### SDSU Course Outline

0100-0498 New Ugrad GE

1. **Co-Contributors:**
   - Wiese, Andrew

2. **This Proposal is Part of a Package:** No

3. **Course/Programs related to this Package:**
   - This course will be cross-listed as ASIAN 425.

4. **Course Status:** Launched
5. **Subject/Abbrev:**
   - HIST - History
6. **Department:**
   - 348 - HISTORY - *Active*
7. **School:**
   - 62 - ARTS & LETTERS - *Active*
8. **Number:**
   - 0425
9. **Suffix:**
10. **Catalog Number:**
    - 0
11. **Full Title:**
    - The Vietnam War
12. **Abbrev. Title:**
    - THE VIETNAM WAR
13. **Variable Title:**
    - No
14. **General Education:**
   - a. **Proposed for General Education:** Yes
   - b. **GE Fulfill:** IVC - Explorations - Humanities & Fine Arts
   - c. **If Not Approved GE, Still New Course:** Yes
15. **Special Course Designator:** -
16. **Cross Listed Courses:**
    - ASIAN 0425 *Launched*
17. **Campus:**
    - R - San Diego Campus
18. **Description:** The Vietnam War from a global perspective. The war’s evolution in Vietnam and Indochina as well as its implications on socialist nations, the Third World, and the West.
19. **General Text:**
20. **Course Hours Description:**
21. **Course Statement:**
    - Same course as Asian Studies 425
22. **Proposed Start Year:**
    - 2019  Term: Fall
23. **Variable Units:**
    - No
24. **Units:**
    - 3.00
25. **Mode of Instruction:**

<table>
<thead>
<tr>
<th>Units</th>
<th>Staffing Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lecture:</td>
<td>3.00</td>
</tr>
<tr>
<td>b. Lecture 2:</td>
<td>0</td>
</tr>
<tr>
<td>c. Seminar:</td>
<td>0</td>
</tr>
<tr>
<td>d. Laboratory:</td>
<td>0</td>
</tr>
<tr>
<td>e. Activity:</td>
<td>0</td>
</tr>
<tr>
<td>f. Supervision:</td>
<td>0</td>
</tr>
<tr>
<td>g. Discussion/Clinical Proc:</td>
<td>0</td>
</tr>
<tr>
<td>h. ROTC:</td>
<td>0</td>
</tr>
<tr>
<td>i. NTI:</td>
<td>0</td>
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</table>
26. **Repeatable for Credit:**
    - No
27. **Grading Methods:**
    - +LETTER (C/N OK)
28. **Prerequisites:**
   - **Prerequisite:** Completion of the General Education requirement in Foundations of Learning II.C.,
Humans required for nonmajors.

29. Resources:
   a. Faculty Resources
      ■ Describe Available Resources:
         Course will be taught with current staff.
      ■ Describe Needed Resources:
   b. Instructional Resources
      ■ Describe Available Resources:
      ■ Describe Needed Resources:

30. Relationship of this Course to Total Educational Program of University:
   a. What other course or courses (in your department and others) cover subject matter similar to proposed content?
      ■ Other: This is a new course, and there are no similar courses, but it will be offered in 2018-19 as HIST 499.
   b. Will this course replace a course now offered? No
      i. If yes, which course(s)?
   c. Has this course been offered as a topics course? No
      i. If yes, which semester and year?
   d. Is course being proposed in response to academic review or accreditation recommendations? No
      i. If yes, explain fully.
   e. Does this course affect the STAR ACT? No
      i. If yes, explain fully.

31. Justification:
   a. Need for course:
      The Vietnam War was the most consequential conflagration of the Cold War, a symbolic crucible for testing the staying power of the “Free [i.e., capitalist] World” against that of the “Progressive [i.e., communist] World.” It has been the most far-reaching armed conflict since World War II, impacting the world in several profound and meaningful ways. The Vietnam War defined a global period: the 1960s, the “cultural decade,” and 1970s, the “pivot decade,” would have been very different, in the United States and around the world, without the war and its effects. Thus, making sense of the Vietnam War is critical to understanding the Cold War international system and the world that system bequeathed.
   b. Justify level of course (a justification for all 500-level courses is required by Graduate Council):
   c. Justify Cr/NC only grading (if applicable):
   d. Justify if no prerequisite(s) for 300 through 700 level courses:

32. Needs Met by Course:
   a. Satisfies:
      i. Degree/Major
      ii. Minor
   b. Does this course affect a program? No
   c. List courses for which this course will be required as a prerequisite:
   d. Have Course Change proposals been submitted to make prerequisite changes? No
   e. List which other departments or programs will use this course:
      The course will be cross-listed as a HIST and ASIAN course.

33. Required Student Course Materials:
   a. Textbooks:

<table>
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<tr>
<th>b. Manuals:</th>
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<tr>
<td>c. Periodicals:</td>
</tr>
<tr>
<td>d. Software:</td>
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<tr>
<td>e. Other:</td>
</tr>
<tr>
<td>f. Accessibility Materials: Yes</td>
</tr>
<tr>
<td>g. Accessibility</td>
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34. **Writing Component (300 level courses or above):**

| Review papers; research paper; quizzes; midterm examination; final examination. |

35. **Grading Standards:**

<table>
<thead>
<tr>
<th>Review papers: 10% (40 points [4 x 10 points])</th>
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<tbody>
<tr>
<td>Peer review: 5% (20 points)</td>
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<tr>
<td>Research paper: 25% (100 points)</td>
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<tr>
<td>Quizzes: 10% (40 points [2 x 20 points])</td>
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<tr>
<td>Midterm examination: 25% (100 points)</td>
</tr>
<tr>
<td>Final examination: 25% (100 points)</td>
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36. **Graduate Student Requirements (500 level courses):**

| a. For 500 numbered courses, specify any special assignments for graduate students: |
| N/A |
| b. For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify: |
| N/A |

37. **Student Learning Outcomes:**

1. **Outcome 1:**
   - i. DISCUSS, IDENTIFY, and EXPLAIN topics, themes, events, places, and people related to the Vietnamese struggle for national liberation and reunification and the American military intervention in Vietnam, including appeal of communist in the Third World, socialist internationalism, American diplomacy and militarism.
   - ii. **Course Activity:**
     | Review papers; peer review; in class lectures; outside readings; peer feedback. |
   - iii. **Assessment Strategy:**
     | Students will produce 4 assessments of assigned readings as review papers. Each assessment must: include 5-6 “bullets” succinctly summarizing the most important issues raised in the readings; and include a substantive critical response (i.e., What are your overall thoughts on the information/history presented in the readings?) comprising “lessons learned” about the history of the Vietnam War from the readings. Students will exchange a rough draft of their final paper with one of their peers. Each student will then proceed to evaluate and comment on their peer’s paper, as well as correct spelling, grammatical, and stylistic errors in the draft paper. Students should also critique the paper’s analytical foundation. |

2. **Outcome 2:**
   - i. ANALYZE through writing the relationships between “superpowers” and newly-independent, decolonizing nations; national liberation and containment; states and the Cold War; and the socialist and capitalist camps.
   - ii. **Course Activity:**
     | Research paper; in class lectures; outside readings; peer feedback. |
   - iii. **Assessment Strategy:**
     | Students will produce a research paper on a relevant topic of their choice, pending approval by the instructor. The paper should revolve around one relatively narrow and precise research question, answerable using existing and readily available source material. |

3. **Outcome 3:**
   - i. DISTINGUISH among and describe political and philosophical currents that inspired and guided US and North Vietnamese policymakers.
   - ii. **Course Activity:**
     | Review papers; in class lectures; outside readings; peer feedback. |
   - iii. **Assessment Strategy:**
     | |
Students will produce 4 assessments of assigned readings as review papers. Each assessment must: include 5-6 “bullets” succinctly summarizing the most important issues raised in the readings; and include a substantive critical response (i.e., What are your overall thoughts on the information/history presented in the readings?) comprising “lessons learned” about the history of the Vietnam War from the readings.

4. Outcome 4:
   i. INVESTIGATE the emergence and perpetuation of ideas about nationalism, internationalism, containment, and counter-culturalism through the history of the war in different geographic contexts.
   ii. Course Activity:
       Review papers; in class lectures; outside readings; peer feedback.
   iii. Assessment Strategy:
       Students will produce 4 assessments of assigned readings as review papers. Each assessment must: include 5-6 “bullets” succinctly summarizing the most important issues raised in the readings; and include a substantive critical response (i.e., What are your overall thoughts on the information/history presented in the readings?) comprising “lessons learned” about the history of the Vietnam War from the readings.

5. Outcome 5:
   i. EXPLICATE the global ramifications and overall impact of the Vietnam War.
   ii. Course Activity:
       Quizzes; midterm examination; final examination; in class lectures; outside readings; peer feedback.
   iii. Assessment Strategy:
       The quizzes, midterm examination, and final examination will all assess students’ knowledge, requiring students to situate the Vietnam War within its global context and its short- and long-term consequences. The quizzes will focus on knowledge of specific details while the exams will use essays to assess broader knowledge.

38. Design and Conduct
   a. Include topics to be covered:
      i. Introduction
      ii. Pre-Modern & Colonial Vietnam
      iii. Origins of Vietnam’s Communist Movement
      iv. World War II & Containment
      v. The Franco-Vietnamese War, 1946-1954
      vi. Geneva Conference
      vii. Midterm Examination
      ix. US Military Intervention, 1964-65
      x. US Military Intervention, 1966-68
      xi. Global Response to US Intervention
      xii. US Military Intervention, 1969-73
      xiii. Quest for Peace & Paris Agreement
      xiv. Civil War, 1973-75
      xv. Lessons & Legacies
   b. Approximate time in number of weeks:
      i. 1
      ii. 1
      iii. 1
      iv. 1
      v. 1
      vi. 1
      vii. 1
      viii. 1
39. General Education:
   a. Section A:
      i. Outline Selection:
         I. Communication and Critical Thinking
         II. Foundations of Learning
         III. Lifelong Learning and Self-Development (Area E)
         IV. Explorations
            ☑ C. Humanities and Fine Arts
      ii. Justify Classification:
         This is a History course based on interpretation of writings and thus a Humanities course.
   b. Section B:
      Explorations - Humanities and Fine Arts
      Goal 1: Analyze advanced level written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
      Activity:
      Review papers, research paper.
      Assessment:
      Students must summarize the most important points in readings, identifying cultural and historical context, including a substantial critical response on "lessons learned" from the Vietnam War. Research papers will be graded for students' ability to explain cultural and historical context, among other factors. Note: connects to course SLOs #1 and 4.
      Goal 2: Develop a greater understanding and familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
      Activity:
      Quizzes; midterm examination; final examination.
      Assessment:
      Quizzes and exams will include questions about value systems involved in the Vietnam War era, including geopolitical environment, cultural sensitivity in decision-making about the war. Note: connects to course SLOs #3 and 4.
      Goal 3: Argue from an enhanced awareness of multiple perspectives about issues in the humanities that have personal and global relevance.
      Activity:
      Review papers.
      Assessment:
      Review papers will require students to summarize the main points in readings that will be chosen in part to present multiple global perspectives on the Vietnam War; the substantive critical response will require students to focus on personal relevance by asking them about "lessons learned" from the war. Note: connects to course SLOs #1, 2, 4 and 5.
      Goal 4: Demonstrate the ability to approach advanced complex problems and ask complex questions drawing from an enhanced knowledge of the humanities.
Activity:

Review papers; research paper; midterm examination; final examination.

Assessment:

All written assignments will be evaluated on students' ability to think deeply about the Vietnam War: causes and outcome, geopolitical and historical context, cultural differences and misinterpretations, and other complex issues. Note: connects to course SLO #5.

c. Section C:

i. 1. Construct, analyze, and communicate arguments.

Course Work:

All written assignments and in-class discussion of readings.

Assessment:

Review papers will be graded for students' ability to summarize and analyze arguments. Their research papers will be grade for their ability to construct and communicate an argument with evidence. Peer reviews will be graded for their ability to analyze each others' arguments. Quizzes and exams will be graded for students' abilities to analyze arguments.

ii. 2. Apply theoretical models to the real world.

Course Work:

Assessment:

iii. 3. Contextualize phenomena.

Course Work:

Required readings and in-class discussions of them; also written assignments.

Assessment:

Readings will contextualize the Vietnam War from multiple perspectives, and students will be graded on their ability to summarize these readings in their review papers. In their research papers, students will be graded on their ability to contextualize the topic they have chosen within the broader Vietnam War era and conflict.

iv. 4. Negotiate differences.

Course Work:

Assessment:

v. 5. Integrate global and local perspectives.

Course Work:

Required readings that relate war in Vietnam to cultural and political relations of other regions of the world; in-class discussions and writing assignments.

Assessment:

Readings will highlight different aspects of the global experience of the Vietnam War, and students will be graded on their ability to analyze these readings in their review papers. In the substantive critical response, students will be graded on their ability to compare these global perspectives to local ones, answering the question about what "lessons were learned" from the war and the era.

vi. 6. Illustrate relevance of concepts across boundaries.

Course Work:
The emphasis of this course is on Vietnam in its southeast Asian and global context. It will include readings and themes not only on Vietnamese culture and how it was affected by the war, but also the involvement of neighboring nations (Laos, Cambodia) as well as the US, China, France, and others. The intention is for students to think broadly about cultural differences, and how these factors impacted the war.