Cities and Third World Development
(USP 445/545/INTL 445)

Survey of historical, political, economic, urban, and cultural aspects of Third World development, starting with 15th century European contacts with Africa, Asia, the Atlantic, and the "New World," toward understanding the conditions that shaped contemporary conditions of uneven and unequal development. Reviewing early European colonialism, we begin with the history of the Third World's historical political-economic and cultural resistance to and integration with the emerging world capitalist system that gave rise to modern patterns of urban development. Important transformations include the Latinization and Anglicization of the Americas, triangular slave trade, the impacts of the industrial revolution, the rise of nationalism and independence movements, and issues of early neocolonial “dependent development” and its long-term effects on Third World cities. Within a world system analysis and other theories of development, we look at postcolonial debates, focusing on problems of political democracy, “dependency,” stateled growth policies, domestic and international conflicts, economic and cultural globalization, and the inadequacies of development strategies and urban social infrastructure.

The first half explores definitions, social indicators, and key historical transitions in the Third World experience; the second half focuses on recent and contemporary questions about urban political economic and social development. In the second half, we turn to such concerns as urban poverty, class, racial, and gender inequality, exportoriented industrialization, the international division of labor, unemployment, low political participation, food scarcity, population growth, environmental and public health sustainability, militarism, and cultural/ethnic conflict. Intended pedagogical outcomes include historical, theoretical, regional, and issue-focused knowledge.

Organization and requirements:
● The course largely follows a lecture and discussion (seminar-style) format.
● Class members are expected to attend ALL sessions, be engaged participants, and actively read assignments prior to class.
● Midterm and final exams (bring bluebooks)
● Two 5-7 page (double-spaced) editorials (undergrad registrants only): See guidelines and list of topics, below.
● Research proposal (grad registrants only) in duplicate
● Research paper in duplicate, double-spaced, 12 pt. type, 15-20 pages + biblio. (grad registrants only). Topics to be discussed. Papers must be original and not submitted for other classes.
● Full 2-page (single-space, about 1,000 words) review of the video is due the following class.
● Discussion leaders will be assigned for each class meeting for the purpose of stimulating discussion/engagement/debate on the issues in the readings.
● No make-ups without justifiable reason (10 pt. deduction without medical documentation). No status (i.e., audit, W) changes after seventh week.

GRADING: Midterm Exam=20%; Final Exam=25%; Term paper=25% (grads); First editorial (undergrads)=10%; Second editorial (undergrads)=15%; Review=10%; Attendance (1 absence max.) + participation = 20%.
Electronic devices. Use of computers & other electronic devices is not permitted (with rare exceptions and only with permission of the instructor). Phones and other communications equipment must be shut off prior to entering class. Violations could lead to dismissal from class.

READINGS:  
1. L.S. Stavrianos, Global Rift: The Third World Comes of Age (at PSU Bookstore)  
3. Third World urban studies reader (see list of assigned Library holdings on p. 3)  
4. Notes on invasion of Vietnam (in syllabus, below)

WEEK   TOPIC
PART I: HISTORICAL BACKGROUND
1. Sept. 28 Course Overview: Why is the "Third World" Third?  
2. Oct. 5 Colonial Blueprints  
   Read: Global Rift (GR), pp. 3161, 7485 + Peet & Hartwick (PH), Chapters 1 & 2  
   Question: In what sense are early European explorations blueprints for the future?  
3. Oct. 12 Dependency Road  
   Read: GR, pp. 95121, 141157 + PH, Chapters 3 & 4  
   Question: What are the grand theories of Keynesianism and Modernization?  
   Discussion: Term Paper Proposal (Grad Students)  
4. Oct. 19 The Legacies of Imperialism and the Role of the State  
   Read: GR, pp. 361385, 403419, 711730 + PH, Chapter 5 + Notes on Vietnam (in syllabus)  
   Question: What internal and global class factors inspired the nationalist uprisings of the early 19th century?  
   Editorial #1 Due  
   Term Paper Description + Outline + Initial Biblio. (Typed, 2 pp., 2 copies)
5. Oct. 26 MIDTERM EXAM (1 hour, 50 minutes)  

PART II: POSTCOLONIAL ISSUES
6. Nov. 2 Transnationalization, Counterinsurgency, and Urbanization  
   Read: GR, pp. 440471 + Fanon + McGoey + Shatkin essays (see below for access)  
   Question: How did the colonial era shape the design and uses of Third World Cities?  
   Resubmit Term Paper Description, etc., if necessary  
7. Nov. 9 Nationalism and Globalism  
   Read: PH, Chapter 6 + Murillo & Schrank + Chan + Oh essays (see below for access)  
   Question: What forces of domestic and global power are faced by Third World workers?  
8. Nov. 16 Women in Development  
   Read: PH, Chapter 7  
   Video: "Rich World, Poor Women"  
   Submit: 2 full-page (single-space) review of video (by Nov. 23)  
9. Nov. 23 The Political Economy of Urban Development: Gender and Class Issues  
   Read: PH, Chapter 8 + Öz & Eder + Fawaz essays (see below for access)  
   Question: How do Third World merchants negotiate rights in the global economy? What is the role of social networks in political change?  
10. Nov. 30 FINAL EXAM (2 Hours)  
11. Dec. 5 (Monday) Submit term paper (2 copies) & UG Editorial #2 (1 copy) by 3 pm  
    Dec. 5 (Monday) Discussion of Term Paper & 2nd Editorial 12:30–2:30 pm. Attendance is required.

Note: Students with disabilities can arrange with the Disability Resource Center to take exams or meet other needs. Instructors and the DRC should be contacted at the start of the term.
Plagiarism. A very serious violation of academic ethics, involving the intentional or inadvertent presentation of another author's work (ideas, research, expression, etc.) as one's own. Students are responsible for this understanding. See University guidelines on penalties for plagiarism. They usually involve an “F” and often administrative action.

Role of Discussion Leaders
Discussion leaders will contribute to and stimulate class discussions by responding to the lead questions attached to the assigned readings as well as offering incites of their own. Each week discussion groups will meet, from which one assigned person will join assigned persons from other groups to serve as discussion leaders.

Reader Articles
Reader articles are available from electronic journals held by the Millar Library (look up by journal title, volume & number, author(s), and pages): Use EbscoHost or Academic Search Premier, when available, among the options in the Library’s electronic holdings. You will need to log in with your PSU account to get access to the Library holdings.

November 2:
1. Frantz Fanon, “The Trials and Tribulations of National Consciousness” in The Wretched of the Earth (pp. 97-144). Available at: http://home.ku.edu.tr/~mbaker/CSHS503/ FrantzFanon.pdf

November 9:

November 23:
Basic Third World Data

Population and Growth:
- About 80% of the world population
- Average rate of growth about 2.5% (95% of world pop. increase); poorest countries growing at about 2.8% (OECD avg. population increase: well below 1%)
- India's pop. increase at 2.1%: will overtake China by 2028, at about 1.45 billion people
- Third World adds some 100 million to poverty count/year
- Third World represents 90% of world urban growth

Poverty, Starvation, and Malnutrition:
- 1.4 billion living in poverty (<$1.25/day); 870 million undernourished (almost 600 million in Asia), but 25% (240 million) in Sub-Saharan Africa in 2012
- One-third of Third World children are malnourished
- Malnutrition and other causes result in 7 million child deaths per year
- Food aid is only 5% of global aid flows

Debilitating and Infectious Diseases:
- Rampant in some countries (HIV/AIDS, cholera, TB, diphtheria, malaria, polio, schistosomiasis): kills 14 million annually (90% in third world; HIV/AIDS infects 40 million annually, 90% in third world; malaria infects 500 million annually)
- 1.3 billion people are without clean water for drinking

Weak Economies and Technological Bases:
- Third World has less than 20% of world income (15% of world pop. has 80% of income and consumption and top 2% controls 65%)
- About 10% of world patents
- Heavy dependence on foreign technology and oil (refining, distribution, retailing)
- Weak agricultural base (often dependent on single crop exports, "monoculture")
- Low industrial wages (1/10 to 1/20 of OECD), weak or nonexistent unions
- Net transfers to First World (OECD), 1983-90=$21 billion/year
- 39 countries (with more than half the world's population) have per capita incomes of less than $425/yr
- High unemployment rates (2550% in many)
- $25 billion to $523 billion debt increase from 1970-2002 for poorest countries ($2 trillion for all Third World countries in 1999)
- Tendency toward high inflation rates (e.g., Brazil in 1988-89=1,000%)
- Most still have extremely uneven trade exchanges with the OECD based on the sale of raw materials for finished commodities
- Many have overdependence on tourism for foreign exchange
- Transnational corporations dominate industrial, information, financial, entertainment and many other service sectors

Urban Development:
- Large urban "squatter" areas, with many Third World cities (18) over 10 million population and with extremely high densities, intense pollution, flooding, traffic congestion, etc.
- Growing intraurban and urbanrural development distortions
- Development for the poor main planning issue is Third World countries

Political Systems:
- Often militarized or one-party states; unstable party and institutional formations
- Authoritarian governments common; often large political prisoner population
- Large military budgets
- Political and ethnic violence
- Repressed working class and gender conditions; weak or unenforced legal protections for women and children
- Residual characteristics of semifeudal class relations

Political Culture:
- Split between westernized minority and traditional cultures (large percentage of illiteracy in
many countries

- Personalistic, religious, and charismatic leadership practices
- Emphasis on nationalism (of the right and left types)

### Third World Studies Periodical Resources

**General:**

<table>
<thead>
<tr>
<th>Country</th>
<th>Journal Title</th>
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<tbody>
<tr>
<td>South</td>
<td>Journal of Third World Studies</td>
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<tr>
<td>The Economist</td>
<td>Third World Quarterly</td>
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<td>Comparative Politics</td>
<td>Journal of Peasant Studies</td>
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<td>Media Development</td>
<td>Journal of Developing Areas</td>
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**Africa:**

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<td>Abinibi (Arts &amp; Culture)</td>
<td>African Affairs</td>
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<td>Africa Today</td>
<td>Journal of African Cultural Studies</td>
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<td>New Africa</td>
<td>Canadian Journal of African Studies</td>
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**East/Southeast Asia:**

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<th>Region</th>
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<tr>
<td>Journal of Asian Studies</td>
<td>Contemporary Southeast Asia</td>
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<td>The China Review</td>
<td>Asian Culture Quarterly</td>
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<td>Asia Pacific Review</td>
<td>Journal of Contemporary Asia</td>
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<td>Pacific Affairs</td>
<td>Journal of Asian Studies</td>
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<td>Asian Survey</td>
<td>Critical Asian Studies</td>
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<td>Asian Perspectives</td>
<td>Southeast Asian Affairs</td>
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**South Asia:**

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<td>Choice India</td>
<td>Comparative Studies of S. Asia, Africa &amp; the Middle East</td>
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<td>Frontline</td>
<td>Journal of South Asian Women Studies</td>
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<td>Asiaweek</td>
<td>Economic and Political Weekly</td>
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<td>India Quarterly</td>
<td>Contemporary South Asia</td>
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<td>Modern Asian Studies</td>
<td>Pakistan Economist</td>
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**Middle East:**

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<th>Region</th>
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<tr>
<td>The Muslim World</td>
<td>Middle East &amp; African Economist</td>
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<td>Middle East Review</td>
<td>Journal of Near Eastern Studies</td>
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<td>The Middle East Journal</td>
<td>Middle East Critique</td>
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<td>MERIP Reports</td>
<td>International Journal of Middle Eastern Studies</td>
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<td>Islamic Quarterly</td>
<td>Journal of Arabic and Islamic Studies</td>
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**Latin America/Caribbean:**

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<th>Journal Title</th>
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<tr>
<td>Caribbean Review</td>
<td>Latin American Politics and Society</td>
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<td>Times of the Americas</td>
<td>Latin American Perspectives</td>
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<td>Hispanic American</td>
<td>Journal of Interamerican Studies</td>
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<td>Latin American Monitor</td>
<td>Journal of Latin American Cultural Studies</td>
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<tr>
<td>Caribbean Insight</td>
<td>Latin American Research Review</td>
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<tr>
<td>Report on the Americas</td>
<td>Journal of Latin American Studies</td>
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Partial List of US-based International Grassroots Support/Volunteer Organizations

Adventures in Health, Education, and Agricultural Development (Rockville, MD)
Amazon Watch (Malibu, CA)
American Friends Service Committee (Philadelphia)
Amigos de las Américas (Houston)
Amnesty International (New York)
Bread for the World (Washington, D.C.)
BRIDGES (San Francisco)
Canadian Council for International Cooperation (Ottawa)
Casa de los Amigos (Mexico City)
Crispaz (Cambridge, MA)
Cultural Survival (Cambridge, MA)
Earthwatch Institute (Maynard, MA)
Engineers Without Borders (Boulder, CO)
Food First (San Francisco)
Fundeci (Managua, Nicaragua)
Global Citizens Network (St. Paul, MN)
Global Fund for Women (San Francisco)
Global Service Corps (San Francisco)
Grassroots International (Boston, MA)
Greenpeace (Washington, D.C.)
Habitat for Humanity International (Americus, GA)
INFACT (Boston, MA)
Institute for Food and Development Policy (San Francisco)
Institute for Global Communications (San Francisco)
Institute for Policy Studies (Washington, D.C.)
Interfaith Center on Corporate Responsibility (New York)
International Service for Peace (SIPAZ) (Santa Cruz, CA)
Mujer Obrera (El Paso, TX)
Nature Conservancy (Arlington, VA)
Neighbor to Neighbor (San Francisco)
North American Congress on Latin America (New York)
Oxfam America (Boston, MA)
Peace Brigades International (Oakland, CA)
Peacework (Blacksburg, VA)
Rainforest Action Network (San Francisco)
Technology for Social Change (Boston)
Unitarian Universalist Service Committee (Boston, MA)
United Farm Workers (Keene, CA)
United Nations Volunteers (Washington, D.C.)
United States Peace Corps (Washington, D.C.)
Village Earth (Fort Collins, CO)
Volunteer Service Overseas (Ottawa)
Volunteers for Peace International Workcamps (Belmont, VT)
Women's International League for Peace and Freedom (Philadelphia)
Worldwatch Institute (Washington, D.C.)
World Wildlife Fund (Washington, D.C.)

Term Paper Suggestions
The term paper is an original graduate research exercise on contemporary development problems in and about Third World countries. A paper proposal must first be submitted and accepted. See submission deadlines and requirements on p. 2 of the syllabus.

Guidelines for writing the proposal:
The proposal should be written in 3 parts.

Part 1, a narrative description (in 2 or 3 paragraphs), provides background of the problem you’re investigating. It should lead to a tight focus, with a statement of purpose and a central research question. Next, explain how you will answer the research question – i.e., What type of literature and approach will you take and what are the components (subtopics) of the question you need to look at in order to answer it? (The components provide the skeleton of the core of the paper.)

Part 2 is a formal outline format of the paper in 3 parts. A formal outline involves a simplified (keyword) layout of the paper, using Roman numerals, Arabic numerals, and letters for the main sections and subsections (but without narrative):
A) background (as described in Part 1)
B) the core of the paper (showing the components you’ve described in Part 1, with some detail) and
C) the conclusions.

The formal outline would look something like the following (with more detail):
I Introduction (give a title to the paper)
   A. In just a few keywords, discuss background and rationale for the study
      1.
      2.
      3.
   B. Focus of paper: General Purpose
      1. Central research question
   C. Methodology
      1. Theory
      2. Method
         a. Resources
         b. Organizational subquestions
            (1)
            (2)
            (3)
II Put a subheading here suggesting the focus of the paper
   A. Subquestion 1
      1. Details here
   B. Subquestion 2, etc.
   C. Subquestion 3, etc.
III Conclusions (and possibly reiteration of main findings + areas for further research). The word “Conclusions” is sufficient at the proposal stage.

Part 3 is a working bibliography in proper format with relevant sources.

Guidelines for writing the term paper (grad students only):
1) 15-20 pages + references (in duplicate, word processed, double-spaced, 12-point font, clean copy). **Paginate from first page of text** (not the cover page). Use standard subheadings and complete intext citation and references. Intext: (Rose, 1994, pp. 143-145). Reference: Rose, Michael (1994). *Singapore’s Airline Industry*. Canberra: Australian National University Press. Most of the citations should be from published sources (online ok); Internet sources must be reliable, with detailed URL addresses, easy to locate, and cited to the level of document page numbers where possible. Follow syllabus deadlines for submitting proposal and finished paper (in duplicate).

2) Paper should take an *internal view* (from the country's perspective) of the issue, not that of any external agency.

3) Organization of paper
   - Part 1: as described in Part 1 of the proposal;
   - Part 2: empirically based presentation (*argument,* not simply description) of main ideas, with subheadings representing an organization of the argument to guide the reader;
   - Part 3: summary and analytical conclusion.
   Full references at the end. Either in-text footnotes or endnotes ok (see manual on style).

4) Paper should have a *specific focus* (narrow, not broad) on some development issue (social, economic, political, or cultural) within a particular Third World country. *Adopt the Third World country’s perspectives* on the issue, not those of official U.S., other foreign states, or international agencies.

**General Topical Areas**
- Urban issues, such as jobs, housing, information infrastructure, industrial investment, growth, population, food politics, environmental pollution, transportation, etc.
- The political process, political repression and human rights, political party structures, political movements, militarization and war, etc.
- Economic crises, the debt crisis, technology issues, the status of agriculture, fisheries, and industry, "liberalization," financial restructuring, foreign domination of resources, etc.
- Cultural, ethnic, and literary preservation, impacts of social and economic change on indigenous culture, prospects for local cultural industries, mass media, information systems, analysis of political, economic, and social issues expressed in Third World literature, etc.
- Social problems, such as poverty, health care, nutrition, education, housing, infant mortality, the status of women, the status of ethnic minorities, etc.

**More on Topics:** It is best to choose a topic that is close to your own research or professional interests. Some topics you might consider (the following are general; your chosen topic should be more specific, more focused):

1. Analysis of a physical structural area in some “newly industrializing country” (esp. South Korea, Taiwan, Singapore, Mexico, Argentina, Brazil, Chile, Hong Kong), such as mass transit, telecommunications, airports, electrical power, etc.
2. Analyze the role of an NGO in some Third World country, perhaps with respect to its internal and external funding and its degree of political autonomy.
3. Discuss the issue of health care in some Third World country, perhaps with respect
to delivery of services to rural and urban poor areas.
4. Discuss the uprising in Chiapas and how it relates to the economic restructuring undertaken by the PRI and the PAN
5. Discuss the role of the World Bank in one of its lending areas, with respect to a particular Third World country, perhaps citing some of the controversies of the Bank's lending policies form the perspective of the Third World country itself.

6. Discuss the role of some manufacturing industry in some Third World country as it relates to questions of technology transfer or development priorities of the government.
7. Discuss the transformation of the international labor force, focusing on some Third World country (conditions of work, type of production, its linkages to other industries in the country, etc.).
8. Discuss an area of public policy making in a Third World country, perhaps social services, the environment, business regulation, housing, transportation, science and technology, etc.
9. Discuss a section of government in some Third World country, such as the judiciary or legislature, and perhaps do an analysis of its standing relative to other centers of power within the country.
10. Cite one of the recent Third World "crises" and tell the story from the perspective of its own political history (as opposed to foreign news agency interpretations), keeping the focus on a particular dimension of the problem.
11. Discuss the international trade system as it impacts a particular Third World country in terms of that country's import and export potential.
12. Discuss the status of central planning in Vietnam, Cuba, or North Korea and how it has changed in the past decade or so.
13. Discuss the status of women's NGOs in a Third World country or an analysis of women in some Islamic society with respect to formal political status and civil rights.
14. Discuss the issue of pollution in some Third World country and what its government is doing about it.
15. Discuss the issue of "cultural imperialism" as it is articulated in a particular Third World country or regional organization.

Film Review (see newspaper or journal film review for standards). Film reviews usually contain an introduction to the subject of the film, a summary of the content, an elaborated critical (meaning interpretive, not skeptical) analysis of its key points (at least half the paper), and a short closing commentary. Write it in an objective, professional style (avoid personalistic elements and polemics) that would be suitable for an academic publication. 1,000 words, 12 pt. font

Undergraduate Editorial Commentary
An editorial is not a term paper, not a formal research paper (with footnotes, quotes, etc.) and definitely not a narration of historical details, though it requires research and evidence. The purpose is to make an argument about a specific Third World event or development policy of the period (the first editorial should be set in the 19th century; the second should be contemporary). The paper should include an elaborated opening argument followed by a development of the argument and should be expressed in a personal, intellectual, interpretive, and articulate way that incorporates
observations, facts, values, your own analysis, and your voice. Do not regurgitate what others have written on the topic. Show your personal interest in the subject.

Write the editorial commentary in newspaper journalistic style. The title should reflect the main point of the article. The argument should demonstrate reasonable expertise (factual, what you’ve learned about it) and your take on the subject. Avoid digressions or use of quotes. End with your most poignant observations. Paginate starting with first page of main text (i.e., not the cover page).

First Editorial: This article should be original, 5-7 pages (minimum 1,500 words, double-spaced, 12 pt. font) of main text on a major topic of early colonialism and imperialism, covering any part of the nineteenth century, with a focus on and representing a particular country or region of the Third World (not the West). You are expected to undertake independent research. Avoid quotes, but if you use a short one, cite it within the text (no bibliography needed). You should rely primarily on scholarly works for your information (not Wikipedia or other sources lacking the authorship of an acknowledged authority and not the assigned texts for the class).

Editorial commentaries for the first paper might focus on such issues as: the status of African women before and after colonial contact; slave trade in Brazil; the suppression of India’s manufacturing development; an anti-colonial movement in a particular country; infrastructure (rail, telegraph, etc.) development in a country; Cuban slave revolts; status of women; a particular religious or political uprising; or other major events or developments. The perspective should express the conditions and context of a Third World country, not those of the imperial powers or its institutions. Choose a topic of personal interest.

Second Editorial: Format similar to first, but this article should look at a contemporary Third World urban issue in a particular country, in such areas as housing, transportation, environment, media, education, a particular industry, organized labor, women in/and development, water resources, food issues, science and technology development, and the like. As in the first paper, the perspective should reflect the conditions and context of a Third World country, not those of the imperial powers or its institutions. It should also have a specific focus (country, city, and sector). The second editorial will be presented during Week 11 – a brief report on the purpose of the paper and the main findings (about 5 minutes, depending on class size).

Here are examples of an editorial commentary (also known as an “op-ed”), though they are shorter than what’s expected for the class projects.


**NOTE:** Save all graded work for verification until final grades are submitted.
Notes on the invasion of Vietnam

The origins of U.S relations with Vietnam go back to World War II, when the southeast Asian country was still a colony of France. During WWII, France was occupied by Nazi Germany, and Germany’s ally, Japan, marched into and took over Vietnam. A major anti-Japanese resistance, under the name of the Viet Minh, was led by Ho Chi Minh, a nationalist and communist (scholars think he was more nationalist than communist) who was formally allied with the United States and Britain. The Viet Minh supported U.S. troop landings and performed other acts of assistance to the allied cause.

Once the war ended, France attempted to reoccupy Vietnam, but the Viet Minh declared their independence. Ho Chi Minh again led the resistance, which culminated in the defeat of French forces at Dien Bien Phu in 1954. From 1945 until 1954, Ho had sent at least 7 letters to the U.S. State Department in hopes of getting U.S. support for its independence, but the U.S. never replied. Ho had hoped that Roosevelt’s promises to support decolonization would be honored, but after Roosevelt’s death, his successor Harry Truman, was not of the same mind.

Vietnam’s declaration of independence in fact was modeled after that of the U.S., and Ho had the domestic support of the majority of workers, peasants, intellectuals, and many businessmen, most of whom were non-communists. They joined the Viet Minh (succeeded in the early 1960s by the National Liberation Front) in both the northern and southern regions, into an anti-France and anti-U.S. imperialist movement. Many French intellectuals and journalists also supported Vietnam’s movement for independence. The U.S., government, however, chose to finance France’s efforts at recovering the country as its colony. Similar resistance movements against French colonialism broke out in Laos and Cambodia.

When the French were forced out, an international convention was held in Geneva, where Britain, Canada, Poland, the USSR, China, and other countries agreed to create a “temporary” zone of separation between the northern and southern regions (the north being the site of most of the major battles against France, the south, particularly Saigon, being the administrative center of French colonialism in the region (for Cambodia and Laos as well). The Geneva accords called for an election to be held within two years (i.e., by 1956) for the entire country.

The Eisenhower administration, recognizing that Ho Chi Minh would easily win such an election (as noted in Eisenhower’s own memoirs), refused to comply with the accords’ mandate. Instead, the U.S. recalled a Vietnamese former bureaucrat in exile, Ngo Dinh Diem, who was living in the U.S at the time. With the active assistance of the CIA, led by Edward Lansdale (the prototype for the book, “The Ugly American”), the U.S. organized its own election (in violation of the Geneva agreement) in 1955. Lansdale ran the election process and engaged in a number of nefarious activities, well documented in declassified records and by books written by former CIA agents. With the election, the U.S. created a new political entity, called “South Vietnam,” a "country" that had never existed in Vietnam’s 5,000 year history. The secret Pentagon Papers (leaked in 1969) admitted that the election was broadly rigged). The U.S., then as now, was following a
unilateral policy and continued to supply increasing forces, starting in 1954. The Viet Minh, both in the north and south, later reorganized themselves against the U.S. invasion. The official explanation of the U.S. was that the “North” had invaded the “South,” a claim used to justify U.S. intervention.

Meanwhile, the U.S.-installed “leader,” Ngo Dinh Diem, a Catholic in a land primarily Buddhist (Catholics were a mere 5% of the population), began a series of brutal and police tactics against Buddhist religious leaders, nationalist intellectuals, students, and journalists, and jailed, killed, and tortured thousands of Vietnamese citizens. His brother was made the head of the intelligence and police service. By the early 1960s, Buddhist monks began to stage public street protests against him, and the Kennedy administration, recognizing that their man had lost all support, conspired with the South Vietnamese army to have him assassinated. Diem was murdered by his own military in 1963, which led to a series of coups that never established broad support among the people, while the ranks of the National Liberation Front (NLF), supported by the north, continued to expand.

President Lyndon Johnson (1963-1969) escalated U.S. troop strength in Vietnam to almost 600 thousand. In early 1968, the NLF (the U.S called them “Viet Cong”) with very little equipment staged an all-out assault, the “Tet offensive,” and took over every “South Vietnamese” city along the coast, and even the U.S. Embassy in Saigon. The U.S. military with advanced weaponry eventually forced them out of the cities, but it signified the support the NLF actually had among the people and signaled the beginning of the end of the U.S. occupation. The U.S. used napalm (fire bombs), Agent Orange (a defoliant), “anti-personnel” weapons (shrapnel bomblets that are banned under international rules of war) and heavy tonnage bombs against the rural population, where the NLF had concentrated its forces as part of a guerrilla strategy. The main victims of the war, however, were not soldiers but civilians.

In 1973, the U.S. was forced to announce its withdrawal. Vietnamese troops and tanks from the north rolled into Saigon on April 30, 1975 and established control of the country under the Communist Party. The U.S. lost over 58,000 troops and hundreds of thousands more were maimed physically and psychologically. The Vietnamese lost at least 2 million people, overwhelmingly civilians, and children are still dying from stepping on the leftover unexploded ordinance left behind in the countryside. (An estimated 5 million people in Vietnam, Laos, and Cambodia, mainly civilians, died as a result of the U.S. invasion.) The war also caused many Vietnamese, especially those associated with the U.S. or the South Vietnamese government, to emigrate, mostly to the United States. And to this day, the country remains economically devastated from the destruction and poisoning of the agricultural areas resulting from the use of chemical weapons. Also, children are still maimed by the unexploded shrapnel bomblets distributed in the rural fields. Thousands of birth defects are still showing up caused by the U.S. use of defoliants. The invasion is one of the greatest tragedies in human history, as the U.S. dropped twice as much bomb tonnage on Vietnam as all theatres of war (Europe, USSR, Asia, North Africa) combined in World War II.
DISCUSSION GROUPS USP 445/545/INTL 445 FALL 2016

GROUP 1:
1. 
3. 

GROUP 2:
1. 
3. 

GROUP 3:
1. 
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GROUP 4:
1. 
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GROUP 5:
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GROUP 6:
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DISCUSSION LEADERS     USP 445//545/INTL 445   Fall 2016

Week 2 (Oct. 5)
1. 2.
3. 4.

Week 3 (Oct. 12)
1. 2.
3. 4.

Week 4 (Oct. 19)
1. 2.
3. 4.

Week 6 (Nov. 2)
1. 2.
3. 4.

Week 7 (Nov. 9)
1. 2.
3. 4.

Week 9 (Nov. 23)
1. 2.
3. 4.