

Spring Semester 2003
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History 482: History, Culture, and Society of Vietnam (1-3 units) Special Year-Long Seminar, Part II

Introduction

This course completes the two-semester special seminar on Vietnamese history. During this semester, students will develop a deeper appreciation of Vietnamese language and culture while continuing to read about modern Vietnam and to prepare their research projects. All of the expectations stated in the fall semester syllabus apply for this course.

Global Studies and History Credits

This course fulfills the CLU Global Perspectives requirement because it focuses primarily in lectures and readings on the peoples of Vietnam (ethnic Vietnamese, highlanders, ethnic minorities). In addition, it fulfills the one course History requirement for general education and a non-Western history course requirement for majors.

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Special Needs

If you require additional time or special accommodations for class assignments as part of a formal agreement with the CLU Disability Resource Center or another campus office, please provide your instructors with the required certificates during **the first week of class** so that the instructor can make proper arrangements.

Course materials:

All the course materials in the form of books listed below are available for sale at the campus bookstore and on reserve at the library.

Required Texts:

Benjamin, Jules R. *A Student's Guide to History*, 8th edition. New York: Bedford/St. Martin's Press 2001.

Duong Thu Huong. *Paradise of the Blind*. New York: Penguin, 1994

Hacker, Diane. *A Writer's Reference*. St. Martin's Press

Langguth, A.J. *Our Vietnam*. Carmichael, CA: Touchstone Books, 2002.

Mason, Robert. *Chickenhawk*. New York, Viking Press, 1984.

Rampolla, Mary. *A Pocket Guide to Writing History*. St. Martin's Press

Trinh Hoang. *The Lonely Planet Vietnamese Phrasebook*, 3rd ed. Oakland, CA: Lonely Planet Publishing, 1999.

Truong Nhu Tang. *A Viet Cong Memoir*. New York: Random House, 1986.

Turabian, Mary. *A Manual for Writers*, 6th edition. University of Chicago Press

Requirements:

This course will consist of one three-hour meeting approximately every other week January – March, with one meeting each in April and May. It is anticipated students will use the time period before April to research their final projects, and will use the month of April to write their projects.

Students must submit all writing assignments typed and with good grammar and presentation. All papers must be typewritten, not photocopied, submitted by hand in class (not electronically), and use a standard style manual; please keep an electronic copy.

The instructor expects students to arrive in class with all readings for the week completed. The instructor also expects students to be able to discuss assigned readings cogently and with enthusiasm.

With the exception of the month of April, during weeks when the class does not meet together, students must make an appointment to meet with the instructor in order to discuss the progress of his/her paper. During April, students may make appointments when they feel it is necessary to do so.

All work must be submitted by the last day of class in order to pass the class. While the instructor cannot require attendance, he can require participation, and a student must attend in order to participate. All reading must be completed to coming to the first class session of the week.

Grading and Grade Policy:

Participation:	20%
Final Project	80%

Students must submit all assignments by the beginning of the class on the date due. Late assignments will have one-third a grade step (for example, an A falls to an A-) every business day late. The only acceptable excuses include an illness for which a medical excuse from a doctor can be provided, a sudden and verifiable increase in work hours, or a verifiable family emergency.

Writing Assignments

Writing plays a critical role in helping you come to terms with themes and ideas from the past; they will help transform you from a passive to an active learner. The books by Mary Rampolla and Diane Hacker offer invaluable advice, and will serve as the basis for comments on your papers. Grammar and style count heavily in the grading of the assignments because they reflect your ability to express ideas clearly and therefore show that you understand them. Remember that sloppy writing may get you ‘just’ a lower grade in this class, but it will get you fired from your first post-college job.

Getting the Most out of Class

In order to do as well as you can in this class, you need to commit yourself to attending the lectures, to doing the reading on time, to thinking about the reading and lectures, and to preparing conscientiously for the papers and the exam. It will also help if you talk about the course materials with your classmates and your instructor. Some suggestions:

- Takes notes as you do the reading. Reflect after each assignment about what you have read.
- Form study groups to review for the exam, to discuss papers, and to share notes if you miss class.
- Visit your instructor during office hours
- ASK QUESTIONS, starting now. Everyone will appreciate it, and they will help everyone, including the instructor, learn! Please come to office hours.

Remember that the instructor appreciates improvement and effort.

Interpretation

As you study the materials, be sure to compare and contrast the ‘bigger picture’ (as described in the books and lectures) with what the individual authors tell you about their experiences. Sometimes, the sources will provide conflicting views of the same events. At other times, these narratives may conflict with what you know about other histories. Rarely do the texts provide neat answers to a problem or question. That is exactly their virtue! The interpretive work is in your hands. Some questions to ask yourself are:

- What accounts for these differences in interpretation?
- How might these different stories be reconciled, if at all?
- How would you go about constructing a broader historical narrative from these individual accounts?
- Do the accounts you are studying seem credible and persuasive? Why?
- What information has the author included, and what information has s/he left out?
- When and why did the authors or filmmakers produce their accounts?
- What was their intended audience? What was their goal?
- How would these works have been received at the time?
How might they be received now – by you, or by people your age in the country in question?

Calendar of Events

Week I: Introduction

Monday, 27 January

Vietnamese Lesson: Sounds and People, pp. 7 – 24, p. 27
Group Discussion of Papers and Progress

Week II

Monday, 3 February

Vietnamese Lesson: Grammar and Numbers, Vietnamese
Phrasebook, pp. 25 – 44, pp. 175 – 176; 179
Vietnamese Culture: Vietnamese Art
Book Discussion: *Our Vietnam*
Skills: Sources and Structures

Saturday, 8 February

Field Trip to UCLA Library (bring State & CLU ID plus
CLU library card)

Week III

Monday, 24 February

Vietnamese Lesson: Time and Simple Phrases, *Vietnamese
Phrasebook*, pp. 45 – 55, pp. 167 - 173
Vietnamese Culture: Vietnamese Literature
Book Discussion: *Chickenhawk*
Skill Acquisition: Acquiring Oral History

Week IV

Monday, 10 March

Vietnamese Lesson: Complex Ideas, *Vietnamese
Phrasebook*, and pp. 57 – 116, 147 - 156
Vietnamese Culture: Vietnamese Poetry
Book Discussion: *Paradise of the Blind*
Skill Acquisition: Preparing to Write

Week V

Monday, 17 March

Vietnamese Lesson: *Vietnamese Phrasebook*, Making
Friends and Food, pp. 118 - 134
Vietnamese Culture: *Vietnamese Food*
Book Discussion: *A Viet Cong Memoir*.
Skill Acquisition: Setting a Writing Schedule

Week VI

Monday, 7 April

Dinner with traditional Vietnamese lacquer artist Tran
Long

Week VII: A Brave, New World?

Monday, 5 May

Presentation of Final Paper Projects