NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Note to instructors: Orange text is provided as a guide for you. When you return your generic syllabus for posting in the schedule of classes, please ensure that all text is in black font. Return your generic syllabus to Ecampus Syllabi.

Course Name: The US and Vietnam – 1945-1995
Course Number: 488/588
Term Offered:
Credits: 4
Prerequisites: instructor’s permission
Instructor name:
Instructor email: Please provide a valid OSU email account.
Instructor phone: 541 737 1868
Link to instructor bio or website: none
Teaching Assistant name and contact info: none

The Vietnam War was highly divisive with repercussions that last until today. For some the war was the vindication of or argument against American ‘exceptionalism’. This class is important in order to provide students a look into the roots of today’s deep divide within the United States.

Course Description
Students will examine the Vietnam War within the context of the Cold War and the rise of nationalism in former European colonies. The class will cover not only the military aspects of the conflict but also the political, social, economic, scientific and moral issues as well.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
Learning Resources
Texts:
2) Graham Greene, *The Quiet American*

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](https://osubookstore.oregonstate.edu) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](https://ecampus.oregonstate.edu). For technical assistance, please visit [Ecampus Technical Help](https://ecampus.oregonstate.edu).

Bacc Core Learning Outcomes
Students in Contemporary Global Issues courses shall:
1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Measurable Student Learning Outcomes
A. Based on the final exam, students will be able to:
   a. Describe the major powers and personalities from Vietnam
   b. From map questions, identify key areas of conflict
   c. Define key terms from the war

B. From assignments in “Major Problems in the History of the Vietnam War, students will be able to:
   a. Describe key points from primary documents and summarize major arguments from concluding essays written by distinguished experts in the field.
   b. Provide through on-line discussion and written essays will demonstrate the complexities of the historical problem discussed in the chapter, compare and contrast the historical arguments made regarding each problem, evaluate the strengths and weaknesses of each argument, then produce a new hypothesis addressing the historical problem.

C. From the large comparative paper, students will identify a key issue of the war (ex. US and North Vietnam’s definition of ‘victory’…). Then information from primary and established secondary sources will be collected, compared and contrasted with each other, in order to produce an evaluation of how well each waged war with there concept of victory in mind.
D. From the book review *The Quiet American*, students will be able to appreciate and utilize fictional works in an historical setting.

**Bacc Core / Slash Course**
- **Baccalaureate Core**
  Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Synthesis category under Global issues.
- **Slash Courses**
  Graduate Learning Objectives: This course would be available for both undergraduate and graduate credits. The learning outcomes and amount of work for graduate students would be greater. For graduate students therefore two additional book reviews will be required. The books will be chosen from the *Further Reading* which is found at the end of each chapter. The results will be delivered during a pre-arranged one hour session with the instructor, either on-line or on campus. Book one will be discussed during week 5 and book two during week 9.

**Evaluation of Student Performance**
There will be a total of 1000 points to be earned in this class divided in the following manner:
- Final exam – essay format 200
- Book Review of *The Quiet American* 100
- 2 chapter analysis from *Major Problems…* (150 each) 300
- Comparative paper 300
- On-line blog 100
- **Total:** 1000

**Grading Scale**
- A: 1000-930
- B+: 899-870
- B: 869-830
- B+: 899-870
- C+: 799-770
- C: 769-730
- D+: 699-670
- D: 669-630
- C+: 799-770
- D+: 699-670
- F: 599 or below

**Course Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 1    | Introduction | McMahon, chap 1-2  
US/Vietnamese overview to 1945 | Greene, PPT US and Vietnam 45-95 |
| 2    | Cold War | McMahon, chap 3-4  
Nationalism/socialism/self-determination | Greene, PPT French-Vietnam war |
| 3    | ‘A Time for War’ | McMahon, 5-6  
The domino principle | Greene essay due, PPT For Every Season/Know When to Hold Them |
| 4    | Asymmetrical warfare | McMahon, 7-9  
War for Hearts and Minds | PPT Torch is Passed/Escalation |
| 5    | Tet and 1968 | PPT Tet |
**Discussion Board**

Each week a question will be given pertaining to that chapter that you will answer/discuss on the board. I will be looking for dialogue not only between you and I but other students also. Comments should be based on thoughtful analysis of the question. Debate is encouraged, disrespect will not be tolerated. Discussion ends at 5pm Fridays, have your answers submitted before then.

**Week 1:** How did the end of World War II set the stage for conflict between the Vietnamese, French and US?

**Week 2:** Why was nationalism and communism seen as incompatible by the West?

**Week 3:** How did US culture and domestic politics play a part in the decisions made by the Kennedy and Johnson administrations regarding Vietnam?

**Week 4:** How did the US and North Vietnam define victory and whose strategy was best suited to achieve victory?

**Week 5:** How did Tet, especially the My Lai incident, challenge the myth of American exceptionalism?

**Week 6:** How was Nixon’s policy of Vietnamization perceived by North and South Vietnam?

**Week 7:** Why did North Vietnam eventually prevail?
**Week 8:** Was North Vietnam’s victory a victory for world-wide communism?

**Week 9:** What lessons were learned from Vietnam regarding the use and effectiveness of US political, military and economic power?

**Week 10:** Compare/contrast Vietnam with the current war on terror.

**Final Exam**
This will be an essay exam, a review guide will be given to help prepare. Questions will be provided Monday of finals week and will be due Friday, 5pm of the same week.

**Greene Book Review**
Students will write a 3-5 pg analysis of ‘The Quiet American’, due Friday week 3 by 5pm. How well does the novel describe the complexities of Vietnamese society at the time? If this book was read by US military and political leaders in the early 1960s, what problems should have been anticipated if the US were to wage war in Vietnam?

**Major Problems analysis**
From the “Major Problems in the History of the Vietnam War”, students will choose two chapters of their choosing from the text. They will read the primary documents and the concluding essays by top authorities. They will then write a 5-7pg essay summarizing the major issues surrounding the historical problem covered in the chapter. They will then evaluate the arguments and draw their own conclusions based on their reading and additional research. Chapters 1-4 will be due on Friday week 2. After that, they are due are the Friday that the chapter is assigned. For example, if a student wanted to do Chapters 7 and 13, the written assignment would be due Friday of week 4 and 7 respectively.

**Comparative paper**
This is a 12-15 page paper (exclusive of bibliography) on a topic mutually agreed upon by the student and instructor. The purpose of the essay is to compare/contrast a specific topic, from the point of view of at least two different protagonists. For example, students may wish to compare the French and US military efforts in fighting the Vietnamese or compare North and South Vietnam’s efforts to win the loyalty of its citizens. The essay will be worth 200 points and based on focus, clarity, thorough presentation and a discussion comparing and contrasting the two views. A bibliography of primary and secondary sources needs to demonstrate that the student has become familiar with the pertinent literature. It is not expected that the student would have read or consulted all the works in the bibliography. A *Works Cited* page can be used to show the material you actually used for the paper. This counts for 100 points.

**Grading guidelines**
F grade: extremely poor writing skills, failure to directly address the question, factual material incorrect thus leading to worthless conclusions.

D grade: poor writing skills, ex. grammar, spelling, transitions, etc. Factual material sometimes incorrect or not relevant to the question, too many tangents, difficulty staying on topic, little or no analysis, rather the essay appears to be a series of random facts.

C grade: acceptable writing skills, some minor errors, factual material largely correct, tangents are mild. Analysis is largely missing, little or no examination of contrary evidence and lack of any attempts to reconcile different interpretations.

B grade: writing skills fine, factual information accurate, generally on-topic. Some attempts at analysis, mostly parroting information directly from the text and/or class. Little attempt to go to outside resources for further depth or additional ideas, interpretations. Also little attempt to delve deeply into the future implications of events and/or ideas.
A grade: written skills excellent. Factual information sound and relevant. Clearly addresses the question. Analysis is sound and goes beyond material from the text and class. Also able to address implications in such a way as to see how these ideas/events played a part in future historical decision.

**Makeup Exams**
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).
Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.
hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.