



Pearson

INTERNATIONAL ADVANCED LEVEL HISTORY

Unit 4 WHI04

**International Study with Historical
Interpretations**

Topic Guide

Option 1D

The Cold War and Hot War in Asia 1945 - 90

Issue 1. May 2018

Introduction

Unit 4 – International Study with Historical Interpretations

Option 1D: The Cold War and Hot War in Asia 1945-90

This topic booklet has been written to support teachers delivering Option 1D: The Cold War and Hot War in Asia 1945-53 of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

Past Question papers and mark schemes with indicative content are also available online and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

Exemplar scripts with examiner commentaries, selected to show key features of the generic mark schemes and what distinguishes the qualities of one level from another, are also available [here](#) on the subject page.

Option 1D: The Cold War and Hot War in Asia 1945-53

Overview

This provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. The option is divided into four topics and the first of these addresses the outbreak, course and impact of the Korean War in the years 1950-53. This controversy is examined in Section A of the Paper. Thereafter the three topics deal with course of the Cold War and Hot war in South East Asia in the years 1945-90 and their content is examined in Section B of the question paper.

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable candidates to make sense of the complex events in this part of the world.

Key Topic 1 Explaining the outbreak, course and impact of the Korean War 1950-53

Candidates should understand the outbreak of war in June 1950. This entails a consideration of the key roles played by the North and South Korean Leaderships and the roles and responsibility of Stalin, Mao and the USA. General MacArthur remains a controversial figure and candidates should be aware of why. He clearly was

central to the initial defence of South Korea and to the brilliant Inchon landings. His drive into North Korea ended in retreat from the Chinese border pursued by the newly engaged Chinese forces. Truman's decision to sack him in April of 1951 excited controversy at the time and still causes a debate, with which students must engage. Students are also required to understand the reasons why China intervened and the significance of that intervention for China and for the course of the war.

Candidates must study the course of the war and its impact not only on Korea, where it produced devastation and suffering, but also on Japan where the war assisted economic recovery. The impact on the USA was also extensive and candidates need to be aware of its economic and broad political consequences, for example in enhancing the military industrial complex and in reinvigorating the anti-communist witch hunt associated with Senator Joseph McCarthy in the years to 1953. Coverage of the impact of the war on Korea, Japan and the USA after 1953 is not specified.

Candidates are not required to have knowledge of the historiography of this controversy, but they should have sufficient understanding of the issues about which historians have disagreed to appreciate the arguments in the unseen extracts provided in the examination and the issues raised by the question set.

Key Topic 2.

The Emergence of the Cold War in South East Asia 1945-60

This topic shifts the focus to South East Asia and the emergence there of a new theatre of Cold War conflict. This involves candidates understanding the origins of the struggle against French colonial rule in Vietnam and how it morphed into another aspect of the Cold War with the ideological conflict becoming increasingly prominent. The newly-Communist China assisted the Viet Minh and the USA offered increasing aid to the French and the regime of Bao Dai. In studying the specified developments, candidates should understand why France withdrew in 1954 and why, and with what consequences, the USA remained engaged in the support of the South Vietnamese government in the years 1954-60.

The specification also directs candidates to the study of the theatre of Malaya and the long conflict between Communist guerrilla fighters, rooted in the Chinese community, and the British authorities largely backed by the Malay community. Candidates should analyse the origins, course and outcome of this twelve-year struggle and be aware of its context within the emergence of the wider Cold War in South East Asia.

Key Topic 3 War in Indo China 1961-73

This is centred on the immediate origins, course and resolution of the second Vietnam War and candidates must have knowledge of the specified developments and their significance. Understanding the parts played by the three American Presidents, Kennedy, Johnson and Nixon is clearly important, as is a clear appreciation of the fourfold division of what had been French Indo-China. Events in South Vietnam will inevitably take precedence as a field of study, but candidates should be aware that changes in North Vietnam, Laos and Cambodia also impacted on the main theatre of conflict.

Candidates will need to have a grasp of US politics, with an understanding not only of the role of the presidency but also of Congress and public opinion, however, knowledge of domestic events in the US is only required in relation to their impact on the war in Indo-China and their influence on US policy. Candidates should appreciate the impact of both Congress and public opinion on the conflict, for example to assess how far the US Army

achieved a notable victory in 1968 and crushingly defeated the Viet Cong's Tet Offensive but public opinion turned victory into defeat with notable consequences; Nixon faced extensive opposition in Congress which voted 17 times between April and July 1971 to restrict various presidential initiatives in Vietnam.

The final resolution of the conflict does require a broad grasp of international politics, with an appreciation of the impact of the Sino-Soviet split and its exploitation by Nixon and Kissinger to achieve a ceasefire.

Key Topic 4 South East Asia without the West; the fading of the Cold War, 1973-90

The final unit addresses South-East Asia after 1973, as the USA first scaled down involvement, and then abandoned the territories of the former French Empire to its fate. The triumph of North Vietnam and the specified events in Cambodia should be studied and there should also be an appreciation of the divisions in the Communist camp, culminating in the war between China and a re-united Vietnam in 1979. Candidates should study the reasons for this conflict and the subsequent troubled relationship of Vietnam and China in the 1980s. This will require an awareness of the policies of the China of Deng Xiaoping.

Candidates should also analyse and assess the economic growth that developed elsewhere in South East Asia in the 1980s, namely in Thailand, Malaysia and in the tiny independent state of Singapore They should also understand the reasons for the relative failure of economic development in Vietnam.

Unit 1D: The Cold War and Hot War in Asia, 1945-90

Week 1	The Korean War	Overview of events
---------------	-----------------------	--------------------

Aim:

To gain an overview of the main events involved in the outbreak and course of the war in Korea.

Topics covered:

Background to the Cold War and the Korean War an overview of causes and course of the war in Korea.

Suggested activities/resources:

Map activity – create an annotated wall map or annotate maps in class notes to indicate the location and major events of the Korean War – place Korea in the context of wider world events before 1945 – use this to write an explanation of why Korea was considered strategically important in the geopolitics of the post-Second World War period.

Timeline – create an illustrated or annotated timeline of events indicating the roles of the different countries/UN and the nature of their intervention in Korea.

Write a few pages of introduction for a textbook on the Korean War explaining the background to and giving a brief overview of the events of the war.

S H Lee, *The Korean War* (Seminar Studies, Longman, 2001) Chapter. 1; C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Chapters 1-3; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Chapter 5

Teaching points to note:

Key issues/concepts to address with regard to interpretation of causation – long-term/short-term causation, contingent and conditional causation, underlying forces, role of the individual, role of chance etc.

Students will not be assessed on knowledge of events before 1945 but contextual knowledge of the power relations on the Korean peninsula before and during World War II will be useful for a full understanding of later events.

The Korean War is a discrete area for study with regard to AO3 (Historical Interpretations) – indeed students must be absolutely clear that Korea is not located in South-East Asia - but it also provides the context for teaching and learning topics 2-4 – in particular an introduction to the key themes of ideological rivalry and the significance of intervention.

As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate the different views or emphases encountered in their reading about an aspect of the topic.

Week 2	What explains the outbreak of the Korean War?	Reasons for North Korean invasion and the response of the USA and the UN
---------------	------------------------------------------------------	--------------------------------------------------------------------------

Aim:

To identify and explain the reasons for the outbreak of war between the two Koreas in June 1950 and the US and UN intervention.

Topics covered:

The reasons why North Korea invaded South Korea in June 1950 and why the USA went to the aid of South Korea with the support of its allies and the United Nations.

Suggested activities/resources:

Causation exercise – sorting exercise: give students a number of boxes with different reasons written on them – learners sort them into reasons why North Korea invaded South Korea and the USA made the decision to aid South Korea – discuss the different reasons and decide if more need to be added – in pairs, one student arranges the reasons in order of importance for one each of the lists and then justifies their order of importance to the other.

Understanding perspectives: the sample AO3 question includes a description/commentary on President Truman's reaction to hearing the news of the North Korean invasion – use this extract and own knowledge to write a speech for President Truman justifying the US decision to intervene on behalf of South Korea.

S H Lee, *The Korean War* (Seminar Studies, Longman, 2001) Ch. 2; C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 4; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 2

Teaching points to note:

It is important to spend as much time as possible introducing learners to AO3 concepts and skills – Historical Interpretations. Historical interpretations is not historiography – students do not have to understand the evolution of differing viewpoints with regard to the cause, course and consequences of the Korean War but the differing viewpoints/reasons themselves. The extracts are not provided as examples of the views of individual historians but of the viewpoints/causes. Students should use their own knowledge to evaluate the views in the extracts. Learners, however, may become aware that an individual historian supports one viewpoint or another and this is a good stepping stone to further study.

Week 3	How, and why did the course of the war develop?	General MacArthur significance and dismissal; Chinese intervention and impact on the war
---------------	--------------------------------------------------------	---------------------------------------------------------------------------------------------

Aim:

To explain the course of the events of the Korean War including the reasons for, and impact of, Chinese intervention; to understand and explain the controversy surrounding the role of General MacArthur in the events of the Korean War.

Topics covered:

The significance of General MacArthur and the reasons why he was such a controversial figure during the war and the reasons why he was dismissed by President Truman in April 1951; the reasons why China openly intervened in the conflict and the results for the course of the war

Suggested activities/resources:

In-depth investigation: Douglas MacArthur – create a factfile on MacArthur outlining his background and personality – research the concept of hubris and determine whether it applies to MacArthur – investigate his role and attitude towards events in Korea as the basis for a serious magazine article entitled the Rise and Fall of Douglas MacArthur. Class discussion: is the course of history influenced more by ideas, long-term influences or individuals? – use the example of General MacArthur to introduce students to key historical questions

Write a script for a short radio news item from either a Chinese or US perspective explaining the reasons for Chinese intervention in the war.

Flow chart – design a flow chart showing how and when the different countries/powers/organisations became involved in the war.

S H Lee, *The Korean War* (Seminar Studies, Longman, 2001) Chapters. 3-5; C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Chapter 5; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Chapter 3

Teaching points to note:

This topic allows students to consider the impact and importance of individuals in history and the extent to which individuals influence wider historical development.

Students should also become confident in analysing extracts to identify and understand the views and claims made by historians

Use Weeks 1-4 as an opportunity to introduce students to the terminology of the Cold War – East and West; capitalise/democracy and communism; hawks and dove etc.

Week 4	What was the impact of the Korean War?	The impact of the war on Korea, the USA and Japan, and China's standing in the war.
---------------	-----------------------------------------------	-------------------------------------------------------------------------------------

Aim:

To trace the attempts at negotiation and ceasefire; to consider the impact of the Korean War on the major Cold War powers, traditional power relations in Korea and wider global politics.

Debate:

What were the consequences of the Korean War for the major powers involved?

Topics covered:

Impact on China's standing in the world; the impact of the war on Korea, the USA and Japan.

Suggested activities/resources:

Write a newspaper article outlining the attempts to negotiate a ceasefire and the Geneva Conference or role play simulation of negotiations.

Consequence – divide into groups to research the impact of the war on Korea itself, the UN and the Cold War policies of the USA, Japan, China and USSR (individually) – once each group is sure of their 'facts' reassemble in groups with one representative from each – explain the impact of each to the groups so that they can make notes.

Watch an episode of the US sitcom *M.A.S.H.* (which is based on events in a US field hospital in Korea) – see if you can identify the key themes/messages about the war the producers are attempting to portray.

Debate – Knock-out debate – teams of 2-3 prepare to defend a particular factor/cause/reason why the war lasted so long or the most important consequence – two teams debate head-to-head for three minutes each – winning team (vote) takes on another team until only one left. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech.

S H Lee, *The Korean War* (Seminar Studies, Longman, 2001) Ch. 6-8; C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 5; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 4; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Practice question: use the SAM example or create an internal assessment (use the extracts identified by the debate teams) - assess using the generic level of response mark schemes.

Teaching points to note:

Students should have access to books or extracts from books that reflect the different viewpoints suggested by the bullet points in the specification. A dedicated section in the centre library or an on-line collection of extracts would be useful – students could add to the extracts from supplementary reading or relevant material found on-line – these resources could then be used to create practice extract-based essay questions or for internal assessment (it will also give students practice in reading with a questioning mind).

Week 5	The emergence of the Cold War in South East Asia, 1945-60	The origins of the conflict
--------	-----------------------------------------------------------	-----------------------------

Aim:

To establish the roots of the conflict in South East Asia (Indo-China/Malaya), and to chart and explain the reasons for, and course of events, in Vietnam 1945-49.

Topics covered:

Japanese occupation and the destruction of French colonial rule; the significance of Ho Chi Minh and the Viet Minh, including the proclamation of Vietnam's independence in 1945: reasons for the outbreak of fighting between the French and Viet Minh in 1946.

Suggested activities/resources:

Mapwork – create an annotated wall map or annotated map of South East Asia with emphasis on Indo-China and Malaya/Malaysia – locate key countries and events.

Timeline – begin to construct a timeline or chart of events covering the history of Vietnam from 1945-1990 – this could be illustrated and annotated.

Factfile/card index – begin a collection of factfile/card index notes to identify the key individuals and events in the history of South East Asia 1945-90.

Overview – produce a summary of events in Vietnam and the reasons for the outbreak of the First Vietnam War – use the summary to explain to another person what happened – restructure the notes based on how effective the explanation was – what could be added or omitted?

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 6; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Teaching points to note:

It will be important ensure from the start that the different sides in the conflict, their nomenclature and leadership are securely known and understood by students.

Week 6	The emergence of the Cold War in South East Asia, 1945-60	The struggle becomes part of the Cold War 1949-50
--------	------------------------------------------------------------------	---------------------------------------------------

Aim:

To chart, understand and explain the significance of the events of 1949-50 in the development of the Cold War in Asia.

Topics covered:

The significance of communist victory in China and the beginning of Chinese aid to the Viet Minh; the significance of the French appointment of Bao Dai as Emperor and the concession of partial independence; reasons for, and impact of, increasing US aid to France: the impact of Viet Minh's guerrilla tactics on the French and the significance of General Giap; the significance of the Battle of Dien Bien Phu.

Suggested activities/resources:

Timeline – continue to add to the timeline/chart of events in Vietnam started previously

Significance – introduce students to the different theories/criteria historians use to establish historical significance – identify a set of agreed criteria within the class – apply these criteria to the Battle of Dien Bien Phu or to the year (this is a useful exercise to continue throughout the Unit with reference to events/people identified as being significant in the specification)

Explanation/causation – write a newspaper article from a US perspective explaining the events in Vietnam 1949-50 to an audience with little knowledge of the situation.

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch.6; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Teaching points to note:

Students will need to understand events in the context of the events in Malaya/Malaysia and the impact of the Korean War on events in Vietnam in the subsequent battle for Vietnam to 1954.

Significance is a key assessment concept – learners could be introduced to criteria with which to establish significance in a historical context.

Week 7	The emergence of the Cold War in South East Asia, 1945-60	US policy under Dulles and Eisenhower 1954-60
---------------	------------------------------------------------------------------	-----------------------------------------------

Aim:

To understand and explain the development of US policy in South East Asia under the leadership of President Eisenhower and Secretary of State Dulles; chart and understand the development of events in Vietnam.

Topics covered:

The ending of the First Vietnam War 1954: the Geneva Conference and the terms of the Geneva Accords; the roles played by the USA, Britain, Russia and China; the significance of the setting up of S.E.A.T.O. and the impact of the 'domino theory'; the significance of M.A.A.G. and increasing US support for the government of South Vietnam under Diem; the reasons for, and impact of, the failure of the 1956 elections.

Suggested activities/resources:

Role play – simulation of the Geneva Convention negotiations – organise groups into delegations from different countries – research the aims and objectives of each – try to negotiate a settlement acceptable to all. Compare the outcomes of the role play with the real outcome – discuss the difficulties of negotiation and why these occurred.

Timeline – continue to chart events in South Vietnam – include a column or thread that illustrates the reaction of the US to events on the ground in Vietnam – continue this thread through to 1975.

Design an illustration/political cartoon to explain the concept of the 'domino' theory and/or a diagram to illustrate the diplomatic relationships developing in South East Asia 1945-60.

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 7; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Teaching points to note:

Students should understand the powers of the US president and role of the Secretary of State in deciding and implementing US foreign policy.

It is important for students to have a clear understanding of the political geography of Indo-China – the borders between countries, long-term external influences and the reasons why the US was so influenced by the 'domino theory'. Students should also be aware of the use of the term 'diplomacy' with regard to foreign policy.

Week 8 (this could be moved to Week 5 as a discrete topic before considering events in Indo-China)	The emergence of the Cold War in South East Asia, 1945-60	The British and the 'Emergency' in Malaysia 1948-60
--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------	-----------------------------------------------------

Aim:

To chart, explain and understand the causes, course and consequences of the 'Emergency' in Malaysia 1948-60.

Topics covered: the significance of the two communities, Chinese and Malay, and the reasons for the outbreak of a Communist guerrilla movement in 1948; the economic and ideological reasons for the British response; the significance of General Sir Gerald Templar; reasons for the defeat of the Communist guerrillas; the significance of the granting of independence to Malaya and Singapore.

Suggested activities/resources:

Timeline and map work – produce a timeline and annotate a map indicating the main events and the political geography of the Malayan 'Emergency'.

Background research – research the role of Britain in Asia as a colonial power leading to an in-depth investigation into the Malayan Emergency – produce a short chapter for a textbook covering Asia since 1945.

Hot seat role play – teacher or student takes the role of Sir Gerald Templar – others takes the role of investigative journalist – identify questions to ask to ascertain significance – run a 'press conference'.

Discussion – why have events in Malaysia often been described as the 'forgotten war'?

Practice essay - devise/set an essay focusing on the Malayan 'Emergency' or the events of 1949-50 in Vietnam – assess using the generic level of response mark scheme.

N. Lowe, *Mastering Modern World History* (Palgrave Macmillan, 2005) Ch. 24; C Bayly and T Harper, *Forgotten Wars: the End of Britain's Asian Empire* (Penguin, 2008); F Pike, *Empires at War: A Short History of Modern Asia since World War II* (I B Tauris, 2011).

Teaching points to note:

Whereas Week 6 looks in depth at events over a single year and Week 7 introduces the key elements for the study of long-term change over time, Week 8 is a chance to look at a short-term situation from beginning to end.

This events in Malaysia provide an opportunity to study change over time as a case study over a relatively short period of time.

Week 9	War in Indo-China, 1961-73	Kennedy and Johnson and the drift to war 1961-65
---------------	-----------------------------------	--------------------------------------------------

Aim:

To chart how, and explain why, the US became increasingly drawn into the war in Indo-China 1961-73; the attitudes and actions of Presidents Kennedy and Johnson; to evaluate the extent to which the US 'drifted into the war in Vietnam'.

Topics covered:

The significance of the situation in Laos and the setting up of the NLF in South Vietnam 1960–61; the role and ideas of President Kennedy regarding Vietnam; the reasons for, and impact of, the growing support for South Vietnam 1961–63; the significance of the downfall of Diem in 1963; the significance of growing North Vietnamese support for the NLF in the South; the role of Johnson and the reasons for his acceptance of greater involvement; the significance of the Tonkin incident and the Tonkin Gulf Resolution 1964.

Suggested activities/resources:

Timeline – continue the timeline/chart of events in Vietnam begun previously

Devise a graph to show increasing intervention of the Cold War powers in South East Asia in the years 1960-68 – write a commentary/explanation of what the graph shows.

Produce a photo story of the growing US involvement from 1961-68 – select photographs which illustrate the key events and give them captions – create a sense of change over time by explaining your choices to someone who has little knowledge of events.

Source exercise – select a series of political cartoons from the period – place them on large pieces of paper around the room – students move around the room annotating and commenting on the meanings of the cartoons leading to a class discussion – increased intervention: 'inevitable or accidental'?

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch.7; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 6; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Teaching points to note:

Use the key themes of ideological conflict and intervention to inform discussion of events 1961-65.

Week 10	War in Indo-China, 1961-73	Fighting the Vietcong under Johnson 1965-68
----------------	-----------------------------------	---------------------------------------------

Aim:

To identify and explain the reasons for an escalation in external intervention in Vietnam in the years 1965-68; chart and understand the reasons for US commitment to South Vietnam; explain the significance of 1968 as a key turning point in the war in Indo-China.

Topics covered:

Reasons for, and impact of, the steady escalation of boots on the ground; the role and impact of air power; the impact of Soviet and Chinese support for North Vietnam and North Vietnam's support for the Vietcong; the balance of US success and failure by December 1967; the significance of the Tet Offensive 1968; the changing pattern of public support for the conflict and its impact on US policies.

Suggested activities/resources:

Timeline – continue the timeline/chart of events in Vietnam begun previously

Use a diagram of a set of scales to determine the balance of US success and failure by December 1967.

In-depth investigation: research the impact of the Tet Offensive 1968 on the course of the war in Vietnam and on public opinion in America – produce a magazine article or a script for a documentary giving a detailed view of the significance of Tet for both Vietnam and the USA.

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 8-9; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 7-8; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015)

Teaching points to note:

Although the focus of the unit is the Cold War in Asia, an understanding of domestic pressures in the US – particularly from 1968 onwards – is vital in explaining and understanding the development of the war 1965-75.

Week 11**War in Indo-China, 1961-73**

The war under President Nixon 1969-72

Aim:

To identify and explain the policies implemented in Indo-China by President Nixon in the years 1969-72; to understand the consequences for Vietnam, Laos and, particularly, Cambodia. **Topics covered:**

The significance of changes in tactics, including the Phoenix Programme and incursions into Cambodia; the impact of Vietnamisation; the use and impact of air power.

Suggested activities/resources:

Timeline – continue the timeline/chart of events in Vietnam begun previously

Create an annotated map or a diagram to illustrate the consequences of US foreign policy decisions 1969-72 on Vietnam, Laos and Cambodia.

Change over time – revisit the timeline/chart produced of events in Vietnam – discuss the changing pattern of events over time – write an analytical commentary on the nature of US involvement in Vietnam 1954-1972. Discussion could be based on a counter-factual exercise – pick out 5-6 key turning points and determine what might have happened if each event had been resolved differently.

C Bragg, *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann Advanced History, 2005) Ch. 10; G Stewart, *Ideology, Conflict and Retreat: The USA in Asia 1950-73* (Edexcel AS, Pearson, 2009) Ch. 10; V Sanders, *Access to History: The Cold War in Asia 1945-93* (Hodder, 2015) **Teaching points to note:**

It is important for students to understand the psychological impact of Nixon's decisions over Vietnam on both US foreign policy and the Cold War in general.

Week 12	War in Indo-China, 1961-73	Making peace 1971-73
<p>Aim: To understand and explain the reasons for attempts to resolve the conflict in Vietnam 1971-73, and to explain how and why the negotiations carried on for so long.</p> <p>Topics covered: The roles and ideas of Henry Kissinger and Nixon, including Détente with the USSR and exploitation of the Sino-Soviet split; the significance of the Paris negotiations with North Vietnam, including sticking points; the role of force and concessions in achieving a ceasefire.</p> <p>Suggested activities/resources: C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch.10; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 10-11; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015) Role play – simulation of the Paris negotiations – organise groups into delegations from different countries – research the aims and objectives of each – try to negotiate a settlement acceptable to all – devise Twitter feeds to send out at the end of each part of the negotiations. Compare the outcomes of the role play with the real outcome – discuss the difficulties of negotiation and why these occurred. Practice essay – devise/set an essay that focuses on change over time in the Vietnam War 1961-73 or the consequences of presidential decisions 1961-73 – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise.</p> <p>Teaching points to note: Students should be aware of the influence of wider long-term Cold War developments – particularly Détente – in bringing about a ceasefire.</p>		
Week 13	South East Asia without the West: the fading of the Cold War, 1973-90	The triumph of North Vietnam 1973-76
<p>Aim: To understand and explain the consequences of the scaling down of US support and involvement in Vietnam; to explain and evaluate the reasons for the fall of South Vietnam and the triumph of North Vietnam.</p> <p>Topics covered: The impact of the scaling down of US support and involvement; the reasons for the growing economic crisis in South Vietnam; the reasons for and the significance of the sudden fall of the Thieu regime in 1975.</p> <p>Suggested activities/resources: V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 8 & 21; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011). Use this week to concentrate on consequence – chart the events in Vietnam 1973-6 and determine links back to the US decision to scale-down and withdraw. Debate: set up a traditional debating structure to respond to the statement, ‘This House believes that external intervention in a ‘domestic’ conflict/civil war is never justified’ – students should concentrate on events in Cold War Asia but could also consider global events since 2001.</p> <p>Teaching points to note: This is a good opportunity to discuss the advantages/disadvantages/consequences of external intervention in ‘domestic’ conflict.</p>		

Week 14	South East Asia without the West: the fading of the Cold War, 1973-90	The tragedy of Cambodia
<p>Aim: To chart, explain and understand the cause and consequences of the US intervention in Cambodia in 1970 and Vietnamese intervention in 1979.</p> <p>Topics covered: The social and political nature of Cambodia in the 1950s and 60s, including the role of Prince Sihanouk; impact of US intervention in 1970; the reasons for the growth and triumph of the Khmer Rouge to 1975, including the importance of Chinese support; the impact of the Khmer Rouge on Cambodia, including the significance of Pol Pot (Saloth Sar); the reasons for and consequences of the Vietnamese invasion of 1979.</p> <p>Suggested activities/resources: Timeline/chart – create a discrete timeline of events for Cambodia from 1945-1990. Causation exercise: reasons for the development of Khmer Rouge to 1975 and/or the invasion by Vietnam 1979– different groups consider different approaches to causation e.g. long-term, short-term and immediate; social, political, economic. In-depth investigation – impact of the Khmer Rouge on Cambodia – produce a magazine article focusing on Cambodia during the rule of Pol Pot (Saloth Sar) – include eyewitness accounts, illustrations etc. – a good starting point is to use extracts from the writings of William Shawcross, Hang Ngor, Sydney Schanberg and/or watching the film <i>The Killing Fields</i> (1984). V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 21; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011); various websites.</p> <p>Teaching points to note: This provides students with another opportunity to research and investigate a significant – and, indeed, catastrophic – historical event from beginning to end.</p>		
Week 15	South East Asia without the West: the fading of the Cold War, 1973-90	Traditional tensions – China and Vietnam

Aim:

To chart, understand and explain relations between China and Vietnam in 1979-1990.

Topics covered:

The historical relationship between China and Vietnam; the reasons for the conflict in February–March 1979 and the results; the significance of relations between the two countries in the 1980s.

Suggested activities/resources:

Timeline/chart – create a discrete timeline of events between China and Vietnam from 1945-1990.

Causation/consequence exercise: choose one of the approaches to causation/consequence identified in Week 14 and apply it to the conflict between Vietnam and China leading to the practice essay below.

Practice essay – devise/set an essay that focuses on the reasons for conflict between China and Vietnam – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise.

N. Lowe, *Mastering Modern World History* (Palgrave Macmillan, 2005); see resource list.

Teaching points to note

This gives students an opportunity to understand that the history of South East Asia has not just been influenced by European imperialism and Cold ‘war by proxy’ but also traditional spheres of influence.

Week 16	South East Asia without the West: the fading of the Cold War, 1973-90	The economic development of South East Asia in the 1980s
<p>Aim: To explain and understand the reasons for different rates of economic development in South East Asia in the 1980s.</p> <p>Topics covered: The reasons for and extent of growth in Singapore, Malaysia and Thailand; the reasons for the failure of economic development in Vietnam.</p> <p>Suggested activities/resources: <i>The World Since 1945: An International History</i> (Bloomsbury Academic, 2001) Chapter 20; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011). Research exercise – divide the class into groups – each group to research the economic and political developments in Singapore, Malaysia, Thailand, Vietnam and also Cambodia and Laos in the 1980s – groups are responsible for producing a set of notes/presentation for the other groups and quiz to test knowledge gained. Plan the response to a practice essay focusing on the reasons for the different rates of economic development in South East Asia in the 1980s.</p> <p>Teaching points to note: This gives students an opportunity to understand and appreciate developments in South East Asia since the ‘fading’ of the Cold War with an emphasis on economic development – focus should be on the named countries but consideration of Laos and Cambodia, and indeed, Korea would round out the study of the region.</p>		
Week 17	Revision	Section A – Historical Interpretation

Topics covered:

Weeks 1-4 – Section A (Historical Interpretations)

Suggested activities/resources:

The programme of revision will depend on the perceived gaps in the student's knowledge and skills – concentrate on using and evaluating extracts, familiarise students with time needed to read extracts etc.

Teaching points to note:

In Section A - Historical interpretations – students will be required to evaluate the viewpoints in the extracts (AO3) and not evaluate the extracts as sources (AO2.) i.e. they do not need to consider provenance, nature, origin and purpose. The markschemes indicate the qualities students should seek to develop in their approach to analysis and evaluation of the views in the extracts,

Week 18	Revision	Section B
----------------	-----------------	-----------

Topics covered: Weeks 5-16 – Section B

Suggested activities/resources:

The programme of revision will depend on the perceived gaps in the student's knowledge and skills – use timelines to determine change over time and patterns of change/continuity, devise questions and write essay plans etc.

Teaching points to note:

In Section B essays may focus on events ranging from a single year to the whole time period of topics 2-4 and may also cross topics 2-4.

Suggested resources

Addington L H — *America's War in Vietnam: A Short Narrative History*

(Indiana University Press, 2000)

Ambrose S E and Brinkley D G — *Rise to Globalism: American Foreign Policy since 1938, Eighth Revised Edition* (Penguin, 1998)

Brogan H — *The Penguin History of the USA, 2nd edition* (Penguin, 2001)

Edwards O — *The USA and the Cold War, 1945-63, 2nd edition* (Hodder Murray, 2002)

Farmer A and Sanders V — *An Introduction to American History 1860–1990* (Hodder and Stoughton, 2002)

Jones M A — *The Limits of Liberty 2nd edition* (OUP, 1995)

Hall M K — *The Vietnam War, Second Edition* (Longman, 2008)

Logevall P — *The Origins of the Vietnam War* (Pearson Education Ltd, 2001) Issue 2 – September 2008 13

Ruane K — *War and Revolution in Vietnam, 1930–1975* (University College London Press, 1998)

Sanders V — *The USA and Vietnam 1945–1975* (Hodder and Stoughton 'Access to History' series, 1998)

Sanders V — *The USA and Vietnam 1945–1975, Second Edition* (Hodder Murray, 2002)

Wiest A — *The Vietnam War 1956-75* (Osprey, 2002)

Halberstam D and Singal D, *Quagmire: America and Vietnam in the Kennedy Era* (Rowman and Littlefield, 2007)

Kaiser D, *American Tragedy: Kennedy, Johnson and the Origins of the Vietnam War* (Harvard University Press, 2001)

Schmitz D F, Richard Nixon and *The Vietnam War: The End of the American Century* (Rowman and

Littlefield, 2014) & *The Tet Offensive* (Rowman and Littlefield, 2005)
Mackay D, *The Malayan Emergency, 1948-60: The Domino that Stood Still* (Brassey's UK, 1997)
Barber N, *The War of the Running Dogs: Malaya 1948-1960* (Cassell Military Paperbacks, W & N, 2004)
Short P, *Pol Pot: The History of a Nightmare* (John Murray, 2005)
Vickery M, *Cambodia: 1975-1982* (Silkworm Press, 2000)
Shawcross W, *Sideshow: Kissinger, Nixon and the Destruction of Cambodia* (Simon and Schuster, 1979)
Zhang X, *Deng Xiaoping's Long War: The Military Conflict between China and Vietnam, 1979-1991* (University of North Carolina , 2015)
Owen N, *The Emergence of Modern South East Asia: A New History* (University of Hawaii, 2005)
Beeson M, *Contemporary Southeast Asia* (Palgrave Macmillan, 2008)