

VTT 3500 (06F3)VIETNAMESE CULTURE, Spring 2017

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, apham@ufl.edu	Tuesday 4 <sup>th</sup> (10:40-11:30) Thursday 4 <sup>th</sup> (10:40-11:30) 5 <sup>th</sup> (11:45-12:35) MAT Room 02
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### Course description

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

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

**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. (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. In addition to individual presentations, photos, video clips, stories, etc. will also be used to illustrate the contents, and stimulate discussions.*

### Evaluations

Attendance and class discussions	25%	100 pts
Short written quizzes on readings (pass/fail)	25%	100 pts
Homework	20%	80 pts
Presentation (abstract 5%, presentation 5%)	10%	60 pts
Term paper on a pre-approved topic	20%	100 pts
<i>Total</i>	<i>100%</i>	<i>400 pts</i>

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Due</b>
<b>Week 1</b> R Jan 5	<b>Geography and the people</b>	<i>McLeod &amp; Nguyen</i> : Chapter 1, 1-14	
<b>Week 2</b> T Jan 10 R Jan 12	<b>Geography and the people (cont.)</b>	<i>McLeod &amp; Nguyen</i> : chapter 2, 15-42 <i>Duiker</i> : Chapter 2, 15-29	Indiv. presentations
<b>Week 3</b> T Jan 17 R Jan 19	<b>History</b>	<i>McLeod &amp; Nguyen</i> : chapter 2, 15-42	<b>Quiz 1, Jan 17</b>
<b>Week 4</b> T Jan 24 R Jan 26	<b>History (cont.)</b>	<i>Tran &amp; Reid 2006</i>	Indiv. presentations
<b>Week 5</b> T Jan 31 R Feb 2	<b>Language and the writing system</b>	<i>Pham</i> (ms) Marr 1981	<b>Homework 1</b>
<b>Week 6</b> T Feb 7 R Feb 9	<b>Language and the writing system (cont.)</b>	<i>Brunelle 2015</i>	Indiv. presentations <b>Quiz 2 Feb 7</b>
<b>Week 7</b> T Feb 14 R Feb 16	<b>Religions and Beliefs</b>	<i>McLeod &amp; Nguyen</i> : Chapter 3, 43-63 <i>Duiker</i> : Chapter 7, 167-169	Indiv. presentations <b>Homework 2</b>
<b>Week 8</b> T Feb 21 R Feb 23	<b>Family structure and gender issues</b>	<i>McLeod &amp; Nguyen</i> : Chapter 7, 64-152 <i>Pham 2002</i>	Indiv. presentations <b>Quiz 3 Feb 21</b>
<b>Week 9</b> T Feb 28 R Mar 2	<b>Literature</b>	<i>McLeod &amp; Nguyen</i> : Chapter 4, 65-93	Indiv. presentations
<b>Week 10</b> T Mar 7 R Mar 9	<b>Spring Break</b>		
<b>Week 11</b> T Mar 14 R Mar 16	<b>Arts and architecture</b>	<i>McLeod &amp; Nguyen</i> : Chapter 5, 95-116	Indiv. presentations <b>Homework 3</b>
<b>Week 12</b> T Mar 21 R Mar 23	<b>Performing arts</b>	<i>McLeod &amp; Nguyen</i> : Chapter 9, 169-182	<b>Quiz 4 Mar 21</b>

<b>Week 13</b> T Mar 28 R Mar 30	<b>Food culture</b>	<i>McLeod &amp; Nguyen</i> : Chapter 6, 117-133	Indiv. presentations <b>Homework 4</b>
<b>Week 14</b> T Apr 4 R Apr 6	<b>Everyday life and activities</b>	Chapter 8, 155-168	<b>Quiz 5 Apr 4</b>
<b>Week 15</b> T Apr 11 R Apr 13	<b>Indiv. Presentations</b>		
<b>Week 16</b> T Apr 18	<b>Indiv. 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 15% of your attendance grade (15 pts). Five unexcused absences will result in the loss of ALL your attendance grade (100 pts). Repeated tardiness will also reduce your grade.

You are expected to do the assigned reading prior to every class, and select some point from the readings, bring up in class discussions, make comments, raise meaningful questions, or comments on others'. Both quantity and quality of your comments will be used for evaluations. **A grade** in this category requires the student to take part in *every week* class discussions, with meaningful comments or questions; **B grade** requires to be active in class discussions most of the time, some questions show lack of readings. **C grade and below** is for students who barely or never take part in the 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 unique comments 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. A **pass quiz** shows evidence that you do the assigned readings thoroughly and pay attention to and participate in class discussions, understand important points, concepts, and events. A **fail quiz** shows loss in the topic, the lack of readings or participation in class discussions, consequently provides subjective speculations.

**INDIVIDUAL 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. Based on assigned readings, research the topic thoroughly, and give a five- to ten-minute class presentation on the topic. You will be required to submit by email **the abstract (5%)**, *including the bibliography*, **one week** before your presentation. The presentation will be given during or right after the week that matches the general topic scheduled to be discussed in class. Ideally, we will have one presentation per each topic. Limited use of open-access www sources when publications on the issues are not available.

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 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 analysed, 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 1,200- 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*. In your term paper, *use at least three class sources* (from the readings, screenings, and lectures) and published sources.

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 to find an answer; uses reliable resources to strongly support your arguments 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 noon, April 13.*

**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 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 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.

During class time please **turn off cell phones. Unless the instructor requests, close laptops before class starts.** If you use class time to do work for other courses, you will be asked to leave.

Emailing is the easiest way to reach me. Let's follow the Vietnamese culture practice: Emails starting without an addressing term, or with a 'Hey' won't be answered. 'Cô Phạm' would do (a female teacher is addressed with Cô).

**Recommended readings:**

Brunell, Marc. 2015. Vietnamese. In *The Handbook of Austroasiatic Languages*, Paul Sidwell and Mathia Jenny (eds.), 909-953. Leiden, Boston: Brill.

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.

Phạm, Andrea Hoà. 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, A. H. (ms). Introduction to the Vietnamese language and its writing systems.

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.