1. **Title of the module**

HIST7002 (HI7002) The International History of the Vietnam Wars

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 Credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours), BA American Studies (Single and History Honours), BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Deploy advanced techniques of analysis and enquiry within international history, understanding how local, national, regional and international factors intersect in the unfolding of events.

8.2 Critically examine the personal, national and international considerations that shaped decisions for war.

8.3 Demonstrate a comprehensive understanding of the challenges of fighting a “limited war” for a democracy as well as the political and other considerations that shaped military strategy.

8.4 Utilise established techniques to place the Vietnam Wars in historical perspective, including their contemporary resonance.

8.5 Situate the wars in a regional and international context, understanding the complex issues surrounding how colonial and Cold War considerations influenced outcomes in the field.

8.6 Demonstrate advanced ability to engage with existing historiographical debates, including in written and verbal assessments.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Deconstruct problems in a logical and sequential manner.

9.2 Construct coherent and evidence-based written and oral arguments.

9.3 Interpret statistical and numerical information accurately and be able to contextualise it against qualitative information.

9.4 Demonstrate the ability to work independently and in groups.

9.5 Critically assess different types of primary sources, with an ability to understand their strengths and weaknesses as evidence for historical enquiry.

9.6 Demonstrate advanced ability to provide persuasive written and verbal presentations while deploying a range of primary source materials and high level historiographical content.

9.7 Demonstrate advanced ability to access, analyse and integrate primary sources into written and verbal assessments.

1. **A synopsis of the curriculum**

The course explores the causes, conduct and consequences of the French and American wars in Vietnam. The course begins in the aftermath of the Second World War with the French Indochina War and charts the United States’ growing concern with the region, the Americanisation of the war in Vietnam under President Johnson and eventual disengagement under President Nixon. In addition to placing the conflicts in their regional and international contexts, the course will consider the military strategies implemented in the field and the domestic challenges inherent to fighting a “limited war”. The second part of the course focuses on the domestic aspects of the American war including the role of the media, the evolution of the anti-war movement and civil-military tensions. In addition to acquiring substantive knowledge, students will practice core skills, including accessing and critically assessing primary sources, communicating effectively orally and in their written work as well as working in groups.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Basha i Novosejt, Aurélie. *I Made Mistakes: Robert McNamara’s Vietnam Policy.* (New York, NY: Cambridge University Press, 2019).

Gaddis, John L. *Strategies of containment: a critical appraisal of American national security policy during the Cold War*. (Oxford, UK: Oxford University Press, 2005).

Herring, George C. *America’s Longest War: the United States and Vietnam, 1950-1975* 4th ed. (New York, NY: McGraw Hill, 2001).

Logevall, Fredrik. *Embers of War: The Fall of an Empire and the Making of America’s Vietnam* (New York, NY: Random House, 2012).

McMaster, H.R. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam* (New York, NY: Harper Perennial, 1997).

McNamara, Robert S. and Brian VanDeMark. *In Retrospect: the tragedy and lessons of Vietnam.* (New York, NY: Times Books, 1995).

Nguyen, Lien Hang. *Hanoi’s War: An International History of the War for Peace in Vietnam.* (Chapel Hill, NC: University of North Carolina Press, 2012).

Sorley, Lewis. *A Better War: The Unexamined Victories and Final Tragedy of America’s Last Years in Vietnam.* (New York, NY: Houghton Mifflin Harcourt, 1999).

Stewart, Geoffrey C. *Vietnam’s Lost Revolution: Ngo Dinh Diem’s Failure to Build an Independent Nation, 1955-1963*. (Cambridge, UK: Cambridge University Press, 2017).

 Young, Marilyn B. *The Vietnam Wars, 1945-1990*. (New York, NY: HarperCollins, 1991).

1. **Learning and teaching methods**

Total contact hours: 72

Total private study hours:528

Total module study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (3,000 words): 8%

Essay 2 (3,000 words): 8%

Primary source analysis exercise (3,000 words): 8%

Book review (1,000 words): 8%

Group work and presentation (in-class group work, 10-minute oral presentation and self-reflection exercise): 8%

Examination 1 (2 hours, essay-based): 30%

Examination 2 (2 hours, Gobbet analysis): 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

*Add/delete lines and columns as appropriate:*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *2 Examinations* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Primary source analysis*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Group work and presentation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module goes beyond a traditional U.S.-focused history course on the Vietnam War and considers the war as a continuation of the breakdown of colonial empires in the region*.* It places the French and American wars in their international context with an eye to regional dynamics, international alliances and considerations, as well as global economic consequences. Wherever possible, Vietnamese sources and Vietnam-focused historiography will be incorporated.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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