

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

## American Public University System

*The Ultimate Advantage is an Educated Mind*

### Department of History and Military History

**MILH371**

**The Vietnam War**

**3 Credit Hours**

**Eight Weeks**

**Prerequisite(s): None but HIST300 recommended**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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#### Instructor Information

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#### Course Description

This course examines the origins of the conflict in Indochina, American intervention and commitment, the ground wars, Vietnamization, trouble at home, the US withdrawal, and the war's effect on American society.

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## Course Scope

This course seeks to answer how and why America became involved in the lives and politics of the Vietnamese people and to understand the decision-making processes that took the United States to war in Southeast Asia. Vietnam remains a 'touch-stone' of America politics and foreign policy. No foreign policy decision made since the 1960's has not been compared (both rightly and wrongly) to the events of the Second Indo-Chinese War. This course will ask you to move from merely a student of history to the more critical role of Presidential advisor. By the time you have finished your course of study, you will be able to apply the 'lessons' of Vietnam (as you have determined them to be) to a modern American foreign policy dilemma.

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## Course Objectives

The successful student will accomplish the following learning objectives for this course:

CO-1: Summarize the development of US Cold War policy following World War II.

CO-2: Analyze US involvement in Vietnam from 1945-1975

CO-3: Demonstrate a knowledge of the evolution of political and military policy in Vietnam from 1956-1975

CO-4: Explain specific events of the war and its impact on the American and Vietnamese peoples.

CO-5: Analyze critical resources from the period of the Vietnam War relevant to current policy.

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## Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes (non-proctored), written assignments, and forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

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

All written assignments are due by the last day of each week unless your different guidance is within this syllabus. You must post and associate all assignments in your student folder. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

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All Forum postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder, your instructor will only grade the discussion board postings from the discussion board

APUS operates in the Eastern Time Zone and all assignments are due by 11:59 Eastern on the due date. Take this into consideration if you are not in the Eastern Time Zone.

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.**

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## Course Materials

### REQUIRED TEXTS

*The Columbia History of the Vietnam War* (e-book available via the APUS online library).

Author: David L. Anderson. Publisher: Columbia University Press.

Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: MILH371) to access your required resources.

- [Vietnam Online](#), based on the PBS Series by the same title, this site is an excellent source for information, especially in the "Introduction," "Who's Who," and "Timeline" sections.
- [Vietnam: Yesterday and Today](#) is primarily for students and teachers working to understand the Vietnamese Conflict. It's goal is to suggest books, magazine articles, and websites that will be useful, to provide suggestions for effective research, and to provide information about the war and the country of Vietnam.
- [The Vietnam War](#) is a collection of web links to a wide variety of materials on the struggles in Vietnam from 1945 to the Fall of Saigon.
- [Lyndon Baines Johnson Presidential Library and Museum](#) is an excellent source of primary material on line. The library has embarked on a program of putting their vast oral history collection on line in Adobe Acrobat (.pdf) format. Also online are the National Security Action Memoranda from the Johnson administration and a number of images.
- [The Vietnam Project](#): In recent years, Texas Tech has become the premier center for the study of the Vietnam War and its website is following suit. With Virtual Archives of over 450,000 pages, oral histories, images, and information on the center's publications and physical archives, this is a must visit site. If you were involved with the war yourself, be sure to look at the Oral History Project.
- In addition to these excellent web resources, by clicking on the 'Course Materials' tab you will see a folder that contains weekly note taking learning objectives and four additional websites that you can explore to add critical content knowledge to your studies of the Vietnam War.

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### Recommended References:

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

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

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military History courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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## Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History classes. Studies indicate that students who participate in forums increase their retention on the particular subjects by over 40 percent compared to only reading the text. The requirements for your forum postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial posting of 500-1,000 words (maximum). While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the forum posting; be sure to check the post on the DB to ensure it transfers correctly.

**Critical Responses to Classmates** - in order to facilitate critical discussion and dialogue, these assessments are designed for you to provide feedback to your classmates that probes their assertions about the essential developments during the historical time period in question. The directions for these assignments read as follows: "Once you've read your classmates postings for this week's forum, please respond critically to at least three of them. Your response should be one that helps to expand on the post and provides additional background or perspective. It should be at least 300 words per classmate."

**Presidential Briefing Papers** – Rather than simply respond to a series of questions on America's role in Vietnam, I want you to take on a role that is more valuable from a critical thinking and critical writing perspective. For the last several decades, Presidents have requested 'briefing papers' that articulate in a succinct way the history surrounding a current foreign (or domestic) policy decision. If the President is asking for opinions on policy, then a 'White Paper' is written to define said policy. In this course, you'll be asked to write four Presidential Briefing Papers. The first three will correspond to particular time frames (i.e. 1945 to 1961, 1962 to 1969, and 1969 to 1973). The timing of these papers is not arbitrary but rather connected to points of decision in American policy toward Vietnam. The

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last Briefing Paper is essentially a ‘White Paper’ wherein, you spell out the lessons of Vietnam as you determine them to be (from your readings and research) and apply those lessons to a current U.S. foreign policy dilemma. For example, one of your texts is by Harry Summer (On Strategy) which he wrote as a critique of the war in Vietnam. Years later after the Persian Gulf War of 1991, he wrote a follow-up in which he applied the failures in Vietnam to lessons learned and then applied with success in Operation Desert Storm. These papers should focus on the history and key events and people of the designated time period.

Each paper should be around 1000 to 1500 words. Additionally, I will ask you 2-3 follow up questions on each PBP. You choose one and answer it, being sure to post the question that you answer along with your answer, in the forums established for PBP follow ups. These will be due at the end of the week following the week the papers are due.

For additional information on the format for the PBP's, see the Course Materials Folder.

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Newsgroups (4 at 50 points per posting)	200	30%
Presidential Briefing Paper - 1961	150	11.67%
Presidential Briefing Paper - 1969	150	11.67%
Presidential Briefing Paper – 1973	150	11.67%
PBP Follow Ups	100	10%
Final Exam Paper	250	25%
Total	1000	100%

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### Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University’s grading scale

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### Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	The Origins of America’s Involvement in Vietnam  The First Indo-Chinese War 1946 – 1954	<b>LO-1</b> Analyze the factors that brought the United States into Southeast Asia beginning with World War Two  Discuss the causes, conduct, and consequences of the French war in Vietnam	Columbia History—Chapter 1, Herring—Chapter 1	Introduction Forum

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2	Vietnam Divided  The Republic of Vietnam Under Siege	<b>LO-2</b> Discuss the essential characteristics of the divided Vietnam Predict the consequences of the assault upon the new government of South Vietnam by indigenous rebels and external forces as well	Columbia History—Chapter 2 and 3, Herring—Chapter 2 and 3	Forum – 1945 to 1961 due  Presidential Briefing Paper – 1961 due
3	The ‘Advisor’ Period  LBJ Goes to War	<b>LO-3</b> Distinguish the qualities of the American policy toward Vietnam prior to the assassination of President Diem Describe the foundational events and decisions that brought the United States into open military conflict in Vietnam	Columbia History—Chapter 4, Herring—Chapter 4	Forum – 1962 to 1969 due  PBP#1 Follow up due  Critical Response to Forum 1945 to 1961 due by midweek
4	‘Search and Destroy’  ‘Light at the End of the Tunnel’	<b>LO-4</b> Evaluate the military efficacy of the ‘Search and Destroy’ strategy in South Vietnam Differentiate the key reasons why a strictly military strategy in Vietnam was problematic	Columbia History—Chapter 5, Herring—Chapter 5	Presidential Briefing Paper – 1969 due
5	‘Tet’ – The Turning Point of America’s War in Vietnam  Changing of the Guard	<b>LO-5</b> Identify the elements that produced the ‘Tet’ Offensive and why it is considered the turning point of the war Cite examples of the fundamental changes that occurred on both the military and political front after the election of 1968	Columbia History—Chapter 5 and 11, Herring—Chapter 6	Forum – 1969 to 1973 due  PBP#2 Follow up due  Critical Response to Forum 1962 to 1969 due by midweek
6	‘Vietnamization’  America Ends the Longest War in Its History	<b>LO-6</b> Evaluate the success of ‘Vietnamization’ Identify the key elements that allowed the United States to withdraw its remaining military forces by 1973	Columbia History—Chapter 6, Herring—Chapter 7	Presidential Briefing Paper – 1973 due  Critical Response to Forum 1969 to 1973 due by midweek
7	The Fall of Saigon: North defeats South  The ‘Lessons’ of America’s War in Vietnam	<b>LO-7</b> Illustrate the crises that led to the collapse of the Republic of Vietnam Determine the ‘lessons’ that a student of America’s war in Vietnam should learn	Columbia History—Chapter 1, 13, and 14, Herring—Chapter 8	Forum – ‘applying the lessons of the war’  PBP #3 Follow up due
8	Applying the ‘Lessons’ of History  Finish final briefing paper	<b>LO-8</b> Using the ‘lessons’ of America’s war in Vietnam, predict their utility in a critical analysis of a current foreign policy question	Columbia History--as needed for the final paper, particularly Part III	Critical Response to Forum for ‘applying lessons of the war’ due by midweek  Final Exam PBP

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## Policies

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

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

## WRITING EXPECTATIONS

All written submissions must be in a font and page set-up that is readable and neat. Students must adhere to the consistent format described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

## LATE ASSIGNMENTS

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

## DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

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A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email [registrar@apus.edu](mailto:registrar@apus.edu) to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

## NETIQUETTE

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

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

## DISCLAIMER STATEMENT

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

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## Academic Services

## ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

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- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Smarthinking:*** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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