Spring 2017 Syllabus
INR 4225.0001 The Vietnam War
Dr. Paul Vasquez, Department of Political Science
Class time & place: Tuesday & Thursday 9:00AM - 10:15AM,
Nicholson School of Communications 110
Credit hours: 3
Office Hours: Tuesday & Thursday 11:30-1:15 PM,
Wednesdays 9:00-11 AM and Noon – 2:30 PM & by appointment
Contact information: paul.vasquez@ucf.edu / (407) 823-3329
Instructor's office: 306 Howard Phillips (PH) Hall

Course Description: Our study of the Vietnam War will provide insights about not only military matters related to the American involvement in Southeast Asia during the last century, but also earlier French involvement. Additionally, we will study how the pursuit of American security interests in Indochina was influenced by international and domestic politics, as well as the way in which the war in turn influenced international and domestic politics of various countries.

Prerequisite: POS 2041, INR 2002, or consent of the instructor

Required materials: Required materials for this course include the following text:

James S. Olson and Randy Roberts. 2008. *Where the Domino Fell: America and Vietnam* 1945-1995. Revised 5th edition. New York: Wiley-Blackwell.

Also, you will be given access to several articles and book chapters over the course of the semester. Expect more details to follow on how to access those materials.

Course goals: In terms of substance, this course is designed to give students a better understanding of: 1) historical and factual aspects of the Vietnam War; 2) the relevance of major theoretical perspectives from political science to the Vietnam War; and 3) the relevance of the Vietnam War to subsequent political events and processes. With regards to skill development, students will have the opportunity to demonstrate their capacity 4) to use databases for research purposes and 5) to write well.

Requirements: I will evaluate your performance in this class in accord with the table below.

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment average (add grades for each row & ÷ by the # of grades for this task)**	**Component Score = column B x column C**	**Due Date**
Class Participation	10			Daily
Quizzes	10			To be announced
Midterm Exam	25			Tues., Feb. 28
Oral Presentation	10			To be announced
Course Paper	20			Thurs., April 13
Final Exam	25			Thurs., April 27**;** 7:00– 9:50 AM
Total	100%	**Add Column D to estimate final grade →**		

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes and Information Literacy Tutorial Assessment: Quizzes may cover any material covered in this course. Some quizzes will be announced in advance and other evaluations will be pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in small groups to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by knowing the total number of correct answers for the assignment. The lowest quiz grade for each student will be dropped when calculating final course grades.

Important Note: In order to verify that you began this course, you should complete a graded syllabus quiz that is due by 11:59 on Friday, January 13 or as soon as possible for late enrollees. Failure to do so will result in a zero for the assignment and possibly a delay in the disbursement of any financial aid (this is a UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, and then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit it before midnight on Friday, January 13.

Also, before Tuesday, February 9 at 9:00 AM, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it, which will be counted as a separate quiz. That tutorial, which can be found in Webcourses, should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores.

Midterm Exam and Final Exam: These will be multiple choice exams with each question having only one correct answer. While the final exam will be cumulative, it will cover more material that was occurred after the midterm exam that material that was covered before the midterm exam. **Caution:** Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam.

Course Paper and Oral Presentation: For this assignment paper (8-10 pages), you will write a paper on a country, organization or entity that will be provided by the instructor as they pertain to the Vietnam War. These topics/entities will be assigned to students in a semi-random process to insure that different topics are covered. Oral presentations over these papers will be delivered to the class (see below) to help augment our understanding of the Vietnam War.

Paper details: Your papers should discuss the international or domestic political factors that shaped how these entities responded to the Vietnam War during a specified time frame. Additional guidance may be provided when the paper prompts are distributed. These papers should draw upon 3 articles or book chapters that were **not** covered in class in addition to any other sources that you use. Relevant materials covered in course readings should be referenced and discussed as appropriate. Referenced materials should be included in a bibliography or works cited page.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Papers should use 12-point font, double-spacing and 1 inch margins.

The paper will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	30%
Clear and logical analysis	30%
Organization of paper	20%
	100%

Oral presentations details: Presentations will convey the major findings from the papers. The presentations will be evaluated based on the following criteria.

Application of concepts	20%
New insights provided to class	20%
Clarity of presentation overall	20%
Presentation lasts 15-17 minutes	20%
Clarity of sourcing	10%
Ability to convincingly answer questions	10%
	100%

Grades scale for course assignments

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements.

Letter Grade Points	
A = 93 – 100 points	C = 73 – 76 points
A-= 90 – 92 points	C-= 70 – 72 points
B+= 87 – 89 points	D+= 67 – 69 points
B = 83 – 86 points	D = 63 – 66 points
B- =80 – 82 points	D- = 60 – 62 points
C+=77 – 79 points	F = 59 and below

Late work/ Make-up Exams: Unless otherwise specified, out-of-class assignments are due at the beginning of class on the dates listed below. Late assignments will be penalized 10% for each full calendar day they are late, up to as much as 30%, unless a compelling and honest explanation is offered. Make-up exams may be given if they are missed for compelling, honest, and unexpected reasons. However, students making up exams must take them within the week unless health problems keep them from coming to campus. Students making up exams will not be given the same exam that was originally administered. Missed quizzes may not be made up, unless they are for an officially excused University function, but keep in mind that your lowest quiz grade will be dropped.

Important Advice: You should attend class each day to internalize lecture material and participate in other classroom activities as they come along. As you attempt to internalize the course content, you should come to class having read the material assigned for that day. You should be prepared to be quizzed over any course readings by the day for which that material is assigned. Points covered only in lecture are fair game for quizzing once they have been mentioned in class. Take notes when you read and attend class lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

Academic Support Services

Student Academic Resource Center (SARC) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

University Writing Center (UWC) (MOD 608/ (407) 823-2197)**:** The Center is free for all UCF students. At the UWC, a writing consultant can work with you on anything you are writing, whether it is brainstorming or editing. While recommended, appointments are not required.

UCF Counseling Center (Building #27/ (407) 823-2811): Students experiencing formidable mental health challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help.

Students with Disabilities (Ferrell Commons, Room 132/ phone (407) 823-2371): Students with disabilities that need special accommodations regarding class attendance or assignments should have proof of their disability on file with Student Disability Services They should also inform the instructor of their status within the first day of class or once they become aware of it, should such realization occur during the course of a semester.

Behavior

Disruptions: If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please try to limit distracting noises in class (for example, whispering, cell phones, etc.) as much as possible. Such behavior bothers others who are paying good money to learn and it may be distracting to me as I attempt to do my job. Students should refrain from using laptops or other electrical devices in class.

Cheating: **Do not cheat** as this clearly violates the Golden Rule Student Handbook and violates several aspects of the UCF Creed. Unless otherwise specified by the instructor (such as on team quizzes), your work must be your own. Cheating can come in many forms, including plagiarism. Plagiarism is when writers use other people's words or ideas and do not give them credit. Use footnotes or endnotes to give credit for direct quotes, paraphrased quotes, or borrowed ideas. Everyone should take the UCF Online Information Literacy tutorial "Avoiding Plagiarism" prior to beginning the short paper so that you will be clear about my expectations of you. Feel free to discuss readings and ideas with fellow students, but if you use their ideas, please reference them accordingly. If you don't know what footnotes or endnotes are, please ask me. Do not quote or paraphrase without giving credit in footnotes or endnotes. Do not copy or use papers or sections of papers from the web or other sources. I assume that all students in this class could write a better term paper than the junk sold on the Internet and will not resort to such dubious sources for their assignments. In the event that I suspect a paper of being plagiarized, I will use Turnitin.com to help with that determination.

If I determine that there has been any instance of academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. Assignments on which cheating occurs will be penalized with an F (0 points) and the weight of that assignment when factored into the final grade will be increased two-fold.

Other important Dates:

Date	Event
Thursday, Jan. 12, 11:59 P.M.	Drop deadline
Friday, Jan. 13, 11:59 P.M.	Add deadline
Wednesday, March 22, 11:59 P.M.	Withdrawal deadline

Class Schedule

Tuesday, January 10 **Welcome and introduction**

Thursday, January 12 **Historical Springboard**

Chapter 1: Eternal War: The Vietnamese Heritage from *Where the Domino Fell*

Tuesday, January 17

Chapter 2: The First Indochina War, 1945-1954 from *Where the Domino Fell*

Chapter 3: The Making of a Quagmire, 1954-1960 from *Where the Domino Fell*

Thursday, January 19

Chapter 4: The New Frontier in Vietnam, 1961-1963 from *Where the Domino Fell*

Tuesday, January 24

Chapter 5: Planning a Tragedy, 1963-1965 from *Where the Domino Fell*

Chapter 6: Into the Abyss, 1965-1966 from *Where the Domino Fell*

Thursday, January 26

Chapter 7: The Mirage of Progress, 1966-1967 from *Where the Domino Fell*

Tuesday, January 31

Chapter 8: Tet and the Year of the Monkey, 1968 from *Where the Domino Fell*

Chapter 9: The Beginning of the End, 1969-1970 from *Where the Domino Fell*

Thursday, February 2

Chapter 10: The Fall of South Vietnam, 1970-1975 from *Where the Domino Fell*

Tuesday, February 7

Chapter 11: Distorted Images, Missed Opportunities, 1975-1990 from *Where the Domino Fell*

Chapter 12: Oliver Stone's Vietnam from *Where the Domino Fell*

Thursday, February 9 **Information Literacy Tutorial Quiz Due**

Paper assignments allocated in class & Research Lecture

Personal Reflections on Vietnam

Christian Appy. 2003. "War Heroes." In *Patriots: The Vietnam War Remembered From All Sides.* New York: Viking: 12-19.

Tuesday, February 14 **Insurgent strategies and popular support**

James W. Pohl. 1974. "The American Revolution and the Vietnamese War: Pertinent Military Analogies." *The History Teacher.* February. (Vol. 7, No. 2): 255-265. http://www.jstor.org/stable/491798 *** For articles with a www.jstor.org web address like this one, either click on the link or paste it into your web browser. From that point, click on the "Login" button in the "Access" box on the right side of your screen. Next,

either type “University of Central Florida” into the “Login via an Institution” or scroll down through the list of institutions and click on “login” next to the “University of Central Florida.” From that point, follow guidance on your screen. If all else fails, you can locate articles by searching by article author or title into the JSTOR Database within the UCF Library. ***

John M. Gates. 1990. “People’s War in Vietnam.” *The Journal of Military History*. July (Vol. 54, No. 3): 325-344. http://www.jstor.org/stable/1985938

Thursday, February 16

Andrew Mack. 1975. “Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict.” *World Politics*. (Vol. 27, No. 2): 175-200. http://www.jstor.org/stable/2009880

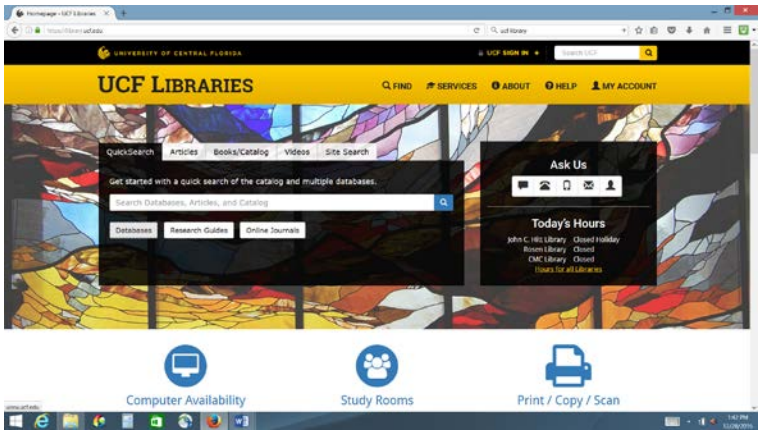
Tuesday, February 21 **Insurgent organization and Unity**

Will H. Moore. 1995. “Rational Rebels: Overcoming the Free-Rider Problem.” *Political Research Quarterly*. June (Vol. 48, No. 2): 417-454. http://www.jstor.org/stable/449077

Robert Maranto and Paula S. Tuchman. 1992. “Knowing the Rational Peasant: The Creation of Rival Incentive Structures in Vietnam.” *Journal of Peace Research*. (Vol. 29, No. 3): 249-264. http://www.jstor.org/stable/424279

Thursday, February 23 **The Vietnam War and Realist Theory**

Ellen Glaser Rafshoon. 2001. “A Realist’s Moral Opposition to War: Hans Morgenthau and Vietnam.” *Peace & Change*. 26 (1), 55-77. Paste the article title into the window below on the UCF Libraries page and click on the magnifying glass to access the article.



Tuesday, February 28 **Midterm Exam**

Thursday, March 2 **The Vietnam War and Analogical Reasoning**

Yuen Foong Khong. 1992. "Chapter 7: Munich and the 1930s." *Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decision of 1965*. Princeton: Princeton University Press, pp. 174-205.

Tuesday, March 7 **The Vietnam War & Military and Intelligence Bureaucracies**

Caitlin Talmadge. "Different Threats, Different Militaries: Explaining Organizational Practices in Authoritarian Armies." *Security Studies*. Vol. 25, No. 1 (2016): 111-141. http://dx.doi.org.ezproxy.net.ucf.edu/10.1080/09636412.2016.1134192

Deborah D. Avant. 1993. "The Institutional Sources of Military Doctrine: Hegemons in Peripheral Wars**."** *International Studies Quarterly*. December (Vol. 37, No. 4): 409-430. http://www.jstor.org/stable/10.2307/2600839

James J. Wirtz. 1991. "Intelligence to Please? The Order of Battle Controversy during the Vietnam War." *Political Science Quarterly.* Vol. 106, No. 2: 239-263. http://www.jstor.org/stable/2152228

Thursday, March 9

Jonathan D. Caverley. 2009-2010. "The Myth of Military Myopia: Democracy, Small Wars, and Vietnam." *International Security*. Vol. 34, No. 3 (Winter): 119-157. http://www.jstor.org/stable/10.2307/40389235

Kocher, M. A., Pepinsky, T. B. and Kalyvas, S. N. 2011. Aerial Bombing and Counterinsurgency in the Vietnam War. *American Journal of Political Science*. Vol. 55: 201–218. http://www.jstor.org/stable/23025046

March 14 – March 16 **Spring Break**

Tuesday, March 21 **Military Casualties and Public Opinion**

Christopher Gelpi, Peter D. Feaver & Jason Reifler. 2009. "America's Tolerance for Casualties, 1950-2006." *Paying the Human Costs of War: American Public Opinion and Casualties in Military Conflicts*. Princeton: Princeton University Press, pp. 23-51.

Thursday, March 23

Military Manpower, War Resistance and Public Opinion

Gil Merom. 2003. "Conclusion." In *How Democracies Loose Small Wars: State, Society, and Failures of France in Algeria, Israel in Lebanon, and the United States in Vietnam*. Cambridge: Cambridge University Press: 229-250.

Douglas L. Kriner and Francis X. Shen. 2010. "Inequality and U.S. Casualties from World War II to Iraq." Chapter 2 in *The Casualty Gap: The Causes and Consequences of American Wartime Inequalities*. Oxford: Oxford University Press, pp. 14-43.

Tuesday, March 28

Benjamin O. Fordham. 2016. "Historical Perspectives on Public Support for the Draft: War Costs and Military Service." *Journal of Global Security Studies*. Vol. 1, No. 4: 303-322. http://jogss.oxfordjournals.org/content/1/4/303.abstract

Thursday, March 30

Robert S. Erikson and Laura Stoker. 2011. "Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes." *American Political Science Review*. Vol. 105, No. 2 (May): 221-237. http://www.jstor.org/stable/41495063

Tuesday, April 4 **Comparing Vietnam and Iraq: Similarities and Differences**

Jeffery Record and Andrew Terrill. 2004. *Iraq and Vietnam: Differences, Similarities, and Insights.* Carlisle Barracks, PA: Strategic Studies Institute of the U.S. Army War College. 1-69.
http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=377

Thursday, April 6 **Lessons Learned**

Robert S. McNamara and Thomas Biersteker. "Learning from Tragedy: Lessons of Vietnam for the Twenty-first Century." Chapter 8 in *Argument without End: In Search of Answers to the Vietnam Tragedy*. New York: Public Affairs, pp. 373-398.

Tuesday, April 11

Wirtz, James J. "A Review Essay of H. R. McMaster's Dereliction of Duty." *Political Science Quarterly* 114, no. 1 (1999): 131-36. http://www.jstor.org/stable/2657994

Ronald Spector. 1997. "Cooking up a Quagmire." The New York Times. July 20. http://www.nytimes.com/books/97/07/20/reviews/970720.20spectot.html

Thursday, April 13 **Course Papers Due** Oral Presentations

Tuesday, April 18 Oral Presentations

Thursday, April 20 **Last Regular Class Day** Oral Presentations

Thursday, April 27 **Final Exam** from 7:00 AM - 9:50 AM