



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/28/10

1. ACADEMIC UNIT: SHPRS (history)

2. COURSE PROPOSED: 175T 456 Vietnam War (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Cathenne O'Donnell Phone: _____

Mail Code: 4302 E-Mail: codonnell@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L []
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB [X] MR
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses: _____

Is this amultisection course?: [] No [X] Yes; Is it governed by a common syllabus? no

2 syllabi from different years, submitted



ARIZONA STATE UNIVERSITY

Kear Wynn

Chair/Director (Print or Type)

John Kuyper

Chair/Director (Signature)

Date: 3/3/10

HST 456: The Vietnam War

Course Description

HST 456 is an interdisciplinary introduction to the Vietnam War(s), which approaches the topic from a number of different angles. While its primary focus is the American War in Vietnam (1959-1975), the course also attempts to give due attention to the wider course of Vietnamese history, before and after the conflict; to the French war in Indochina that preceded American involvement; to the impact of the war on the United States itself, politically and culturally; and to the aftermath of the wars in both Vietnam and the United States. The course materials include Addington's authoritative narrative history of the wars, Melvin Small's study of the anti-war movement in the United States; Truong Nhu Tang's celebrated memoir as a Viet Cong soldier; Edelman's edition of U.S. soldiers' letters home during the war; and Clarence Wyatt's study of the role of the American press during the war.

Meeting Social and Behavioral Sciences Criteria

HST 456 meets the criteria for the General Studies "Social and Behavioral Sciences" designation by (1) by advancing basic understanding and knowledge of human interaction in the course of the French and American wars in Vietnam, 1946-1975; (2) by bringing the tools of a wide range of social and behavioral sciences to bear on the study of the Vietnam Wars – historical analysis (book by Addington, political science (books by Small and Wyatt), cultural geography (Addington); social psychology and sociology (Small, Wyatt, Edelman); and (3) by placing particular emphasis on the relation between primary sources (documents, correspondence, memoirs, journalism) and secondary interpretation, in explaining and understanding major historical episodes such as the Vietnam War.

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabi		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 60%; vertical-align: top;"> history, economics, social psychology, cultural geography </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	history, economics, social psychology, cultural geography	syllabi
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	history, economics, social psychology, cultural geography				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	syllabi		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabi		
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p> <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
HST	456	The Vietnam War	SBS

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course explores human interaction through the era of the Vietnam War and to some extent in the era of French colonialism in the region	All readings explore this.
2.	Historical analysis, cultural geography, social psychology and sociology	Readings, particularly Herring, Addington, Brigham, Small,
3.	The course is built on historical analysis and on the knowledge base of economics, geography, and history.	Throughout the syllabus; it is impossible to find a place where this is not the case.

HST 456: The American Experience in Vietnam

Dr. Kyle Longley

Snell Family Dean's Distinguished Professor Professor in School of Historical, Religious, and Philosophical Studies and School of Politics and Global Studies

Office: 4510 Coor Office Building

Email address kyle.longley@asu.edu

Office Hours: 10-12 am, Tuesdays, by appointment, and via the internet.

Course Description:

This course has been designed to provide the student with a better understanding of all three segments of the Indochina Wars, with special attention devoted to the U.S. involvement in Indochina during the period, 1945-1975. The readings, discussions, and audiovisuals will emphasize traditional American perspectives that stress U.S. diplomacy, military actions, protest movements, the media, and the drive for peace. It will also underscore the role of the Vietnamese, both northerners and southerners, and the participation of the other major regional and international powers, primarily the Chinese, Russians, and French. We will in this way try to create some balance in the presentation in order to provide the student with a better understanding of the conflict outside the traditional ethnocentric lens in which Americans often view the war. Hopefully, the student will enjoy the experience and leave with a desire to learn more about this controversial and often divisive subject. In addition to learning more information, the course will help you develop your skills in analyzing historical events. Selected texts help develop the rich historiographical debates revolving the U.S. involvement in Vietnam. The class will emphasize these and other forms of historical analysis. Also, the class will stress developing your writing and debating skills. The examinations, papers, workbook assignments, and weekly online discussion participation have been designed to further enhance your skills.

Texts

George Herring, America's Longest War, fourth edition [make sure to secure this edition] (2003)

William J. Duiker, Sared War: National and Revolution in a Divided Vietnam (1994)

Truong Nhu Tang, A Viet Cong Memoir: An Inside Account of the Vietnam War and Its Aftermath (1986)

Melvin Small, Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds (2002)

Kyle Longley, Grunts: The American Combat Soldier in Vietnam (2008)

Kristin Haas, Carried to the Wall: American Memory and the Vietnam Veterans Memorial (1998)

There will also be a workbook that you must complete that is a Word document in Course Documents. This has been designed by the professor to help you wade through the information. You will have an assignment that includes identifications, short answers, and outlines of major sections.

You will also be encouraged [not required] to view various films and especially the PBS series, Vietnam: A Television History [it is available in the video resources library].

Assignments

Your grade will be determined by your performance on several assignments. These include a midterm examination, a final examination (with a comprehensive essay) [both exams administered online], an online discussion participation grade, quizzes [administered online], and the workbook. The examinations will be administered on the days assigned at the times assigned. Your discussion grade will be determined by the quality and quantity of your submissions.

value of assignments

workbook assignments 180 points
internet discussion 130 points
quizzes 60 points
first examination 90 points
final examination 140 points

grade breakdown

A+=588-600
A=552-587
A-=540-551
B+=528-539
B=492-527
B-=480-491
C+=468-479
C=420-467
D=360-419
E=everything below 360

****Please note that make-up examination are difficult to obtain, and they will be harder than the original to compensate for the additional time you receive to prepare. In addition, there are no make-up on workbook assignments. You need to turn all assignments in by the time required, or lose twenty points for each day that the assignment is late.

Classroom Philosophy Since this is an online class, a lot of the burden of learning the materials will fall on you. You will be responsible for gathering from your assigned readings the Who? What? When? Where? Why Important? In the case of this class, the assignments and discussion oftentimes will complement the readings, not vice-versa. This is in large part because of the time limitations and large quantity of material to cover. It also evolves from the student needing to develop the skill of learning a large quantity of material and then synthesizing and developing patterns of behavior.

Classroom Behavior You should be forewarned that inappropriate behavior in class will lead to an immediate request for you to leave the class. Such behavior includes flaming other students during discussions, sending inappropriate emails and messages, using the discussion group for anything other than focusing on the questions asked. You should treat the professor and teaching assistant with the same respect with which you would treat your employer. In return, we will treat you with the respect that you earn. **Please note that if you do not feel as if you can meet the requirements of the course as outlined, then please drop immediately so that someone else can take your place.**

Plagiarism and Cheating You will receive all the reasonable assistance needed to succeed in this class. Submitting work that is not your own or cheating in any form will result in your automatic failure in this course and further punishment through proper university channels if warranted. Plagiarism as defined in the university handbook and legitimate sources of definition will also be enforced. Any violation will also result in automatic failure. If you have any questions, then you should contact the professor or teaching assistant for further explanation.

Tentative Schedule of Assignments

Week 1, August 24-28, Vietnam Before the French, Duiker 1-52 and a short packet of reading under course documents entitled "Vietnam Before the First Indochina War." Finish Section 1 and participate in the discussion by 5 pm on Friday, August 28.

Week 2, August 31-September 4, "A Dead-End Alley" Herring, 3-51, Duiker 53-94, Tang, 1-32, Finish Section 2 and complete the discussion board by 5 pm of the 4th.

Week 3, September 7-11, "Our Offspring," Herring, 52-87, Duiker, 95-134, Tang, 33-87, Finish Section 3 and complete the discussion board by 5pm on the 11th. Workbook sections, 1-3, due via email by 5pm on the 11th.

Week 4, September 14-18, "Limited Partnership," Herring, 89-129, Duiker 134-164. Finish Section 4 and complete the discussion board by 5pm of the 18th.

Week 5. September 21-25, "Enough, but Not Too Much," Herring, 130-169, Duiker, 164-184. Finish Section 5 and discussion board should be completed by 5pm on the 25th.

Week 6. September 28-October 2. Catch up week and midterm. Workbook sections 4 & 5 are due by noon on the 2nd. **Midterm exam, 6-8 pm on Friday, October 2nd.**

Week 6, October 5-9, "On the Tiger's Back," Herring, 170-223, Duiker, 185-208, Tang, 88-116. Finish Section 6 of the workbook and complete the discussion board by 5 pm on the 9th.

Week 7, October 12-16, Grunts: The American Soldier's View of the War, read Longley, *Grunts* Introduction, Chapters 1 & 2. Discussion board due by 5 pm on the 16th. **Quiz on Grunts chapters 6 pm on Friday, the 16th.**

Week 8, October 19-October 23, Grunts continued, read Longley, *Grunts* Chapters 3, 4, 5, and epilogue. Discussion board due by 5pm on the 23rd. **Quiz on Grunts chapters at 6 pm on Friday, the 23rd.**

Week 9, October 26-October 30, "A Very Near Thing," Herring, 224-268, Duiker, 208-18, Tang, 117-129. Finish Section 7 of the workbook and complete the discussion board by 5pm on the 30th. Turn in workbook sections 6 & 7 by 5pm on the 30th.

Week 10, November 2-November 6, The Antiwar Movement. Read Small, *Antiwarriors*. Discussion board due by 5 pm on the 6th. **Quiz on Antiwarriors book at 6 pm on Friday, the 6th.**

Week 11, November 9-November 13, "A War for Peace," Herring, 270-320, Duiker, 219-250, Tang, 130-218. Finish Section 8 and complete discussion board by 5 pm on the 13th.

Week 12, November 16-November 20, "The Aftermath of War", Herring, 322-368, Duiker, 251-70, Tang, 219-310. Finish Section 9 and discussion board should be completed by 5 pm on the 30th. Sections 8 & 9 are due by 5 pm on the 20th.

Week 13, November 23-November 27, War and Memory, Read Haas, *Carried to the Wall*.

Week 14, November 30-December 4, War and Memory continued. Discussion board due by 5 pm on the 4th. **Quiz on the Haas book at 6 pm on the 4th.**

Week 15, December 7-December 8, catch up time

Final Examination, 6-8 pm, Friday, December 11th.

HST 456: The American Experience in Vietnam

Dr. Kyle Longley
Snell Family Dean's Distinguished Professor Professor of History
Office: 4510 Coor Office Building
Email address kyle.longley@asu.edu
Office Hours: 10-12, Tuesdays and by appointment.

This course has been designed to provide the student with a better understanding of all three segments of the Indochina Wars, with special attention devoted to the Second Indochina War and U.S. involvement during the period, 1945-1975. The readings, discussions, and audiovisuals will emphasize traditional American perspectives that stress U.S. diplomacy, military actions, protest movements, the media, and the drive for peace. It will also underscore the role of the Vietnamese, both northerners and southerners, and the participation of the other major regional and international powers, primarily the Chinese, Russians, and French. We will in this way try to create some balance in the presentation in order to provide the student with a better understanding of the conflict outside the traditional ethnocentric lens in which Americans often view the war.

Hopefully, the student will enjoy the experience and leave with a desire to learn more about this controversial and often divisive subject. In addition to learning more information, the course will help you develop your skills in analyzing historical events. Selected texts help develop the rich historiographical debates revolving the U.S. involvement in Vietnam. The class will emphasize these and other forms of historical analysis. Also, the class will stress developing your writing and debating skills. The various assignments have been designed to further enhance your skills.

Required Readings

Books [please note that in several cases that books will be split between the group so not all of these must be purchased as noted by the asteriks]

**Brigham, Robert K. *Iraq, Vietnam, and the Limits of American Power*

Burdick, Eugene and William Lederer, *The Ugly American*

Fall, Bernard. *Street Without Joy: The French Debacle in Indochina*

Haas, Kristin. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*

Herring, George. *America's Longest War: The United States and Vietnam, 1950-1975* (Fourth Edition Only)

Jamieson, Neil L. *Understanding Vietnam*

Longley, Kyle. *Grunts: The American Combat Soldier in Vietnam*

McMaster, H. R. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*

*Ninh, Bao. *The Sorrow of War*

*O'Brien, Tim, *Going After Cacciato*

Robert Schulzinger's *A Time for Peace: The Legacy of the Vietnam War*

Small, Melvyn, *Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds*

**Summers, Harry G. *On Strategy: A Critical Analysis of the Vietnam War*

Thuy Tram, Dang. *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*

*Webb, James. *Fields of Fire*

Also note, that at a couple of junctures, there will be a short essay added to the reading such as one on film and the war.

Assignments

Your grade will be determined by your performance on several assignments. These include a weekly written assignments (2-3 pages), a participation grade, and final substantial Power Point project that includes a historical narrative (10-12 pages), the collection of primary documents, and a sophisticated presentation. Your discussion grade will be determined by the quality and quantity of your preparation and participation.

value of assignments

13 weekly assignments (20 points each)	260 points
In class discussion grade	130 points
Online discussion grades	65 points
Power Point presentation	145 points

grade breakdown

A+=588-600

A=552-587

A-=540-551

B+=528-539

B=492-527

B-=480-491

C+=468-479

C=420-467

D=360-419

E=everything below 360

****Please note that make-up assignments are difficult to obtain, and they will be harder than the original to compensate for the additional time you receive to prepare. You need to turn all assignments in by the time required, or lose ten points for each day that the assignment is late.

Classroom Philosophy: Student participation in small group discussions and individual discussions will push you to look for major themes and to gather the bigger picture of the history of the Vietnam War. However, this does not mean that we will ignore details; they serve as the foundation for understanding concepts and constructing arguments. You will be responsible for gathering the Who? What? When? Where? and Why Important? from your assigned readings. In the case of this class, the discussions will complement the readings, not vice-versa. This is in large part because of the time limitations. The student needs to develop the skill of learning a large quantity of material and then to synthesize and develop patterns of behavior in international relations.

Attendance: Attendance is mandatory. I promise to try to make the class worth your time and help you toward developing needed skills for historical and general skills in any profession. As a result, after one unexcused absence the students will lose twenty points for each for additional absences. In addition, I encourage you to be to class on time. If you are not here at the time that the roll is called without a legitimate excuse, you are considered absent.

Participation Grade: Approximately 18% of your grade will be determined by your participation in the class. Since I rely heavily on a Socratic method, which emphasizes question and answer, I encourage you to come to class prepared to talk about the materials assigned for that day. Your weekly writing assignments will help in this matter. Also, there will be a Tuesday assignment after class to participate on Blackboard regarding a question developing out of the classroom discussion. It will give you an opportunity to supplement your answers from during class.

Plagiarism and Cheating: You will receive all the help you need to succeed in this course. Submitting work that is not your own will not be tolerated. Plagiarism and cheating in any form (please refer to your student handbook if you are unclear on the definition of either) will result in failure in the course as well as any other disciplinary action that can be taken through appropriate university channels.

Weekly Schedule:

Week 1 (August 25): Introduction

Week 2 (September 1) Vietnamese History and Culture Before the French

Read and discuss Neil L. Jamieson, *Understanding Vietnam*

Week 3 (September 8): French Imperialism and the First Indochina War

Read and discuss George Herring, *America's Longest War*, pp. 3-51 and Bernard Fall, *Street Without Joy: The French Debacle in Indochina*

Week 4 (September 15): Building a Client State in the South, 1954-1963

Read and discuss George Herring, *America's Longest War*, pp. 53-129 and Eugene Burdick and William Lederer, *The Ugly American*

Week 5 (September 15): Toward Total War and Beyond, 1963-1968

Read and discuss George Herring, *America's Longest War*, pp. 131-223

Week 6 (September 22): Total War

Read and discuss H. R. McMaster, *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*

Week 7 (September 29): The Soldier's View of the War

Read and discuss Kyle Longley, *Grunts: The American Combat Soldier in Vietnam*

Week 8 (October 6): The Enemy's View

Read and discuss Thuy Tram, Dang. *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*

Week 9 (October 13) The Antiwarriors: The Antiwar Movement and Its Effectiveness

Read and discuss Melvyn Small, *Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds*. There will also be a short essay on congressional opposition to the war added.

Week 10 (October 20): The Tet Offensive, Vietnamization, and the End of the U.S. Combat Role

Read and discuss George Herring, *America's Longest War*, pp. 225-320

Week 11 (October 27): The War and Its Lasting Impact

Read and discuss Robert Schulzinger's *A Time for Peace: The Legacy of the Vietnam War*

Week 12 (November 3): Literature and the War

Read and discuss (the class will divide evenly from the following) James Webb, *Fields of Fire* or Tim O'Brien *Going After Cacciato* or Bao Ninh, *The Sorrow of War*. There will also be a short essay on the film and the war added.

Week 13 (November 10): The Fight Over Meaning of the War

Read and discuss Harry G. Summers, *On Strategy: A Critical Analysis of the Vietnam War* or Robert K. Brigham, *Iraq, Vietnam, and the Limits of American Power* [the class will be divided evenly between the two books]

Week 14 (November 17): The Memorialization of the War

Read and discuss, Kristin Haas, *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*

Week 15 (November 24) Catch up Week

Week 16 (December 1) Catch up Week

Week 17 (December 8) Preparation of Final Materials