

Fall Semester 2002  
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## **History 482: History, Culture, and Society of Vietnam (3 units)** **Special Year-Long Vietnam Seminar, Part I**

### Introduction

To many students, “Vietnam” remains just a war, and “Vietnamese” just a tasty kind of food. However, over the past 3,000 years, Vietnam has been at the crossroads of many political, social, and cultural conflicts and exchanges, both domestic and internal, all of which have worked together to form a strong identity for the Vietnamese people. This course will explore chronologically the development of the Vietnamese people and nation, and expose students to the aspects of Vietnamese culture that have influenced that development most strongly. It will also explore why the Vietnamese have developed such a strong ability to integrate and resist simultaneously foreign powers and cultures imposed on them.

As part of a longer project and seminar, this course will revolve around the images and ideas presented in Claudie Beaucarnot’s diary *Vacances 1943, ou Hanoi à Saigon par le Chemin des Écoliers*. The instructor expects students to relate scenes in the diary to material discussed in this course.

### Global Studies and History Credits

This course fulfills the CLU Global Perspectives requirement because it focuses primarily in lectures and readings on the peoples of Vietnam (ethnic Vietnamese, highlanders, ethnic minorities). In addition, it fulfills the one course History requirement for general education and a non-Western history course requirement for majors.

### Copyright

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### Special Needs

If you require additional time or special accommodations for examinations or class assignments as part of a formal agreement with the CLU Disability Resource Center or another campus office, please provide your instructors with the required certificates during **the first week of class** so that the instructor can make proper arrangements.

Course materials:

All the course materials in the form of books listed below are available for sale at the campus bookstore and on reserve at the library. A selection of articles will also be available in the library on a reserve-only basis.

## Required Texts:

- Duong Thu Huong. *Paradise of the Blind*. New York: Penguin, 1994
- Elliott, Duong Mai. *Scared Willow*. New York: Oxford University Press, 1999.
- Langguth, A.J. *Our Vietnam*. Carmichael, CA: Touchstone Books, 2002.
- Maitam, Jean-Jacques. *A House Divided (Viet-Nam)*. Greensboro, NC: Tudor Books, 1999.
- Marr, David. *Tradition on Trial*. Berkeley: University of California Press, 1984.
- Nguyen Du, *The Tale of Kieu*. New Haven, Conn.: Yale University Press, 1987.
- Tu Binh Tran. *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. Ohio University Center for International Studies, 1985.
- Mason, Robert. *Chickenhawk*. New York, Viking Press, 1984.
- Truong Nhu Tang. *A Viet Cong Memoir*. New York: Random House, 1986.
- Zinoman, Peter. *Dumb Luck*. Ann Arbor: University of Michigan Press, 2002.

## In Course Reader (on reserve):

- Buttinger, Joseph, "The Colonial Heritage in Vietnam,"
- Cooke, Nola, "The Composition of the 19<sup>th</sup> Century Political Elite of Pre-Colonial Nguyen Vietnam"
- Cotter, Michael, "Towards a Social History of the Vietnamese Southward Movement"
- Elliott, David P., "North Vietnam since Ho,"
- Fall, R.B., "Village Culture and the Vietnamese Revolution"
- Li Tana, "An Alternative Vietnam"
- Shaplen, Robert "Profiles: We Have Always Survived,"
- Smith, R. B., "An Introduction to Caodaism,"
- Taylor, Keith W, "Authority and Legitimacy in 11<sup>th</sup> Century Vietnam"
- Taylor, Keith, "A Brief Summary of Vietnamese History"
- \_\_\_\_\_, "The 'Twelve Lords' in Tenth-Century Vietnam"
- \_\_\_\_\_, Nguyen Hoang an the Beginning of Vietnam's Southward Expansion"
- Taylor, Keith, "The Rise of Dai Viêt and the Establishment of Thang Long"
- Ungar, E.S. "From Myth to History: Imagined Politics in 14th Century Vietnam"
- Ungar, E.S. "The Struggle Over the Chinese Community in Vietnam, 1946-1986"

- Whitmore, John K. "Elephants Can Actually Swim:" Contemporary Chinese Views of Late Ly Dai Viêt"
- Whitmore, John K. "The Vietnamese Confucian Scholar's View of His Country's Early History"
- Whitmore, John, "An Outline of Vietnamese History Before the French Conquest"
- Whitmore, John, "Foreign Influences and the Vietnamese Cultural Core; A Discussion of the Pre-Modern World"
- Wolters, O.W. "Assertions of Cultural Well-Being in 14<sup>th</sup> Century Vietnam"
- Woodside, A.B. "Early Ming Expansionism (1407-1427): China's Abortive Conquest of Vietnam"

Films:

- "Indochine," 1992
- "The Lover," 1993

Optional Texts:

- Hacker, Diane, *A Pocket Style Manual*
- Rampolla, Mary, *A Pocket Guide to Writing in History*
- Turabian, Kate *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> edition

Requirements:

This course will be given in a mixed lecture/discussion format, with one short (70 minute) and one long (140 minute) meeting per week. During the short period, the instructor will present historical background and other relevant information. During the longer period, students will make presentations, discuss assigned readings and films, meet with guest speakers, and/or watch films.

During the first meeting of each week, students must submit two-page critical analyses of the previous week's readings and discussion. Beginning in Week Seven, usually during the second session of each week, one student will discuss and distribute criticism of the following week's readings. Students will also submit a series of assignments in anticipation of their second semester projects.

In consultation with the instructor, students will prepare a project prospectus in anticipation of the second-semester project. Preliminary prospectuses are due the week of 6 October; final copies are due the last week of class..

The in-class final will consist of a combination of identification and essay questions from which a student will chose a certain number to which to respond. They will test the student's ability to synthesize questions concerning the material covered.

Students must submit all writing assignments typed and with good grammar and presentation. All papers must be typewritten, not photocopied,

submitted by hand in class (not electronically), and use a standard style manual; please keep an electronic copy.

**All work must be submitted by the last day of class in order to pass the class.** While the instructor cannot require attendance, he can require participation, and a student must attend in order to participate. All reading must be completed to coming to the first class session of the week.

#### Grading and Grade Policy:

Participation:	20%
Pre-Reading Presentations:	20% (2 per student)
Weekly Reviews:	20% (14 per student)
Seminar Project Prospectus:	20% (due 12 December)
Final Examination:	20%

Students must submit all assignments by the beginning of the class on the date due. Late assignments will have one-third a grade step (for example, an A falls to an A-) every business day late. There are no normal make-ups for exams. The only acceptable excuses include 1. An illness for which a medical excuse from a doctor can be provided, 2. A sudden and verifiable increase in work hours, or 3. A verifiable family emergency.

#### Writing Assignments

Writing plays a critical role in helping you come to terms with themes and ideas from the past; they will help transform you from a passive to an active learner. The books by Mary Rampolla and Diane Hacker offer invaluable advice, and will serve as the basis for comments on your papers. Grammar and style count heavily in the grading of the assignments because they reflect your ability to express ideas clearly and therefore show that you understand them. Remember that sloppy writing may get you 'just' a lower grade in this class, but it will get you fired from your first post-college job.

#### Re-Writes

I heartily encourage students to seriously rewrite papers after receiving comments and a grade. While this will not guarantee a change in your grade, it is an invaluable learning experience that will teach you more than you can possibly imagine.

#### Getting the Most out of Class

In order to do as well as you can in this class, you need to commit yourself to attending the lectures, to doing the reading on time, to thinking about the reading and lectures, and to preparing conscientiously for the papers and the exam. It will also help if you talk about the course materials with your classmates and your instructor. Some suggestions:

- Takes notes as you do the reading. Reflect after each assignment about what you have read.

- Form study groups to review for the exam, to discuss papers, and to share notes if you miss class.
- Visit your instructor during office hours
- ASK QUESTIONS, starting now. Everyone will appreciate it, and they will help everyone, including the instructor, learn! Please come to office hours.

Remember that the instructor appreciates improvement and effort.

### Interpretation

As you study the materials, be sure to compare and contrast the 'bigger picture' (as described in the books and lectures) with what the individual authors tell you about their experiences. Sometimes, the sources will provide conflicting views of the same events. At other times, these narratives may conflict with what you know about other histories. Rarely do the texts provide neat answers to a problem or question. That is exactly their virtue! The interpretive work is in your hands. Some questions to ask yourself are:

- What accounts for these differences in interpretation?
- How might these different stories be reconciled, if at all?
- How would you go about constructing a broader historical narrative from these individual accounts?
- Do the accounts you are studying seem credible and persuasive? Why?
- What information has the author included, and what information has s/he left out?
- When and why did the authors or filmmakers produce their accounts?
- What was their intended audience? What was their goal?
- How would these works have been received at the time?
- How might they be received now – by you, or by people your age in the country in question?

## **Calendar of Events**

### **Week I (September 1 – 7): Introduction**

Beaucarnot, Claudie. *Vacances 1943...*

Session 1: Introduction and Background

Session 2: Map Work/Discussion of Beaucarnot Diary

### **Week II (September 8 – 14): Dong Son and Nam Việt**

Taylor, Keith, "A Brief Summary of Vietnamese History" in *Course Reader*

Whitmore, John, "An Outline of Vietnamese History Before the French Conquest" in *Course Reader*

Session 1: The Bronze Age  
Journals Due

Session 2: Nam Việt and the Early Kingdoms

### **Week III (September 15 – 21): The Chinese Occupation and its Enduring Impact**

Taylor, Keith, "The Rise of Dai Việt and the Establishment of Thang Long" in *Course Reader*

\_\_\_\_\_, "The 'Twelve Lords' in Tenth-Century Vietnam"

\_\_\_\_\_, "Authority and Legitimacy in 11<sup>th</sup> Century Vietnam"

Whitmore, John, "Foreign Influences and the Vietnamese Cultural Core; A Discussion of the Pre-Modern World" in *Course Reader*

Session 1: Invasion and Colonization  
Journals Due

Session 2: Discussion One Thousand Years of Vietnamese Identity

### **Week IV (September 22 – 28): The Ly and Tran**

Ungar, E.S. "From Myth to History: Imagined Politics in 14th Century Vietnam" in *Course Reader*

Wolters, O.W. "Assertions of Cultural Well-Being in 14<sup>th</sup> Century Vietnam"

Woodside, A.B. "Early Ming Expansionism (1407-1427): China's Abortive Conquest of Vietnam" in *Course Reader*

Whitmore, John K. "Elephants Can Actually Swim:" Contemporary Chinese Views of Late Ly Dai Việt" in *Course Reader*

Session 1: Independence and ReVietnamization

## Journals Due

Session 2: Discussion Commercial and Cultural Contacts

**Week V (September 29 – October 5): The Lê**

Nguyen Du. *The Tale of Kieu* (entire)

Taylor, Keith W. Nguyen Hoang an the Beginning of Vietnam's Southward Expansion" in *Course Reader*

Cotter, Michael, "Towards a Social History of the Vietnamese Southward Movement" in *Course Reader*

Whitmore, John K. "The Vietnamese Confucian Scholar's View of His Country's Early History" in *Course Reader*

Session 1: The March South (*Nam Tien*)

Journals Due

Session 2: Library Visit for Workshop on Finding Sources, pt. I

**Week VI (October 6 – 12): Skills Week**

Li Tana, "An Alternative Vietnam" in *Course Reader*

Cooke, Nola, "The Composition of the 19<sup>th</sup> Century Political Elite of Pre-Colonial Nguyen Vietnam"

Session 1: Discussion *The Tale of Kieu*

Journals Due

**Preliminary Project Statement Due**

Session 2: Library Visit for Workshop on Finding Sources, pt. II

**Week VII (October 13 – 19): Tay Son Period**

**Discussant for text *Sacred Willow*:** \_\_\_\_\_

Smith, R. B., "An Introduction to Caodaism," in *Course Reader*

Session 1: Civil War and Foreign Power

Journals Due

Session 2: Discussion, Women and Society in Pre-Colonial Vietnam

**Week VIII (October 20 – 27): The Nguyễn**

**Discussant for text *Tradition on Trial*:** \_\_\_\_\_

**Discussant for film *Indochine*:** \_\_\_\_\_

Elliott, *Sacred Willow* (begin)

Session 2: Creating an Orthodox Empire  
Journals Due

Session 2: Discussion, Nguyễn Society

**Week VIV (October 28 – November 2): French Conquest**

**Discussant for film *The Lover*:** \_\_\_\_\_

Elliott, *Sacred Willow* (continue)

Marr, David. *Vietnamese Tradition on Trial, 1920-1945* (begin)

Session 1: Resistance and Accommodation  
Journals Due

Session 2: Discussion, Film "Indochine"

**Week X (November 3 – November 9): Colonial Culture**

**Discussant for text *Dumb Luck*:** \_\_\_\_\_

Elliott, *Sacred Willow* (continue)

Marr, David. *Vietnamese Tradition on Trial, 1920-1945* (finish)

Session 1: Cafés, Pastis, Novels  
Journals Due

Session 2: Discussion, Film "The Lover"

**Week XI (November 10 – November 16): Colonialism and the Vietnamese**

**Discussant for text *A House Divided*:** \_\_\_\_\_

**Discussant for *The Red Earth*:** \_\_\_\_\_

Zinoman, Peter. *Dumb Luck* (entire)

Bernal, Martin "The Nghệ Tĩnh Soviet Movement, 1930-1931" in *Course Reader*

Tran Tu Binh, *The Red Earth*

Session 1: Western Methods, Eastern Morals?  
Journals Due

Session 2: Discussion, *Dumb Luck*

**Week XII (November 17 – 23): Anti-Colonialism**

**Discussant for text *Our Vietnam*:** \_\_\_\_\_

Elliott, *Sacred Willow* (continue)

Jean-Jacques Maitam, *A House Divided (Việt-Nam)*



Session 1: Anti-Colonial Avenues  
Journals Due

Session 2: Discussion *A House Divided (Việt-Nam)* (meeting with the book's author, Jean-Jacques Maitam)

**Week XIII (November 24 – 30): Conference Week/Thanksgiving Holiday**

**Discussant for text *A Việt Cong Memoir*:** \_\_\_\_\_

**Discussant for text *Chickenhawk*:** \_\_\_\_\_

Elliott, *Sacred Willow* (continue)

Langguth, *Our Vietnam* (begin)

Fall, R.B., "Village Culture and the Vietnamese Revolution" in *Course Reader*

Robert Shaplen, "Profiles: We Have Always Survived," in *Course Reader*

Session 1: Conferences on Project Development  
Journals Due

**Week XIV: Two Vietnams, One War (December 1 – 7)**

**Discussant for *Paradise of the Blind*:** \_\_\_\_\_

Truong Nhu Tang. *A Viet Cong Memoir* (entire)

Mason, Robert. *Chickenhawk* (entire)

Langguth, *Our Vietnam* (continue)

Buttinger, Joseph, "The Colonial Heritage in Vietnam," in *Course Reader*

Elliott, David P., "North Vietnam since Ho," in *Course Reader*

Ungar, E.S. "The Struggle Over the Chinese Community in Vietnam, 1946-1986"

Session 1: Communizing the North, Corruption in the South  
Journals Due

Session 2: Discussion, *Sacred Willow* (meeting with the book's author, Duong Mai Elliott)

**Week XV: Reunification and Renovation (December 8 – 14)**

**Discussant for text:** \_\_\_\_\_

Langguth, *Our Vietnam* (end)

Duong Thu Huong, *Paradise of the Blind* (entire)

Elliott, *Sacred Willow* (finish)

Session 1: Discussion *Our Vietnam* (meeting with the book's author, Jack Langguth)

Journals Due

**Project Proposals due**

Session 2: Discussion *Paradise of the Blind*