

Current Information:

- I. A.) DEPARTMENT NAME: LANGUAGES, LITERATURES AND CULTURES
- B.) COURSE NUMBER, and TITLE: VTT 3500 VIETNAMESE CULTURE
- C.) CREDIT HOURS: 3 D.) PREREQUISITES: any of ASH, CHI, CHT, JPN, .
- E.) CURRENT CLASSIFICATION
1. General Education Code: B C D H M N P S None
 2. Writing Requirement: E2 E4 E6 None
 3. Math Requirement: M None

Requests:

- II. GENERAL EDUCATION
- A.) Requested Classification: B C D H M N P S
- B.) Effective Date: Fall Spring Summer 2015 (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT **MATH REQUIREMENT**

- A.) Requested Classification E2 E4 E6
- B.) Effective Date: Fall Spring Summer _____ (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)
- C.) Assessment:
- 1.) What type of feedback will be provided to the student (in reference to writing skill)?
 Grade Corrections Drafts Other
 - 2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: PROF. MARY WATT

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College Contact:

College Name: COLLEGE OF LIBERAL ARTS AND SCIENCES

College Contact Name: PROF. DAVID PHARIES

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VTT 3500 VIETNAMESE CULTURE, Spring 2015

Instructor: Andrea Hoa Pham Office: 343 Pull Hall Office hours: Tues and Thurs, 4th period Tel: (352) 392-7084 Email: apham@ufl.edu	Tuesday 5-6 (11:45-1:40) Thursday 6 (12:50-1:40) Location: TBA
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Course description

This course is a general introduction to Vietnamese culture focusing on its language, arts, history, literature, religion, family structure, and people. All readings are in English (H and N).

Prerequisites: any Asia-related course with the following prefixes: ASH, CHI, CHT, JPN, JPT, REL, VTN. Lectures and readings are in English. No knowledge of Vietnamese is required.

Course objectives

This course closely examines how modern Vietnamese society and its culture were formed over the course of its history using various aspects such as arts, architecture, Romanized script, education, literature, trading patterns, missionary activities, and wars. In particular, through tracing and discussing important historical, social, and political elements, students will: a) identify which traits the Vietnamese culture shares with other communities of wet-rice growers in Southeast Asia, b) describe how Vietnam has been integrated into the cultural system of Eastern Asia, including Japan and Korea, under the strong influence of China, and c) illustrate how modern Vietnamese society embraces Western culture through trade, Catholicism and colonization.

Student Learning Outcomes (SLOs): Content and Skills

Humanities (H)

Upon completing this course, students will be able to:

- **Define** the fundamental vocabulary that is essential for discussions in cultural studies, such as the relationship between 'culture' and 'nation', the difference between 'culture' and 'language', and the distinction between 'culture' and 'civilization'.
- **Identify** a set of terms that constitute the 'backbone' of Vietnamese beliefs and values, such as *nghia* (righteousness), or the importance of the concept *lang* (village) in the life of Vietnamese people.

- **Construct** Vietnamese historical cultural identity, and **explain** how the Vietnamese have preserved their Southeast Asian characteristics under Chinese and Western influences through many generations.
- **Examine** the evolution of the Vietnamese cultural core through colonial times.
- **Discover** and **analyze** cultural biases, such as the mild influence of Confucianism in the lives of ordinary people or the unusual freedom Vietnamese women have, compared to, for example, Chinese women.
- **Develop** communication skills necessary to express their knowledge, reasoning and opinion through discussions, presentations and essays.

International (N)

Upon completing this course, students will be able to:

- **Find** that, after the collapse of the Soviet Union and Eastern European countries in the 1990s, Vietnam remains one of only four countries in the world that are governed by the communist party. In Asia, Vietnam is unified while Korea is still divided. Vietnam's unique situation, therefore, provides a model for understanding integration.
- **Discuss** the internal cultural, economic, and political dynamics of Vietnam, its role in the region, and influence on Vietnam from powerful cultures: China and France in the past and, more recently, the United States and China.
- **Examine** the geographic location of Vietnam at the crossroads of Asia which explains its crucial role in the global market and how it, along with many Southeast Asian countries, is among the fastest growing economies in the world.
- **Discuss** Vietnamese norms, attitudes and values, **compare** these to equivalents in their own culture to **develop** cross-cultural understanding and **evaluate** American cultural norms from a new perspective.
- **Predict** the learning/working attitude, community sense, and career choices that Vietnamese Americans face in the United States.
- **Analyze** the factors of diversity and dynamics of other people and cultures in a globalizing world.

Assessment Rubrics

Modeled after rubric used in the UC Davis English Department Composition Program

	The A paper	The B paper	The C paper	The D paper	The F paper
Ideas	Identifies and summarizes key issues, clearly communicates manageable research questions and goals. Central ideas are developed with some	Clearly states central ideas, but may have some lapses in development. Acknowledges complexity of ideas and possibly	Demonstrates basic understanding of terminology, central topics or ideas. Provides adequate literature and understanding	Does not have clear central ideas, or the thesis might be too vague or too obvious to be worth developing.	Does not present central issues or ideas. May provide only inadequate or irrelevant sources.

	<p>complexity. Acknowledges and/or demonstrates qualifications and limitations of various approaches. Demonstrates thorough and knowledgeable use of terms. Provides relevant and necessary literature. Understands and critically evaluates sources.</p>	<p>different viewpoints. Shows careful reading of appropriate literature with some critical evaluations. Shows understanding of terms.</p>	<p>of sources, but lacks critical evaluation.</p>	<p>Provides some relevant and necessary literature. Shows some misunderstanding of the sources.</p>	
<p>Organization & coherence</p>	<p>Uses logical structure appropriate to the subject, purpose, audience and disciplinary field. Transitional sentences often develop one idea from the previous one or identify their logical relations, which guide the reader to easily follow the chain of reasoning.</p>	<p>Shows a logical structure. Transitional sentences often connect ideas and paragraphs, although there might be some gaps between related paragraphs or sentences.</p>	<p>May present or arrange ideas discontinuously or randomly. May lack transitional sentences between paragraphs. Arrangement of sentences within paragraphs might not be coherent although paragraphs are connected to the central idea.</p>	<p>Randomly organizes sentences and paragraphs. Paragraphs might not relate to central ideas.</p>	<p>Does not have clear organization. May lack any coherent sense of logic in the association and organization of ideas. Lacks objective thinking, and may also lack transitions and coherence to guide the reader.</p>
<p>Support</p>	<p>Presents viewpoints or ideas convincingly with strong and sufficient evidence, and provides interesting discussions of the topic.</p>	<p>Analysis is persuasive but evidence is not very strong, or strong evidence but discussions are only adequate.</p>	<p>Provides only generalized discussion of ideas, or adequate discussion but weak evidence. Often relies on unsupported claims or personal experience.</p>	<p>Offers little evidence of any kind, relies on overgeneralizations, may use summary instead of analysis, or may be a personal narrative</p>	<p>Makes weak generalizations, provides no supporting evidence or presents inaccurate facts. Lacks adequate discussions. Uses irrelevant</p>

				instead of an essay.	details to support the ideas or topic.
Style	Selects words carefully for their precise meaning. Provides clearly structured and varied sentences, with no repetitions.	Uses words accurately and effectively but may sometimes be too general. Sentences are clear but may sometimes be awkward.	Uses relatively vague and general words. Sentences sometimes may be unfocused, confusing, and repetitive.	Contains sentences that might be too vague or containing many grammatical errors.	Often misuses words, contains many awkward sentences or inappropriate language.
Mechanics	Is almost free of spelling, punctuation and grammatical errors. Skillfully demonstrates accurate events. Carefully organizes thoughts and arguments, and persuasively expresses complex ideas or topics with precision and clarity.	May have some errors which do not impede the reader's understanding.	May contain several mechanical errors that might confuse the reader but does not impede the reader's understanding.	May contain several mechanical errors that confuse the reader and impede the reader's understanding.	May contain several errors that make it impossible for the reader to understand or to see the connection between thoughts.

Required texts:

McLeod, Mark W. & Nguyen Thi Dieu. 2001. *Culture and Customs of Vietnam*. Westport: Greenwood Press. ISBN 0-313-30485-8

Other readings:

Duiker, William J. 1995. *Vietnam: Revolution in Transition*, 2nd edition. Boulder: Westview Press. ISBN 0-8133-8589-X

Tran & Reid. 2006. "Introduction: the construction of Vietnamese historical identity" in *Vietnam – Borderless History*, Nhung Tuyet Tran and Anthony Reid (ed.), Wisconsin: University of Wisconsin Press.

Nguyễn Đình Hoà. 1997. *Vietnamese Tiếng Việt không son phấn*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Pham, Hoa. 2002. Gender in addressing and self-reference in Vietnamese, in M. Hellinger and H. Bussman (eds) *Gender Across Languages*, 281-312, Vol 2, Amsterdam: John Benjamins.

Pham, Hoa Andrea. 2008. The non-issue of dialect in teaching Vietnamese. *Journal of Southeast Asian Language Teaching (JSEALT)*, Vol 14, pp 1-17.

Phan Huy Le. 2006. "Research on the Vietnamese village" in *Vietnam – Borderless History*, Nhung Tuyet Tran and Anthony Reid (ed.), Wisconsin: University of Wisconsin Press.

Jamieson, Neil L. 1993. *Understanding Vietnam*. Berkeley: University of California Press. ISBN 0-520-08048-3.

Course packet: TBA

Weekly Schedule

Topics

Week 1 Geography and the people

Readings: *McLeod & Nguyen 2001*: Chapter 1, 1-14

Duiker 1995: Chapter 1, 1-13

Week 2-4 History

Readings: *McLeod & Nguyen 2001*: chapter 2, 15-42

Duiker 1995: Chapter 2, 15-29

Tran & Reid 2006. "Introduction: the construction of Vietnamese historical identity" in *Vietnam – Borderless History*, 3-22. **Quiz 1.**

Week 5-6 Language and the writing system

Readings: *Pham 2003. Vietnamese tone – A new analysis*. New York: Rutledge. 37-47.

Nguyen Dinh Hoa 1997. Vietnamese: Chapter 1, 1-16

Pham 2008. The non-issue of dialect in teaching Vietnamese. *Journal of Southeast Asian Language Teaching (JSEALT)*, Vol. 14, 1-18. 2008 1-6,

Quiz 2. Homework due.

Week 7-8 Religions and Beliefs

Readings: *McLeod & Nguyen 2001*: Chapter 3, 43-63

Duiker 1995: Chapter 7, 167-169 **Quiz 3.**

Week 9-10 Family structure and gender issues

Readings: *McLeod & Nguyen 2001*: Chapter 7, 64-152

Phan Huy Le 2006. "Research on the Vietnamese village" in *Vietnam – Borderless History*, 23-44

Pham 2002. "Gender in addressing and self-reference in Vietnamese" in *Gender Across Languages*, Vol. 2, 281-312.

Quiz 4. Homework due

Week 11 Literature

Readings: *McLeod & Nguyen 2001*: Chapter 4, 65-73

Jamieson: Chapter 3, 100-116, chapter 5, 271-302 **Quiz 5**
Week 12 Arts and architecture
Readings: *McLeod & Nguyen 2001*: Chapter 5, 95-116
Duiker 1995, Chapter 7: 172-175 **Quiz 6**

Sa Huynh Culture

<http://dzunglam.blogspot.com/2009/07/quan-he-tuong-tac-noi-vung-va-lien-vung.html>

Week 13 Performing arts
Readings: *McLeod & Nguyen 2001*: Chapter 9, 169-182 **Homework due**
Week 14 Food culture
Readings: *McLeod & Nguyen 2001*: Chapter 6, 117-133
Week 15 Everyday life and activities **Homework due**
Readings: *McLeod & Nguyen 2001*: Chapter 8, 155-168
Week 16 Presentations. **End of term paper due.**

Evaluations

Attendance and participation	25%
Class presentation	15%
Short written quizzes on readings (fail/pass)	20%
Homework	10%
Term paper on a pre-approved topic	30%
Bonus points for one 5- to 10-minute class presentation	5%

Grading policy:

UF grading policies for assigning grade points can be found from the link below:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grading Scale (& GPA equivalent):

A	100-93	(4.0)
A-	92-90	(3.67)
B+	89-87	(3.00)
B	86-83	(3.0)
B-	82-80	(2.67)
C+	79-77	(2.33)
C	76-73	(2.0)
C-	72-70	(1.67)
D+	69-67	(1.33)
D	63-66	(1.0)
D-	62-60	(0.67)
E	59-	(0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance and participation are crucial and are reflected in your final grade.

Absences due to illness or emergency are excused only if paper documentation is presented; emails will not suffice. You are allowed two unexcused absences; having more than two will affect your grade. Four unexcused absences will result in the loss of ALL your attendance points. Repeated tardiness will also reduce your grade.

You are expected not only to do the assigned reading prior to every class, but to select some point from the reading and be prepared to make a short presentation on it to the class. Both quantity and quality of your presentation will be evaluated. The number of times each student will present a point from the readings will depend on the size of the class, but you should expect to present two to four times.

In addition to making presentations from the readings, you are expected to participate in class discussion. You will be evaluated on how often you participate.

Homework You will write four short commentaries on selected class-assigned readings, showing your insight into the ideas found in each reading.

Examinations – There will be six quizzes based on readings, slide presentations, and lectures. Approximate dates for the quizzes are given in the syllabus schedule (pages 4-5).

Optional class presentation – To help offset any negative effect that unforeseen circumstances may have on your graded work during the course or on the final paper, you may choose a topic based on the assigned readings, research it thoroughly, and give a five-to ten-minute class presentation on it. You may earn up to 5% bonus points for the presentation based on its clarity, organization, the effectiveness and persuasiveness of your delivery, and the originality of your interpretation. You will be required to submit by email a summary of the presentation, including the bibliography, at least three days before you present it.

Term paper – At the end of the course, students are expected to submit a 1,200- to 1,500-word paper. You may select a particular topic you would like to work on, but the topic must gain the approval of your instructor. To get approval, you will send the instructor a short paragraph describing your proposed topic. In your paper, use at least three class sources (from the readings, screenings, and lectures) and several published sources (books or articles, not open-access Web sources) to strongly support your arguments with persuasive evidence. Your paper will be evaluated on its clarity, organization, research quality, insight, and the accurate and objective analysis of events, individuals, and ideas.

Make-up policy: No late or make-up work will be accepted unless you present valid documentation.

General note: Any component of this syllabus may be modified during the semester to accommodate pedagogical need and student progress.

Class conduct: Students are expected to show respect for instructors and other students regardless of differences in opinions, values, and culture. Students should give one another equal opportunity to express opinions, experiences, and ideas. All students should be supportive of a cooperative learning environment. Cell phones and other electronic devices must be turned off during class.

Students with disabilities Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Honesty: <http://www.registrar.ufl.edu/catalog/policies/students.html>

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>

Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Grades: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>