GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 01/03/2011
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District


   CROSS LISTED WITH: Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ;

4.) COMMUNITY COLLEGE INITIATOR: DR. JANICE MILLER PHONE: 480-423-6205
   FAX: 480-423-6298

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

X The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas: Select core area...
   Awareness Areas: Historical Awareness (H)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
   ☑ Course Description
   ☑ Course Syllabus
   ☑ Criteria Checklist for the area
   ☑ Table of Contents from the textbook required and/or list of required readings/books
   ☑ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☑ DECHIS prefix
   ☑ Elective

   Effective date: 2011 Fall Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no

Is it governed by a common syllabus? ☑ yes ☐ no

Chair/Director: JANICE J. MILLER Chair/Director Signature: [Signature]

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

Rev. 02/06, 4/05, 8/93, 1/94, 3/94, 8/94, 2/95, 1/96, 8/98, 6/00

Correct CEG listing: HST, HIS Dept Elective SB, G, H
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[H] CRITERIA

The Historical Awareness [H] course must meet the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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1. History is a major focus of the course.
   - Identify Documentation Submitted
   - Course coms.: 1-8
   - Syllabus weeks: 1-16
   - Hearndon text: 1-8
   - Duiker text: 1-7, and Epilog
   - Book Report requirement: see syllabus and handout

2. The course examines and explains human development as a sequence of events.
   - Course coms.: 2, 3, 5, 6, 7, 8
   - Syllabus weeks: 1-4, 8-11, 12-16
   - Hearndon text: 1, 2, 4, 5, 7, 8
   - Duiker text: 1, 3, 4, 5, 7, and Epilog
   - Book Report requirement: see syllabus and handout

3. There is a disciplined systematic examination of human institutions as they change over time.
   - Course coms.: 1-8
   - Syllabus weeks: 1-16
   - Hearndon text: 2, 4, 6, 7, 8
   - Duiker text: 2, 3, 4, 6, 7, and Epilog
   - Book Report requirement: see syllabus and handout

4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.
   - Course coms. 1-8
   - Syllabus weeks: 1-16
   - Hearndon text: 1-8
   - Duiker text: 1-7, plus Epilog
   - Book Report requirement: see syllabus and handout

**The following are not acceptable:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>2. Through a study of the history of political, social, economic, military and institutional developments, students examine the impact of events from the past on the present. This examination helps students understand and objectively weigh the influence of personality, character, and human interaction in determining historical events and outcomes, and the consequences of all of these factors on human history.</td>
<td>Course comps.: 2,3,6,7-8. Syllabus weeks: 1-4, 8-11, 12-16. Heardon text: 1,2,4,5,7,8. Duiker text: 1,3,4,5,7, Epilog. Book report requirement: see syllabus and handout.</td>
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<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>3. Course covers a dynamic and controversial period in U.S. History: its involvement in Vietnam. Using a variety of comparative methods, students analyze how human institutions change over time depending on the historical circumstances and the choices made by people.</td>
<td>Course comps.: 1-8. Syllabus weeks: 1-16. Hearndon text: 2,4,6,7,8. Duiker text: 2,3,4,6,7, and Apilog. Book Report requirement: see syllabus and handout.</td>
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</table>
involved in those institutions.. This covers Indochina prior to and during U.S. involvement there, as well as within the political, military and social institutions of the United States. The course also thoroughly covers the historiography of the war, to compare and contrast changing social and political views over an extended period of time.

4. This course provides a comprehensive study and examination of the relationship between events and ideas within the U.S. leading to and during its involvement in Vietnam. It also studies and analyzes these same elements within Vietnam, in order for students to more effectively understand this period in United States history.

Course comps: 1-8.
Syllabus weeks: 1-16.
Duiler text: 1-7, plus Epilog.
Book Report requirement: see syllabus and handout.
Official Course Description: MCCCDD Approval: 03/26/91

HIS273 19916-99999

US Experience in Vietnam 1945 - 1975

Survey of the US experience in Vietnam, 1945-1975, in view of political, economic, and social forces of the Cold War. Prerequisites: None.

MCCCD Official Course Competencies:


1. Identify and locate geographic features significant to the Vietnamese conflict. (I)
2. Identify and describe cultural elements significant to the Vietnamese conflict. (I)
3. Explain how the Vietnamese conflict fits within the Cold War framework. (II)
4. Trace the evolution of U.S. involvement in Vietnam from 1945 to 1975. (II, III)
5. Identify key participants (both countries and individuals) in the Vietnamese conflict. (II, III)
6. Describe U.S. social issues which influenced the course of the Vietnamese conflict. (IV)
7. Summarize principal arguments presented to explain U.S. failure in Vietnam. (V)
8. Identify and describe social, political, and economic legacies of the Vietnamese conflict. (V)

MCCCD Official Course Outline:


I. Introduction to Vietnam: land, history, and culture
   A. Geography
   B. History and culture
   C. The people of Vietnam
   D. The coming of the West
   E. French colonial rule
   F. The rise of nationalism
      1. Vietnamese reaction to French colonial rule
      2. Emergence of Ho Chi Minh as a political force

II. Post WWII (1945-1963)
   A. Origins of the Cold War (1945-1950)
   B. The first Indochina war (1945-1954)
   C. The United States enters the war
      1. The Truman years
      2. Eisenhower and Dienbienphu
   E. The two Vietnams

III. U.S. at war
   A. Gulf of Tonkin incident and resolution
   B. U.S. escalation in Vietnam
C. The combatants
   1. National Liberation Army
   2. Vietcong
   3. Vietminh
   4. U.S. troops
   5. Other

D. Unique nature of the war
   1. Search and destroy
   2. Guerrilla warfare

E. The course of U.S. involvement
   1. Advisory role (1955-1960)
   2. Counterinsurgency program (1961-1964)
   4. The air war (1965-1967)
   5. Pacification (1967)
   6. The war turns bad (1968-1972)
   7. U.S. disengagement (1972-1973)

IV. U.S. at war: social issues
   A. The draft and draft resistance
   B. Racial issues
      1. Minorities in the military
      2. U.S. troop attitudes toward the Vietnamese
   C. Protest at home
      1. Campus unrest
      2. Anti-war activism
   D. Press coverage of the war
      1. Importance of television
      2. Coverage of the Tet offensive
      3. Controversy over press coverage
   E. My Lai controversy

V. Legacy of the Vietnamese conflict
   A. U.S. failure in Vietnam
   B. Social and political aspects
      1. Casualties/POW/MIA
      2. Agent Orange
      3. Veterans issues: obstacles to reconciliation
      4. Boat people
      5. Amerasian children
   C. Economic costs
   D. Vietnam in American literature

CONTENT OBJECTIVES:
By the end of the course students will have a critical understanding of –
1. The basic history of Vietnam
2. America’s participation and involvement in the Vietnam War
4. The resources and methods utilized in historical study

PART I  Vietnam: A Place and a People

Reading: Heardon – Chapter 1.  
Duiker – chapters 1-2

1st Exam on Part I – about September 12

PART II  Post World War II – The Cold War and U.S. Involvement

Reading: Heardon – Chapters 2-3  
Duiker – Chapters 3-4

2nd Exam on Part II – October 12

PART III  Escalation, Frustration, and Stalemate

Reading: Heardon – Chapters 4-6  
Duiker – Chapters 4-5

3rd Exam on Part III – about November 14

PART IV  The End of the Tunnel: Vietnamization and Peace Without Victory

Reading: Heardon – Chapters 7-8  
Duiker – Chapters 6-7, Epilog.

Final Exam on Part IV, Wednesday, December 14, 9:30 – 11:20 a.m.
Examinations: All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

Additional Graded/Required Work: A Book Report (see attached handout).

Grading:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Book Report</td>
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Extra Credit: Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

Make-up Policy: If a student misses ONE of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam, and will comprise the same 20% of the grade as the missing exam. ANY missed exam, for whatever reason, will be made up by an ESSAY exam, usually at least 3 essay questions. ONLY ONE EXAM CAN BE MADE-UP and substituted for an in-class exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.
Book Report

Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted: Noon, Friday, December 9)
Late Submissions will not be Accepted
Book Report is Required and comprises 20% of Course grade

Purpose

Student will select a book, generally non-fiction although there may be some exceptions, covering the subject of the course. Select a book covering a topic or area of our study that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening. Attached you will find a selected list of books covering Vietnam from which you can choose. If you decide to pick a book outside this list, you MUST have it approved by the instructor ahead of time.

Be sure to give full citation to the selected book at the beginning of the report, e.g.


When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "LBJ’s admiration for Robert McNamara crumbled when the exhausted, tormented Secretary of Defense privately concluded that the war had been a mistake" (426).

Organization

Your book report should be organized into three parts.

I  Introduction

The introduction should introduce the book you have chosen and why you have selected it, i.e. why is this particular person, event, or element of our study of interest to you?

II  Content Review

This is the main body of the report. In your own words, using author’s quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) that, according to your author, have brought your person, event or period to historical prominence.

III  Conclusion

Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance to our overall subject. Then express YOUR opinion of the book and the subject covered in the book.
Format

The book report must be typed (MAC or PC) double-spaced, and be a minimum of four (4) pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.