: December, 2017
PAGES: A8

AUTHOR: Simon Denyer and Min Joo Kim
ARTICLE/CHAPTER TITLE: "Tears, Hugs and Arguments as Korean Families Reunite"
JOURNAL/BOOK TITLE: *New York Times*
VOLUME: n/a
DATE: August 21, 2018
PAGES: A8

ADDITIONAL RESOURCES

None