

Term Information

Effective Term Spring 2014
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of Global Studies GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3580
Course Title	The Vietnam War
Transcript Abbreviation	Vietnam War
Course Description	Study of the background, causes, conduct, and consequences of the Vietnam War, 1945-1975.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Previous Value

Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.

Exclusions

Not open to students with credit for 308

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

History 308: The Vietnam War

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- French conquest and colonial rule
- The Vietminh and Dau Trahn
- World War II and Japanese occupation
- French re-occupation and the outbreak of hostilities
- French pacification efforts and counterinsurgency warfare
- Dien Bien Phu
- Formation of North and South Vietnam
- Ngo Dinh Diem's rise and fall
- American intervention

COURSE CHANGE REQUEST
3580 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/24/2013

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3580 Vietnam War Joe Guilmartin with rationale.doc
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:29 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 11:48 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 11:50 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:50 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:29 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	02/28/2013 10:59 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 11:00 PM	Unit Approval
Approved	Heysel,Garett Robert	03/24/2013 07:36 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/24/2013 07:36 PM	ASCCAO Approval

History 3580: The Vietnam War

AUTUMN 2012

History 3375

T/Th, 11:10–12:30

Mendenhall Lab 0115

INSTRUCTOR

Prof. Guilmartin

guilmartin.1@osu.edu

OFFICE HOURS

T/Th, 10:00–11:00, and by appt.

269 Dulles Hall, 292-2447

Course Content and Philosophy

History 3580, *The History of The Vietnam War*, addresses the military history of Indochina from the earliest times through the Vietnamese invasion of Khymer Rouge-ruled Cambodia in 1978-79. The focus is on the period from the reactivation by Ho Chi Minh in 1941 of the *Viet Nam Doc Lap Dong Minh Hoi*, the "League for Vietnamese Independence", or Vietminh, through the fall of South Vietnam to invading communist forces in 1975.

The first block of instruction begins with an overview of the geography and pre-colonial history of Indochina; then surveys the Vietnamese struggle for independence from China and expansion to the south at the expense of Cambodia and Champa; the emergence of regional differences and internal stresses within the Vietnamese nation; and the imposition of French colonial rule, 1859-1893. The block concludes with an overview of the colonial period, the emergence of a modern Vietnamese identity, the struggle between nationalism and Marxism for the soul of Asia and the impact of World War II. The second block covers the French struggle to control French Indochina, 1945-54, first with the Japanese and then with the forces of Vietnamese patriotism ultimately harnessed by the communist-led Vietminh. The third block is devoted to South Vietnam's struggle to coalesce as a viable polity, initially aided by American military efforts to preserve South Vietnam as an independent, non-communist nation, a policy modified in the wake of the 1968 Têt Offensive to reflect a more modest commitment, at first implicitly, and then explicitly under the rubrics of Vietnamization and "Peace with Honor."

While the course addresses internal American politics as they influenced the conflict, the focus is on the situation on the ground in Indochina and the emphasis is on Vietnam. History 308 proceeds on the assumption that war is not an end in itself, but serves as a means to political ends. That assumption, supported by history and firmly embedded in the study of socially sanctioned, organized, armed violence—that is war—is subjected to critical examination. The course addresses field warfare, siege or positional warfare, the war of economic attrition and guerrilla warfare—in this case as a component of revolutionary warfare—as distinct branches of military theory and practice, both in terms of their relationships to one another and within the political and military context of the Indochina War.

History 308 is organized around four principal themes: **1**, the role of the peoples of Indochina in the conflict, particularly the Vietnamese; **2**, the influence of competing theories of war, especially Mao's theory of revolutionary warfare and its Vietnamese derivative *Dau Tranh*; **3**, the interplay between politics, or policy, and war, notably in the context of domestic American politics, from 1954 on; and **4**, in-depth analysis of selected military engagements as a means of developing a better understanding of the dynamics of the conflict. Subjects of particular interest are the psychology of war, with emphasis on the social dynamics of the primary combatant group; the development and application—or misapplication—of military technology; the tactical means by which armed force and forces were applied; the relationships among these

psychological, tactical and technological factors, and the recognition and exploitation of these considerations by leadership cadres in developing and implementing strategies.

Course objectives:

The principal objective is to familiarize the student with the basic issues and events of the Vietnam War in terms of the course themes outlined above, and to develop and refine his or her understanding of the nature of war and its capabilities and limitations as an instrument of policy. An important subsidiary objective is to give the student an understanding of the importance of cultural factors, particularly cross-cultural perceptions and misperceptions, in the formulation of policy and conduct of war.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course approaches the study of war with the working assumption that war is, at base, a social phenomenon. It approaches the study of the peoples and nations involved, principally Vietnam and the Vietnamese, France and the United States as a historical question in which the understanding of culture is central to understanding the historical process. **Historical methods:** The course combines a broad overview of the course and conduct of the Vietnam War with selected case studies of particularly important and/or illustrative political events and military campaigns and battles that explore in depth the goals and motivations of the actors, the factors that combined to produce the results and the ensuing consequences.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course examines debates over the factors that caused the subject peoples of France's empire in Indochina to resist French rule and ultimately to rise up in rebellion against it. It also examines the debate over the relative degrees to which Vietnamese resistance to the French was driven by nationalism and Marxist-Leninist ideology. The course pays particular attention to the debate over the degree to which the Vietnam War during its Americal phase, roughly 1955-1975, was a civil war and the degree to which it was a war of external aggression. Next, it examines the debate concerning the factors that drove the United States to intervene militarily in Vietnam. Finally, it explores the debate concerning the reasons for the defeat suffered by the United States and our Vietnamese allies. **Contemporary debates:** Attention to the ongoing debate over the legitimacy and effectiveness of the use of force as an instrument of foreign policy and what the Vietnam War has to tell us about that is an underlying theme for the entire course.
3. Through reading in primary and secondary sources and class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will display in the course examinations their ability to analyze in depth the various political, military and social events covered in the course and their effects.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through readings in the assigned texts, students critically examine the political, economic, social, cultural and philosophical development in the World. Note that several of the required texts are by and/or about Vietnam and Vietnamese culture by Vietnamese authors.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The impact of culture not only on the historical process, but on the manner in which it affects the historiography of Vietnam and the Vietnam war is central to the course
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. These factors played a major role in the causes and conduct of the Vietnam War and their coverage is central to the course
4. Carry out in-depth analyses in the course examinations comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues, including the impact of war on the historical process. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world. The Vietnam War took place during a period of globalization and has both cause and effect connections to the process.

Syllabus:

This syllabus is the basic guide to History 3580. In addition to laying out course requirements, schedule and reading assignments, it embodies an expanded outline of the course and is an implicit guide to the course methodology.

Course rules and requirements:

History 3580 has a quiz, two midterms and a final exam; you must complete all four to receive a grade. The exams test your knowledge of information and concepts contained in the texts and the lectures. Classroom attendance is expected. You must pay your course fees to receive a grade.

Scheduling and administration:

Class is from 1245 to 1405 (12:45 am to 2:05 pm) Tuesdays and Thursdays in Stillman Hall, Room 0100. My office is 148 Dulles Hall. My office hours are Thursdays 0930-11130. I will not hold office hours during finals week. I will normally be available after class for informal discussions and conferences. TA office hours will be announced in class. You may tape record my lectures, but only for your personal use and only with my explicit permission. You may not use iPhones, iPads, cell phones or laptops during exams. I do not permit professional note-taking. If you have a learning disability or are not a native English speaker, contact me and your TA as soon as possible so we can make the appropriate arrangements to maximize your learning outcome. **Enrollment is your responsibility; you must be officially enrolled by the end of**

the second full week of the semester, that is by close of business Friday 31 August. **No add requests will be approved subsequently.**

Guest Lecturers:

The Vietnam War generated an intense and divisive political debate and is still fresh in the memory of those whose lives it touched. As a result, many who were involved in the conflict find it difficult to approach in an objective and detached manner. For the same reason, however, first hand testimony by participants is a particularly valuable learning device. I therefore invite individuals who were involved in the Vietnam War—all veterans, though not all in the usual sense—to address the class. Their involvement in the war includes service as military officers and enlisted personnel, as civilian advisors and as anti-war activists, to name a few. They are not listed in the syllabus due to scheduling uncertainties.

Grading and Examinations:

The quiz counts for 10% of your grade, each midterm counts for 25% and the final counts for 40%. While the examinations test your knowledge of information contained in the basic texts and course lectures, you are not restricted to them in your answers but may use any relevant and credible information gained elsewhere.

The examinations are designed to test your ability to organize, analyze, and explain what you know, more than to find out what you do *not* know. They contain a relatively small number of "objective" questions (short answer identifications and definitions, map questions and the like) and are based on a large number of optional one page essay questions. The quiz is a shorter exam with the same format, given early in the course to accustom you to the examination format.

The midterms and final will require you to answer from four out of six to six out of ten short answer questions and write three one-page essays. The one page essay questions are typically printed at the top of a sheet of bond paper (the same size as this one) and must be answered on the same side of the same page with allowances for those with large handwriting whose answers may spill over onto another page. You will typically have ten to twelve options from which to select the three essays to write. Both short answer and one page essays include questions requiring you to display or interpret information on maps you will be required to answer one or two of these. One of the one page essays will be a notional scenario question requiring you to put yourself in the place of a historical actor and describe his or her circumstances and reaction to them. The subjects of notional scenario questions are ordinary citizens and combatants, male and female. The large number of options provides a positive incentive for increasing your depth of knowledge and understanding of selected portions of the course material, as opposed to superficially covering a greater breadth of material. In practical terms, this means that placing increased study effort in areas of particular interest to you should help rather than hurt you.

Grades:

History 3580 is graded on the basis of 1,000 points, allocated as follows:

Exercise	Date	Possible points
Quiz	Thursday 4 October	100 points
1 st Midterm	Thursday 30 October	250 points
2 nd Midterm	Thursday 20 November	250 points
Participation		50*
Final	Wednesday 12 December, 1000-1145	<u>400 points</u>
	TOTAL	1,000 points

Grading Policy: An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. In grading papers, I give a grade in the “B” range to papers I judge basically successful, and a grade in the “C” range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a higher or lower grade. An “A” paper therefore will be a paper that is not merely good, but genuinely outstanding.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. **If there will be a problem with the exam dates, you must let me know NOW during the first week of class.** Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Workbook:

A workbook based on the lecture slides and containing definitions, a pronunciation guide for Vietnamese words, maps, and charts, will be available from Barnes & Noble on High Street or the Campus Bookstore next to the By the Numbers Cafe for about \$13.00.

* These points are discretionary; they can be added to the total to reward effective class participation and/or improved performance during the course or subtracted to penalize unexplained absences, etc. If your attendance is good and you do not actively participate in classroom discussions, you will be neither rewarded nor penalized.

Required texts (on sale at the Student Book Exchange or available on line):

All of the following are required:

John F. Guilmartin, Jr., *America in Vietnam: The Fifteen Year War* (on line only; see below)

Truong Nhu Tang, *A Viet Cong Memoir: An Inside Account of the Vietnam War and Its Aftermath* (New York: 1985).

Stuart A. Herrington, *Stalking the Vietcong: Inside Operation Phoenix, A Personal Account* (Novato, California: 1997).

One of the following is required:

Bao Ninh, *The Sorrow of War* (New York: 1996; © Hanoi: 1988)

Robert Olen Butler, *A Good Scent from a Strange Mountain* (New York, 1993)

Duong Thu Huong, *Paradise of the Blind* (New York: 1993; © Hanoi: 1988)

— *Novel Without a Name* (New York, 1995; © 1995)

Optional Texts (on sale at the Student Book Exchange):

Philip Davidson, *Vietnam at War: The History, 1946-1975* (New York: 1988).

Bernard Fall, *Street Without Joy* (Harrisburg, Pennsylvania: 1964).

Chuck Gross, *Rattler One-Seven: A Vietnam Helicopter Pilot's War Story* (Denton, Texas: 2001).

Otto Lehrack, *No Shining Armor: The Marines at War in Vietnam* (Lawrence, Kansas, 1992).

Marshall L. Michel, III, *Clashes: Air Combat over North Vietnam, 1965-1972* (Annapolis, Maryland, 1997).

— *The Eleven Days of Christmas: American's Last Vietnam Battle* (San Francisco, 2002)

On-line Materials:

America in Vietnam: The Fifteen Year War (New York, 1991) is posted on the eHistory website <http://ehistory.osu.edu/vietnam/index.cfm>. Go to the home page and click on Vietnam War, then click on books. *America in Vietnam* is the first entry.

Readings:

America in Vietnam provides an analytical narrative of the French and American phases of the war; it is your basic course text. *A Viet Cong Memoir* written, by the National Liberation Front's Minister of Justice, embodies a political history of the Vietnam War from the anti-French, anti-capitalist perspective. Duong Thu Huong, *Paradise of the Blind* and *Novel Without a Name*; Bao Ninh, *The Sorrow of War*; and Butler, *A Good Scent from a Strange Mountain*; are fictional works that address the war from the Vietnamese viewpoint. *The Sorrow of War*, *Paradise of the Blind* and *Novel Without a Name* were all written by North Vietnamese participants in the war. *A Good Scent from a Strange Mountain* is a compilation of short stories based on the reminiscences of Vietnamese refugees living in Louisiana during the early 1990s. All four books are of exceptional literary merit.

The optional texts cover selected aspects of the conflict in greater depth and richness than the required texts. Read at least one, selected on the basis of your personal interests. Davidson, *Vietnam at War*, written by a retired US Army general who served in a senior capacity in Vietnam, is the best one volume military history of the conflict. Fall, *Street Without Joy*, was

written by a French soldier turned scholar who did much of his research on the ground in Indochina. Covering the French war and US involvement through 1964, it captures the human dimension of the war as no other historical account does and is widely regarded as a classic. Lehrack, *No Shining Armor*, an oral history of the Third Battalion, Third Marines, is perhaps the best single oral history to come out of the war. Herrington, *Stalking the Vietcong*, is a personal account of the revolutionary struggle in the south during the early 1970s. Written by one of the few American advisors to master the Vietnamese language and culture it contains significant insights into the motivation of the Vietnamese peasant. Michel, *Clashes*, is an analytical account of the US air war against North Vietnam; written by a former Air Force fighter pilot, it addresses operational issues credibly and critically. Michael's *Eleven Days of Christmas* is an operational history of the December 1972 American Linebacker II bombing campaign against North Vietnam. It convincingly portrays the campaign as a tactical triumph for the North Vietnamese and a close brush with disaster for the Americans. Gross's *Rattler One-Seven* is an exceptionally informative and well written memoir by a young Army helicopter pilot who saw extensive combat in support of ARVN ground forces in some of the most intense air mobile actions of the war.

Reading Assignments:

In the syllabus I have indicated reading assignments from certain of the optional texts to help you match readings with specific lessons. These apply to you only if you are reading the optional text or texts in question. Where the match between readings and lessons is obvious, as with *America In Vietnam*, I have not specified reading assignments by lesson.

Supplemental Bibliography:

The conflict in Southeast Asia became controversial during John F. Kennedy's presidency and still is. One product of that controversy was a flood of publications. Unfortunately, quantity and quality did not go hand in hand. To help you work your way through the morass, I have compiled a selective bibliography including works in a variety of genres ranging from official histories, to narrative accounts and memoirs, to works of fiction and poetry. I will provide copies to interested students on demand.

SYLLABUS:

<u>Date</u>	<u>Lesson Number</u>	<u>Lecture Topics and Reading Assignments</u>
BLOCK ONE: BACKGROUND		
Thursday 23 August	1	Myths, Misconceptions and Realities: Reflections on a Lost War. Workbook, i-vii; Lesson 1, pp. 4-6
Tuesday 30 August	2	War, Geography, Culture and History: The Theory and Practice of War; the Geography of Indochina; the Origins of Vietnam, Cambodia, Laos and Thailand. Davidson, <i>Vietnam at War</i> , ix-2, 35-40. Butler, <i>A Good Scent from a Strange Mountain</i> , 17-154. Duong, <i>Paradise of the Blind</i> , 259-267 (glossary).
Thursday 30 August	3	Chinese Rule and Vietnamese Civil Warthe South”; the Destruction of Champa and Contraction of the Khymer Kingdom; the Arrival of Europeans; the Trinh-Nguyen Civil Wars; the Tay Son Rebellion; French Intervention and Nguyen Victory; the Political and Social Structure of Vietnam under the Nguyen. Workbook, “The History of Vietnam from the Earliest Beginnings to 1802.”
Tuesday 4 September	4	French Conquest and Vietnamese Resistance, 1857-1893; Failure of the da Nang Expedition and the Seizure of Saigon; Tu Duc’s Disastrous Concession; Consolidation of French Control in Cochinchina, Annam and Tonkin; the 1885 Can Vuong Rebellion.
Thursday 6 September	5	French Colonial Rule: The Theory and Practice of Colonialism and the Emergence of Modern Vietnamese Political Culture; the Rise of Nationalism and Communism; Vietnamese Resistance to French Rule; the 1930 Uprisings. Truong , <i>A Viet Cong Memoir</i> , i-8.
Tuesday 11 September	6	World War II and French Indochina: Japanese Occupation; the 22 November 1940 Nam Ky Uprising; the March 1945 Japanese <i>Coup de Main</i> , the A Bomb and the End of the War; British Occupation in the South; Ho Chi Minh’s Declaration of Independence and Chinese Nationalist Occupation in the North. Fall, <i>Street Without Joy</i> , 1-26. Truong, <i>Viet Cong Memoir</i> , i-8.

BLOCK TWO: VIETNAM WAR I, THE FRENCH PHASE

- Thursday 13 September **7** The Struggle for Control of French Indochina, August 1945-March 1946: French Conquest of Cochinchina; the February 1946 Sino-French Accords and the French Expeditionary Force's Entry into Tonkin; the Outbreak of War in the North, the Battle of Hanoi and Initial French Success.
Davidson, *Vietnam at War*, 35-73.
- Tuesday 18 September **8** The Struggle for Control of French Indochina, April 1946-December 1949; Operation LEA, October-November 1947; *Dau Tranh*, the Theory and Practice of Revolutionary Warfare and Growing Vietminh Capabilities; "the Bao Dai Solution", 1948-1949; Chinese Communists Arrive at the Border, December 1949.
Davidson, *Vietnam at War*, 3-103.
Truong, *A Viet Cong Memoir*, 9-32.
Fall, *Street Without Joy*, 27-31, 131-143 ("The Women").
- Thursday 20 September **9** French Disaster on RC 4, October 1950
Davidson, *Vietnam at War*, 75-93.
- Tuesday 25 September **10** The War on the Ground, January 1951-May 1953; Vietminh General Counteroffensive, January-June 1951; Jean de Lattre de Tassigny and the French Riposte, November 1952-February 1953; the 1952-53 Winter Spring Campaign
Davidson, *Vietnam at War*, 95-160.
Fall, *Street Without Joy*, 32-130, 251-294 ("The Men").
- Thursday 27 September **11** Dien Bien Phu; Origins, Plans and Expectations; Operations from the 20 November 1953 Parachute Drop through the Initial Vietminh Assault, 13-15 March 1954.
Davidson, *Vietnam at War*, 161-240.
Fall, *Street Without Joy*, 312-329.

- Tuesday 2 October **12** Dien Bien Phu, from the Vietminh Second Wave Attacks to the Bitter End, 30 March-7 May; Causes of Failure and Success; Dien Bien Phu's Consequences.
- Mini-lecture: War in the Villages: Loyalties and Commitments, the Operational Minuet, Agitprop, Security Forces and Main Force Battalions.
- Davidson, *Vietnam at War*, 283-309 (lessons 7 and 8).
Truong Nhu Tang, *A Viet Cong Memoir*, 33-101.
Fall, *Street Without Joy*, 295-311, 330-342, 185-250.
Duong Thu Hong, *Paradise of the Blind*, all, esp. 5-9.

- Thursday 4 October **13** **QUIZ**

BLOCK THREE: VIETNAM WAR II, THE AMERICAN PHASE

- Tuesday 9 October **14** Realignment, 1954-56: Land Reform in the North; Ngo Dinh Diem's Consolidation of Power in the South.
- Davidson, *Vietnam at War*, 283-310.
Truong, *Viet Cong Memoir*, 33-62.
- Thursday 11 October **15** The Rising Tide of War, 1957-1963: The Laos Crisis; Growing Opposition to Diem, the "Buddhist Problem" and the role of the American News Media; the Victory of the "Southern Faction" in Hanoi; US Military Advisory Efforts through the Battle of Ap Bac, 2 January 1963
- Truong, *Viet Cong Memoir*, 63-86.
- Tuesday 16 October **16** War on the Ground, Winter 1963-Summer 1964; the Overthrow of Ngo Dinh Diem; Communist Successes and Political Chaos; the Deployment of PAVN Units to the South.
- Mini-lecture: The Overthrow of Ngo Dinh Diem.
- Davidson, *Vietnam at War*, 311-386.
Truong, *Viet Cong Memoir*, 86-116.
Fall, *Street Without Joy*, 343-end.
- Thursday 18 October **17** War on the Ground, Autumn 1964-Summer 1965: The 1964 Presidential Election Campaign and LBJ's Hopes and Fears; the August Gulf of Tonkin Incidents; the Rise of Nguyen Cao Ky and Nguyen Van Thieu; ARVN Near Disaster and US Intervention in Force.
- Mini-lecture: The United States Marine Corps.

- Micro-lecture: Lyndon Johnson, the 1964 Election, “Guns and Butter” and Selective Service
 - Micro-lecture: Who Fought in Vietnam?
- Tuesday 23 October **18** ROLLING THUNDER, 5 March 1965-31 July 1968: Air Power and Graduated Escalation.
- Mini-lecture: The US Air Force and Naval Aviation.
- Davidson, *Vietnam at War*, 387-424.
Butler, *A Good Scent from a Strange Mountain*, 1-16, 155-234.
Michel, *Clashes*, 1-178.
- Thursday 25 October **19** The War on the Ground, Autumn 1965-December 1967: Search and Destroy at High Tide; Internal Power Struggles in the North and Attrition in the South.
- Mini-lecture: The US Army and Air Mobility.
- Davidson, *Vietnam at War*, 387-472.
Gross, *Rattler One-Seven*, 1-90.
Herrington, *Stalking the Vietcong*, v-40.
- Tuesday 30 October **20** **1st MIDTERM**
- Thursday 1 November **21** American Politics, 1964-70, From Simmerings of Discontent to Kent State.
- Mini-lecture: The Civil Rights Movement.
 - Micro-lecture: Television and the Changing Technology of News Gathering and Dissemination.
- Tuesday 6 November **22** Têt 1968: Political, Military and Diplomatic Origins; Plans and Expectations; the Role of Intelligence.
- Davidson, *Vietnam at War*, 473-528.
Truong, *Viet Cong Memoir*, 117-144.
Herrington, *Stalking the Vietcong*, 41-186.
Bao Ninh, *Sorrow of War* (finish before the 2nd Midterm)
- Thursday 8 November **23** Têt 1968: Conduct, Outcome and Consequences; Westmoreland’s Abbreviated Truce, Weyand’s Re-deployment of Forces and the Failure of the First Wave Attacks; the Role of the News Media; the New Hampshire Primary and LBJ’s Decision to Terminate Rolling Thunder
- Davidson, *Vietnam at War*, 529-574.

- Tuesday 13 November **24** Airpower *versus* Logistics: the US Navy and Air Force Against the Ho Chi Minh Trail.
Michel, *Clashes*, 49-130.
- Thursday 15 November **25** The War on the Ground, 1968-1974: The Social and Political Realities of Vietnamization; the Cambodian Incursion and Lam Son 719.
• Mini-lecture: The War in Laos.
Gross, *Rattler One-Seven*, 91-end.
Davidson, *Vietnam at War*, 575-672.
Truong, Viet Cong Memoir, 145-98.
Herrington, *Stalking the Vietcong*, 187-end.
- Tuesday 20 November **26** **2nd MIDTERM**
- Tuesday 27 November **27** The US Pulls Out: The 1972 Easter Offensive and the American Response; the LINEBACKER Bombing Offensives and the Paris Accords.
• Mini-lecture: LINEBACKER II
Davidson, *Vietnam at War*, 673-766.
Truong, Viet Cong Memoir, 199-252.
Michel, *Clashes*, 181-end.
Michel, *The Eleven Days of Christmas*, all
- Thursday 29 November **28** 1975, The Year of the Hare: The Collapse of Cambodia; the Ho Chi Minh Offensive and the Fall of Saigon.
• Mini-lecture: The Ho Chi Minh Offensive and Saigon Evacuation.
Davidson, *Vietnam at War*, 765-794.
Truong, Viet Cong Memoir, 219-70.
Cao Van Vien, *The Final Collapse* (all)
- Tuesday 4 December **29** Aftermath to Armageddon: The Killing Fields; the Vietnamese Invasion of Cambodia; the 1978-79 Sino-Vietnamese War; Asian and American Perspectives and Consequences; What Ifs and Might Have Beens.
Butler, *A Good Scent from a Strange Mountain*, 235-249.
Davidson, *Vietnam at War*, 795-812.
Truong, Viet Cong Memoir, 291-end.

Wednesday 12 December **FINAL EXAM**
1000-1145 (10:00-11:45 pm)

Plagiarism:

All work submitted must represent your own knowledge and original work unless otherwise indicated. Using material from other sources is fine so long as it is properly identified, however you may not use notes or on-line references during examinations. When quoting directly, enclose the passage in question in quotation marks and identify the source in the text or in a footnote. When paraphrasing, identify your source. Failure to do so is plagiarism, a serious offense that can result in loss of credit or dismissal. When in doubt, indicate your source. OSU's policy on academic misconduct is laid out at <http://oaa.osu.edu/coam/faq.htm/>

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.