

Undergraduate Council
 New Course Course Change
 Core Category: Humanities Effective Fall 2009

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall __

RECEIVED NOV 18 2008

1. Department: MCL College: CLASS
2. Faculty Contact Person: Long S. Le Telephone: 713-743-1142 Email: lsle@mail.uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
VIET / 3300 / The Global Vietnamese Diaspora
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
VIET / 3300 / GLOBAL VIETNAMESE DIASPORA
 - SCH: 3.00 Level: JR CIP Code: 05.0013.001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To provide for important discipline area
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
ILAS / 4394 / The Global Vietnamese Diaspora
 - Course ID: 37856 Effective Date (currently active row): 20081
6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 _____ / _____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: Engl 1304 Description (30 words max.): Theorizing and conceptualizing the dimensions, the characterizations, and the trajectories of the global diasporic Vietnamese community.
10. Dean's Signature: _____ Date: 11/18/08

Print/Type Name: Sarah Fishman

U N I V E R S I T Y of H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Modern & Classical Languages Department/CLASS

Person making request: Long S. Le Telephone: 713-743-1142

E-mail: lsle@mail.uh.edu

Dean's signature: [Redacted] Date: 11/18/08

I. General Information:

Course number and title: VIET 3300

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

VIET 3300 Core Curriculum Request: Objectives and Evaluation.

A. How the Course Meets the Exemplary Educational Objectives (EEO).

See attached syllabus.

To demonstrate awareness of the scope and variety of works in the arts and humanities, class materials will include Vietnamese folk and literature traditions (i.e. an English translation of Nguyen Du's *The Tale of Kieu*). In addition, Vietnamese literature in English and documentary/films are utilized to give "voices" of witnessing colonialism and wars, as well as living in a new place where constructing/reconstructing one's family and gender roles are required.

To understand those works as expressions of individual and human values within an historical and social context, thematic motifs of "displacement" and "memory" are employed. This will allow students to compare and contrast the Vietnamese diaspora as a lived experience to other and earlier forms of movement and migration (caused by military conquest, colonization, and territorial expansion) that have long been a part of Vietnam history.

To respond critically to works in the arts and humanities, critical thinking and problem solving are integrated in class participation, courses exams and research project. Through oral argument and written exposition, students are encouraged to ask the purpose, the relevant information, the inferences and conclusions, and the implications and consequences of works in the arts and humanities.

B. Procedures and Processes of Evaluation.

Aside from the instructor's evaluation, this course will incorporate particular question(s) in an exam for the purpose of assessing a specific EEO, such as basic principles of critical thinking and problem solving. A portfolio will be created over a number of semesters.

C. Implementation of Evaluation for Greater Course Effectiveness.

Utilizing both the instructor's evaluation and the mentioned portfolio, the improvement of the course's effectiveness will include altering assignments, revising lecture concentration and teaching methods.

[REDACTED] CLASS U.S.C.
h/18/08

THE GLOBAL VIETNAMESE DIASPORA

ILAS 4394, SECTION 37856, TH 1-2:30 PM

Instructor: Dr. Long S. Le

E-mail/Phone: lsle@mail.uh.edu, 713-743-1142

Office & Office Hours: T/TH 11-12:30 pm or by Appointment in 325-B (Melcher Hall)

Course Goals and Description

This course is designed to study the Vietnamese diaspora(s) around the globe, theorizing and conceptualizing the dimensions, the characterizations, and the trajectories of the diasporic Vietnamese community.

In general, the course will explore and attempt to examine questions including but not limited to:

- How does the current Vietnamese diaspora relate to and/or transcend the origins and implications to the country's migration history?
- What are the dimensions of the Vietnamese diaspora and are these dimensions "diasporic moments" since diasporic Vietnamese are products of different migration vintages and whose ethnicity is always in a state of flux?
- What are the ways in which Vietnamese construct/reconstruct its "culture core" including home, family, youth, gender roles, and community and anti-communist identities in the diaspora?
- How do problems, practices, realities, voices and visions of Vietnamese community development compare and contrast across and within the various diasporic Vietnamese communities around the world?
- What are the existing links among the various Vietnamese diasporic communities around the globe and do the diasporic Vietnamese media enable or disable these links?
- What are the impacts of the diaspora on the homeland and what are the impacts of opening the homeland to the diaspora?

This course will provide students the opportunity to create a Global Vietnamese Diaspora Wiki that facilitates the general knowledge of the overseas Vietnamese communities within and across (but not limited to) Canada, France, Australia, Germany, Norway, Australia, Czech Republic, Russia, Israel, Japan; Cambodia, Thailand, Hong Kong, and the Philippines. See: http://192.138.193.106/wiki/index.php/Global_Studies/Vietnamese_Diasporas.

Two exams and a class project will be required. There is a writing requirement of 3000 words over the semester, including in class essay exams, "blogging," and class project. Extra credit points added to the exams and class project are available.

Required Class Materials

- *Viet Nam: Borderless Histories* by Nhun Tuyet Tran and Anthony Reid.
- *A Course Reader* compiled by Long Le. This is available at <http://blogs.bauer.uh.edu/vietDiaspora/>
- Documentaries and Films including *Journey From the Fall*; *The Journey of Van Nguyen*; and *A Vietnamese Afro-American Testimony*.

The assigned readings are to be completed prior to attending class lectures. Assigned reading materials should be brought to class.

Course Learning Objectives

With completion of the course, students will have a basic knowledge of the Vietnamese diaspora around the globe, including its origins, dimensions of displacement, and its relations to the homeland.

The primary assessment of students' accomplishment of the course learning objectives is based on performance on essay exams and class assignments. See Course Requirements.

Course Instructional Objectives

With completion of the course, students will have a basic knowledge in doing a research project by "asking the right questions and then logically and creatively go about in answering them" on a particular diasporic Vietnamese community (other than the one in the U.S.).

The primary assessment of students' accomplishment of the course instructional objectives is based on performance on a class project. See Course Requirements.

Tools to Achieve the Course's Learning Objectives & Instructional Objectives

To facilitate the course's learning objectives and instructional objectives, the concept of critical thinking, active learning, and community service are introduced to provide the tools necessary for students to do well in the course and beyond.

To further facilitate the course learning objectives, the concept of critical thinking and active learning are introduced to provide the tools necessary for students to do well in the course and beyond.

- Critical Thinking entails effective communication and problem solving abilities. In a paper, a class activity, a reading assignment, etc, students are encouraged to ask the purpose, the relevant information, the inferences and conclusions, and the implications and consequences. See: WWW.CRITICALTHINKING.ORG.

- “Learning is not a spectator sport.” Active Learning is learning by doing. Students learn better when they are involved with their learning. The course’s work assignments and activities are designed to acknowledge that students learn in different ways. See: [HTTP://CTE.UMDNJ.EDU/ACTIVE_GENERAL.CFM](http://cte.umdj.edu/active_general.cfm).
- Good Analysis requires the students to ask the “right” questions and then creatively but logically go about in answering them. See: [HTTP://WWW.CSULB.EDU/~MSAINTG/PPA670/670STEPS.HTM](http://www.csulb.edu/~msaintg/ppa670/670steps.htm)

Course Requirements

2 ESSAY EXAMS: 50 percent of the final grade.

First: 25 %

Final: 25 %

CLASS PROJECT: 35 percent of the final grade.

Outline: 10%

Final Project: 25%

CLASS ASSIGNMENTS: 15 percent of the final grade.

ESSAY EXAMS: Potential questions for the exams will be provided as well as an exam review.

CLASS PROJECT: You are asked to select a diasporic community of your choosing (but other than the one in the U.S.) in which you will provide a case-study report focusing on the “heterogeneity, hybridity, and multiplicity” in the characterization of that community. The project is due anytime before the last day of class.

An alternative is a case-study report focusing on Vietnamese ethnic diasporic populations, specifically Euroasian, adopted Vietnamese, ethnic Chinese, Cham, and Khmers from Vietnam.

The objective of the class project is to obtain a general knowledge as well as analytical understanding of your selected diasporic community/groups.

The above objective entails significant writing and each student is required to submit in advance a piece of writing from his/her class project to be posted on the wiki, which will be graded for grammar and syntax. This assignment will be returned to the student before the official due date of the class project.

Students are highly encouraged to discuss and get advice on their class project with the instructor before the noted deadlines.

AN OUTLINE OF THE CLASS PROJECT: The outline consists of how you will go about in doing your research (doing interviews, collecting existing data/info, etc) and what issues/sub topics you will discuss in your project. The outline is due anytime before Week 9.

CLASS ASSIGNMENT: Throughout the course, class assignments will be assigned to reinforce and assess the course's learning objectives. Class assignments include both in-class and outside assignments.

EXTRA CREDIT: Up to 5 points added to the midterm, final exam, and class project. Throughout the course, extra credit assignments will be assigned to further assess, and reinforce, the course's learning objectives and instructional objectives. These extra assignments must be done in a timely manner, as specified by the instructor. Please take advantage of this opportunity. Other requests to do extra work to improve your grade will be denied, please do not ask.

UH Statement for Students with Disabilities

The University of Houston is committed to providing reasonable accommodations for eligible students with disabilities, including students who have learning disabilities, health impairments, psychiatric disabilities, and/or other disabilities. Visit WWW.UH.EDU/CSD for further info or call 713-749-1527.

UH Definition of Plagiarism

Plagiarism is defined as "representing as one's own work the work of another without appropriately acknowledging the source."

The university does not institutionalize plagiarism by acknowledging, excusing or condoning ignorance under the rubric of "unintentional plagiarism."

See Academic Honesty Policy for more information:

WWW.UH.EDU/DOS/HDBK/ACAD/ACHONPOL.HTML

CLASS SCHEDULE

- WEEK 1: Theorizing and Conceptualizing Displacement and Diaspora in the Vietnamese Context
- WEEK 2: Displacement in colonial/postcolonial Chinese rule and internal regional division/unification during the "two Dai Viets"
- WEEK 3-4: Displacement in colonial/postcolonial French rule and internal regional division/reunification during the "two Vietnams"
- WEEK 5: Theorizing and Conceptualizing the Vietnamese Diaspora
- WEEK 6: The Construction and Reconstruction of the Diaspora's Culture Core regarding Home and Family
- WEEK 7: Continue on Diaspora's Culture Core regarding Home and Family
REVIEW FOR EXAM I
- WEEK 8: EXAM I
- WEEK 9-10: The Construction and Reconstruction of the Diaspora's Culture Core regarding Youth and Gender
- WEEK 11-12: The Construction and Reconstruction of the Diaspora's Culture Core regarding Communities and Anti-communist Identities
- WEEK 12-13: The Vietnamese Diasporic Media and Arts/Cultural Productions
- WEEK 14-15: Theorizing and Conceptualizing the Vietnamese Diasporic's Return to Homeland
- WEEK 16: Review for FINAL EXAM.
FINAL EXAM PERIOD

VietDiaspora.WordPress.com Registration Instructions

1. Go to <http://wordpress.com/>
2. Select "Sign Up Now!"
3. Please read and fill out accordingly:
 - a. User Name: This will be your "Webct ID" followed by an underscore and any four digit number
Example: fktran_7777
 - b. Password: You need to use both lower and upper case letters and/or numbers and special symbols
Example Ch!ck4N
 - c. Email Address: Please provide a real email address as a confirmation email will be sent upon completion.
 - d. Legal Flotsam: Read the "fascinating terms of service" and check mark the box to indicate that you have done so.
 - e. Select "just a username, please" and click Next
4. Go to the your email and active your account on Wordpress.com
5. Go to <http://vietdiaspora.wordpress.com> and start posting! **Your FIRST post may take up to 24 hours before it is shown on the blog**