

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2019

Course Change Information

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

Online teaching approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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)?

n/a

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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
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 or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

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

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the Vietnam War from a broad perspective, including the political, social, and international context of the war.
- Students will develop and improve their skills in analyzing historical data, assessing arguments, and drawing informed conclusions.
- Students will cultivate logical and persuasive communication skills.

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

Sought Concurrence

No

COURSE CHANGE REQUEST
3580 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
02/13/2021

Attachments

- DL History 3580 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- Hist 3580 checklist.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3580 Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- Please attach in-person syllabus for comparative purposes. *(by Vankeerbergen,Bernadette Chantal on 02/12/2021 10:17 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	02/11/2021 01:38 PM	Submitted for Approval
Approved	Elmore,Bartow J	02/11/2021 01:39 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/12/2021 10:17 AM	College Approval
Submitted	Heikes,Jacklyn Celeste	02/12/2021 10:21 AM	Submitted for Approval
Approved	Elmore,Bartow J	02/12/2021 01:49 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/13/2021 09:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	02/13/2021 09:03 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3580

THE VIETNAM WAR

AUTUMN 2020

Course overview

Instructor

Instructor: Dr, James Genova
Email address: Genova.2@osu.edu
Phone number: 740 725 6215
Office hours: TR 1:00-2:00 PM
Office Location: Carmen Zoom

Course description

This course examines one of the most significant global events of the twentieth century: The long conflict in Vietnam and Southeast Asia. The roots of the devastating war that engulfed Southeast Asia between 1946 and 1991 can be traced to the French conquest of the region in the late 19th century. The decisions by French colonial rulers and the adaptations made by the subjugated populations shaped the political, economic, cultural, and social dynamic of the region over several decades. France's conquest of Vietnam, Cambodia, and Laos also integrated the region into the global politics of the 20th century and set the stage for the area being deeply impacted by the Second World War, making it a focal point of geopolitical interest among contending great powers. The early anti-colonial movements founded by the 1920s blossomed during the Second World War and formed the basis for the August Revolution during which Ho Chi Minh declared Vietnam's independence. France's determination to reclaim its colonial rule over Indochina and its inability to make good that project without assistance from the U.S. drew the region into the escalating Cold War between the Soviet Union and United States. The First Indochina War (1946-1954) failed to resolve the issues that emerged from the Second World War or to satisfy the aspirations for complete independence expressed by the region's peoples. Those tensions led to the resumption of war and growing U.S. direct intervention in the region, the Second Indochina War (1965-1975). That conflict went global through the Cold War rivalries, the Sino-Soviet split, and the anti-war movement. It was resolved with Vietnamese unification and independence as well as the triumph

of Communism in Southeast Asia. However, peace eluded the region and by the end of the 1970s war had returned. The region remained engulfed in conflict until the end of the Cold War in the 1990s. With the advent of globalization and the urgent task of reconstruction, Vietnam and its neighbors underwent significant reforms. The wider world also began to come to terms with its role in the region's history, finally addressing the legacy of the Vietnam War as the 21st century began. The objective of this class is to provide a deeper understanding of the conflict that defined much of modern Vietnamese history as well as comprehend the ways in which that conflict impacted the 20th century world. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and two short papers. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

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.

Diversity:

Goals:

Students understand the pluralistic nature of institutions, society, and culture of the wider world in order to become educated, productive, and principled citizens.

Global Studies:

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.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course materials

Christopher Goscha, *Vietnam: A New History* Eighteenth Edition (New York: Basic Books, 2016).

Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (Oxford and New York: Oxford University Press, 2008).

Michael H. Hunt, ed., *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives* (Chapel Hill, University of North Carolina Press, 2010).

Mark Atwood Lawrence, ed., *The Vietnam War: An International History in Documents* (Oxford and New York: Oxford University Press, 2014).

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Online Discussions	15%
Weekly Short Writing Assignments	15%
Essay 1	15%
Essay 2	15%
Mid Term Exam	20%
Final Exam	20%
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Carmen website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will open with each module on every Monday of the semester (except week 1 when it will open on Tuesday) and students are expected to have made their interventions by the end of the day on Sunday of that week (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Essay Assignments:

The papers are designed to explore specific topics in greater detail. Two weeks prior to its due date, the instructor will distribute the assignment that will be the basis for each of the papers. It will make use of the documents in your readers. No outside research is required for this paper. The paper must meet the following requirements:

Margins: Left and Right 1.25", Top and Bottom 1"

Tabs to indent first lines of paragraphs 0.5"

All work must be Double-Spaced

Typed or computer generated

12 pt. text size

Times New Roman font

No extra spacing between paragraphs

No sub-heads

No footnotes or endnotes

All pages must be numbered at the bottom center

References (citations) formulated as: following the citation (author's last name: p. #)

Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.

Length is 5 (FIVE) pages minimum; 7 (SEVEN) pages maximum

Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

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/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25 - 30	<p>Video Lecture – Vietnam before Colonialism</p> <p>Readings: Goscha, <i>Vietnam</i>, Introduction and Ch. 1</p> <p>Assignments: Online Discussion #1 Short Writing Assignment #1</p>
2	Aug 31 – Sept 6	<p>Video Lecture 1 – French Conquest and Administrative Organization</p> <p>Video Lecture 2 – Transformation of Indochinese Society and Culture</p> <p>Readings: Goscha, <i>Vietnam</i>, Chs. 2-6</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	Sept 7 - 13	<p>Video Lecture 1 – Rise of Anti-Colonialism: Communism and Ho Chi Minh</p> <p>Video lecture 2 – Indochina and the Second World War</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 7 Lawrence, <i>The Vietnam War</i> (text), Introduction and Ch. 1 Hunt, <i>A Vietnam War Reader</i>, pp. 1-20 Lawrence, <i>The Vietnam War</i> (reader), Ch. 1</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3</p>
4	Sept 14 - 20	<p>Video Lecture 1 – Resistance and Revolution</p> <p>Video Lecture 2 – The French Re-Conquest</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 8 Lawrence, <i>The Vietnam War</i> (text), Ch. 2 Lawrence, <i>The Vietnam War</i> (reader), Ch. 2</p> <p>Assignments: Online Discussion #4 Short Writing Assignment #4</p>
5	Sept 21- Sept 27	<p>Video Lecture 1 – Cold War and Triumph of the Viet Minh</p> <p>Video Lecture 2 – The DRV and Regional Politics</p>

		<p>Readings: Goscha, <i>Vietnam</i>, Ch. 9 Hunt, <i>A Vietnam War Reader</i>, pp. 21-40 Lawrence, <i>The Vietnam War</i> (reader), Ch. 3</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	Sept 28 – Oct 4	<p>Video Lecture 1 – South Vietnam, Cambodia, and Laos after 1954 Video Lecture 2 – Repression and Uprising in South Vietnam</p> <p>Readings: Lawrence, <i>The Vietnam War</i> (text), Ch. 3 Hunt, <i>A Vietnam War Reader</i>, pp. 41-45</p> <p>Assignments: Online Discussion #6 Short Writing Assignment #6</p>
7	Oct 5 – Oct 11	<p>Video Lecture 1 – DRV and International Relations Video Lecture 2 – A Coup and Growing U.S. Involvement</p> <p>Readings: Lawrence, <i>The Vietnam War</i> (text), Ch. 4 Hunt, <i>A Vietnam War Reader</i>, pp. 46-56 Lawrence, <i>The Vietnam War</i> (reader), Ch. 4</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7 Paper Assignment #1 due 11 October</p>
8	Oct 12 - 18	<p>Mid-Term Exam: Window available on Carmen Course Site Monday 12 October</p> <p>Video Lecture – U.S. Escalation in Vietnam (1965-1967)</p> <p>Readings: Lawrence, <i>The Vietnam War</i> (text), Ch. 5 Hunt, <i>A Vietnam War Reader</i>, pp. 57-84 Lawrence, <i>The Vietnam War</i> (reader), Ch. 5</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p>
9	Oct 19 - 25	<p>Video Lecture 1 – Sino-Soviet Rivalry and Indochina (1965-1967)</p>

		<p>Video Lecture 2 – The Tet Offensive (1968)</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 10 Lawrence, <i>The Vietnam War</i> (text), Ch. 6 Hunt, <i>A Vietnam War Reader</i>, pp. 85-99 Lawrence, <i>The Vietnam War</i> (reader), Chs. 6-7</p> <p>Assignments: Online Discussion #9 Short Writing Assignment #9</p>
10	Oct 26 – Nov 1	<p>Video Lecture 1 – Anti-War Movement and Radicalization (1965-1969) Video Lecture 2 – War and Peace in Indochina (1969-1973)</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 11 Lawrence, <i>The Vietnam War</i> (text), Ch. 7 Hunt, <i>A Vietnam War Reader</i>, pp. 100-184 Lawrence, <i>The Vietnam War</i> (reader), Ch. 8</p> <p>Assignments: Online Discussion #10 Short writing assignment #10</p>
11	Nov 2 - 8	<p>Video Lecture 1 – Triumph in Vietnam, Cambodia, Laos (1973-1975) Video Lecture 2 – Reconstruction in Vietnam, Genocide in Cambodia</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 12 Hunt, <i>A Vietnam War Reader</i>, pp. 185-196 Lawrence, <i>The Vietnam War</i> (reader), Ch. 9</p> <p>Assignments: Online Discussion #11 Short Writing Assignment #11</p>
12	Nov 9 - 15	<p>Video Lecture 1 – The Cold War in Post-War Indochina Video Lecture 2 – Vietnam, Cambodia, and China (1978-1981)</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 13 Lawrence, <i>The Vietnam War</i> (text), Ch. 8</p> <p>Assignments: Online Discussion #12 Short Writing Assignment #12</p>
13	Nov 16 - 22	<p>Video Lecture 1 – Endless War in Cambodia Video Lecture 2 – Vietnam’s Move to Reform and the End of the Cold War</p> <p>Readings: Goscha, <i>Vietnam</i>, Ch. 14</p> <p>Assignments: Online Discussion #13</p>

		Short Writing Assignment #13
14	Nov 23 – 29	Thanksgiving week- no assignments or readings
15	Nov 20 – Dec 6	<p>Video Lecture 1 – Vietnam in the Era of Globalization Video Lecture 2 – Global Legacies of the Vietnam War</p> <p>Readings: Goscha, <i>Vietnam</i>, Conclusion Hunt, <i>A Vietnam War Reader</i>, pp. 197-208 Lawrence, <i>The Vietnam War</i> (reader), Ch. 10</p> <p>Assignments: Online Discussion #14 Short Writing Assignment #14 Paper Assignment #2 due 6 December</p>
16	Dec 7-9	<p>Video Lecture – The Vietnam War in Global Culture</p> <p>Readings: None Assignments: Online Discussion #15 Short Writing Assignment #15</p>

*****Final Exam Window Opens Friday 11 December 2020*****

HIS 3580: The Vietnam War

History 3580
Class # 11198
T, TH, 12:45- 2:05 PM
Page Hall, room 020

Dr. Mitchell Lerner
Mershon Center, 1501 Neil Ave, room 305
Office Hours: T, TH, 10:00-12:00
Phone: 740-258-8348 (cell)
E-mail: lerner.26@osu.edu

Teaching Assistant: Emily Fry <brownlee.45@buckeyemail.osu.edu>

Course Description:

This course will study the Vietnam War from a broad perspective. Although we will consider the military aspect of the conflict, we will study the political, social, and international context of the war as well. The class will examine the war, and the US role in it, from within a global perspective that traces its evolution from the collapse of European colonial empires after WWII through the years of the Cold War rivalry and beyond.

This course fulfills Group Global, post -1750 for history majors, and fits into the Human Conflict, Peace, and Diplomacy constellation. It also satisfies the General Education requirements in Diversity: Global Studies and in Historical Study.

Academic Objectives:

1. Students will gain a basic factual knowledge of this period of United State history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts or analogies.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a liberally-educated person.

GE Goals and Expected Learning Outcomes (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.

GE Goals and Expected Learning Outcomes (Diversity):

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 describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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.
3. 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.
4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

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/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to

discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information:
slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Electronic Device Policy:

No extraneous devices, including but not limited to such items as cell phones, laptop computers, blackberries, pagers, tablet PCs, digital recorders and cameras, beepers, iPods, MP3 players, iPads, camera phones, are permitted to be used during class unless the professor authorizes their usage for an academic purpose. Students with disabilities or exceptional needs who require electronic devices for their day-to-day functioning in the academic setting are to coordinate the use of electronics during class sessions with the course professor.

Course Requirements:

1. The course will be conducted through lectures and class discussion. Students are strongly encouraged to raise questions and make comments in class. Class attendance and active participation will thus count significantly toward the course grade.
2. Students are required to complete each reading assignment on the date that it is assigned, and should be prepared to discuss it in class. Keeping abreast of the readings will facilitate understanding of the lectures. It is highly recommended that students take notes of the readings in order to help them with weekly discussion sessions.
3. Students are responsible for all material presented in the lectures and discussions. Regular attendance is therefore essential, and will be part of your grade.
4. Students will be required to complete a long research paper on a topic of his/her choice related to the Vietnam War. All paper topics must be approved by the instructor in advance through the research prospectus requirement. The paper must be 10-15 pages, must be typed, and must conform to accepted rules of grammar and style. Whenever possible, papers should make use of primary sources. Papers are due on **November 22, at the end of class**, and late papers will be accepted only under the most extraordinary circumstances.
5. Students are required to submit a research prospectus on or by the date of **November 1, at the end of class**. The prospectus should consist of three parts: 1) a tentative thesis statement, indicating what the central argument of the paper will be or the specific area to be examined; 2) a 1-2 paragraph description of the focus of the paper; and 3) a brief list of sources to be used, which should include both secondary and primary sources.
6. Students are required to write a series of short papers on narrowly focused topics assigned by the instructor. These papers must be typed, and **may not exceed three pages**, with standard format and layout (12 point font, double-spaced, one-inch margins). Papers are designed to ensure that students are familiar with the central topic of discussion for that day, and thus no late papers will be accepted except under unusual circumstances.
7. Students are required to complete a take-home final exam, to be distributed the final day of class. The exam must be returned by **December 13 at 4:30 PM**.
8. Students are expected to conform to established classroom etiquette. Disruptive behavior, such as smoking, sleeping, talking and persistent tardiness is unfair both to the instructor and to serious students, and will not be tolerated.
9. Students will scrupulously observe all university policies on academic honesty. All cases of academic dishonesty will result in a failing grade for the course, in addition to any sanctions imposed by the university.

10. The instructor reserves the right to make jokes whenever the spirit so moves him. Students are expected to laugh uproariously every time they hear one, regardless of whether or not it is actually funny.

Grading:

Your course grade will be determined according to the following breakdown:

- 40%: Short papers
- 30%: Research Paper
- 5%: Research Prospectus
- 15%: Final exam
- 10%: Attendance and Participation

To earn an “A” for the class, students must attain a final average of 89.5%; to make a “B,” the average must be 79.5%; to make a “C” the average must be 69.5%; to make a “D” the average must be 62.0%. Anything below 62.0% will be considered failing.

Required Reading:

Five books are required for the course, all of which can be purchased at SBX. If you purchase them on-line, be sure to get the correct edition. The books are as follows:

Tu Binh Tran, with David Marr (editor), *Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation* (Ohio University, 1985)

Michael Hunt, *Lyndon Johnson's War: America's Cold War Crusade in Vietnam* (Hill & Wang, 1997)

David Levy, *The Debate Over Vietnam* (Johns Hopkins, 1995, 2nd edition)

Kyle Longley, *The Morenci Marines: A Tale of Small Town America and the Vietnam War* (Kansas, 2015)

Troung Nhu Tang, *A Vietcong Memoir: An Inside Account of the Vietnam War and Its Aftermath* (Vintage, 1986)

There are also a number of short articles that are available through the course webpage on Carmen Canvas.

Course Schedule and Assigned Reading:

Week 1

Aug 23 Course Introduction

Aug 25 The “New” Imperialism in East Asia (Read French Prime Minister Jules Ferry, “On French Colonial Expansion” and “British Missionary Letters”)

Week 2

Aug 30 The Early Cold War

Sept 1 The Cold War and East Asia (Robert Jervis, “The Impact of the Korean War on the Cold War,” *Journal of Conflict Resolution*, December 1980, p. 563-590; Andrew Rotter, “The Korean War: A Cold War Turning Point,” *New England Journal of History*, Fall, 2003-Spring 2004, p. 69-79.

Week 3

Sept 6 The Cold War at Home

Sept 8 French Colonization (Michael Vann, “Of Rats, Rice, and Race: The Great Hanoi Rat Massacre,” in *French Colonial History*, 2003, Volume 4)

Week 4

Sept 13 Resistance and Rebellion

PAPER #1, on *Red Earth*: Pretend you are Tran Tu Binh. Write a response to Prime Minister Ferry’s speech based on your own experiences.

Sept 15: To Geneva and Beyond (Christopher Goscha, “Hell in a Very Small Place,” *European Journal of East Asia Studies*, Volume 9.2, 2010, p. 201-223)

Week 5:

Sept 20 Nation Building and Ngo Dinh Diem

Sept 22: All the Way with JFK? (James K. Galbraith, “Exit Strategy,” *Boston Review*, October/November 2003, on-line at: <http://new.bostonreview.net/BR28.5/galbraith.html>; Marc Selverstone, “It’s a Date: Kennedy and the Timetable for a Vietnam Troop Withdrawal,” *Diplomatic History*, Volume 34 #3, June 2010, p. 485-495)

Week 6:

Sept 27 Inside Vietnam (Ho Chi Minh speeches)

Sept 29 The Gulf of Tonkin and the Path to War

Week 7:

Oct 4 Lyndon Johnson's War

PAPER #2, on *Lyndon Johnson's War*: Is it accurate to describe the US-Vietnam War as "Lyndon Johnson's War"?

Oct 6 The International War

Week 8:

Oct 11 *Ode to My Father*

Oct 13 NO CLASS (Autumn break)

Week 9

Oct 18 Working Class War

PAPER #3, on *The Morenci Marines*: Although author Kyle Longley focuses his book on nine specific soldiers who served in Vietnam, he concludes that theirs is "an American tale for the Vietnam generation (p. 282)." How do the experiences of these men symbolize the story of many from their generation?

Oct 20 NO CLASS

Week 10:

Oct 25 Beyond Vietnam

Oct 27 The Living Room War (Andrew Huebner, "Rethinking American Press Coverage of the Vietnam War, 1965-68," *Journalism History*, Fall 2005, Volume 31, issue 3, p. 150-161; William M. Hammond, "The Press in Vietnam as Agent of Defeat: A Critical Examination," *Reviews in American History*, June 1989, Volume 17, #2, p. 312-323.

Week 11:

Nov 1 1968 (RESEARCH PROSPECTUS DUE)

Nov 3 The War at Home

Week 12

Nov 8 The War at Home

PAPER #4, on *The Debate Over Vietnam*. In the preface to his book, David Levy writes that this is a story of "how [an] ideology was originally woven together, how it came under unbearable stress during the Vietnam War and eventually tore apart" (p. xiv). What were the ideas that were central to that ideology, and how exactly were they torn apart?

Nov 10 The Covert War

Week 13

Nov 15 A Decent Interval

Nov 17 The Nixon Withdrawal

Week 14

Nov 22 *Hearts and Minds*

RESEARCH PAPERS DUE!

Nov 24 NO CLASS (Thanksgiving)

Week 15:

Nov 29 Exiting Vietnam

Dec 1 The Very Bitter End (**Read *A Vietcong Memoir***)

Week 16:

Dec 6 The War in History and Memory

Final exam distributed!

Final exam due December 13 at 4:30 PM

Vietnam War: On-line Resources

Bibliographies:

<http://edmoise.sites.clemson.edu/bibliography.html>
<http://rjensen.people.uic.edu/vietnam.html>
http://www.esuhistoryprof.com/vietnam_bibliography.htm

Primary sources:

<https://history.state.gov/historicaldocuments>
<https://www.mtholyoke.edu/acad/intrel/vietnam.htm>
http://avalon.law.yale.edu/subject_menus/indoch.asp
<http://academics.wellesley.edu/Polisci/wj/Vietnam/vietlink.html>
<http://edmoise.sites.clemson.edu/bibliography.html>
<http://www.cc.gatech.edu/~tpilsch/Vietnam.html>
<http://nsarchive.gwu.edu>
<http://www.vietnam.ttu.edu/virtualarchive/>
<http://millercenter.org/presidentialclassroom/exhibits%23vietnam#vietnam>
<http://www.lib.berkeley.edu/MRC/pacificviet.html#61anti>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3580
Instructor: Jim Genova
Summary: The Vietnam War

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.