Honolulu Community College
Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: October 1, 2014
APPLICANT: James Mckeon
E-MAIL: <jmckeon@hawaii.edu> PHONE: 917-602-5181

COURSE ALPHA and NUMBER: History 246
COURSE TITLE: The Vietnam War
ESTIMATED NUMBER OF SECTIONS:
Fall: 0 Spring: 1

APPLICATION IS FOR:
☐ New Course XX Existing Course
☐ Certification
☐ Re-designation. Date of previous certification or renewal:
XX Renewal. Date of certification or previous renewal: 12/2009

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☐ DS (Social Sciences)
XX DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI): WI

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.

Page 1 of 8
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

<table>
<thead>
<tr>
<th>Hallmark # 1. uses the terminology of historical, philosophical, language or religious studies SLOs</th>
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<tbody>
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As a history course, this class utilizes historical methodologies and terminologies to help students understand historical experiences in Vietnam, focusing on causal explanations, exploring implications and consequences, and expanding perspective beyond that of U.S. sources to explore primary sources from other viewpoints and experiences, in particular Vietnamese.

<table>
<thead>
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<th>Hallmark # 2. involves texts, artifacts, concepts, processes, theories or issues of concern in these studies SLOs</th>
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The course uses secondary and primary source texts, as well as additional primary sources from various resources and points of view to enable students to cultivate skills of historical interpretation and comparison. Methods of explanation utilize historical perspectives of social history, political history, diplomatic history military history, and post-colonial analyses. This enables students to better grasp implications of causal explanations, links to Vietnam’s past, and connections to contemporary issues.

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<th>Hallmark # 3. demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies SLOs</th>
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Students are required to read secondary treatments of the Vietnam War as well as primary sources...
reflecting both U.S. and Vietnamese perspectives. Particular focus is given to understanding cultural impacts of the war on Vietnamese and American societies. Regional and global implications are also investigated. Students are exposed to multiple perspectives as the basis for exploring how history is written, controversial historical questions and how to provide context for primary works. Students are encouraged to incorporate specific methods of study in their learning analyses, particularly through written reflections based on reading assignments. Notably non-text readings are relatable to the students and there is an attempt for the students to put themselves in the shoes of the authors and characters in the readings. Through essays students are encouraged (and required through citations) to gather evidence from primary and secondary sources to substantiate their arguments. For example, students are required to cite the data and arguments they present as thesis in their essays. Finally through the weekly discussion posts students must present and defend an argument from comment and question from the instructor and fellow students. These posts require not only well thought out initial posts but also the ability to respond, synthesize, and respond to arguments raised in them. They must research from outside sources than assigned texts and as such hone their evidence gathering skills. Since this course is always offered as a WI course, students engage in historical questioning, analysis and argumentation through extensive writing. Writings are evaluated holistically with focus on specific historical metrics focused on along with more localized takeaways also highlighted.

2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

Students are required to complete the WI evaluation given every semester and the instructor evaluates the responses in revising course materials and methods. Students also participate in required DE surveys conducted periodically. Students take the eCafe survey providing feedback on instructor pedagogy. Embedded assessment of all 7 SLOs is also carried out (and reported every semester) based on the four required essays and final exam along with weekly discussion questions.

*The required essays incorporate students demonstrating historical thinking related to SLOs (for example, students are asked in an essay “Describe the long term impact of American involvement in Vietnam after troops left.”) Essays address the learning goals of Hallmarks two and three.

*The final exam is used to carry out embedded assessment of key historical figures and concepts, causal relationships and regional implications of events. The exam addresses Hallmarks one, two, and three.

*Finally, weekly discussion posts ensure students are grasping basic historical concepts and are progressing with their understanding through the readings, addressing learning goals for Hallmarks two and three. Embedded assessment of discussion postings evaluates student learning of historical events and patterns, and significant causal implications.

As an assessment tools the essays evaluate SLOs 1,2,4, and 7. The final exam serves as an assessment tool for SLOs 1,3, and 6. The weeks posts assess SLOs 1,2,5, and 6.
Complete the following for Renewal applications, only

3. Assessment results. Provide a summary of aggregated assessment results collected throughout the certification period.

Embedded assessment was carried out the two times this course was offered.

Cumulative findings of areas where improvements in instructional methods are needed include: positive feedback regarding critiques and comments for student’s written work, giving timely feedback, and attention to detail. My teaching style could improve through longer replies to postings. Often students who met the deadline for postings received multiple paragraphs in feedback from me while those that waited until just before the week closed out got little to no comment. In the future I will be sure to at least comment on each student’s work at once no matter when they submitted. Likewise my teaching style was effective with students who reached out to me when in need. I supplied my email and phone number to all students and for those who reached out I mentored over the phone. Other students either did not care or refused to talk and ultimately their progression was not as desirable. In the future I will contact students who may not be producing work to expectations more often rather than waiting for them to contact me based on my comments in their essays and postings.

Improvement is also needed in in sticking to timelines and being proactive with students that may drop the course. Often times students would request extensions and in order to be fair to all those enrolled I would wait to resubmit grading papers so everyone had the same amount of time for them to revise. This caused a cascading effect in which follow on deadlines had to be changed. Also in the two years this course has been offered there have been a great number of students who signed up but dropped the course than in my experience in traditional, in class offerings; this became clear through analysis of enrollment patterns. Students were generally visible after the add/drop period but I feel a disproportionate number dropped early. In the future I will have personal contact with all students at least twice before add drop (traditionally it has been once through a personal welcome email) to encourage them to speak to me early if they are having doubts about staying in the course.

Embedded assessments generally showed the course functioned well and met tangible goals along with student expectations while areas for improvement regarding teaching and organizational techniques did exist. As gained from the student assessments some students felt that the changes to deadlines and naming conventions for papers (while clearly stated in the syllabus) caused confusion. In the future I will post a longer, more detailed syllabus while also having submission deadlines that do not shift while also presenting a step by step tutorial regarding how to name and post/email assignments.

Specifically student learning outcomes saw the greatest success in two areas; understanding of the historical circumstances surrounding the Vietnam War and improvement in basic writing through grammar and organizational development. Students were able to identify key facts from the war with great success by the end of the course. They could also explain the “why” behind major issues in the conflict, showing knowledge of the war and its importance. Finally improvement in writing was marked. Students generally had better word choice, diction, organization, flow, citation, and argument skills by the end of the course. Through the reading of other academic works and my
comments on drafts and final essays student progression showed linear and marked improvement.

Regarding specific SLOs assessment, results are as follows:

**SLOs**

1. Demonstrate an ability to analyze and explain cause and effect relationships in the Vietnam War: through the progression of posts and essays students exhibited a knowledge of the cause and effects of the War. I will add further responses to the posts to further tie in these cause and effect relationships in order for students to have a stronger grasp of the importance of the link between various key events.

2. Demonstrate the ability to compare and contrast the historical experiences of the participants in the War: students read primary source material from numerous perspectives, will continue to incorporate such readings. Will add shorter readings to highlight the numerous voices from the war, notably civilians. Found students to particularly grasp and enjoy first person accounts of combatants in war—many are of the same age as enrollees in the class.

3. Describe the role played by significant people involved in the War: add more identification for key people during essays to complement questions on the final. Students currently must identify ten key people on the final, will possibly add the number while also highlighting the importance to discuss such players in essays and posts.

4. Demonstrate an understanding of the historical causes of current events in Southeast Asia: currently it is satisfactory, students understand the current political system in Vietnam. But I will add more readings at the beginning of the course and an emphasis as it ends discussing current geo-political relations to show the complicated relationship that exists between many nations in Southeast Asia.

5. Demonstrate a knowledge of the historical impact of the Vietnam War: Students generally exhibited a good knowledge by the end of the course. Will continue to exhibit the long-term importance of the war.

6. Describe the impact of the War on Vietnam and the greater Asian area: Generally students understood Vietnamese-American relations directly after the war but more understanding of the complicated relationship between Asian nations will be reinforced.

7. Develop and fine tune writing, research, organization, critical thinking, task management, interpersonal and communication skills: showed strong improvement throughout the course. Students met each of the elements above. Will exact higher standards for research, critical thinking, and task management through more complicated questions and assignments as it becomes possible.

4. Utilization of assessment results. Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.

Assessment feedback regarding SLOs on writing and specifically in relation to key historical skills focused on improving a number of factors: 1. follow up on weekly discussion posts, 2. sticking to deadlines for written assignments, 3. proactive monitoring of student involvement. Assessments requested and/or identified from embedded assessment: better weekly post questions, sticking to deadlines for papers to be submitted, and more dialogue early on with students that may be struggling. Changes made based on assessment results include: phone contact with students who do not execute assigned work by the second week, not shifting deadlines for grading student papers as a cascading effect of delaying assignments occurs, better drafted discussion questions, final exam with more terms, and possibly greater accessibility for students on neighbor islands. Overall I feel that student and peer assessments have shown my teaching style regarding essays, about 60% of the graded work in this course, is solid, but the weekly discussion posts and interaction with students that may be struggling needs improvement. I will redraft the discussion questions for clarity and brevity while also being more engaged with all students regardless of their desire to hear from me or be involved in the course other than basic assignments.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Renewal Due: Fall 2019

☐ Not approved
Reasons:

Diversification Board Chair Signature: [Signature]
Date: 12/13/2014
History 246—The War in Vietnam
Spring 2014
Writing Intensive/ Online/
Instructor: James McKeon

Contact Information:
Office Hours: By appointment via skype, phone or other methods desired
Phone: 917-602-5181. Email: jmckeen@hawaii.edu
Webpage: http://honolulu.hawaii.edu/

Texts and Reading Materials:

Course Description: This course will focus on the military, political, diplomatic and social aspects of War in Vietnam. Particular focus will be placed on the cultural impacts on Vietnamese and American society. The impact global and regional implications resulting from the conflict will also be discussed at length. Study of the conflict will be in a writing intensive, online format.

Articulation Statement: This course transfer to all UH System campuses with a humanities diversification (DH) designation. At HonCC, the course fulfills a DH requirement for the A.A. degree, is a writing intensive (WI) course, and is a course under the Humanities and Fine Arts general education category for Career & Technical Programs.

Student Learning Objectives:
1. Demonstrate an ability to analyze and explain cause and effect relationships in the Vietnam War
2. Demonstrate the ability to compare and contrast the historical experiences of the participants in the War
3. Describe the role played by significant people involved in the War
4. Demonstrate an understanding of the historical causes of current events in Southeast Asia
5. Demonstrate a knowledge of the historical impact of the Vietnam War
6. Describe the impact of the War on Vietnam and the greater Asian area
7. Develop and fine tune writing, research, organization, critical thinking, task management, interpersonal and communication skills

Writing Intensive Requirements:
Students are expected to develop and hone their writing skills throughout their enrollment in the course. Every student will submit drafts of papers to the instructor. The instructor will make comments and return to the students for them to incorporate in to their final product. No student will be granted writing intensive credit for the class unless they earn at least a “C” or higher.
No Show Policy:
Students registered in Distance Education Courses must communicate to the instructor by the end of the second day of the semester; otherwise, they may be dropped by the instructor.

Disappearer Policy:
Students registered in Distance Education courses who have ceased to communicate or never communicated with their instructor since the first day of class and do not officially drop the class are also considered “Disappearers” and may receive an “F” grade if the classes are not officially dropped by the deadline. A student who has a justifiable reason for not communicating with an instructor must notify the instructor or Division Chair or Program Dean. A student who wishes to drop a class must do so before the deadline.

Grading:
Your final grade is based on accumulation of points with a total of 1000 points possible.

Discussion Posts and Interaction - 200 points (total)  
900-1000 = A
800-900 = B
700-800 = C
600-700 = D
599 and below = F

Essays/Papers (four) - 600 points (total)
Exams (one) - 200 points (total)

Requirements and Assignments:

Essays/Papers: There are four required writing assignments:

- Essay One, you will be assigned an essay covering the conflict from the end of World War II until American intervention in which you will write on a theme of your choosing. I will provide guidance and topics to choose from. Minimum length is two pages. You will use at least one primary source and two secondary sources and cite your work. Draft due 3 February. Rewrite based on instructors comments due on 10 February. 150 points.

- Essay Two, you will write an essay based on the intensification of the conflict and foreign influence. Minimum length is three pages. You will use at least two primary sources and two secondary sources and cite your work. Draft due 26 February. Rewrite based on instructors comments due on 3 March. 150 points.

- Essay Three, you will write an essay based on the depth of American involvement in the War and how the United States extracted its forces. Minimum length is five pages. You will use at least two primary sources and four secondary sources and cite your work. Draft due 31 March. Rewrite based on instructors comments due on 7 April. 150 points.

- Essay Four, you will write an essay based on the lives and experiences of North and South Vietnamese civilians and soldiers. Minimum length is six pages. You will use at least two primary sources and four secondary sources and cite your work. Draft due 17 April. Rewrite based on instructors comments due on 31 April. 150 points.

Writing assignments will be done in a format as introduced in class. All papers submitted will be
size twelve font, Times New Roman, double spaced. Citations will be made with footnotes using the American Psychological Association format. Wikipedia is not a primary or secondary source. Submissions are accepted by email or in the "assignments" portion of Laulima. All assignments will also be submitted for revision and comments by the instructor on the dates stated above. I will grade all papers within a two week window.

**Term Sheets:** There are four term sheets due throughout the course that consist of five to ten historical terms and themes to be defined and identified by one to two paragraphs each. 25 points each, 100 points total.

**Discussion Posts and Post Interaction:** Each week students will be required to respond to at least one given discussion question and answer in the online forum. Additionally, students will interact with each other and the posts of their instructor. It is expected that each student will post at least three to four responses per week. These responses take the place of traditional in class participation. Posts are expected to be organized, coherent and researched but do not have to follow APA citation formatting nor be more than one page long. 200 points total. Initial posts are due by Wednesday evenings at 8PM HST. Follow up postings must occur by Saturday at 8PM HST. There are no posts due during the first week of class.

**Exams:** There will be a final to ensure comprehension of basic information. Final is during the HCC exam period. 200 points total. Students will be required to execute their exams in an approved proctored testing center in the UH system, or an alternative site approved by the instructor. For those who wish to use an established UH course the HCC site email notification to the instructor. Students unable to take their exam at an approved UH or HCC site will notify the instructor for resolution options. The website for information for UH proctoring is: [http://www.hawaii.edu/faculty/prep/proctor_office.html](http://www.hawaii.edu/faculty/prep/proctor_office.html)

**Unique Factors of a WWW Course:**

1. All work will be submitted with full names and will be authenticated by the instructor through web searching and plagiarism tools. Exams will be monitored and proctored.
2. Slides and notes will be posted each week and will take place of a formal lecture. Discussion questions substitute for those in a traditional class.
3. Student-Instructor interactions will take place in a midterm meeting which will discuss overall performance in the course along with development as a writer. Weekly post critiques along with verbal and written progress reports will also be submitted by the instructor.
4. Students are expected to reply to the posts of their fellow students weekly. Each student is required to make at least three replies per week.
5. Students will receive feedback on all submitted work within a seven day time frame of submission except for weekly posts. Posts will receive input in a 36 hour time span.
6. All course materials will be posted on Laulima.
7. Technical issues with accessing and submitting materials will be handled through a phone call or email notification and work around thereafter.
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<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Hearden Pages</th>
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<tbody>
<tr>
<td>13 Jan</td>
<td>French Indochina and its Legacy</td>
<td>1-21</td>
</tr>
<tr>
<td>20 Jan</td>
<td>America in the Cold War</td>
<td>22-47</td>
</tr>
<tr>
<td>27 Jan</td>
<td>America’s Engagement Vietnam</td>
<td>48-71</td>
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</table>
| 3 Feb   | Origins of Involvement
Essay One Draft Due 3 Feb                                    | 72-92         |
| 10 Feb  | Entering the War
Essay One Final Due 10 Feb                                            | 93-118        |
| 17 Feb  | Americans in the War, Part I                                            | Complete Fields of Fire |
| 24 Feb  | Americans in the War, Part II
Essay Two Draft Due 26 Feb                                               | Complete Fields of Fire |
| 3 Mar   | Stalemate, South Vietnamese Government and Society
Essay Two Final Due 3 Mar                                                | 119-144       |
| 10 Mar  | Case Study/Film                                                        |               |
| 17 Mar  | American Withdrawal                                                    | 145-168       |
| 24 Mar  | The Asian War
Essay Three Draft Due 31 Mar                                         | Assigned Readings |
| 31 Mar  | International Communism
Essay Three Final Due 7 April                                                | Assigned Readings |
| 7 Apr   | The Vietnamese Experience, Part I                                      | Complete Troung Nhu Tang |
| 14 Apr  | The Vietnamese Experience, Part II
Essay Four Draft Due 17 April                                             | Complete Troung Nhu Tang |
| 21 Apr  | End of the War                                                         | 169-188       |
| 28 Apr  | Impact of the War                                                       | Assigned Readings |
| 5 May   | Final Exam                                                             |               |