

VTT 3500 (7N62) VIETNAMESE CULTURE, Spring 2020

Prof. Andrea Hoa Pham Office: 343 Pull Hall Office hours: M and W, 4 <sup>th</sup> period (10:40-11:30) Tel: (352) 392-7084, <a href="mailto:apham@ufl.edu">apham@ufl.edu</a>	Tuesday 5 <sup>th</sup> , 6 <sup>th</sup> (11:45-1:40) Thursday 5 <sup>th</sup> (11:45-12:35) <b>FLI Room 13</b>
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**Course description**

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

The course closely examines how modern Vietnamese society and its culture were formed over the course of its history. Through discussing important historical, geographical, and social and political elements such as trading patterns, missionary activities, and wars, students will identify traits Vietnamese people share with other communities of wet-rice growers in Southeast Asia. Students will be able to describe how, under the strong influence of China, Vietnam has been integrated into the cultural system of Eastern Asia, including Japan and Korea, yet still retains its own characteristics. Students will also be able to illustrate how modern Vietnamese society embraces Western culture through trading, Catholicism and colonization.

**Prerequisites:** any Asia-related course with the following prefixes: ASH, CHI, CHT, JPN, JPT, REL, VTN. Please contact the instructor for any questions about prerequisites. Lectures and readings are in English. No knowledge of Vietnamese is required. (GenEd, H and N, 3 credits).

**Required texts:**

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

*Other readings will be posted on Canvas on e-learning, at least one week before class discussions. Individual presentations, photos, video clips, stories, etc. will be used to illustrate the contents and stimulate discussions.*

**Evaluations**

Homework (5% x 4)	20%	80 pts
Short written quizzes (pass/fail) on readings (5% x 5)	25%	100 pts
Class discussions	20%	80 pts
Presentations (5%, 10%)	15%	60 pts
Term paper on a pre-approved topic	20%	80 pts
<i>Total</i>	100%	400 pts

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Due</b>
<b>Week 1</b> T Jan 7 R Jan 9	<b>Geography and the people</b>	<i>McLeod &amp; Nguyen</i> : Chapter 1, 1-14	
<b>Week 2</b> T Jan 14 R Jan 16	<b>Geography and the people (cont.)</b>  <b>History</b>	<i>McLeod &amp; Nguyen</i> : chapter 2, 15-42	<b>Quiz 1, Jan 16</b>
<b>Week 3</b> T Jan 21 R Jan 23	<b>History (cont.)</b>	<i>McLeod &amp; Nguyen</i> : chapter 2, 15-42	Presentations
<b>Week 4</b> T Jan 28 R Jan 30	<b>History (cont.)</b>	<i>Duiker</i> : Chapter 2, 15-29, <i>Tran &amp; Reid 2006</i>	Presentations <b>Homework 1</b>
<b>Week 5</b> T Feb 4 R Feb 6	<b>Language and the writing system</b>	<i>Pham (ms) Marr 1981</i>	Presentations
<b>Week 6</b> T Feb 11 R Feb 13	<b>Language and the writing system (cont.)</b>	<i>McLeod &amp; Nguyen</i> : chapter 1 9-12	Presentations <b>Quiz 2 Feb 13</b>
<b>Week 7</b> T Feb 18 R Feb 20	<b>Religions and Beliefs</b>	<i>McLeod &amp; Nguyen</i> : Chapter 3, 43-63 <i>Duiker</i> : Chapter 7, 167-169	Presentations
<b>Week 8</b> T Feb 25 R Feb 27	<b>Family structure and gender issues</b>	<i>McLeod &amp; Nguyen</i> : Chapter 7, 64-152 <i>Pham 2002, Marr 190-206</i>	Presentations <b>Homework 2</b>
<b>Week 9</b> T Mar 3 R Mar 5	<b>Spring Break</b>		
<b>Week 10</b> T Mar 10 R Mar 2	<b>Literature</b>	<i>McLeod &amp; Nguyen</i> : Chapter 4, 65-93	Presentations
<b>Week 11</b> T Mar 17 R Mar 19	<b>Literature (cont.)</b>		<b>Quiz 3 Mar 19</b>
<b>Week 12</b> T Mar 24 R Mar 26	<b>Arts and architecture</b>	<i>McLeod &amp; Nguyen</i> : Chapter 5, 95-116	<b>Homework 3</b>

<b>Week 13</b> T Mar 31 R Apr 2	<b>Performing arts</b>	<i>McLeod &amp; Nguyen</i> : Chapter 9, 169-182	Presentations <b>Quiz 4 Apr 2</b>
<b>Week 14</b> T Apr 7 R Apr 9	<b>Food culture</b>	<i>McLeod &amp; Nguyen</i> : Chapter 6, 117-133	Presentations <b>Homework 4</b>
<b>Week 15</b> T Apr 14 R Apr 16	<b>Festivals and leisure activities</b>	Chapter 8, 155-168	<b>Quiz 5 Apr 16</b>
<b>Week 16</b> T Apr 21	<b>Presentations</b> <b>Term paper due</b>		

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

**ATTENDANCE AND CLASS DISCUSSIONS** are crucial, especially for Quizzes and Homework.

Absences due to illness or emergency are excused only if paper documentation is presented; emails will not suffice. You are allowed two unexcused absences; each unexcused absence will cost 3% from your 20% class discussion grade (12 pts). Five unexcused absences will result in the loss of ALL your attendance/class discussion grade (80 pts). Repeated tardiness will also reduce your grade.

You are expected to do the assigned reading prior to every class and are encouraged to bring up some point from the readings for class/group discussions, raise meaningful questions, or comment on others'. **A grade** in this category requires the student to take part very often or in *every week* class/group discussions, with meaningful comments or questions; **B grade** requires to be active in class/group discussions in most topics, and evidence of doing the assigned readings. **C grade and below** is for those who barely or never take part in class or group discussions, but at least to be in class.

Religious holiday and severe weather conditions are excused. *“A student should inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity”*.

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

**HOMEWORK** During the semester you will write short commentaries, or overview, on selected assigned readings to show your insights. Late homework will NOT be accepted. Homework with **A grade** shows a careful reading and solid understanding on the topic, with comments backed up by solid evidence, and analysis using accurate facts. Homework with **B grade** shows a good reading and understanding of the topic, and

comments are often made with accuracy. Homework with **C and below** shows the lack of reading, or a shallow understanding of the topic, states inaccurate facts or events.

**QUIZZES** – Quizzes are short answers, based on assigned readings, slide presentations, and class discussions. Quizzes have pass/fail grades (either 20 pts or zero point for each quiz). A **pass quiz** shows evidence that you do the assigned readings thoroughly and pay attention to and participate in class discussions, understand basic but key points, concepts, and events. A **fail quiz** shows loss in the topic, lack of readings or participation in class discussions, consequently, provides subjective speculations ignoring facts.

**PRESENTATIONS** (10%) At the beginning of the term you will sign up for two topics you are interested in (Option 1 and Option 2) and will be assigned one topic to work on. You can pick any issue from the readings, find further materials to elaborate and contribute to understanding of the topic. Research and understand the topic thoroughly and give about a five-minute presentation on the topic. **One week** before your presentation, submit by email **the abstract** (5%), *including the bibliography*. Limited use of non-referred online sources is allowed when publications on the issues are not available.

You can do the presentation individually, or pair up with some friend in class and the group will share the grade. The presentation will be given around the week we cover the theme in class. Ideally, there will be a couple of presentations per topic.

An **A presentation** has an abstract that clearly states the goal(s), why the topic is interesting, what will be analyzed/discussed, what type of evidence provided, and a conclusion. The presentation is *informative* (do not just repeat what said in the textbook). It is clear, well-organized, effective and convincing with reliable, objective resources. The presentation does not need to be very detailed. A **B presentation** has an abstract that is not very clear about the chosen topic or what to be analyzed, the type of evidence, and lack of concluding remarks. The presentation is organized, but does not have enough evidence or reliable resources, uses some inaccurate facts or statements. A **C and below presentation** has a confusing, vague abstract, not well-organized, provides inaccurate facts or statements without evidence to back up.

**TERM PAPER** – Each student is expected to submit a 1,100 to 1,500-word paper. You may develop your presentation into a paper or might select another topic you would like to work on, in which case *you must submit an abstract and the topic is approved by the instructor*. If you do the presentation with a friend, each of you can either choose another topic for the term paper (a new abstract submitted for the approval before you write the paper), or pick a part of the presentation to develop it into a paper. In your term paper, *use at least three class sources* (published sources from the readings, screenings, and lectures).

Evaluations of the paper are based on **accurate and objective analysis of events, individuals, and ideas, your unique interpretation, and the reliable resources**. An **A paper** is well-organized and structured; states clearly the goals of the paper, what you intend to analyze or investigate; uses reliable resources to strongly support your arguments or hypothesis with persuasive evidence; provides objective and meaningful

comments, and your unique interpretation of the events, persons, facts....A **B paper** is well-organized, has clear goals and a decent analysis with reliable resources; provides meaningful comments but somewhat subjective, and shows some uniqueness of your interpretation of facts, persons, events. A **C and below paper** is not well organized, has a vague goal and a confusing, or subjective analysis without evidence to back up; provides some inaccurate facts or comments without checking the sources; repeats what is in the source without any contribution to the interpretation of the facts, events, or persons.

You can submit your paper *during the term*, two to three weeks after your presentation. *The latest date to submit the paper is by 2pm, April 21.*

**Make-up policy:** No late or make-up work will be accepted unless you present a valid, documented excuse.

**Class conduct:** Students are expected to show respect for everyone in class 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 must register with the Dean of Students office at: P202 Peabody Hall, Gainesville, FL 32611-5055, Tel: (352) 392-1261.

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>

**Grading policy**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	less than 62

**Passing Grades and Grade Points**

A	4.0	B-	2.67	D+	1.33	WF	0
A-	3.67	C+	2.33	D	1.0	I	0
B+	3.33	C	2.0	D-	.67	S/U	0
B	3	C-	1.67	E	0		

Please note that C- does not count as a passing grade for major, minor, Gen. Ed., or basic distribution requirements.

**Western and Vietnamese Class etiquettes** During class time please **turn off cell phones. Unless the instructor requests, close laptops before class starts.** Using class

time to work on something not directly related to the course, you would be asked to do it outside classroom.

Emailing is the easiest way to reach me. Let's follow the Vietnamese culture practice: an address term is needed. 'Cô Phạm' if you wish (Cô is used to address a female teacher).

***Recommended readings:***

Balaban, John and Nguyen Qui Duc. 1996. *Vietnam – a Traveler's Literary Companion*. Balaban and Nguyen (eds.). San Francisco: Whereabouts Press.

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

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

Marr, David G. 1981. *Vietnamese tradition on trial, 1920-1945*. University of California Press.

Pham, Andrea Hoa. 2019. Five conversations between Vietnamese and American Poems. *Delos*, 34:2, pp. 145-162. With Lola Haskins.

Phạm, Andrea 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, Andrea Hoa & Pham, Andrew Anh. (in press). Sociolinguistic variation in attitudes to pronoun use among couples in southern Vietnam – a statistical analysis. In Enfield, N., Sidnell, J., & Zuckerman, C. (eds.) *The Anthropology of Language in Mainland Southeast Asia*. Hawaii: Journal of Southeast Asian Linguistic Society.

Pham, Andrea Hoa (ms). Introduction to the Vietnamese language and its writing systems.

Nguyen The Anh. 1989. Vietnam. In *Southeast Asia Languages and Literatures – A select guide*. Patricia Herbert and Anthony Milner (eds.), pp. 77-98. Honolulu: University of Hawaii Press.

Taylor, Keith. 2013. *A History of the Vietnamese*. New York: Cambridge University Press.

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