



*Marginal Identity: Depiction of
The US-Vietnam War in the
California and Vietnam High
School History Textbooks*

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Thesis Presentation

Introduction

- Heaven Wonders: Conflict of a young girl
- High school history textbooks in America
 - James Loewens:
 - “Textbooks are often muddled by conflicting desires to promote inquiry and to indoctrinate blind patriotism” (Lies, 1995, p.14)
 - Paul C. Cline and Anthony J. Eksterowicz:
 - “Textbooks are influential because students are exposed to them at formative periods of their lives. Often this provides the first and primary for critical thinking about complicated issues.” (Vietnam., 1998, p.147)

Research Questions

- 1.5 Generations: Children of the third wave Vietnamese refugees
- How are chronological knowledge and spatial thinking about the US-Vietnam War presented in history textbooks in Vietnam and in California that educate high school students about war-knowledge/US-Vietnam War?
- What are the similarities and differences in historical research, evidence, and points of view regarding the US-Vietnam War that would influence the process of building critical thinking or critical consciousness for students in Vietnam and in California?
- With historical interpretations presented in high school history textbooks in both countries, how would students' sense of nationalism influenced by these interpretations?

Education Content in CA and in VN



- In California: The History-Social Science standard in CA K-12 does not require the US-VN war lessons. It was only briefly included in the context of Immigration Issues and the US Foreign Policies.
 - Teaching of the US-VN war lesson is not guaranteed.
- In VN: Ed. Sys. Is influenced by colonizers
 - Worker-Peasant Complementary Education after revolutionary period.

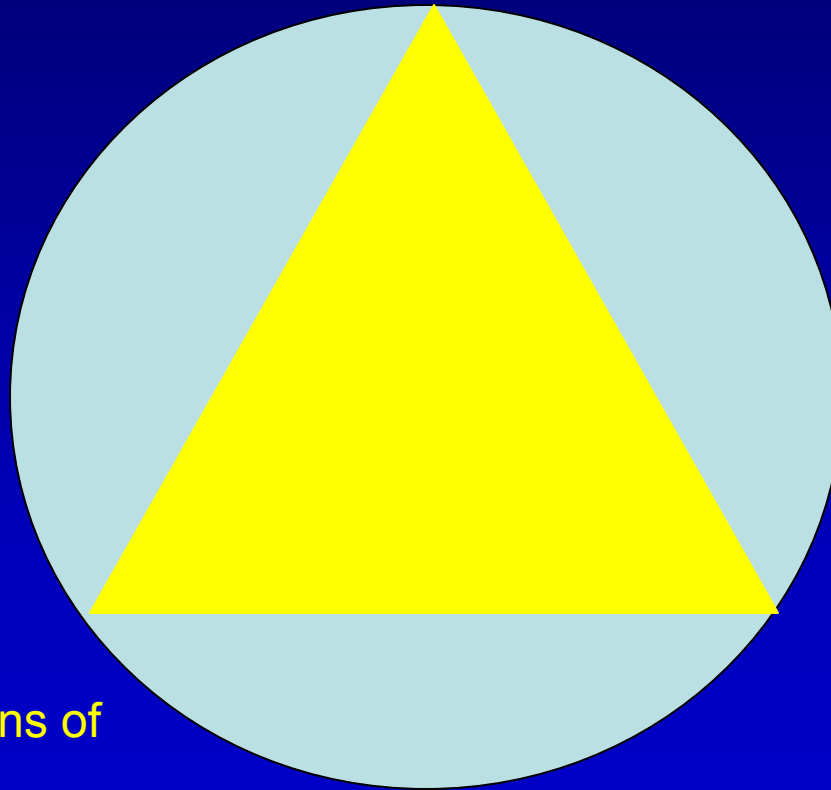
Theoretical Perspectives

- **Paulo Freire**
 - Banking Education
 - Dialogue-interactive learning
- **Edward Said**
 - Dehumanization
 - Self-orientalizing/Internalization
- **V.N. Volsosinov**
 - Language
 - Consciousness



Content Analysis

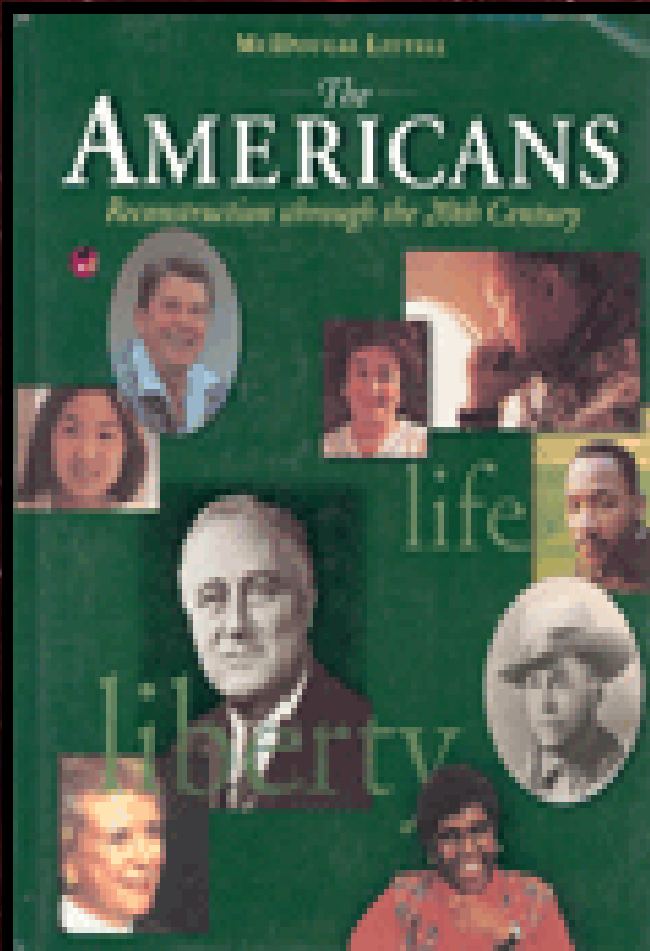
Ngo Dinh Diem, Identity,
Persons in History



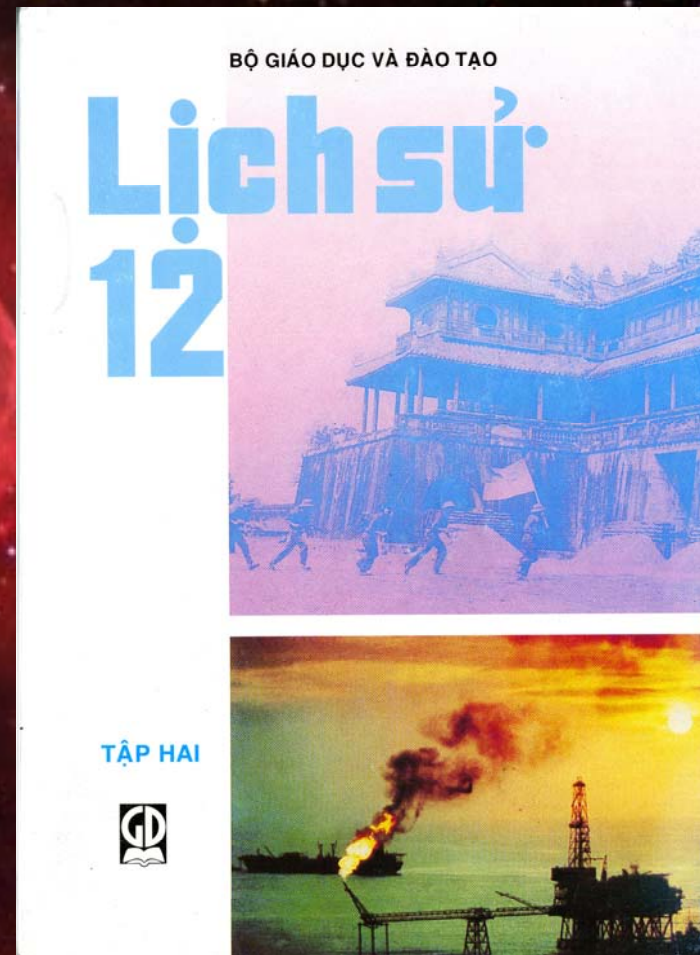
Nationalism,
textbook writer
agenda, definitions of
political terms
Vietminh v. Vietcong

Geneva Conference,
International Pressure
and Interest

The Textbooks



2000, 11x17, 1020 pgs/
35pgs, 43 photos



2007, 6.5x10.5, 204 pgs/
64ps, 12 half pg photos

Geneva Accords and The Beginning

- Textbooks coverage of Dien Bien Phu
 - *Lich Su 12*: 3p. “56 days and nights, 16200 chaps, 17 battalions of armies and paratroopers, 3 battalions of artillery/heavy guns, 1 lieutenant general, 16 colonels, 1749 officers, 62 airplanes, etc.”
 - *The Americans*: 2 sentences: “The final blow came in May of 1964, when the Viet Minh overran the French outpost at Dien Bien Phu, in northern Vietnam. The Vietnamese surrounded the fort and pounded it with heavy artillery for nearly two months.”

Geneva Accords, “Facts”

- Geneva Accords:
 - LS12: 4 main players, US, SV, Britain, France
 - “The Vietnamese was preparing 3rd attack at DBP while the conference started”
 - CA: 9 attendees, + SVN, NVN, Cambodia, Laos, China.
 - Country Division of North and South Vietnam
- The Role of China and USSR
 - Zhou Enlai and Vyacheslav Molotov
- The Legitimacy of the document
 - VN divided as an outcome
 - Document was not signed.
- It was never about Vietnam as a country or a people

Ngo Dinh Diem, Identity, & The Persona in History Texts

- Lich Su 12
 - Diem: “The American Puppet,” “old mandarin of Hue,” “worked as lackey for Japanese, French, trained at CIA”
 - Ho: No mentioning
 - Suggested Leadership in Vietnam during the US-VN War
- The Americans
 - Diem: “Winston Churchill of Southeast Asia,” “strong anti-communist,” “a deceptively dainty-looking man,” “one who cancelled the election.”
 - Ho: “Indochinese Com. Party leader,” “a thin, middle-aged man, trademark goatee,” “was condemned to death in 1930”

Assimilation Message

Omission of South Vietnam
Population

Sabotaging of historical figures

Vietminh-Vietcong Ambiguity

- Lich Su 12
 - Vietminh: not mentioned in the period of analysis ('54-'75)
 - Vietcong: 2x in the context of the U.S. attack, “Vietcong Holy land,” “Breaking the backbone of the Vietcong,” and in the footnote, “Vietcong is a name the American gang and the puppets called the land areas that are controlled by the revolution” (p.142)
- The Americans
 - Vietminh: 2p,8x, “an organization of Vietnamese and other nationalist groups b/w '46 & '54, fought against the French.
 - Vietcong: 13/35ps, “ the South Vietnamese Communists, with North VN support, fought against the government of South VN

Edward Said's dehumanization counter-theory

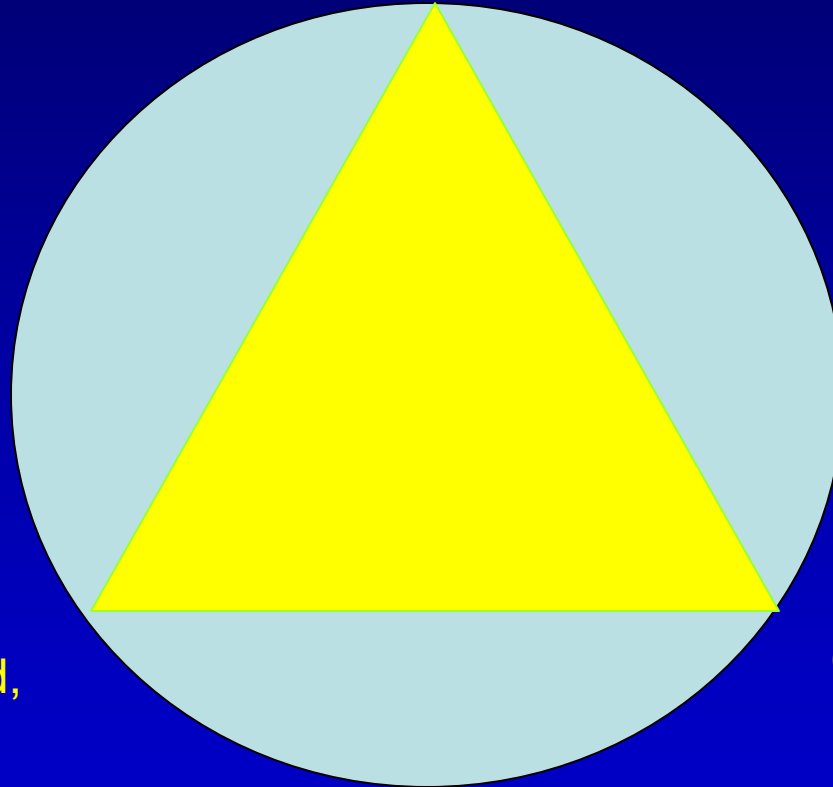
Complexity and Flexibility of the Vietcong, Vietminh entities

Land as tools of control, and Language as tools of Manipulation and Confusion



Image Analysis

Identity, Loss and Fear



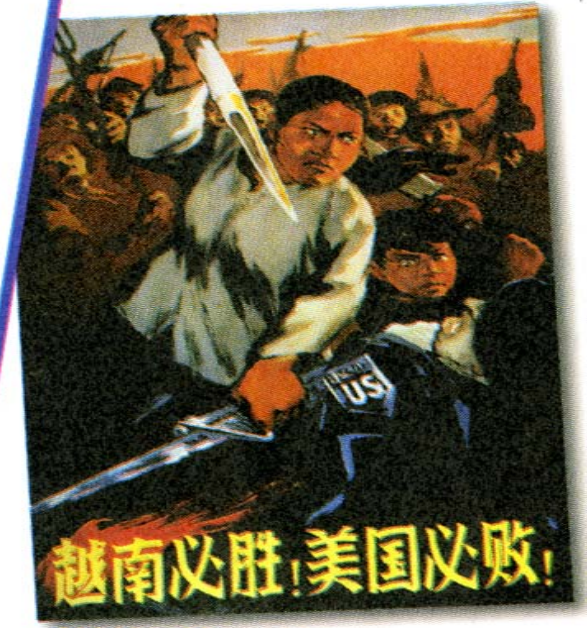
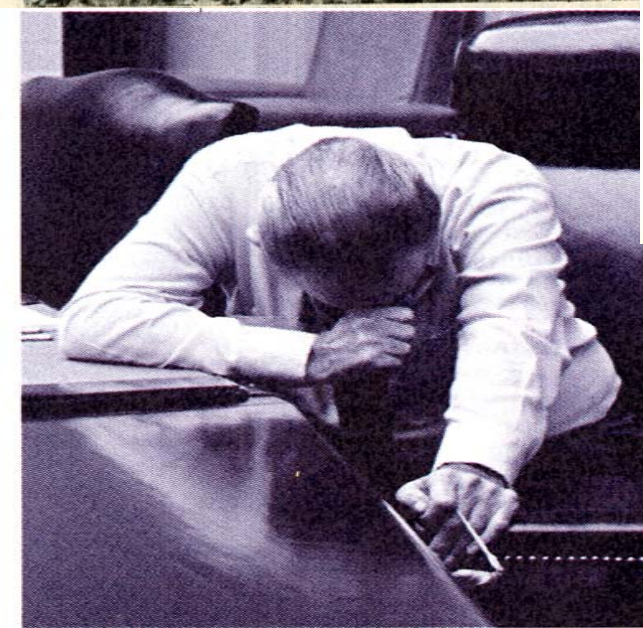
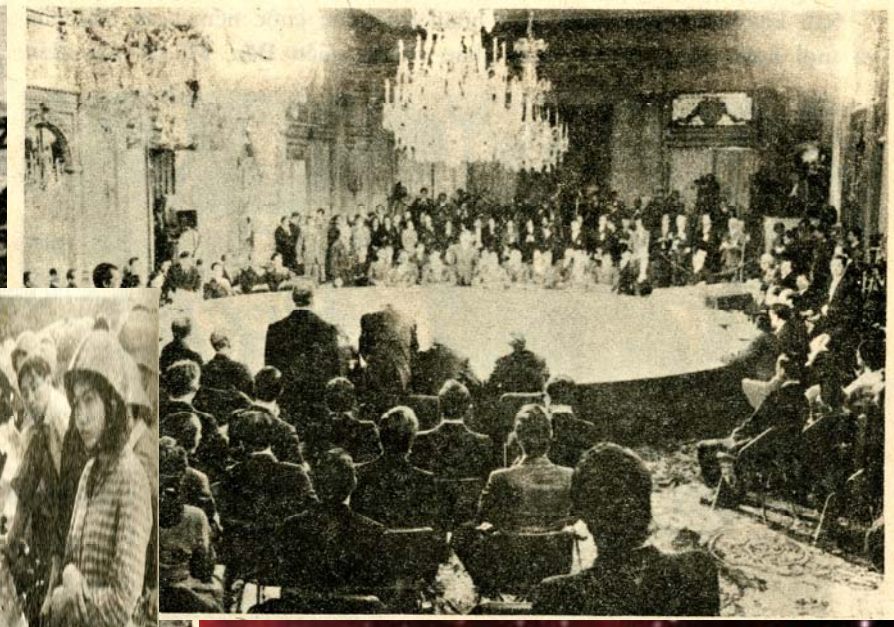
Nationalism,
Agriculture, Land,
Economics

Propaganda,
Gender, Historical
Bias, Emphasis of
Meeting Importance,

...ions. In some cases, the hostility led
riot erupted at the U.S. Army



Despite racial tensions, black and white soldiers fought side by side in Vietnam.



Historical Bias

- “The Vietcong saw the United States and South Vietnam as oppressors. This Vietcong propaganda poster reads, “Better death than slavery.” (The Americans, p. 726)

HISTORY FROM VISUALS
Infotrack, 1955
Reading the Map Explain the political shifts in a line of latitude. On the map, the 17th parallel is marked to indicate that the temporary division between North Vietnam and South Vietnam was at 17 degrees north. **Extension** Explain that many Americans think that the shape of their country resembles two six-sided polygons hanging from a horizontal pole. Ask students to measure the distance for the comparison.

INSTRUCT
The United States Steps In
Discussing Key Ideas
 • South Vietnamese president Ngo Dinh Diem saw only military elections because Ho Chi Minh is not his ally.
 • Corruption and repressive policies caused Diem's regime to lose support.
 • In 1955, President Eisenhower has plans to send Diem Diem.

HISTORY FROM VISUALS
Working Propaganda Poster
Reading the Poster Tell students that the slogan on the poster, “Better death than slavery,” was written in the popular GVN language, “Better death than slavery.” **Extension** Have students discuss why the poster might have dominated support for the Vietcong.

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Cooperative Activity: Assessing Abilities
Task Pairs of students will research the beliefs and politics of Buddhists in Vietnam and their persecution under Diem's regime. Partners will then collaborate on comparing their findings in a short report.
Prepwork Assign a world religions and the world for religious studies.
Advantage Through research to use both history and internet resources to gather information.
ADAPTIVE ASSISTANCE BSW
 Student to discuss classroom events

Exploring Themes
Answers in the World U.S. involvement in Vietnam was a result of the Cold War and containment—perceived as a threat to the United States and its allies. Lyndon B. Johnson's role in Vietnam was to prevent the spread of Communism in Southeast Asia. Johnson's role in Vietnam was to prevent the spread of Communism in Southeast Asia.
Connections The Tonkin Gulf Resolution (see page 728), though about a local crisis, set in motion the great escalation in Vietnam. During the 1960s, the president had no veto power. During the 1960s, the president had no veto power. During the 1960s, the president had no veto power.

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20th the fall of Dien Bien Phu, the French evacuated and began to pull out of Vietnam. From July 1954, the situation in Vietnam, Cambodia, Laos, and Ceylon was in a state of transition. The Geneva Accords were signed, and the Vietnam and Laos were divided into two parts. The Geneva Accords were signed, and the Vietnam and Laos were divided into two parts. The Geneva Accords were signed, and the Vietnam and Laos were divided into two parts.

The United States Steps In
 In the wake of France's exit, the United States sent more military aid to help the war-torn government in Vietnam. Making things worse, the military also encouraged the administration of Diem's government and then President John F. Kennedy provided economic and military aid to South Vietnam's government.

HO CHI MINH CITY
 In 1954, the United States and South Vietnam signed the Geneva Accords, which divided Vietnam into two parts. The Geneva Accords were signed, and the Vietnam and Laos were divided into two parts. The Geneva Accords were signed, and the Vietnam and Laos were divided into two parts.

President Johnson Expands the Conflict
 In 1964, President Johnson expanded the conflict in Vietnam. He authorized the use of B-70 bombers to attack North Vietnam. He also authorized the use of B-70 bombers to attack North Vietnam. He also authorized the use of B-70 bombers to attack North Vietnam.

THE SOUTH SHOWS MORE INTEREST
 In 1964, the South Vietnamese government showed more interest in the United States. They wanted to receive more aid from the United States. They wanted to receive more aid from the United States. They wanted to receive more aid from the United States.

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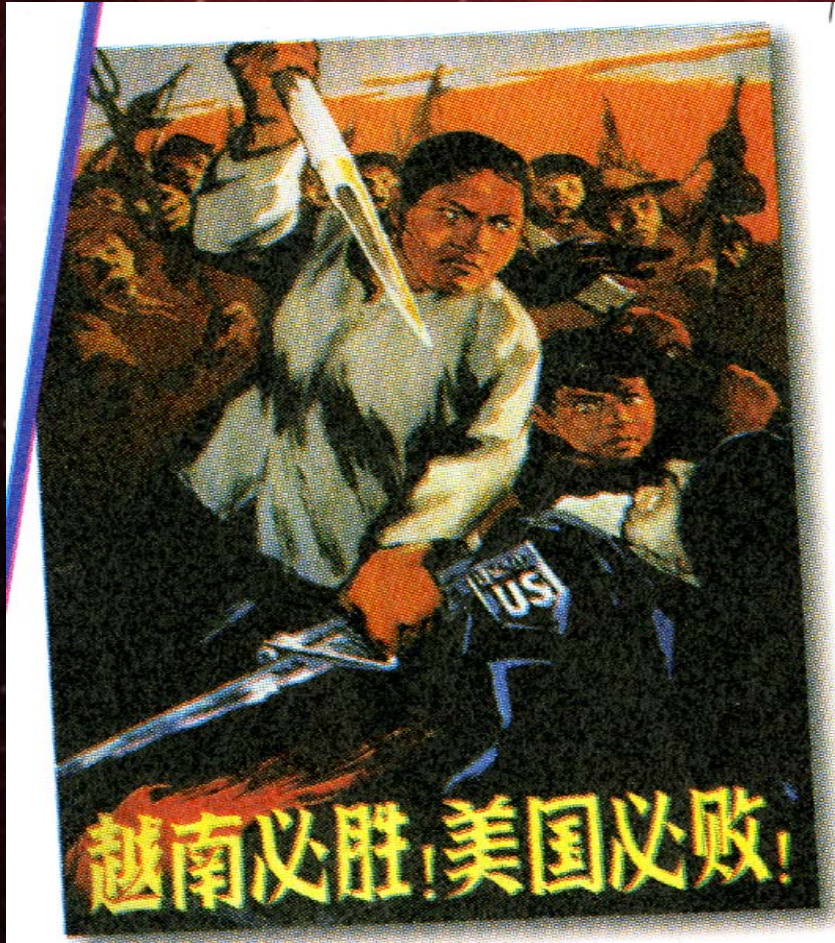
227 Chapter 12

Propaganda



- (Chinese Character translated)
- “The Vietnamese are bound to victory!
- Americans are bound to defeat!” (Trans.)

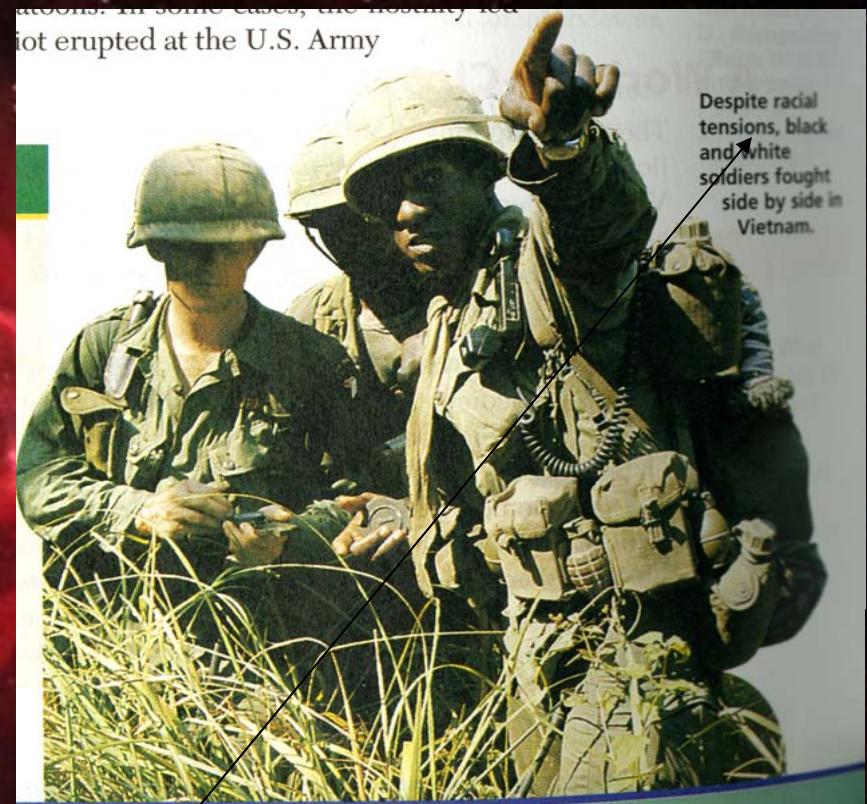
Exoticism-Gender Issue



Civilized v. Uncivilized, Diversity



1968: 50,000 rented soldiers from Republic of Korea, Thailand, and Philippines fought in Vietnam



Despite racial tension, black and white soldiers fought side by side in Vietnam.

Individualism-Collectivism, International Influences



Marx-Leninist Ideology in Vietnam Textbook



Conclusion

- Insider v. Outsider
- Exoticized VNese people, imposed ideology, legitimized an illegitimated document, sabotaged historical figures, confuse on the existence of political bodies, dehumanized people into a land
- Omission of Historical Knowledge
- Internalization/self-orientalization
- Nothing to help connecting the dots