COURSE DESCRIPTION:

This half course narrates and analyzes the history of the Vietnam War from the perspective of both Vietnamese and Americans. It begins by outlining the history of Vietnam including French colonial involvement. It focuses on the American stage of the war (1965-75) with its repercussions on the rest of the world.

The course is based on a series of bi-weekly lectures interspersed by a film history of the war produced by PBS. The film series should provide the basis for class discussion both of the war and the way it was represented in the media.

REQUIRED TEXTBOOKS:

Robert MacNamara, *In Retrospect* (Times Books)
Truong N. Tang, *A Vietnam Memoir* (Random)
Phil Caputo, *A Rumour of War* (Ballantine)

TERM WORK, TESTS, AND EVALUATION:

Class work will be worth 60% of the final grade. There will be a one hour examination February 26 based on two of three essay questions (20%) and an essay (40%) due on the last day of class, April 9, 2010.

The essay will consist of a 3000 word comparative review of the books and the film series based on the premise "the Vietnam war was a mistake". In each case briefly relate the character of the narrative, its perspective, arguments, emphasis, biases, strengths and omissions as they relate to the premise that the war was a mistake. To what degree does a first person narrative better capture the war than a scholarly account? To what extent do nationality, gender and class affect perspective? What is left unsaid and why?

Keep copies of all work.

Late class work can only be submitted with the consent of the instructor.

Evaluative feedback will be provided prior to the voluntary withdrawal date, March 19, 2010

FINAL EXAMINATION: Based on the full semester's work. You will be required to answer three of five essay questions. (40%)
Grade Distribution:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A+</td>
<td>(100-90)</td>
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<tr>
<td>A</td>
<td>(89-80)</td>
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<tr>
<td>B+</td>
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<td>D</td>
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<td>F</td>
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Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Academic Dishonesty

Students should familiarize themselves with the University’s policy on plagiarism and academic honesty found in the University of Manitoba Undergraduate Calendar 2009-2010, page 29. Faculty of Arts penalties for academic dishonesty include the following, which can be found at http://umanitoba.ca/faculties/arts/media/Arts_Academic_Integrity_2009.pdf:

Penalties for Academic Dishonesty

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (CW) (for Compulsory Withdrawal) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (CW) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.
The Indo-China Wars: A Select Bibliography


Appy, Christian G., Patriots: The Vietnam War remembered from all sides (New York: Viking, 2003), xxvii


Berman, Larry, Perfect spy: the incredible double life of Pham Xuan An, Time magazine reporter and Vietnamese communist agent (New York, 2007).


Cheng Guon, Ang, The Vietnam Wars from the Other Side: The Vietnamese Communists’ Perspective (Routledge, 2002).

Ellsberg, Daniel, Secrets (New York, 2002).


Franklin, H. Bruce, M.I.A. or Mythmaking in America (New Brunswick, N.J., 1993).

Gaiduk, Ilya V., The Soviet Union and the Vietnam War, Chicago, 1996


Heineman, Kenneth J., Campus Wars (New York, 1993).


Hickey, Gerald C., Window on a War (Texas Tech University Press, 2002).


Hunt, David, Vietnam’s southern revolution: from peasant insurrection to total war (Amherst, 2008).


Kolko, Gabriel, Anatomy of a War: Vietnam, the United States and Modern Historical Experience (New York, 1994).


Stuart-Fox, Martin, **Historical Dictionary of Laos** (Metuchen, N.J., 1992).


Taylor, Sandra, **Vietnamese Women at War**, (U of Kansas, 1999).


Van Arkadie, Brian, **Vietnam: a transition tiger?** (Canberra: Asia Pacific Press).


Woodside, Alexander B., **Community and Revolution in Modern Vietnam** (Boston, 1976).

Wells, Tom, **The War Within: America's Battle over Vietnam** (Berkeley, 1994).


Young, Marilyn B. and R. Buzzanco, **A Companion to the Vietnam War** (Oxford, 2002).

Zhai, Qiang, **China and The Vietnam Wars, 1950-1975** (Chapel Hill & London, 2000).
Required Books for 9815. 9815 is also requiring "C++ Design Patterns and Derivatives Pricing" by Mark Joshi (Cambridge University Press) ISBN=0521832357. "Why Programs Fail: A Guide to Systematic Debugging" by Andreas Zeller Morgan Kaufmann) ISBN = 1558608664. Andy Nguyen.Â Updated: now there are 4 required books for the courses. Whatever books Greg recommended, it's best to have one. QuantNet Online Courses * QuantNet Guide/Master reading list * Track MFE application status. textbooks. â€œFaculty should work together to consolidate required textbook lists. and utilize the readings within the course to encourage completion of. readings.Â The primary purpose of this investigation was to examine teachers' perceptions and practices pertaining to textbook adaptations and instructional strategies to facilitate understanding of textual material. Subjects included 20 elementary, 20 middle, and 20 high school teachers.