LAR 202/HIS 314  THE HISTORY OF THE VIETNAM WAR AND THE 1960S  Fall Term August--October 2014 This course also will be designated LAR 202 (Crete Campus)

Instructor: Dr. Orsag  Phone/Email: 402/681-3081/mark.orsag@doane.edu

LAR 202: Integrative Seminar: Democracy and Diversity
In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives. This course can address far-reaching issues that are enduring or contemporary in areas such as culture and values, science and society, global interdependence, citizenship, or human dignity and freedom. (Sophomore status, and successful completion of LAR 101 or equivalent, 3 credits) This broad course description will be addressed specifically two (Lincoln campus/three times (Crete campus)-- during Week 3 in terms of the failures of "nation building" in South Vietnam, during the discussion of the US anti-war movement in Week 7, and following the final exam with the overview of the war's legacies in Week 15. Students will work to: Connect the methods and research of more than one field of study to address complex issues.

Specific LAR Course Description: This course provides an overview of the history of Vietnam, of the Vietnam War, and of 1960s America. Students will be introduced to the various movements for cultural, political and social change in the United States during the 1950s and 1960s, will examine the history of Vietnam, and will approach the years of U.S. engagement and conflict in Southeast Asia from multiple and interdisciplinary perspectives. This course meets the LAR 202 general description through its analysis of American attempts in South Vietnam to build a nation that conform to its core values democracy, global interdependence, and freedom.

Students will work to:

1. Connect the methods and research of more than one field of study to address complex issues.
2. Recognize multiple social, political, religious, cultural, or global perspectives on complex issues.
3. Develop collaborative skills which may include research and presentation of knowledge.
4. Use reflection to examine their distinctive voices and to explore how they will connect knowledge across disciplines and experiences to shape their values and goals.

Course Objectives: Students will gain an understanding of the history of the Vietnam War in both its Vietnamese and American contexts, focusing on changes both at home and abroad. Examination of topics such as imperialism, anti-war protests, and political developments in Vietnam and the United States before and during the war will allow students to demonstrate an understanding of a complex period in U.S. and world history, and how the Vietnam War and the events of the 1960s continue to influence contemporary events.

Required Texts: There are two required texts for this course. It is your responsibility to complete all assigned readings. The books below are available for purchase at the Doane College Bookstore.


COURSE ASSIGNMENTS, POLICIES, AND GRADING

Course Format and Assignments: The format of this class will be a combination of lectures, film and discussions

Grading Breakdown:

- Participation: 25 %
- Exam One: 35%
- Final Exam: 40%

Total: 100%

The course schedule is subject to change. I will make sure to provide you with as much notice as possible should any changes occur, but it is your responsibility to keep up to date with the course schedule as well.

CLASS SCHEDULE

Week 1: Introduction [In the Crete Campus version, this material will be covered in 3 weeks]
A Brief History of Vietnam

2. French Imperialism in Vietnam
3. The First Vietnam War

The Geneva Peace Conference Final Declaration—this week’s session ends with a collaborative seminar-format style close textual analysis of the 1954 Geneva Peace Conference Final Declaration. This employs techniques of linguistics/English-based analysis and historical analysis in terms of context. This session addresses liberal arts seminar guideline #2: In addition to the learning outcomes unique to each course, all outcomes associated with habits of an intellectual life (specifically communicate effectively and use information wisely) must be intentionally taught at an appropriate point in the course. Also addressed in this session are an Essential Student Learning Outcome—communicate purposefully, effectively, and precisely. This activity will further develop four crucial intellectual skills (Undergraduate Core) requirements: gather and evaluate facts and assumptions; support conclusions with relevant evidence; practice effective reading in order to extract and construct meaning through interaction and involvement with written language; practice effective reading in order to extract and construct meaning through interaction and involvement with written language; and practice effective communication. Additionally, this exercise will address another LAR 202 outcome: Students will work to: connect the methods and research of more than one field of study to address complex issues.

Reading Assignment: None.

Vietnam a Television History Part 2

Week 2: America and Diem (Crete Campus week 4)

Reading Assignment: America’s Longest War Chapters 1-3 1. America and Diem

In analyzing the interaction between the Diem regime and its American sponsors, students will, through a series of focused class discussions, analyze the foundations of the contemporary world and the interconnectedness of cultures.

Reading Assignment: America Divided: Chapter 1-5 1. America in the 1960s.

Week 3: Direct Involvement and Escalation (Crete Campus weeks 4-5) + Birth of the Anti-war Movement

1. Escalation and Reactions 2. Exam One Review
Assignment: America Divided: Chapters 6-8
Assignment: America’s Longest War: Chapters 4 and 5

In the Crete 15-week version of the course, through focused class group discussions, the class will ponder the choices made by various South Vietnamese (to support the US-backed government, or join the Vietcong, or remain neutral). This discussion will cover an essential learning outcome of the Undergraduate Core—analyze how identity is formed through the interaction of the individual and society.

Week 4: Tet- Tactical Victory/Strategic Defeat

Exam One [Crete Campus Week 6]
Assignment: America’s Longest War, Chapter 6

The mid-term exam and the final in Week 8 will both include essays in which students will have a chance to practice the following Undergraduate Core habits of intellectual life: Communicate effectively (habit of an intellectual life) and practice effective writing that is context appropriate in order to develop and express ideas to convey meaning to an intended audience.

Week 5: Vietnamization Component of Nixon’s Secret Plan to End the War (Crete Campus Weeks 7 and 8)

1.1968-1973: Talk and Fight 1. Exam One Returned
Assignment: America’s Longest War, CH 7
Assignment: America Divided CHs 9-12

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Assignment: America Divided CHs 9-12

Vietnam a Television History Parts 4 and 5 (Crete Part 6)
Week 6: Diplomatic Components: Detente and the Paris Peace Talks { Crete Campus Week 9 and 10}
1.1968-1973: Talk and Fight 2. Exam One Returned
Assignment: America's Longest War, CH 7
Assignment: America Divided CHs 9-12

Vietnam a Television History Part 10

Week 7: The War at Home {Crete Campus Weeks 11 and 12}
Assignment: America Divided. Chs 13-finish

Vietnam a Television History Part 11

Week 8: The South Vietnamese Collapse and Watergate { Crete Campus Weeks 13 and 14}
2. FINAL EXAM REVIEW 3. FINAL EXAM
Assignment: America's Longest War CH 8

Vietnam a Television History Part 12

Week 15 Crete Campus: Legacies of Vietnam

GRADING STANDARDS

Grading:  
A: 92-97  B: 83-87  C: 72-77
A-: 90-92  B-: 80-82  C-: 70-77

The Following Outcome Statements relate to the elements of the LAR 202 seminar (including this specific course) and the overall Undergraduate Core:

Students will demonstrate the following:

1...a complex understanding of the interaction of democracy and diversity
2...an understanding of the history of the Vietnam War in both its American and Vietnamese contexts.
3... an understanding of how to gather and evaluate facts and assumptions.
4... an understanding of how to support conclusions with relevant evidence; practice effective reading in order to extract and construct meaning through interaction and involvement with written language.
5... an understanding of how to practice effective reading in order to extract and construct meaning through interaction and involvement with written language, and practice effective communication.
6... an understanding of how to connect the methods and research of more than one field of study to address complex issues.
7... an understanding of how to analyze the foundations of the contemporary world and the interconnectedness of cultures.
8. [In the Crete 15-week version of the course only] ... an understanding of how to analyze how identity is formed through the interaction of the individual and society.
9... an understanding of how to communicate effectively (habit of an intellectual life).
10... an understanding of how to practice effective writing that is context appropriate in order to develop and express ideas to convey meaning to an intended audience.