Eastern Illinois University
New Course Proposal
HIS 4980, The Vietnam War: An American and Vietnamese Ordeal

Please check one:
☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 4980
2. Title (may not exceed 30 characters, including spaces): The Vietnam War
3. Long title, if any (may not exceed 100 characters, including spaces): The Vietnam War: An American and Vietnamese Ordeal
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer Year: 2008
7. Course description (not to exceed four lines): A reading, discussion, and writing course focusing on the Vietnam War (Second Indochinese War, 1965-1975) from an American, Vietnamese, and international perspective. WI
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). no equivalent courses
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. No prerequisites
   c. Who can waive the prerequisite(s)?
      ☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): none
   e. Repeat status: ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Juniors (60 credits or more)
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive
10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
    ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

      Students will
      1) identify major developments in the history of the Vietnam War
      2) identify and describe the scholarly, societal, and political debates over the war
      3) analyze the major scholarly debates related to the Vietnam War
      4) implement accepted methods of historical research to conduct their own research
      5) communicate the results of research and analysis both orally and in written format

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

      Students will
      1) identify major developments in the history of the Vietnam War
      2) identify and describe the scholarly, societal, and political debates over the war
      3) analyze the major scholarly debates related to the Vietnam War
      4) implement accepted methods of historical research to conduct their own research
      5) communicate the results of research and analysis both orally and in written format
      6) situate the historiography of the Vietnam War within the greater historiography of the discipline

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

   For undergraduates, three 4-5 page papers, one short in-class presentation, a 9-10 page paper, a written midterm and final exam.

   Graduate students will not take either exam, but will instead prepare a research paper (topic to be chosen in conjunction with instructor). Six weeks prior to completing the paper, graduate students will prepare an initial research proposal with bibliography. (research paper in lieu of final and midterm exams).

3. Explain how the instructor will determine students’ grades for the course:

   Three 4-5 page papers, 10% each; 9-10 page paper, 20%; Class Participation, 10%; Midterm, 20%; Final, 20%; Graduate Research Paper, 40% (in lieu of midterm and final).
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: N/A
   b. Describe how the integrity of student work will be assured: N/A
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   Course objectives remain those outlined in 1b. Regarding additional graduate assignments, see assignment (see 2e above). Graduate student papers (as well as their participation in class) should reflect greater understanding of the historiographical, analytical, and methodological issues under consideration.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *) Writing intensive. Half of the course grade will be determined by the quality of students' writing. This includes a paper which must be revised after it has been read and commented on by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is 3-0-3 and will meet twice a week for 1 hour and 15 minutes over the course of 15 weeks.

Sample Outline

Week 1:
   1) Course Introduction
   2) Indochina: Colonialism, Nationalism, and Revolution

Week 2:
   1) World War II: Franco-Japanese Conflict over Indochina
   2) Cold War and the First Indochinese War

Week 3:
   1) Geneva Conference and Division of Vietnam
   2) Diem and Nation-Building

Week 4:
   1) Crisis in Laos
   2) Coup in Saigon and American Response

Week 5:
1) Lyndon Baines Johnson and the World
2) Decision for Intervention

Week 6:
1) US Military Strategy
2) “Grunts”: Americans in Combat

Week 7:
1) Tet!: The Attack
2) Tet!: American Response

Week 8:
1) Tet and the Politics of 1968
2) Midterm Exam

Week 9
1) Vietnamese at War: South Vietnam
2) Vietnamese at War: Viet Cong and North Vietnam

Week 10:
1) Nixon, Kissinger and the World
2) Vietnamization and Cambodian Invasion

Week 11:
1) My Lai: Discussion and Analysis
2) My Lai: Discussion and Analysis

Week 12:
1) Peace Movement: Early Days
2) Peace Movement: Kent State and Cambodia

Week 13:
1) Reading Sheehan’s Bright, Shining Lie
2) Nixon’s Search for “peace with honor”

Week 14: The Fall of Saigon
1) Paris Peace Agreement
2) The Fall of Saigon

Week 15:
1) Third Indochinese War: China and Vietnam
2) Unending Debate: Memory and the Vietnam War

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

The Vietnam War remains a watershed event in modern US History, generating dramatic cultural, social, political, and economic repercussions—as well as a major rethinking of American foreign policy. Textbooks, popular histories, television documentaries and other reservoirs of popular memory depict the war as a sharp break between the supposed consensus-oriented 1950s and the more divisive, anxiety-ridden period beginning in the late 1960s. This course, examining the war in detail, will both deepen and problematize these conceptions.
a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. The nature of the course work and subject matter are most appropriate for upper-level undergraduates and graduate students.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. No duplicate/similar courses offered, although HIS 4960: Contemporary America inevitably would touch on Vietnam War related issues. HIS 4960, taking a more broad approach to events and issues, and the proposed Vietnam War course might best be seen as complementary rather than conflicting.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. No deletions are planned.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course will be elective (not a requirement) for both undergraduates and graduate students

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This course will be elective and not a requirement for both undergraduates and graduate students

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. Edmund F. Wehrle

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: no additional costs
Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):
   Sample texts:
   Harold Moore, *We Were Soldiers Once…* (1992)
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 1/26/07

Date approved by the college curriculum committee: 4/4/07

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/19/07 CGS: 9/4/07

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).