

# Fulbright

## MAJOR DESCRIPTIONS & FLOWCHARTS

AS OF AUGUST 2024

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## Contents

APPLIED MATHEMATICS .....	3
ART AND MEDIA STUDIES .....	10
COMPUTER SCIENCE.....	17
ECONOMICS .....	23
HUMAN-CENTERED ENGINEERING .....	31
HISTORY.....	46
INTEGRATED SCIENCES.....	53
LITERATURE .....	58
PSYCHOLOGY.....	63
SOCIAL STUDIES.....	69
VIETNAM STUDIES .....	76

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## APPLIED MATHEMATICS

### Description

Applied Mathematics is the study and application of mathematical concepts and methods to solve complex problems in a wide range of areas such as natural science, engineering, architecture, business, industry and even psychology and social science. Its omnipresent power to deliver optimum answers is felt and enjoyed in many aspects of life from apparently simple activities such as booking a Grab trip and using the suggestion feature of Netflix to grander-scale projects such as bridge building and sending satellites into space. A close-knit family with data science and artificial intelligence, Applied Mathematics unleashes the enormous computing power that could solve unlimited conventional and unconventional problems that arise from natural phenomena and social needs. At Fulbright University Vietnam, the Applied Mathematics major offers a unique approach that is both theoretically rigorous and highly interactive in a truly interdisciplinary environment. The major will provide strong foundations and advanced knowledge on Linear Algebra, Calculus, and Statistics. The students will explore and be fascinated by real-life applications of Mathematics in many other majors, such as Economics, Engineering, Psychology, Social Sciences, etc., by taking applied elective courses and doing Capstone research. Graduated students would be well equipped with solid knowledge and skills to undertake postgraduate degrees in Mathematics or Statistics as well as to pursue careers in data science (machine learning, AI), engineering (signal processing, financial, optimization and simulation), or social sciences.

### Learning Outcomes

Students in the Applied Mathematics major will be able to:

1. Explain and answer questions about topics and objects in fundamental modern mathematics.
2. Relate the fundamental knowledge to topics in at least one area of specialization within mathematics or its applications in other fields
3. Demonstrate mathematical thinking skills, progressing from a procedural and computational understanding of mathematics to logical reasoning, generalization, and to formal proof.
4. Assemble and evaluate research resources and develop new knowledge and skills as needed.
5. Design and solve mathematical models for real world problems in a broad range of intellectual domains.

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6. Demonstrate skills to communicate mathematical ideas orally and in writing, with precision, clarity and organization, using proper terminology and notation.
7. Develop efficient computer algorithms and programs for quantitative analysis and mathematical modeling.
8. Develop necessary skills to work well in a multidisciplinary team.

## Degree Requirements

A Bachelor of Science in Applied Mathematics is awarded following the successful completion of:

1. General education courses (Core and Exploratory, as required by Undergraduate curriculum), of which up to two Exploratory courses (8 credits) can be counted towards the major.
2. Experiential Learning (4 – 12 credits).
3. Required foundation courses: Linear Algebra, Calculus, Introduction to Statistics, Multivariable Calculus (16 credits).
4. 1 writing course (Ideas in Mathematics/Advanced Mathematical Writing) (4 credits).
5. 2 intermediate courses (8 credits).
6. 1 Pure Mathematics course (4 credits).
7. 2 advanced courses in specialized areas of study (8 credits).
8. 2 elective applied courses approved by the major coordinator (at least one at 200 level) (8 credits).
9. Research seminar (4 credits)
10. Capstone I and Capstone II (8 credits) for Honors program.
11. OR 2 advanced courses (at most one elective applied course).

## Sample Student Journey

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Research Seminar	Elective Applied courses
Exploratory Courses	Exploratory Courses	Experiential Learning	Capstone I
Linear Algebra	Multivariable Calculus	Elective Applied courses	Capstone II
Intro to Stats	Ideas in Mathematics	Advanced courses	OR 2 Advanced Courses
Calculus	Intermediate Courses	Pure Math Course	

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## Mapping of Learning outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Foundation	I		I		I	I		I
Intermediate	R	I	R		R		R	R
Advanced	M	R	M		R			
Writing	I		I	I		R		
Computing			R				I	
Pure Math	M	R	M	R				
Applied		M		R	M		M	M
Seminar				M		M		
Capstone		M	M	M	M	M	M	

I: Introduced, R: Reinforced, M: Mastered

## Major Outline

Foundation Courses (100 level): Foundation courses are required for all students who wish to pursue a major in Applied Mathematics. These courses introduce students to the essential elements of modern mathematics.

### *Sample Foundation Courses*

- Linear Algebra
- Single variable Calculus
- Introduction to Statistics
- Multivariable Calculus

Intermediate Courses (200 level): Intermediate courses explore Mathematics in more specific flavors. In these courses students begin to narrow their areas of study. Students will take at least 2 intermediate courses.

### *Sample Intermediate Courses*

- Probability
- Differential Equations
- Discrete Mathematics
- Numerical Analysis

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Advanced Courses (300 level): Advance courses help students shape their study path into one of the applied fields. There are, but not limited to, three main categories of areas with applications in Mathematics:

- Applied Statistics (Economics, Social Sciences, Mathematical Finance, Bioinformatics...)
- Engineering Mathematics (Signal processing, Numerical simulation, Inverse problems...)
- Data Science (Machine learning, Artificial intelligence ...)

Students will take at least 2 advanced courses. Consultation with an academic advisor is required for course selection.

## *Sample Advanced Courses*

- Advanced Statistics
- Statistical Learning
- Stochastic Calculus
- Numerical Analysis
- Optimization
- Partial Differential Equations

Elective Applied courses: These are the courses from other majors that emphasize the applications of Mathematics. Students will have to take at least 2 applied courses (at least one at 200 level). If there is any prerequisite, students need to either complete the course's prerequisites or obtain the instructor's approval.

## *Sample Applied Courses*

### **Sample Economics Courses**

- Game theory
- The Economics of Corruption
- Money and Banking
- Economics of Inequality
- Economics of Education
- Cost-Benefit Analysis
- Market design

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## ***Sample Engineering Courses:***

- Signal, Systems, and Control
- Computer Vision

## ***Sample Computer Science Courses***

- Introduction to Machine Learning
- Algorithm
- Statistical learning
- Introduction to AI

## ***Sample Applied Mathematics Courses***

- Operations Research
- Introduction to Quantitative Finance

**Note:** Students may not double count a course for two different requirements. For example, Operations research can only count for either 1 Advanced course or 1 Elective course, but not both.

**Pure Mathematics courses:** These courses provide the essential abstract concepts and structures that connect various branches of Mathematics and help students understand the adaptability of Mathematics to different types of problems. Students are required to take at least 1 Pure mathematics course.

## ***Sample Pure mathematics courses***

- Abstract Algebra
- Real Analysis

**Research seminars:** The seminars provide chances for students to understand about faculty's research as well as recent developments in mathematical research. Students will also practice basic research skills such as finding resources, writing literature review, and identifying research methodology.

**Capstone project (optional):** This is a one-year long research project to be completed in the last year of study. The project deliverable is either a research paper or a product which contributes to the knowledge of mathematics or its applications.

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## **Requirements for Declaring Applied Mathematics Major**

Students need to complete at least 2 Foundation courses or 1 Foundation and 1 Intermediate courses.

### **Graduation with Honors Requirements**

- Students must complete Capstone I and Capstone II
- The Capstone must be graded Honors

### **Minor Requirements**

The goal of the Minor in Applied Mathematics is to provide the student with significant mathematical skills and a perspective on the discipline. Students with a great interest in Mathematics can deepen their knowledge while pursuing a major in another field. To earn a Minor in Applied Mathematics, students need to complete at least 6 Mathematics courses which include at least 1 Advanced course and 2 Intermediate courses.

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## APPLIED MATHEMATICS FLOWCHART



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## ART AND MEDIA STUDIES

### **Art and Media Studies Program Description**

By providing students with a thorough understanding of the vital role of the arts in society, the B.A. Art and Media Studies fosters a commitment to ongoing inquiry, innovation, and imagination through study and practice, and promotes a rich understanding of the arts as a means of catalyzing community engagement, outreach, and inclusivity in Vietnam and beyond. Through a theoretically rigorous and socially engaged approach to the examination of aesthetic expression, students learn how the arts serve as an important tool for inquiry into the human condition, and as a lever to transform the contemporary world. As part of their liberal arts journey, students are also encouraged to integrate methods from a range of related disciplines (including computer sciences, economics, psychology, and anthropology) to historicize, analyze, and produce works of art in a variety of media. This approach equips future scholars and practitioners with the skills to critique and create works addressing social, cultural, and ethical issues on local and global levels. A common introductory course emphasizes the importance of studying visual culture as a key means of understanding the world in which we live. Other foundational, intermediate, and advanced courses lead, with increasingly specialized study, to deepening knowledge in one or more disciplinary or creative areas, such as art history and curating, film and media studies, and visual and performing arts. Course offerings draw widely from the creative energy of Vietnam, a growing cultural and artistic hub in Southeast Asia.

The B.A. Art and Media Studies is an interdisciplinary program that teaches students to combine theory and practice in their study and production of the arts. Such a program is unique in the context of Vietnam where study of the arts is separated into disciplinary and technical specializations. Both the liberal arts curriculum of Fulbright University Vietnam and the dynamic, cross-disciplinary program offerings of the Art and Media Studies major provide students with an exciting and alternative approach to existing academic and creative learning models in the country. This enables them to obtain the mindsets and skills that successful Vietnamese artistic and cultural producers have been able to develop abroad, while building on their hands-on connection to Vietnam.

### **Art and Media Studies mission statement**

The mission of the Art and Media Studies program is to engage and educate a diverse community of students in the interdisciplinary skills, practices, theories, and knowledge needed for arts production and scholarship across local and global contexts. The program will (1) prepare them for positions in the creative and cultural industries and (2) prepare them to continue onto advanced degrees in art history, visual and performing arts, film and media studies, or related disciplines.

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## Art and Media Studies Program Educational Objectives (PEOs)

1. To equip students with the necessary skills and knowledge to gain employment in the arts, media, and creative and cultural industries.
2. To ingrain in students a strong code of professional and personal ethics, and the ability to effectively and creatively collaborate and communicate in the workplace and beyond.
3. To cultivate students to be culturally sensitive and critically informed innovators, thinkers, and practitioners in arts and media careers.

## Program Learning Outcomes (PLOs):

PLO no.	Description of PLO	FUV Graduate Attribute
1	Students will be able to demonstrate visual literacy by explaining how images and works of art are used as a medium of communication, expression, and representation.	GA1, GA5, GA6, GA9, GA10
2	Students will be able to demonstrate in-depth knowledge and comprehension of important artistic figures, works, and movements.	GA1, GA5
3	Students will be able to analyze and evaluate works of art and film using theories and methods from art history, film studies, and performance and media studies.	GA1, GA4, GA5, GA6, GA10
4	Students will be able to conduct resourceful and competent research, as necessary for the academic study of works of art as well as for visual problem-solving and creative production.	GA1, GA4, GA5, GA6, GA9
5	Students will be able to communicate their interpretations of works of art and film clearly and persuasively in verbal and written form.	GA1, GA6, GA7
6	Students will be able to create, produce, and/or curate film, digital media, performance, and/or studio art.	GA1, GA4, GA11
7	Students will be able to create works of art and scholarship with the potential to catalyze community engagement, outreach, and inclusivity in Vietnam and the world.	GA1, GA2, GA3, GA8, GA9, GA11

## Mapping of Learning Outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
Foundation (Theory & History)	I	I	I	I	I	I	I
Foundation (Practicum)	I	I	I	I	I	I	I

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Intermediate (Theory & History)	R	R	R	R	I / R	R	R
Intermediate (Practicum)	R	I / R	I / R	R	R	R	R
Advanced (Theory & History)	M	M	M	M	R	M	M
Advanced (Practicum)	M	R	R	M	M	R/M	R/M
Capstone	M	M	M	M	M	M	M

I: Introduced, R: Reinforced, M: Mastered

## Degree Requirements

A Bachelor of Arts in Art and Media Studies is awarded following the successful completion of:

- 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major.
- Experiential Learning (4 – 12 credits).
- Introduction to Visual Studies (4 credits).
- 3 foundational (100-level) courses, **two** of which must be chosen from: Introduction to Art History and Theory; Introduction to Film History and Theory; or Introduction to Photography History and Theory (12 credits).
- 3 intermediate (200-level) courses (12 credits).
- 3 advanced (300-level) courses (12 credits).
- Capstone I OR an additional Art & Media Studies course at any level (4 credits).
- Capstone II OR an additional Art & Media Studies course at 300-level (4 credits).

Sample Student Journey Year 1	Year 2	Year 3	Year 4
Core Courses	Core Course	Experiential Learning	Advanced Courses
Exploratory Courses	Exploratory Courses	Intermediate Courses	Capstone I
Introduction to Visual Studies*	Introduction to Art History and Theory	Advanced Course Electives	Capstone II
Introduction to Film History & Theory*	Foundational Course Intermediate Course		Electives

## Major Outline

Introduction to Visual Studies:

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This course introduces students from a variety of backgrounds and interests to interdisciplinary approaches to visual studies, culture, and theory. The course focuses on building skills specific to the study of the visual realm and providing a sound foundation in relevant theories such as technologies of vision, surveillance, the gaze, agency, semiology, the exhibitionary order, and cinema and spectatorship. This skill set is crucial to analyzing, interpreting, and historicizing various forms of art, including the fine arts (such as painting and sculpture), and popular art and media (such as advertising, television, and social media). This introductory course is a prerequisite to all intermediate and advanced courses in the major.

## Foundational (100-level) Courses:

Foundational courses provide students with a sound basis of knowledge in the history, theory, and practice of art, film, photography, and other media-based and performing arts. Assessments may comprise a combination of quizzes and tests, oral presentations, shorter pieces of written work or practice-based exercises, in combination with a larger individual or group project. In addition to a 100-level course of their choice, students must take two of the following options, for which Introduction to Visual Studies is a prerequisite:

1. Introduction to Art History and Theory
2. Introduction to Film History and Theory
3. Introduction to Photography History and Theory

## *Other Sample Introductory Courses:*

- Introduction to Video and Film Production
- Introduction to Theater and Performance
- Dance and Performance Production
- 2D/3D Foundations
- Basic Drawing

## Intermediate (200-level) Courses:

Intermediate courses build on the foundational curriculum to strengthen students' competencies across theory and practice. As they delve into more specific topical areas, they develop their skills in critical analysis and interpretation while gaining further technical aptitude needed for production-based creative work. Students begin to independently shape their directions of inquiry through written and practice-based coursework alongside diverse and more ambitious creative assessments, e.g., video essays, curatorial proposals. In these courses, students begin to narrow their areas of study.

## *Sample Intermediate Courses:*

- Global Modern Art
- Arts of Southeast Asia

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- Visualizing Vietnam
- Issues in Contemporary Photography
- Interdisciplinary Drawing
- Uncanny, Alien, and Strange: Themes in East Asian Film and Media
- Narrative
- Principles of Acting
- Digital Media Arts

## Advanced (300-level) Courses:

Advanced courses are usually seminar-style, allowing for in-depth discussion of specialized historical and theoretical topics, and close instruction in more challenging levels of creative practice. Students take initiative in leading and structuring class discussion or in giving substantial oral presentations. Assessments include longer essays and more sophisticated artistic projects, e.g., a sound art installation, a short documentary film, or a small-scale exhibition. Advanced courses can also be independent studies co-designed by the student and their advisor. Students now demonstrate a stronger sense of self-direction and command of their chosen specialization within the Art and Media Studies curriculum.

## *Sample Advanced Courses:*

- Contemporary Asian Artists
- Advanced Readings in Art Criticism and Theory
- Gender and Sexuality in East Asian Film and Fiction
- Curating in Context
- Sound Art
- Projects in Sculpture
- Advanced Painting
- Animation and Graphic Media in East Asia
- Ethnographic Film: History, Theory, Practice
- Documentary Filmmaking and Video Journalism

## Capstone Project:

The capstone is developed in close consultation with the student's prospective primary project advisor. The Art and Media Studies capstone may take a variety of forms, such as a thesis, an exhibition project, an artwork, or a film. Practice-based projects may require a significant written component. Capstone projects should demonstrate the student's specialization in their area of study as a culmination of their curriculum, but may also reflect the interdisciplinary and experimental spirit of the Art and Media Studies major.

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Eligibility criteria for enrollment in Capstone I includes a minimum major GPA of 3.6 and approval of a successful application.

## **Requirements for Declaring the Art and Media Studies Major and Minor**

To formally declare Art and Media Studies as your major, you must complete Introduction to Visual Studies and two Foundational courses. To formally declare the Art and Media Studies minor, you must complete at least one course in the Art and Media Studies program.

### **Graduation with Honors Requirements**

1. Student must complete Capstone I and Capstone II
2. The Capstone must be graded Honors

### **Minor Requirements**

The minor in Art and Media Studies provides a foundation in creative analytical inquiry and production through a selection of courses in visual and performing arts, art history and curating, film, photography, and media studies. The minor is ideal for students who seek to enrich their primary field of study by better understanding how image-making and artistic creation fuel our understanding and experience of the world. The Art and Media Studies minor is an ideal complement to majors focusing on design and technology, anthropology and cultural studies, economics and business, psychology and counselling, among others. The minor requires students to take a total of six courses: Introduction to Visual Studies; two Foundational (100-level) courses (one of which must be chosen from Introduction to Art History and Theory; Introduction to Film History and Theory; and Introduction to Photography History and Theory); two Intermediate (200-level) courses; and one Advanced (300-level) course.

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## ART AND MEDIA STUDIES FLOWCHART



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## COMPUTER SCIENCE

### Description

The Computer Science (CS) major prepares students with an adaptable skill set to respond to the astonishing speed of technological change and develop solutions for the problems of today and tomorrow. Using a student-centered, interdisciplinary, and future-focused approach, the Computer Science major aims to educate the next generation of local leaders who will make a meaningful and lasting societal impact both in Vietnam – one of the most quickly emerging and innovative technology economies in the world – and beyond. As part of the major, students will be equipped with the foundational knowledge in Computer Science and relevant disciplines. They will be exposed to essential areas of the CS discipline including theory, systems, and applications. They will learn about the underlying mathematical ideas that are critical for computation, establish proficiency in the process of designing systems and applications, gain experience in collecting and analyzing data using modern technologies, and begin to develop an understanding for the role of users in the design of systems and applications. Courses in Computer Science go beyond content to help students learn through direct experiences in projects and problems. In the future, they will also have the opportunity to further focus their studies by selecting a concentration, such as data science, artificial intelligence and machine learning, business analytics, digital media, and software engineering. The Computer Science major at Fulbright is designed to prepare students for work in industry or continue their lifelong learning as well as potential graduate-level studies.

### Learning Outcomes

Students in the Computer Science major will:

1. Think computationally: critically analyze, decompose, evaluate, and solve problems.
2. Demonstrate an understanding of, and gain experience in, foundational areas in computer science, including in theory, systems, and applications.
3. Explain emerging aspects of their discipline (e.g., artificial intelligence, machine learning, data science, business analytics, digital media, etc.).
4. Practice collaboration, communication, and lifelong learning skills essential to an evolving computer science industry.
5. Apply knowledge of different disciplines to mathematics and computer science through Fulbright's unique liberal arts approach.

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6. Produce a portfolio of tangible projects (e.g., apps, community-service work, capstone projects, etc.).
7. Prepare for cutting edge and developing careers in computer science and for competitive graduate and professional study at top-tier international programs.

## Mapping of Learning Outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
<b>Foundation</b>	I	I		I	I		I
<b>Intermediate</b>	R	I/R	I	R	I	I	I/R
<b>Advanced</b>	M	M	R	R	I/R	R	M
<b>Seminar</b>	M	R	I/R		R	I	R
<b>Experiential Learning</b>	M	R	I/R	M	R	M	M
<b>Capstone</b>	M	M	M	M	M	M	M

I: Introduced, R: Reinforced, M: Mastered

## Degree Requirements

A Bachelor of Science in Computer Science is awarded following the successful completion of:

- 5 core courses of liberal arts and science (20 credits), and 8 exploratory courses (32 credits), of which up to two courses can be counted toward the major courses.
- Fulbright Seminar (4 credits, optional) and Experiential Learning (4 – 12 credits).
- 5 CS foundation courses (20 credits)
- 3 CS intermediate courses (12 credits)
- 4 CS advanced courses (16 credits)
- 1 year-long capstone project (8 credits, optional) or 2 CS intermediate/advanced courses (8 credits)

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## *Sample Student Journey*

Sample Computer Science track (14 equivalent courses)

First year	Second year	Third year	Fourth year
Computer Science I	Discrete Math Computer Science II Computer Organization Intermediate course (elective)	Algorithms & Theory of Computing Intermediate course (elective) Intermediate course (elective) Advanced course (any track) Advanced course (any track)	Advanced course (any track) Advanced course (any track) Capstone I & II (or two elective intermediate/advanced courses)

Sample Software Engineering (SE) track (15 equivalent courses)

First year	Second year	Third year	Fourth year
Introduction to CS Computer Science I	Discrete Math Computer Science II Computer Organization Principles of software construction	Algorithms & Theory of Computing Intermediate course (elective) Intermediate course (elective) Foundations of software engineering Advanced course (Track SE)	Advanced course (Track SE) Advanced course (Track SE/Misc) Capstone I & II (or two elective intermediate/advanced courses)

Sample Artificial Intelligence (AI) track (15 equivalent courses)

First year	Second year	Third year	Fourth year
Computer Science I Programming for Data Science	Discrete Math Computer Science II Computer Organization Introduction to AI	Algorithms & Theory of Computing Intermediate course (elective) Intermediate course (elective) Machine learning Deep Learning	Advanced course (Track AI) Advanced course (Track AI) Capstone I & II (or two elective intermediate/advanced courses)

## **Major Outline**

All students are encouraged to take the course Introduction to Computer Science first to explore all different areas of computer science. Then the students are required to take five foundation courses that will lay out the foundation of mathematics, hardware, and software. After having the knowledge from the CS foundation courses, the students will continue their journey with three intermediate courses, which are designed to cover the important and basic knowledge in the major aspects in Computer Science. Following the completion of their foundation and intermediate courses, students will have flexibility in their choice of four elective advanced courses to explore their areas of interest deeper. In addition, students are also required to take at least four credits of experiential learning either by taking an internship in industry or doing research with

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faculty members. Finally, in the fourth year, students can choose to do the capstone to graduate with honors or to take two more intermediate or advanced courses to graduate without honors.

## CS Foundation Courses:

### *Sample Foundation Courses*

- *Computer Science I: Introduction to Programming*
- *Computer Science II: Data Structures and Algorithms*
- *Discrete Mathematics*
- *Computer Organization*
- *Algorithms & Theory of Computing*

## CS Intermediate Courses

### *Sample Intermediate Courses*

- *Introduction to Artificial Intelligence*
- *Principles of Software Construction*
- *Programming Language Paradigms*
- *Computer Networks*
- *Operating Systems*

CS Advances Courses: Students can choose four advanced courses from different concentrations or from a specific concentration, such as artificial intelligence or software engineering.

### *Sample Advanced Courses*

#### *Software engineering (SE) track*

- *Web Development & Human-Computer Interaction*
- *Foundations of Software Engineering*
- *Database Systems*
- *Cybersecurity*
- *Introduction to Game Design & Development*
- *Cloud Computing*
- *Computer Graphics*

#### *Artificial Intelligence (AI) track*

- *Machine Learning*

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- *Deep Learning*
- *Advanced Deep Learning*
- *Computer Vision*
- *Natural Language Processing*

## *Miscellaneous (Misc)*

- *Optimization*
- *Computational Social Media*
- *Bioinformatics*

## **Requirements for Declaring Computer Science Major.**

To formally declare Computer Science as your major, students must complete at least two courses in the Computer Science program (Discrete Mathematics is also counted).

## **Graduation with Honors Requirements**

- Students must complete Capstone I and Capstone II
- The Capstone must be graded Honors

## **Minor Requirements**

A Minor in Computer Science is awarded following the successful completion of:

- Discrete Mathematics
  - or Probability
- Computer Science I: Introduction to Programming
  - or Programming for Data Science
  - or Introduction to Computer Science
- Computer Science II: Data Structures and Algorithms
- Computer Organization
  - or Algorithms & Theory of Computing
- 1 CS intermediate course
- 2 CS advanced courses

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## COMPUTER SCIENCE FLOWCHART



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## ECONOMICS

### Mission statement

The Economics bachelor's program equips students with modern knowledge of theoretical and empirical economics to solve everyday economic problems. Students will gain the practical and applied skills to succeed in a wide range of careers in the private and public sectors. They will also have a rigorous understanding of relevant theories, enabling them to continue with graduate studies in economics, finance, accounting, law, business management, and public policy. In the long term, our students will be prepared to become economists who are ready to deal with risks, provide innovative economic solutions, and collaborate in an interdisciplinary environment.

### Program goals

1. To have students graduate from the program with necessary knowledge and skills in economics, finance, and business to succeed in a wide range of career pathways.
2. To train the next generation of economists mastering economic theories and methods to solve current economic problems and predict future economic shocks.
3. To prepare students for graduate studies in economics and related disciplines.

### Description

The Economics major provides students with the knowledge necessary to be engaged participants in the private and public sector, both within and beyond Vietnam's borders. Economics studies the decisions that individuals, companies, communities, and countries make about the allocation of time, money, and resources. The ways that these decisions are made and how their outcomes affect society raise crucial questions about efficiency and fairness that compel students to think about economics across disciplines within specific historical, political, and cultural contexts. The Economics major at Fulbright prepares students for a wide range of careers as well as for graduate studies in economics, finance, accounting, law, business management, and public policy.

### Learning Outcomes

Students in the Economics major will be able to

- **explain** key economic theories and concepts and **describe** how they can be used. (MLO1)
- **evaluate** the effectiveness of economic policies and **propose** appropriate policies to address real-world problems. (MLO2)
- **develop** appropriate economic models and **acquire** relevant empirical data to answer everyday questions. (MLO3)

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- **create** new knowledge by identifying and formulating a question on some economic issue that will facilitate its investigation. (MLO4)
- **collaborate** in and **lead** a team effectively in diverse environments. (MLO5)
- **adapt** to thrive in a wide range of career pathways. (MLO6)

## Degree Requirements

A Bachelor of Arts in Economics is awarded following the successful completion of:

- 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major.
- Experiential Learning (4 – 12 credits).
- Two foundation courses (8 credits): Principles of Economics 1 and 2.
- Two methodology courses (8 credits)
- Two analysis courses (8 credits): Microeconomic Analysis and Macroeconomic Analysis.
- Four intermediate and advanced courses (16 credits), where at least **two** of them are advanced courses.
- Capstone I and II OR two additional Advanced (300-level) courses (8 credits).

## *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Experiential Learning	Advanced Courses
Exploratory Courses	Exploratory Courses	Electives (200-level and 300-level)	Capstone I and II or Advanced Courses
Methodology Course	Methodology Course		Electives
Principles of Economics 1	Microeconomic Analysis		
Principles of Economics 2	Macroeconomic Analysis		

## Mapping of degree requirements and learning outcomes

	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6
<b>Foundation</b>	I	I			I	
<b>Methodology</b>	R		I	I	R	I
<b>Analysis</b>	R	R	I	I	R	I
<b>Intermediate</b>	M	R	R	R	R	R
<b>Applied/ Advanced</b>	M	M	R	R	R	M

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Capstone	M/A	M/A	M	M/A		M
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I: Introduced

R: Reinforced/Practiced

M: Mastery at senior level

A: Assessment opportunity

## **Major Outline**

Students should take Economic Methods and Principles of Economics 1 and 2 before taking either Intermediate level courses, Econometrics, Microeconomic Analysis, or Macroeconomics Analysis. Students should complete all of these courses by the end of their third year before taking Advanced level courses. In their fourth year, students must complete at least two Advanced level courses. For students who do not intend to complete a Capstone project, they must complete an additional two Advanced level courses.

Students who successfully apply to do a Capstone project will have to complete Capstone I and II in their fourth year. The primary objective of Economics Major Capstone I is for students to produce a body of original economic research using theory and/or data. The project generally takes the form of an undergraduate thesis; however, students may design a non-traditional project with a substantial written component (e.g., a business proposal). Capstone projects should reflect student expertise in tools developed from Analysis courses in microeconomics, macroeconomics, and/or econometrics and often will apply economic analysis to problems in other disciplines.

### Foundation Courses:

#### *Principles of Economics 1 and 2 (100-level)*

These two courses introduce microeconomics and macroeconomics, providing an overview of economic theories and analytical techniques applied to current issues. By studying both microeconomics (the analysis of choices made by people, firms, and governments) and macroeconomics (the analysis of the economy as a whole) students will develop their economic intuition as they better understand the functioning of the world.

### Methodology Courses:

#### *Economic Methods (100-level)*

This course introduces basic concepts and methods of statistical analysis and fundamental rules of mathematics used in economic analysis. Students will be exposed to a wide range of economic problems and the methods to

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solve them. By completing this course, students will be qualified to take upper-level courses in the Economics major.

## Note:

- The course *Introduction to Data Analysis* can be counted towards the Methodology Course requirements for students admitted before Fall 2023.
- Courses from the **Applied Mathematics** major that are equivalent to *Economic Methods* can also be counted towards the Methodology Course requirements. Approval of the Economics major coordinator is required.

### *Econometrics (200-level)*

This course is concerned with the application of statistical theory to the analysis of economic data and the estimation of economic relationships. The course focuses on regression analysis and its uses in empirical economic research. Students will learn how to construct economic models and test them with data.

## Analysis Courses:

Building upon the basic toolkit developed in the foundation courses, these intermediate-level courses add the analytical rigor required for economic analysis. The skills and knowledge developed in analysis courses allow for deeper study and focus on applied courses.

### *Microeconomic Analysis (200-level)*

This course focuses on how incentives both constrain and direct the decision making of consumers, producers, and governments. Students will learn to use both graphical and optimization techniques to solve the problems faced by consumers (what to buy), producers (what to produce and what price to sell it at), and governments (which policies to enact).

### *Macroeconomic Analysis (200-level)*

In this course, students will combine empirical observations and economic models to study the dynamics of the aggregate economy. This course focuses on the macroeconomic tools of government – fiscal and monetary policy – and their effects on long-run economic growth, employment, and inflation.

## Intermediate Courses (200-level):

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Intermediate level courses in Economics can be taken after at least one of Principles of Economics 1 and 2 and Economic Methods have been completed. Intermediate level courses will have students using tools and techniques from the first three Foundation level courses in applied areas of Economics.

## *Sample Intermediate Level Courses*

- Economic Development of Southeast Asia
- Environmental Economics
- Money and Banking
- Game Theory
- International Trade
- International Economics

## Advanced Courses (300-level):

Advanced level courses in Economics can be taken after at least one of Microeconomic and Macroeconomic Analysis and Econometrics. Advanced level courses have students read, analyze, replicate, and create economic research.

## *Sample Applied Courses*

- Behavioral Economics
- Economics of Inequality
- Public Finance
- Financial Economics
- Macro-Finance

## **Requirements for Declaring Economics Major and Minor**

### Major

In order to formally declare Economics as your major, you must complete:

- 2 Foundation courses
- 1 Methodology course
- 1 Analysis course

### Minor

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In order to formally declare a minor in Economics, you must complete:

- 1 Foundation course
- 1 Analysis course

## Requirements for Graduation

- Students who major in economics must pass all chosen major courses with no more than two courses receiving a grade of D
- Those who minor in economics must pass all chosen major courses with no more than one course receiving a grade of D

## Graduation with Honors Requirements

- Students must complete Capstone I and Capstone II
- The Capstone must be graded Honors

## Capstone Eligibility

Students are eligible to do a Capstone if they have

- Declared Economics as your major,
- Completed at least ONE 300-level course,
- Earned at least a 3.0 major GPA, and
- Been successful with your Capstone application.

Before students apply for a Capstone, they should **declare** their major, **maintain** good academic standing, and **discuss** their Capstone project with their academic advisor.

## Minor Requirements

The minor in economics is meant to provide students with the essentials needed to be proficient in the field. A total of six courses are required, with some flexibility to allow students to design a minor that best supports their major or career goals. Students are required to take at least one of Principles of Economics 1 and 2 as well as at least one of Microeconomic Analysis and Macroeconomic Analysis. This allows students to choose four intermediate and advanced courses, of which at least two courses are advanced courses.

## A Note for Students Considering Graduate School in Economics or Finance

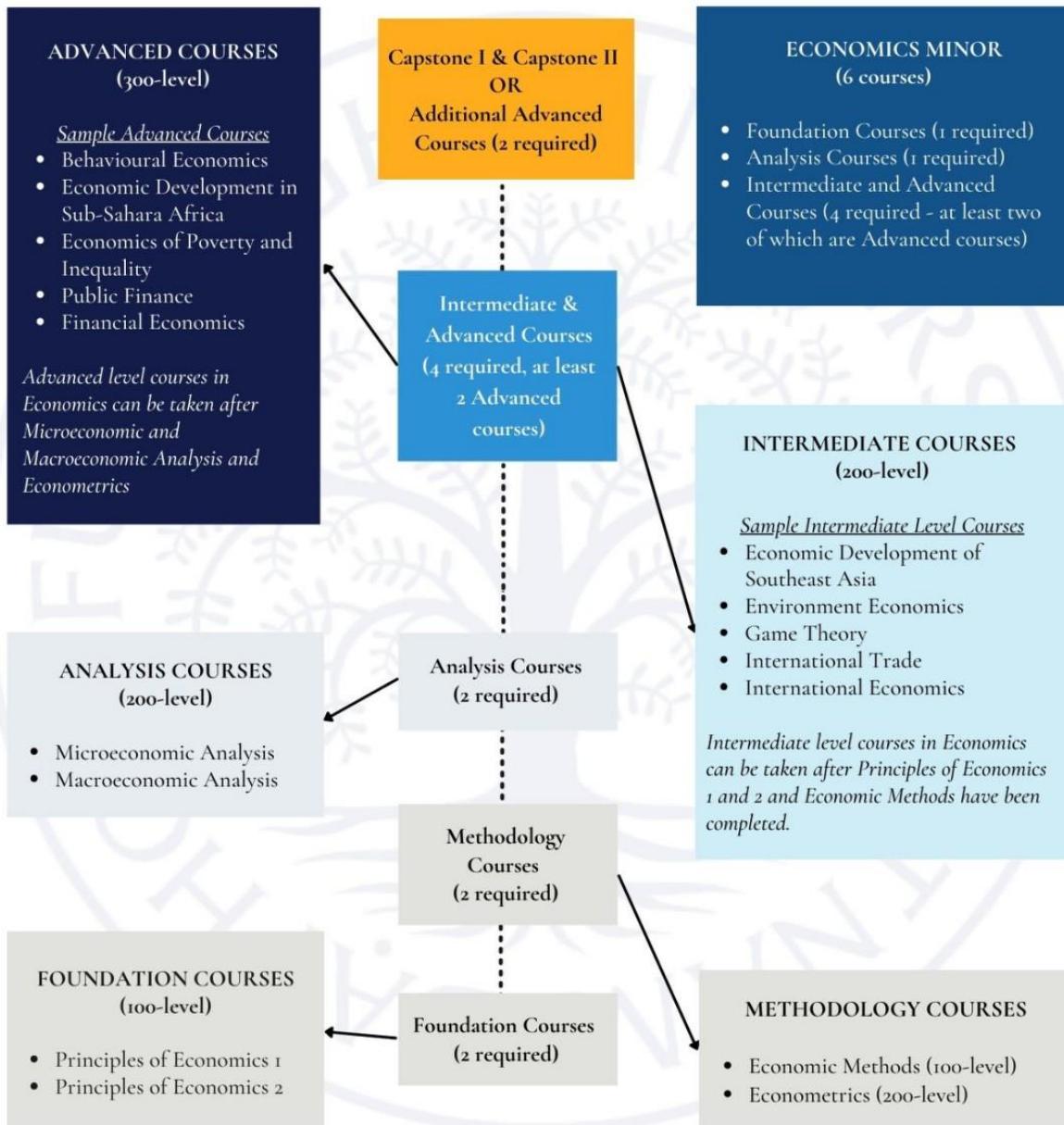
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At the graduate level, studying either Economics or Finance requires a solid background in mathematics. In particular, courses in calculus, linear algebra, differential equations, and real analysis are extremely useful in ensuring success in graduate studies. Students majoring in Economics who are considering graduate school are encouraged to take courses in Fulbright's Applied Mathematics major to ensure they are well prepared. These students should also set up a meeting with an advisor in Economics to determine precisely which courses will be essential for your chosen graduate program.

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## ECONOMICS FLOWCHART



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## HUMAN-CENTERED ENGINEERING (Starting from academic year 2022-2023)

### Description

The term "Engineer", as per the Encyclopedia Britannica, finds its etymological roots in the Latin word "Engine," denoting creation. Engineers are esteemed individuals dedicated to the innovation and development of devices, products, and machinery aimed at benefiting humanity. Engineering, meanwhile, embodies the systematic application of scientific principles to transform raw natural resources into refined end products. Centuries have passed since that first definition, and Engineers still stay true to the mission of serving human-kind. Technologies and methodologies are, however, so much different now. Artificial Intelligence (AI) is now available to the public and being utilized to create new content, from text to image to motion picture. In the coming years, the rapid growth of AI is anticipated to persist, enabling its application in solving adaptive problems. This foreseeable landscape will bring in many new opportunities for engineering development but also create challenges to redefine the role of engineers in the not-that-far future.

Within traditional engineering education frameworks, students are often directed towards specialized disciplines such as mechanical, electrical, and civil engineering, each necessitating distinct processes and skill sets tailored to their specific tasks. Throughout the phases of design, manufacturing, testing, and implementation, these disciplines typically operate independently until integration is managed by project management roles. However, this segmented approach may yield inefficiencies due to a lack of synergy among different functions. Moreover, advancements in technology, notably AI, have automated numerous engineering tasks, with fully automated manufacturing now a reality. Consequently, future engineers are encouraged to transcend narrow specialization and assume the role of system integrators, adept at synthesizing technological solutions, addressing societal challenges, and driving business development objectives.

Engineers nowadays need to be able to realize opportunities, to gather necessary resources to translate a need to ideas and to innovative solutions. They also need to be aware of the practical constraints while being empathetic to different perspectives of the involved stakeholders. Vietnam has emphasized the roles of technology and innovation in its economic development as the nation aims to leapfrog to become a developed economy by 2050. This would elevate the importance of engineering innovation as the engineers can make better use of the limited available resources to create more values with technologies and for the social advancement of a developing country.

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The engineering program at Fulbright University Vietnam is developed upon a base of liberal arts education, which emphasizes the holistic development of a person in terms of both cognitive and emotional intelligence and on cultivating a distinctive self-directed learning ability. Being encouraged to explore different disciplines, students develop a deeper understanding for a broader context of any selected problem. As they discover who they are and what they want, they also value other perspectives and internalize the values of diversity and inclusivity. This is a suitable mindset for the role of a system integrator of the future engineers as they are motivated to develop innovative solutions for the common good.

Technological disruption is creating complex problems that require multidisciplinary, human-centered, and transformative approaches. Fulbright engineering students are trained through learning and practicing in three primary areas of User-Centered Design, Interdisciplinary Project, and Product Incubation. They learn through solving real problems from simple to complex in engineering and design courses, in experiential learning projects, and through interacting with diverse stakeholders. This could prepare them well for the positions of product owner and innovation manager, who act at the interfaces between technology and humanity, between problem and solution, between technical development and user satisfaction.

The engineering curriculum is human-centered, multidisciplinary, project-based, future-fit approach while being compatible with the international engineering accreditation ABET (Accreditation Board for Engineering and Technology). The Engineering major courses are designed and developed to provide students with a broad knowledge base of multiple specializations, including Electrical Engineering, Computer Engineering, Mechanical Engineering, Control Theory (Robotics) and Entrepreneurship. The sequence of courses on each of these Engineering specializations range from Foundation level (i.e., 100-level) through Intermediate level (i.e., 200-level) to Advanced level (i.e., 300-level). The Advanced-level courses and two-semester Capstone projects provide students with deep knowledge and a chance to apply what they have learned into real-world problems. In addition, students must complete a well-balanced set of courses in mathematics, natural sciences, arts, humanities, and social sciences to be awarded a bachelor's degree in engineering. Although students will be required to take half of the minimum number of credits for graduation in engineering, they will have a certain degree of freedom of choosing elective courses to pursue their interest of study with engineering.

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## Career Path

After graduation, Engineering students may choose different career options such as starting-up their own companies, working in industry or enrolling into post-graduate programs. The following table describes the path for different tracks.

<b><i>Fresh Graduate</i></b>	<b><i>3-5 years</i></b>	<b><i>10 years and above</i></b>
Engineer (Hardware/ Software)	Senior Engineer	Expert, e.g., senior engineer and/or Chief Technology Officer (CTO) role
Product Development Engineer	Project/ Product Team leader	Senior Director or C-level executives
Enroll in international postgraduate programs	Graduated Master, change to management track or continue research track to obtain a Ph.D. degree	Tenured faculty, leading researcher at top universities or industry Research and Development (R&D) facilities

## Learning Outcomes

Developed based on the whole-person educational framework of Fulbright University Vietnam and for seeking ABET accreditation, Human-Centered Engineering curriculum aims at supporting the development of graduates who will demonstrate:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (LO1),
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (LO2),
3. An ability to communicate effectively with a range of audiences (LO3),
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts (LO4),
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (LO5),
6. An ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions (LO6), and
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (LO7).

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## Mapping of Learning Outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
Foundation	I	I	I	I	I	I	I
Intermediate	R	R	R	R	I/ R	R	R
Advanced	M	M	R	R	R	R	M/R
Capstone	M/A	M/A	M/A	M	M	M	M

“I”: Introduced

“R”: Reinforced/Practiced

“M”: Mastery at senior level

“A”: Assessment opportunity

## Degree Requirements

A bachelor's degree in engineering is awarded upon the successful completion of

- 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major.
- Experiential Learning (4 – 12 credits), of which at least 01 Scholar Development (4 credits). The Scholar Development(s) must be approved by the Chair of Engineering.
- 9 Engineering major courses (36 credits), of which at least 3 courses are at the 300-level or Advanced level (12 credits).
- 6 Mathematics or Basic Science courses (24 credits), of which at least 3 Mathematics courses (12 credits) (Pass/No-pass grades are acceptable for the courses).
- 1 Programming course (4 credits).
- Capstone I OR an additional Engineering course (4 credits).
- Capstone II OR an additional 300-level Engineering course (4 credits).

## Requirements for Declaring the Engineering Major and Minor

To formally declare Engineering as your major, you must complete the core course Design and Systems Thinking, one Mathematics or Basic Science course, and one Engineering course. To formally declare the Engineering minor, you must complete core course Design and Systems Thinking and one Engineering course.

## Graduation with Honors Requirements

- Students must complete Capstone I and Capstone II
- The Capstone must be graded Honors.

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## **Minor Requirements**

The minor in engineering requires students to take six Engineering courses, at least three of which, or equivalently 12 credits, are at 200-level or above.

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Sample Student Journey

Fall					Spring						
	Class	Math /Sci	Engr	Core	Exploratory	Class	Math /Sci	Engr	Core	Exploratory	
<i>First-Year</i>	CORE course 1*	-	-	4	-	CORE course 3*	-	-	4	-	
	CORE course 2*	-	-	4	-	CORE course 4*	-	-	4	-	
	Math or Integrated Science Course	4	-	-	-	Physics of Smart Devices <sup>[IS]</sup>	4	4	-	-	
	Computer Science I <sup>[IF]</sup>	-	-	-	4	Elective in E1 or E2	-	-	-	4	
	<i>Subtotals</i>	4	0	8	4	<i>Subtotals</i>	4	4	8	4	
<b>Total</b>					<b>16</b>	<b>Total</b>					<b>16</b>
<i>Sophomore</i>	Engineering Exploration: Sink or Swim or Computer Modeling and Simulation	-	4	-	-	Sensors, Measurement, and Analysis <sup>[IS]</sup>	-	4	-	-	
	Artificial Intelligence for Robotics or Computer Organization	-	4	-	-	Computer Vision or Signal, Systems, and Control	-	4	-	-	
	Math or Integrated Science Course	4	-	-	4	Electronic Devices and Circuits or Mechanical Design	-	4	-	-	
	CORE course 5*	-	-	-	4	Elective in E1 or E2	-	-	-	4	
	<i>Subtotals</i>	4	8	0	8	<i>Subtotals</i>	0	12	0	4	
<b>Total</b>					<b>16</b>	<b>Total</b>					<b>16</b>
<i>Junior</i>	Math or Integrated Science Course	4	-	-	-	Electronic Devices and Circuits or Mechanical Design	-	4	-	-	
	Fundamental of Data Communications or Product Development	-	4	-	-	Computer Vision or Signal, Systems, and Control	-	4	-	-	
	Artificial Intelligence for Robotics or Computer Organization	-	4	-	-	Math or Integrated Science Course	4	-	-	-	
	Elective in E1 or E2 <sup>[IF]</sup>	-	-	-	4	Elective in E1 or E2	-	4	-	-	
	<i>Subtotals</i>	4	8	0	4	<i>Subtotals</i>	4	12	0	0	
<b>Total</b>					<b>16</b>	<b>Total</b>					<b>16</b>
<i>Senior</i>	Capstone I	-	4	-	-	Capstone II	-	4	-	-	
	Fundamental of Data Communications or Product Development	-	4	-	-	Industrial Design or Performance Evaluation in Built Environment	-	4	-	-	
	Real-Time Embedded DSP Laboratory	-	4	-	-	Free Elective	-	-	-	4	
	Math or Integrated Science Course	4	-	-	-	Free Elective	-	-	-	4	
	<i>Subtotals</i>	4	12	0	0	<i>Subtotals</i>	0	8	-	8	
<b>Total</b>					<b>16</b>	<b>Total</b>					<b>16</b>

Total Math & Science Credits: 24  
 Total Engineering Topics Credits: 64  
 Total Other Credits: 40  
**Total Credits:** 128

Notes:

- \* Randomly Assigned by Academic Affairs
- [IF] Interchangeable Options in the Fall
- [IS] Interchangeable Options in the Spring

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Students will take core and exploratory courses to establish a broad and solid foundation in the first two years at Fulbright University Vietnam. Upon taking the engineering core course "Design and Systems Thinking," all students have been exposed to understanding the users' needs, defining engineering problems, and ideating potential solutions before gaining some hands-on experience creating, making, and testing a physical product. Students interested in exploring further can take several Foundation Engineering courses, which are designed specifically to bridge engineering practice, mathematics, and basic sciences. In general, these courses only require the core engineering course as the prerequisite, if any, making them accessible to undetermined-major students to pursue courses of interest. Once the students declare their major or minor in Engineering, they will gain more specialized knowledge and skills by taking more Engineering Foundation courses and Engineering Advanced courses. As part of a human-centered approach that aims to determine human-centric problems and then apply innovative engineering solutions, the students will be encouraged to take Elective courses in Arts, Humanities, Social Sciences, and Entrepreneurship. In some specialized Engineering courses, they will have the opportunities to practice the learned knowledge and skill in devising more complicated systems, components, or processes to meet the target users' desired needs and required technical specifications with constraints. The students will be given certain flexibility in choosing their engineering pathway.

## *Sample Engineering Courses*

- *Engineering Exploration: Sink or Swim (100-level, Foundation)*

The project-based course guides students to perform engineering analysis through real-world examples. Describing physical systems with mathematical models can speed up the engineering design process as well as enhance the overall quality of the final products. Throughout three major projects (pop-pop engine boat, mouse trap car, and ninja robot), students will apply quantitative engineering analysis to model the dynamics of different systems based on classical physics and thus inform their design decisions. Students will have opportunities to verify their design and prediction in end-of-project competitions.

- *Sensors, Measurement and Analysis (100-level, Foundation)*

This course cultivates the process of experimental investigations in the context of engineering systems. Students will work both individually and in teams to investigate the measurement of fundamental properties of the physical world like temperature, pressure, and sound intensity to design and fabricate simple electronic sensors that allow them to measure these properties in an engineering application. Furthermore, students will work on the collection and analysis of the data produced from these sensors to evaluate the

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performance of their devices and to understand real-world phenomena as the objects of designed experimental investigation.

- *Physics of Smart Devices (100-level, Foundation)*

Smart technologies are changing our life and our societies on many levels and continue to give rise to new developments, and new smart and smarter devices. To shape the future, we need creative and interdisciplinary minds with knowledge of science and technology to develop and implement smart technological solutions in our modern society. The most ubiquitous smart device arguably is the smartphone. Physics is the foundation on which those emerging technologies came to exist and have brought about a revolution in the way we communicate and find our way around. The rise of smart appliances and devices for domestic use has changed the way we interact in our daily activities. Understanding how these technologies work, especially with the laws of physics at play, students will develop a profound understanding of these everyday devices and learn to appreciate the way they function and perform. In particular, the smartphone is becoming more sophisticated, versatile, and packed with many advanced technologies on a smaller and smaller scale. In this course we examine how the smartphone glorifies many scientific and technological advancements. These technologies including semiconductor nanotechnology, sensors, fiber optics, satellites, and even atomic clocks form the main subjects to be explored in this course.

- *Computer Modeling and Simulation (100-level, Foundation)*

The real world consists of many complex systems, such as physical, biological, and social systems. Those systems are composed of many parts that have their own behaviors and interact with each other to form the integrated behaviors. Computer modeling and simulation can assist us to better understand, design, create and/or evaluate such complex systems. In this course, we will learn and practice some of the most common approaches in developing mathematical models of such systems and then implement the models in Python to simulate the systems computationally to make it possible to investigate their behaviors and quantitative performance in well-designed scenarios. The students are encouraged to work in groups on term projects of which the topics may be a mechanical system, a natural process or a disease's transmission in a certain area.

- *Electronic Devices and Circuits (200-level, Intermediate)*

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The course provides basic knowledge about Electronics, from passive to active devices, from fundamental to intermediate level circuits. Simulation tools will be used with theory, so that students can quickly adopt theory learnt into circuit simulation. The simulation result then is applied to real circuit implementation in class projects for hands-on experience and training. Circuit types include filters, transistor-based amplifier, op-amp based amplifier, voltage source, current source, instrumentation amplifier. Practical building blocks of real circuits like transistor switch, solid-state relay, electromechanical relay, rectifier, direct current (DC)-DC converter, low drop-out (LDO) regulators, battery charger, protection circuit will be analyzed with focus on key parameters that engineer should consider while building an electronics circuit. Students are expected to build and measure their own working printed circuit board (PCB) as assignments.

- *Signals, Systems and Control (200-level, Intermediate)*

Signals are everywhere. A signal is any observable change in quantity over space or time. It could help observers to obtain information about a phenomenon. In nature, signals can be actions done by organisms to alert other organisms or sounds or motions by animals to alert other animals of danger or food. Advances in technology have improved the capabilities of human beings to identify, analyze and even synthesize diverse information sources such as audio (speech, acoustics, music), image (photos, videos, multimedia, medical scans), medical signals (heart rate, blood pressure, brain activity) and remote sensing data (geophysical, sensing, radar). In principle, signals could be represented as data values or abstractly as mathematical expressions. A system converts or manipulates an input signal into an output signal. Examples of systems are face-recognition, video streaming, cellular phones, and smart homes. In this course, students will learn to use mathematical theory and computer simulation to develop models, to analyze and to manipulate signals and systems that vary in continuous-time and discrete time. Specifically, the course covers representation of signals and systems, systems properties, conversion between continuous-time and discrete-time, Laplace, Fourier and z-transforms, transfer functions, frequency responses, convolution, stability, feedback, and control systems. Students will gain hands-on experience on how to process several types of signals and to analyze and design systems by computer simulation using MATLAB or a similar software package.

- *Mechanical Design (200-level, Intermediate)*

The course covers principles and techniques for creative design of mechanical machines with engineering specifications and user requirements. From designing with a solid modeling computer aided design (CAD)

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package, students will then take into consideration several factors (actuators, mechanism, drivetrain, materials, manufacturing processes, and so on) that influence the machine's lifetime. Students are expected to learn the fundamental knowledge including strength of material, kinematics analytical method, fluid mechanics, and heat transfer.

- *Computer Organization (200-level, Intermediate)*

Computing systems, such as mobile phones, laptops, or personal computers, have been important parts of human beings' everyday life. For example, computer scientists, programmers and engineers use computing systems in many of their tasks. Understanding of what is going on beyond the statements in high-level programming languages such as Python, Java, and C/C++ will help computer scientists and programmers write more efficient code. Similarly, such understanding helps engineers interact better with their computing systems at the device or pin level. How are computing systems designed and implemented? In principle, computing systems often involve many layers of abstraction, from gates and circuits through machine and assembly code to software libraries and applications. This course introduces students to the abstract design and implementation of computer systems from the digital level in the hardware upwards to the interface between the hardware and the software. In particular, the course starts by revisiting the concept of bits and introducing arithmetic and logical operations on bits. Next, it takes the students from the building of logic gates based on the transistor as a switch, gated latches to more complex logic structures. The knowledge is then applied to implement memory and a finite state machine. From there, students study the instruction cycle that the central processing unit (CPU) of a computer follows. As an example, students study a particular computer that can capture the important structures of a modern computer, while simple enough to facilitate complete understanding and hands-on programming experiences. Students also explore decisions and tradeoffs involved in the design and implementation. Applied projects and/or lab assignments might include the design and simulation of a CPU, and the tools used to program low-level systems.

- *Artificial Intelligence for Robotics (200-level, Intermediate)*

Robots have been a part of our daily life for decades with numerous applications ranging from home automation and medical assistance to smart factories and space exploration. The aim of this course is to develop an understanding of the basic concepts of robotics, focusing on the use of artificial intelligence for autonomous mobile robots. The course uses a studio-based approach that tightly combines instruction in theory with practical implementation. After a review of recent developments in robotics, students are introduced to fundamental concepts related to artificial intelligence and robot mechanics, kinematics, sensor systems, and motion control. They are then introduced to high-level concepts related to robot intelligence

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such as path planning, localization, and map building. Students are also taught essential concepts and skills of programming. Both the robotic concepts and programming skills are reinforced as they work in a supervised, hands-on, team-based project. In this project, students work in teams to apply the conceptual knowledge and skills that they have acquired to the task of building and programming a robot in hands-on sessions. Students develop their project in the framework of the engineering design process—from the analysis of requirements and initial design to implementation and testing. The course concludes with a contest designed for the robots developed by students.

- *Product Development (200-level, Intermediate)*

The course is designed to develop students' product mindset and deeper understanding of what it takes to bring a product from idea, to launch, to future iteration. The students will begin by defining the problem a product will solve as they map the customer's journey and articulate user personas. They will have the opportunity to learn important facets of product road-mapping decisions and prototyping through several product management activities, including how to partner with designers and developers to create codeless prototypes. The focus then moves to measuring progress against objectives and presenting product learning to stakeholder. The student will apply these skills to build a minimal viable product version and collect user feedback before bringing the product to market. Although the examples of developing hardware and complicated systems may be used as illustration during class, most of the product development will focus on delivering a digital product (software, web page, etc.). This course is developed and will be delivered under the partnership with Mobile Service Joint Stock Company (M\_Service), the owner of MoMo, one e-wallet in Vietnam.

- *Fundamental of Data Communications (200-level, Intermediate)*

The course provides basic knowledge about transmitting data from one source to one or many destinations, from physical layer of wireline to wireless links, to the networking of TCP/IP and telecom networks. The concept of physical link and its characteristic evolving to network to deliver data is introduced. The TCP/IP and OSI network models will be discussed and link to real Internet that are familiar with students. For physical link, modulation, channel coding and forward error correction will provide students with principles of both wireline and wireless communication. Finally, the common practical data link protocols in IoT like UART, RS232, RS485, Ethernet, LoRa, SigFox will be introduced to students to incorporate into final project. Students are expected to finish homework and take frequent quizzes and exams to strengthen knowledge learned and demonstrate it in final project that can transfer data up to network layer.

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- *Integrated Engineering Project (200-level, Intermediate)*

This course provides students with significant engineering experience that allows future engineering majors to work on a project that develops and tests an integrated system of mechanical, electronic, and software components. Students will learn to do component design and testing as well as integration design and debugging. Team projects will be subjected to cost and time constraints that require students to develop project management and teamwork skills, and become familiarized with realistic component sourcing, contracting, and delivery processes that exist in the industry.

- *Computer Vision (300-level, Advanced)*

Computer vision is gaining its applications from facial recognition, human pose tracking, and interactive entertainment to medical imaging and autonomous vehicles. This course provides students with fundamental concepts in computer vision including image formation, camera modelling, feature extraction, motion estimation and tracking, and classification. It also introduces basic methods for applications such as camera calibration, depth recovery from stereo, and action recognition. Students will then apply them to practical projects related to human motion detection and autonomous vehicles with embedded computers.

- *Industrial Design (300-level, Advanced)*

Industrial Design is a dynamic and comprehensive 300-level course that explores the principles, techniques, and creative processes involved in the design of products and engineering systems. This course is designed to provide students with a deep understanding of industrial design concepts and practices, enabling them to develop innovative solutions for real-world design challenges given constraints in project time, material selections, and human resources. Whether you are interested in product design, user experience, or the broader field of industrial design, this course offers a solid foundation for pursuing a career in this exciting and evolving field.

- *Real-time Embedded DSP Laboratory (300-level, Advanced)*

Real-time embedded signal processing systems have penetrated ubiquitously into all industries and spheres of life thanks to the enormous benefits they could provide. For example, they are the heart of a wide range of applications, from healthcare, smart homes and cities, transportation, and manufacturing. For example, a real-time embedded system that we use daily is smartphones, which feature multiple sensors like accelerometer, proximity, gyroscope, GPS position, and fingerprint. The systems must react to events in the external, often analog, environment within a predefined time limit and subject to hardware constraints, such as memory, computational capability, and power consumption. This imposes several challenges in

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acquiring and processing raw data from sensors to derive meaningful information and making suitable decisions to control the environment using actuators. This course introduces students with the fundamentals of designing, implementing, and analyzing real-time digital signal processing (DSP) algorithms in embedded systems, including required theory on key DSP concepts, the hardware used to sample and process the signals, and software development environments. In the first half of the course, structured laboratory assignments familiarize students with the hardware and software. In each lab, students will implement and evaluate multiple DSP algorithms for a given application such as sampling and digital filtering. Each algorithm can achieve a certain signal quality but a certain implementation cost, e.g., run-time complexity, which measures how fast the algorithm executes or runs on the input data to produce output data. As a critical thinking exercise, students will explore design tradeoffs in signal quality vs. run-time complexity. In the second half of the course, student groups will work on extensive real-time DSP projects of their choice to develop system-level design skills in a complex, unstructured problem context. Smartphones and STM32 high-performance microcontrollers would be the target real-time embedded systems for the labs and project.

- *Performance Evaluation in Built Environment (300-level, Advanced)*

The Fourth Industrial Revolution is bringing change to the way human lives and interacts with the surrounding physical, digital and social environments. Technological progress in Internet-of-Things and the like allow low-cost development of sensor nodes for real time analytics, which could contribute to better business intelligence. The construction industry will become a major part of the digital transformation with the development of smart structures and cities. Furthermore, the existing infrastructure will need to be fitted with modern technologies to make it more adaptive to the new social activities and requirements. This is particularly important as the built environment usually has long life cycle and costs significantly to maintain. Performance of the built environment is shaped by multiple perspectives, which should be understood, theorized, modelled, and validated with actual measurement. Students will explore the multidisciplinary study of performance evaluation with its implication on different technological, methodological, and social aspects. Performance in the built environment will be defined with its indicator, which can be measured using sensory techniques and investigated through social survey. The collected data will be analyzed and compared against design specifications, standards, and user satisfaction to provide direction for improvement.

## *Other Sample Engineering Courses*

- Project Management (300-level, Advanced)

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- Mechanical Systems: Design and Analysis (300-level, Advanced)
- Wireless Communication Systems (300-level, Advanced).

## *Sample Programming Courses*

- Computer Science 1 (Foundation)
- Computer Science 2 (Intermediate).

## *Sample Mathematics Courses*

- Calculus
- Linear Algebra
- Discrete Mathematics
- Differential Equations
- Introduction to Data Analysis
- Probability.

## *Sample Basic Science Courses*

- Environmental Sciences
- Sustainable Development: Science and Industries
- Physics for Light-based Technology
- Matter
- Organic Chemistry
- Materials that Shape Our World.

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## HUMAN-CENTERED ENGINEERING FLOWCHART



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## HISTORY

### Description

History prepares students to be engaged citizens of Vietnam and the world. By studying history, students explore the human experience from multiple perspectives, interpret past events and examine their causes, trace the development of civilizations and cultures, and gain insight into the political, social, and economic structures that continue to shape our present. History equips students with a pragmatic and interdisciplinary skillset that emphasizes communication, collaboration, critical thinking, interpreting varied forms of evidence, analyzing patterns within large datasets, and persuasive argument-based writing. The History major also prepares students not only to better understand and analyze current events and engage with peers and colleagues around the world, but also to think deeply about how the past experiences of others can change the way they think about themselves in the present. History offers ideal preparation for future study in graduate and professional schools as well as for careers in public policy, business, consulting, management, law, journalism, and education.

### Learning Outcomes

1. Students will be able to identify and contextualize key historical events, figures, and ideas.
2. Students will be able to explain continuity and change over time in particular fields of history.
3. Students will recognize how shifting values and identities shape historical events, historiographical narratives, and their own engagement with historical texts and artifacts.
4. Students will effectively communicate about the past in written and verbal form.
5. Students will produce original historical research with a central argument supported by primary and secondary sources.
6. Students will use historical perspective as central to active citizenship and apply historical knowledge and historical thinking to contemporary issues.

	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6
Exploring the Past (HIS100)	I	I	I	I		I
Foundation Courses (100-levels)	I	I	I	I		

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<b>Intermediate Exploratory Courses* (200-levels)</b>		I	I	I		I
<b>Hands-On History (HIS 200)</b>		I	I	I	I	I
<b>Intermediate Courses (200-levels)</b>	R	R	R	R	R	R
<b>Research Seminars (300-levels)</b>	M	M	M	M	M	M

Key: I = Introduce; R = Refine; M = Master

\*Denotes 200-level courses with few/no prerequisites that are promoted as exploratory courses.

## Degree Requirements

Students who entered Fulbright in Spring 2023 or earlier achieve a Bachelor of Arts in History following the successful completion of:

1. Fulbright History Lab (offered until Spring 2023) or Hands-On History (4 credits)
2. 2 foundation courses (8 credits)
3. 2 intermediate courses (8 credits)
4. 2 advanced courses (8 credits)
5. 1 History elective at any level (4 credits)

In addition to one of the following options:

- a) Regular Major Requirements
  - 2 additional research seminars (8 credits); or
  - Fulfill 8 additional credit hours of experiential learning (8 credits); or
  - 1 research seminar and 4 additional experiential learning credit hours (8 credits)
  
- b) Major With Honors Requirements
  - Minimum GPA threshold by summer term of a student's third year
  - Student must complete Capstone I and Capstone II
  - The Capstone must be graded Honors .

Students who entered Fulbright in Fall 2023 or later achieve a Bachelor of Arts in History following the successful completion of:

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1. Exploring the Past (*4 credits*)
2. 2 foundation courses (*8 credits*)
3. Hands-On History (*4 credits*)
4. 2 intermediate courses (*8 credits*)
5. 2 advanced courses (*8 credits*)
6. 1 History elective at any level (*4 credits*)

In addition to one of the following options:

- a) Regular Major Requirements
  - 2 additional advanced courses (*8 credits*); or
  - Fulfill 8 additional credit hours of experiential learning (*8 credits*); or
  - 1 research seminar and 4 additional experiential learning credit hours (*8 credits*)
- b) Major With Honors Requirements
  - Minimum GPA threshold by summer term of a student's third year
  - Student must complete Capstone I and Capstone II
  - The Capstone must be graded Honors .

*Note: Two (2) exploratory courses from either the Arts and Humanities or Social Sciences with a historical emphasis can be counted toward the foundation and intermediate course requirements.*

## *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Experiential Learning	Research Seminars
Exploratory Courses	Exploratory Courses	Intermediate Courses	Electives
Exploring the Past	Foundation Courses	Research Seminars	Capstone I
Foundation Courses	Hands-On History	Electives	Capstone II

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## **Major Outline**

The Gateway Sequence: To declare a History major or minor, students complete a “gateway” sequence that introduces them to the essentials of the discipline, comprised of two courses: Exploring the Past (HIS100) and Hands-On History (HIS200). Exploring the Past focuses on historical literacy (the reading and interpretation of various kinds of historical documents), and Hands-On History follows it with an emphasis on Historical research and writing.

Foundation Courses: Foundation courses introduce students to the grand narratives of global history from 1500 to the present.

*Sample Foundation Courses:*

1. History of the World
2. Modern Europe
3. Modern East Asia
4. Modern Southeast Asia
5. Atlantic World
6. The United States and the World

Intermediate Courses: Intermediate courses explore historical research methods in more specific national, regional, or thematic areas (e.g., intellectual history, social history, economic history, gender history, etc.).

*Sample Intermediate Courses:*

7. American Foreign Policy
8. History of Capitalism and the Corporation
9. The Cold War
10. Rebels and Revolutionaries in Modern China
11. The Global Vietnam War
12. History of ASEAN

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13. History of International Relations Thought
14. Environmental History
15. Pirates, Prostitutes, and Prisoners: An Outlaw History of French Indochina

Advanced Courses: Advanced courses in History are research seminars that promote sophisticated historical analysis and immersive classroom discussion of primary and secondary sources related to a particular subject.

*Sample Research Seminars:*

16. America's Nuclear Age: The United States, Nuclear Weapons, and the Cold War
17. Europe on Trial: Law, Politics, and Society since Nuremberg
18. This Land Is My Land: Settler Colonialism in Comparative Perspective
19. Refugees: A History of the Twentieth Century
20. History of Vietnamese Diplomacy
21. Asian Borderlands
22. Gender and Ethnicity in Modern East Asia
23. Race and Empire

Capstone: Students complete the optional capstone project in the fourth year. The Capstone in History comprises one year-long research design seminar (4 credits) taken alongside two semesters of independent research and writing (2 credits each). The primary objective of the History Major Capstone is for students to produce a body of original historical research based on primary source evidence.

The project generally takes the form of an undergraduate thesis; however students may design a non-traditional project with a substantial written component (e.g., a documentary, a museum exhibit, a digital database, an oral history archive, etc.). Students will design their Capstone project in close consultation with history faculty and receive scaffolded peer-review in the research design seminar. Capstone projects should reflect student specialization in at least one geographical, temporal, or thematic historical field and are encouraged to apply historical perspectives to problems in other disciplines.

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Capstone projects are eligible to be evaluated for honors.

## **Requirements for Declaring the History Major and Minor**

In order to formally declare the History Major, students must have completed the two gateway courses: Exploring the Past and Hands-On History. To declare a History Minor, students must have completed Exploring the Past.

## **History Minor and Minor Requirements**

A History Minor allows students to master both the fundamentals of historical methodologies while also gaining the breadth necessary to understand the history of different regions in comparative perspective. Moreover, by having the freedom to choose from a wide variety of intermediary and research seminars, History Minors will have the freedom to explore and debate, in depth, the important issues that stand at the center of the human experience concerning our political systems, leadership, society, economy and culture.

A Minor in History is an excellent complement to several social science and humanities disciplines that benefit from an understanding of world history and those historical processes that continue to shape our present, such as Economics, Psychology, Literature, Art and Media Studies. Moreover, a History Minor will serve well those who wish to unlock the history behind mathematics, computer science, natural science or engineering.

Students entering in Spring 2023 or earlier achieve a Minor in History by completing Fulbright History Lab and five (5) other History courses, comprising two (2) foundation courses, two (2) intermediate courses, and one (1) research seminar (24 credits in total).

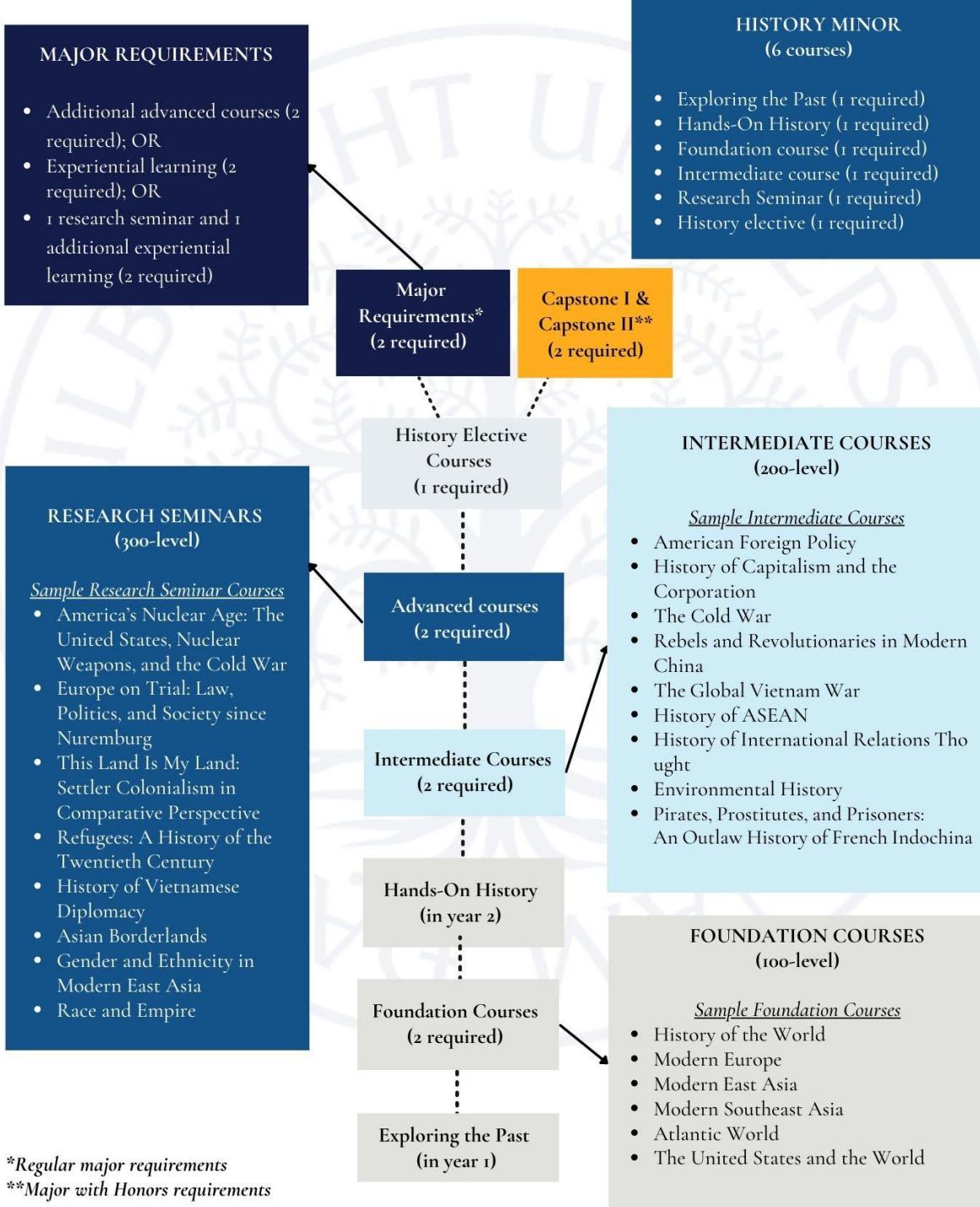
Students entering in Fall 2023 or later achieve a Minor in History by completing Exploring the Past, Hands-On History, and four (4) other history courses, comprising one (1) foundation course, one (1) intermediate courses, one (1) research seminar, and one (1) additional History elective at any level (24 credits in total).

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# HISTORY FLOWCHART

(FOR THE CLASS OF 2027 ONWARDS)



*\*Regular major requirements*

**\*\*Major with Honors requirements**

# Fulbright

## INTEGRATED SCIENCES

### Description

The Integrated Sciences major is a single, comprehensive program comprising a variety of fields, including Biology, Chemistry, and Environmental Science. Today's most urgent scientific problems – from climate change to public health – require an integrated approach. Introducing multiple pathways in the natural science and emphasizing real-world experience, the Integrated Sciences major prepares students for careers as responsible and innovative scientific leaders and to seek interconnected solutions informed by several scientific disciplines. Students in the Integrated Sciences major will practice interdisciplinary and research-based approaches to scientific discovery, while also pursuing a specific concentration within the natural sciences: (1) Environmental Science and Sustainability, or (2) Biology and Health Science. The Integrated Sciences major provides a strong foundation for a career in industry as well as future graduate study.

### Learning Outcomes

Students in the Integrated Science Major will be able to:

1. critically analyze and review primary and secondary scientific research sources;
2. apply critical thinking to question established perspectives and constructively address scientific problems;
3. apply appropriate qualitative and quantitative scientific methodologies in a specific field of the natural sciences to test hypotheses, analyze, and interpret data to make evidence based and scientific conclusions;
4. demonstrate foundational knowledge in the natural sciences and specialized knowledge in a focused area through effective written and oral communication;
5. apply ethical and multi-disciplinary approaches to understand and enrich the quality of life in the local and global communities;
6. effectively collaborate with others in teams to conduct scientific research.

### Mapping of Learning Outcomes

Course types	LO1	LO2	LO3	LO4	LO5	LO6
<b>Foundation</b>	I	I	I	I	I	I
<b>Intermediate</b>	R	R	I	I	R	R
<b>Advanced</b>	M	R	R	M	R	M
<b>Computing</b>	I	I	R	I	R	I
<b>Seminar</b>	R	R	M	M	R	M
<b>Capstone</b>	M	M	M	M	M	M

I=Introductory; R=Reinforced; M=Master

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## Degree Requirements

A Bachelor of Science in Integrated Sciences is awarded following the successful completion of:

- 5 Core courses (20 credits)
- 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major.
- 2 Required foundation courses: General Chemistry, and Introductory Biology (8 credits).
- 1 Required seminar course: Integrated Sciences Advanced Seminar (4 credits).
- 2 Math and Computer Science courses (8 credits).
- 5 Applied Integrated Sciences courses (20 credits) including at least three 300-level courses.
- Capstone I and Capstone II (8 credits) for Honors program OR  
    2 applied Integrated Sciences courses (8 credits), including at least one 300-level course.
- Electives courses (16 – 24 credits)
- Experiential Learning (4 – 12 credits).

for a total of 128 credits

## *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Introductory Programming	Applied IS courses
Exploratory Courses	Exploratory Courses Introductory Biology General Chemistry Introductory Statistics	IS Advanced Seminars Applied IS courses Elective courses Experiential Learning	Elective courses Capstone I Capstone II

## Concentrations

Integrated Sciences major consists of 2 main concentrations:

- Environmental Science and Sustainability
- Biology and Health Science

These concentrations share the same degree requirements as outlined above, only applied courses are different.

Certain applied courses fit both concentrations.

## Major Outlines

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The following list of courses is subject to change as Fulbright continues to expand and develop.

Required foundation IS courses: These courses provide the fundamental knowledge of Chemistry, Biology, and certain topics of Physics. They serve as foundation for more advanced courses in Integrated Sciences major. There are 2 required 100-level IS courses:

- General Chemistry
- Introductory Biology

Statistics and Computing courses: Mathematical and computational foundations are integral in learning and doing sciences in this era. Therefore, Integrated Sciences students are required to complete one course in Statistics and one course in Programming. Any 100-level and 200-level course related to Statistics and Programming can be taken to fulfill this requirement.

*Sample courses for Introductory Statistics requirement*

- Introduction to Data Analysis
- Probability and Statistics

*Sample courses for Introductory Programming requirement*

- Computer Science I: Introduction to Programming
- Computer Science 2: Data Structures
- Algorithm Design and Analysis

Applied IS courses: these courses form the core of the IS major. They develop the knowledge and skills relevant to the two concentrations in increasing levels of depth: foundational (100-level), intermediate (200-level) and advanced (300-level). If students do Capstone, they will need 5 applied courses, including at least three 300-level courses. If students do not do Capstone, they will need 7 applied courses, including at least four 300-level courses. Note that the 3 required courses (General Chemistry, Introductory Biology, and Integrated Sciences Advanced Seminars) do NOT count toward this requirement.

*Sample applied courses for the two concentrations:*

Concentration	Environmental Science and Sustainability	Biology and Health Science
100-level	<ul style="list-style-type: none"><li>• Environmental Sciences</li><li>• Sustainable Development: Science and Industries</li><li>• Energy in Daily Life</li></ul>	<ul style="list-style-type: none"><li>• Research method and statistics</li><li>• DNA</li></ul>
200-level	<ul style="list-style-type: none"><li>• Materials that shape our world</li><li>• Organismal Diversity and Evolution</li><li>• Climate and water</li><li>• Environmental Chemistry</li></ul>	<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Introduction to Bioinformatics</li><li>• Biology of Infectious Diseases</li><li>• Organic Chemistry</li></ul>

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300-level	<ul style="list-style-type: none"><li>Advanced Analytical Techniques</li><li>Environmental Microbiology</li><li>Ecosystem modeling</li><li>Materials for the Green Transition</li></ul>	<ul style="list-style-type: none"><li>Human Physiology</li><li>Medical Biochemistry</li><li>Human Genetics and Genomics</li><li>Immunology</li></ul>
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Note: certain courses can be applied to both concentrations

**Research seminar:** The course “Integrated Sciences Advanced Seminars” is a requirement of IS major. It provides an advanced treatment of Integrated Science through lectures, seminars, and peer learning, with talks from not only FUV faculty but also invited speakers. Students learn and practice skills such as literature review, writing proposal, and presentation, which are essential to scientists and helpful in preparation for the Capstone.

**Capstone:** while optional, doing Capstone is highly recommended in IS major. This takes the form of a year-long research project in the last year of study. It is separated into Capstone I & II (4 credits each). Students need to apply and get faculty approval to do Capstone. The outcome is usually a scientific research report accompanied by an oral defense.

## Requirements for Declaring the Integrated Sciences Major and Minor

To declare Major or Minor in Integrated Sciences, students need to complete:

- All Core and Exploratory Courses
- At least one of the two required foundational IS courses (General Chemistry or Introductory Biology).

## Graduation with Honors Requirements

- Students must complete Capstone I and Capstone II
- The Capstone must be graded as Honors pass.

## Minor Requirements

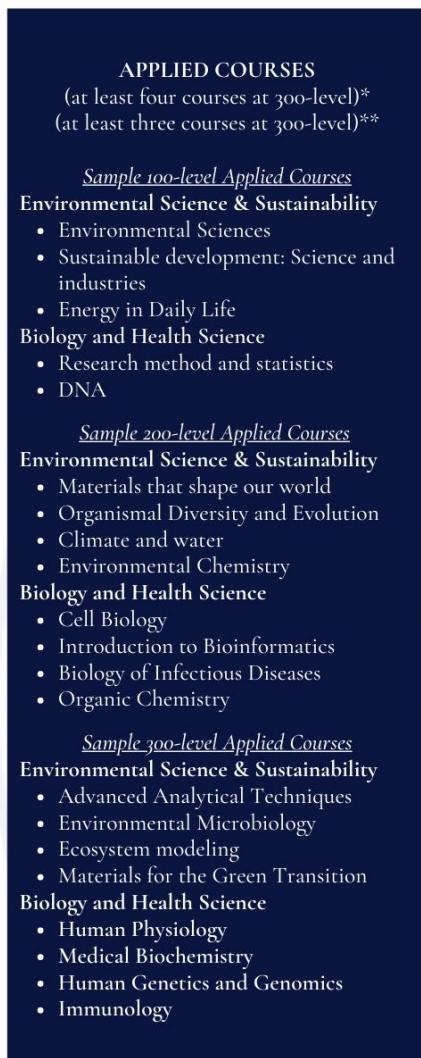
A total of six courses are required, with some flexibility to allow students to design a minor that best supports their major or career goals. Students are required to take:

- General Chemistry (4 credits)
- Introductory Biology (4 credits)
- Introductory Statistics OR Introductory Programming (4 credits)
- 3 Applied IS courses (12 credits), with at least two 300-level courses.

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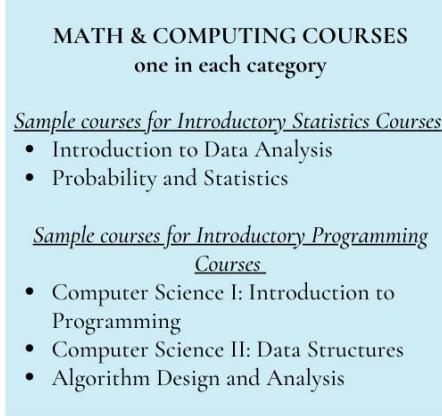
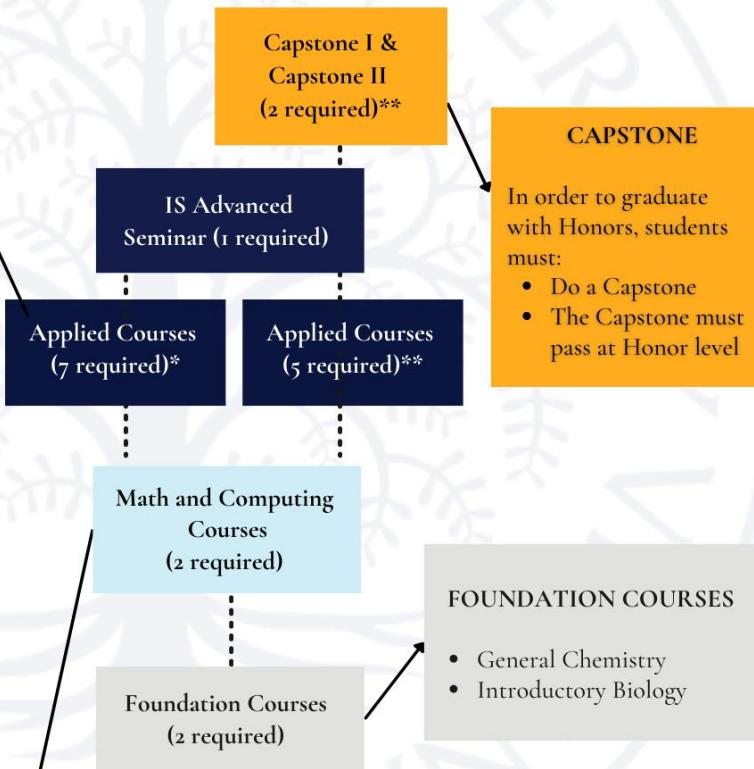


## INTEGRATED SCIENCES FLOWCHART



### INTEGRATED SCIENCES MINOR (6 courses)

- General Chemistry
- Introductory Biology
- Introductory Statistics OR Introductory Programming (if required)
- Applied Courses - at least 2 courses at 300-level (total 3 required)



\*Regular major requirements

\*\*Major with Honor requirements

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## LITERATURE

### Mission Statement

The Literature program enhances students' approaches to diverse literary works and forms of expression and promotes a rich understanding of the global cultures and perspectives they represent. Students learn to analyze a broad variety of texts with nuance and communicate their ideas persuasively. A Literature student at Fulbright will be exceptionally prepared for future pursuits in law, policymaking, publishing, journalism, and education, including doctoral study in Literature and related fields.

### Goals:

1. Expose students to diverse perspectives and materials that broaden what is considered 'text,' thus cultivating curiosity and sophistication about different media and new forms.
2. Cultivate the critical approaches, analytical and communication skills necessary for a wide range of careers in the public and private sectors.
3. Prepare students for graduate school in literary fields as well as related disciplines in the Humanities, such as History and many different Area Studies.

### Description

Literature constitutes a rich and diverse record of human thought and experience: imaginative, ethical, philosophical, and political. Emphasizing historical and transnational breadth in literary studies and employing critical, comparative, digital, and historicist methods, the Literature major embraces the range and reach of global literary thought from the vantage of Vietnamese and Southeast Asian cultures and traditions. It invites the examination of literary artifacts within their historical contexts, the consideration of ideas within their form of expression, and the analysis of ideological language and its influences on our worldviews. The student of literature learns how to read texts with attention to nuance and how to produce them: how to speak and write well, in both creative and formal formats. In its transnational scope and concern for divergent perspectives, the Literature major also prepares students to engage locally and globally with people whose views and experiences differ from their own. A student obtaining a degree in Literature at Fulbright will be well-equipped for study in graduate programs and for careers in law, policymaking, publishing, journalism, and education.

### Learning Outcomes

Students in the Literature major will:

1. (MLO1) Develop versatility in reading and textual analysis (formal, narrative, rhetorical)
2. (MLO2) Develop sophisticated skills in persuasive written and oral communication
3. (MLO3) Acquire familiarity with critical methodologies in approaching literary works
4. (MLO4) Critically reflect on the role and value of literature in society
5. (MLO5) Compare historical and transnational literary traditions with nuance.

### Degree Requirements

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A Bachelor of Arts in Literature is awarded following the successful completion of:

## General education:

- 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major
- Experiential Learning (4 – 12 credits).

## Literature requirements (44 credits):

- 1 Foundational 100 level: Introduction to Literary Studies (4 credits)
- 1 Critical Methods in Literary Studies (4 credits)
- 3 Intermediate 200 level courses (12 credits)
- 3 Advanced 300 level courses (12 credits)
- 1 additional Elective, any level (4 credits)
- Optional capstone (2 semesters) OR 2 Electives (1 any level + 1 300 level) (8 credits)

## *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Exploratory Courses	Open elective in Literature
Exploratory Courses	Exploratory Courses	200-300 level Literature electives	and 300-level Literature course, or
Introduction to Literary Studies	200 level Literature electives	Other electives	Capstone I + Capstone II
Critical Methods in Literary Studies		Experiential Learning	

## Mapping of Learning Outcomes

	MLO1	MLO2	MLO3	MLO4	MLO5
Foundation	I	I	I	I	I
Intermediate	R	R	R	R	R
Advanced	M	R	M	M	R
Capstone	M	M	M	M	M

\*Note: I – Introductory, R – Reinforcing, M - Mastery

## Major Outline

### Introduction to Literary Studies (multiple courses at 100 level: counts as exploratory)

This course will introduce students to foundations in literary analysis through texts and materials centered around a common theme. Students will learn to appreciate the aesthetic and functional quality of texts, focusing

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on style, intertextuality, and critical value. The course will also explore different ways of approaching texts depending on their genre and form, and practice important skills such as close reading, developing arguments, and expressing ideas clearly orally and in writing. Finally, the course will also prompt students to question the value of literature in contemporary society, and how to make connections beyond the material with the world around them.

Sample courses at 100 level:

- Gothic, Grotesque, Uncanny
- Belonging in Contemporary American Literature
- Writing the Self

## 201 Foundation Course: Critical Methods in Literary Studies

This course is an introduction to critical theory and will familiarize students with a toolkit of methods for sophisticated literary scholarship. We will explore formalist as well as cultural and political approaches to literature, including Marxist, psychoanalytic, feminist, postcolonial, new historicist, digital and other methodological approaches to textual analysis. We will practice different ways of reading and interpreting texts and investigate the broader aesthetic, social, and intellectual implications of our engagements with literary studies.

## Literature Electives

### **Sample Courses at 200 level**

- American Short Story
- Identity, Community, Memory in Vietnamese Diasporic Literature
- Women and Gender Studies: Women in Vietnam War Literature
- Epic Narratives from Medieval to Early Modern
- American Realism and Naturalism
- Global Environmental Literature

### **Sample Courses at 300 level**

- Film, Fiction, and the Making of Modern Vietnams
- Pacific Voyages in Literature & Film
- Transatlantic Fashions
- American Drama since 1900
- Consumption, Modernity and Global Queer Identities
- Text, Body, and Technology: Individualism in Science Fiction
- Comedy, Ancient and Modern
- Literary Translation: Theory and Practice
- Contemporary Women Writers from the Southeast Asian Diaspora
- Contemporary Poetry

## **Other Electives**

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Any course in the Intermediate and Advanced categories could count as an elective, in addition to those cross-listed with Literature.

- Introduction to Gender and Sexuality Studies
- Queer Theory: Then and Now
- How to be a Writer (Creative Writing Workshop) (Cross-listed with Vietnam Studies)
- Cultural and Intellectual Foundation of Vietnamese Literary Chinese I (Cross-listed with Vietnam Studies)
- Advanced Readings in Theory (Cross-listed with Art & Media Studies)
- Contemporary Women Writers from the Southeast Asian Diaspora (Cross-listed with Art & Media Studies)
- Ethics and Moral Philosophy (Cross-Listed with Social Studies)
- Focused Study of a Single Author (*examples: Shakespeare, Rabelais, Voltaire, James Joyce, Virginia Woolf, Vladimir Nabokov, Maguerite Duras, Ocean Vuong, Jamaica Kincaid, etc.*)

## **Minor Requirements**

The Literature minor requires students to complete six courses: Introduction to Literary Studies, Critical Methods in Literary Studies, and four (4) Elective courses (at least two must be at the 300-level). A Minor in Literature will equip students with skills in textual and historical analysis, and in reading, writing, and critical thinking, and will strengthen students' engagements with Major fields across the disciplines.

## **Requirements for declaring the Literature Major and Minor**

To formally declare Literature as a **major**, you must complete Introduction to Literary Studies and two (2) other courses in the Literature program.

To formally declare Literature as a **minor**, you must complete **one** (1) course in the Literature program, Introduction to Literary Studies.

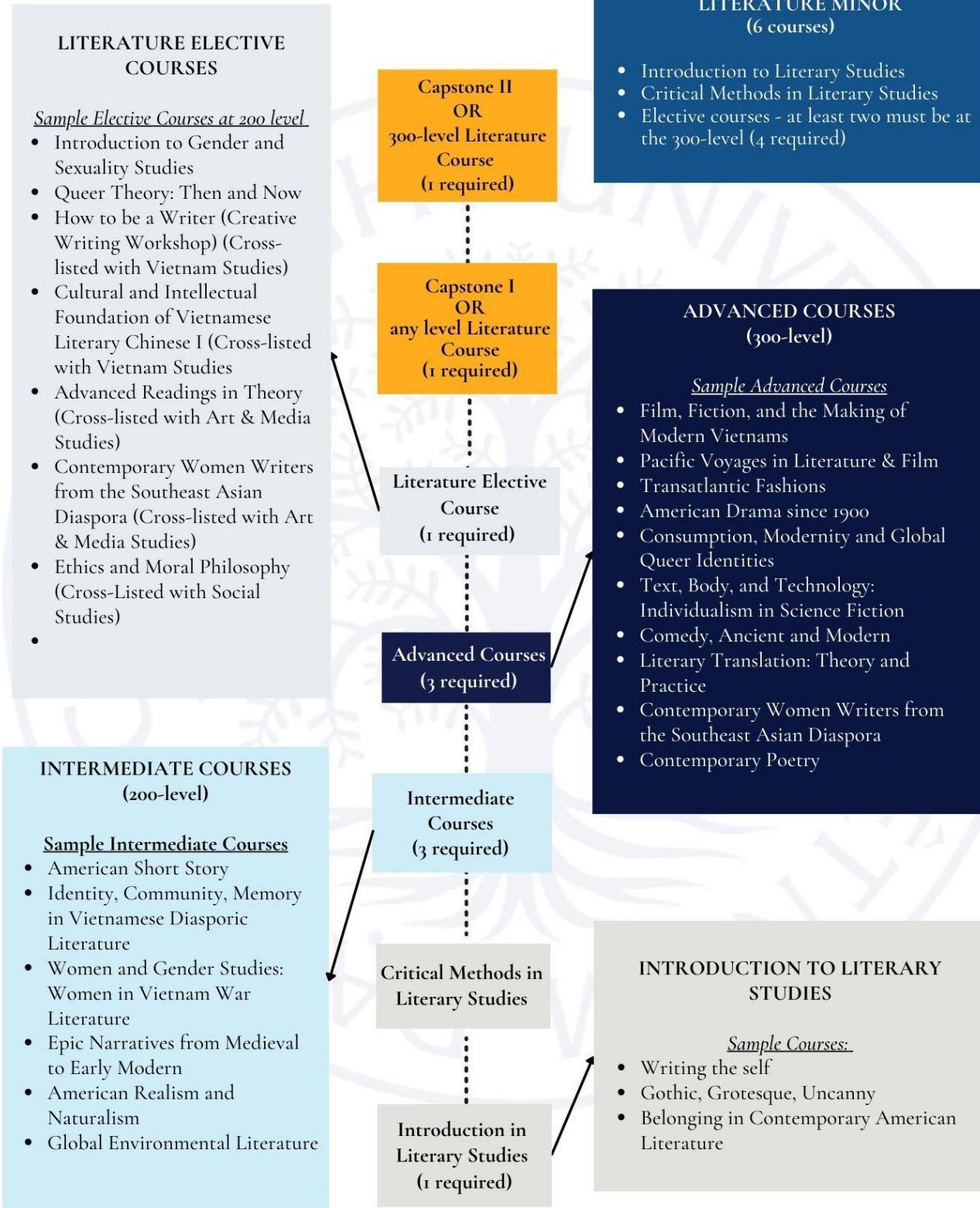
## **Graduation with Honors Requirements**

- Student must complete Capstone I and Capstone II
- The Capstone must be graded as Honors pass

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## LITERATURE FLOWCHART



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## PSYCHOLOGY

### Description

The Psychology major aims to develop students capable of understanding the complex issues that individuals and communities face and the behavioral solutions that we can use to improve society. With a focus on the scientific understanding of the human mind and behavior, Psychology is critical for a broad-based education that can complement other fields such as the arts, computing, economics, education, healthcare, and business management. The Psychology major will equip graduates with an in-depth understanding of mental functions, emotions, behaviors and the complex interplay between biological and environmental factors. Students in Psychology are equipped for a variety of career paths, such as human and social services, marketing and consumer research, education and human resources. Additionally, students will be prepared for graduate study in the discipline or in related fields, such as counseling psychology, educational psychology, occupational psychology and social work.

### Learning Outcomes

Students who have completed the Psychology Major will have achieved the following Learning Outcomes:

1. Students will be able to apply psychological principles to behavioral phenomena through effective written and oral communication of the major concepts, theoretical perspectives, historical trends, and empirical findings in Psychology. (Assessment data: term papers, presentations, written exams)
2. Students will be able to interpret, design, and conduct basic psychological research. (Assessment data: RM&S projects, Capstone)
3. Students will be able to incorporate sociocultural factors in scientific inquiry when appropriate. (Assessment data: term papers, presentations, written exams)
4. Students will be able to apply ethical standards to evaluate and engage in psychological science and practice. (Assessment data: RM&S IRB proposals, Capstone IRB)
5. Students will be able to apply effective self-reflection, project-management skills leadership and teamwork skills to optimize their competitiveness for securing places in a graduate school, professional school, or in the workforce. (Assessment data: teamwork evaluations, graduate school placements, internship placements, employment statistics)

Learning Outcomes derived from:

(1) American Psychological Association learning outcomes:

<https://www.apa.org/ed/precollege/about/learning-goals.pdf>

(2) the Learning outcomes for the degree of Bachelor of Science in Liberal Arts & Sciences Major in Psychology at University of Illinois: <http://catalog.illinois.edu/undergraduate/las/psychology-bslas/learning-outcomes/>

### **Requirements for Earning Psychology Major**

Regular Path (48 credits): most students are expected to complete this path

- 02 Foundation courses (Introductory Psychology; Research Methods and Statistics)
- 06 200-level courses
- 04 300-level courses

Capstone Path (48 credits): only for approved proposals and contingent upon faculty's availability.

- 02 Foundation courses (Introductory Psychology; Research Methods and Statistics)
- 06 200-level courses
- 02 300-level courses
- Capstone I (300-level course)
- Capstone II (300-level course)

### **Requirements for Earning Psychology Minor**

- Foundation courses (Introductory Psychology; Research Methods and Statistics)
- 03 200-level courses
- 01 300-level course

#### *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
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Core courses Exploratory Courses Introduction to Psychology	Core courses Exploratory Courses Research Methods & Statistics 200-level Courses *Personality Psychology *Social Psychology *Developmental Psychology	200- level Courses 300-level Courses	200- level Courses 300-level Courses Capstone I Capstone II
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## Mapping of Learning Outcomes

	LO1	LO2	LO3	LO4	LO5
<b>Foundation</b>	I	I	I	I	I
<b>200-level (Intermediate)</b>	R	R	R	R	
<b>300-level (Advanced)</b>	M		M		R
<b>Capstone</b>		M		M	

Note: I = Introduction, R = Reinforced, M = Mastery

### Foundation Courses

#### *Introduction to Psychology:*

This introductory course offers students an overview of the history, current status, and promise of scientific and applied psychology. Students are expected to master a considerable body of information about the principles of psychology and its methodologies, contributors, and terminology. This course is designed to be the prerequisite for higher level psychology courses. It also serves all students (major and non-major) for whom this knowledge is a general contribution to a liberal arts education.

#### *Research Methods and Statistics:*

This course introduces students to basic research methods and data analysis in social and behavioral sciences. This

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course should be completed by the second year.

**After taking Foundation courses, students are required to take six (06) 200-level intermediate courses and four (04) 300-level advanced courses.**

**Important Note:** Until the university can offer a robust list of 200 and 300-Level Courses students will be able to satisfy the 48 Credits with any combination 200 and 300 Level Courses. However, we ask that they be guided by the above requirements when selecting courses where possible.

## 200-level Psychology Courses

Intermediate courses are grouped into two main content areas: social/developmental psychology and counseling psychology (please check the prerequisite requirements for the courses).

*Sample Social / Developmental Psychology Courses:*

- Developmental Psychology
- Social Psychology
- Personality Psychology
- Cognitive Psychology

*Sample Counseling Psychology Courses:*

- Abnormal Psychology
- Psychology of Trauma

## Other 200-level Psychology courses

- The Art and Science of Living Well
- Organizational Psychology
- Literature and the Mind (cross-listed with Literature)
- Language, Culture, and Thought (cross-listed with Social Studies)

## 300-level Psychology Courses

Psychology students can choose any advanced psychology courses (please check the prerequisite requirements for the courses).

- Counselling Psychology
- Person-Centered Counseling

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- Multicultural Psychology
- Cross Cultural Leadership & Management
- Applied Social Psychology
- Cognitive Behavior Therapy
- Capstone I & II \*\*

*\*\* Students need to apply to do a capstone project and will need approval from psychology faculty.*

## Psychology Capstone

Eligible third-year students can apply by the end of their third (3<sup>rd</sup>) year to do a capstone project during their final 4th year of study.

Capstone I: Project Proposal

Capstone II: Project Completion

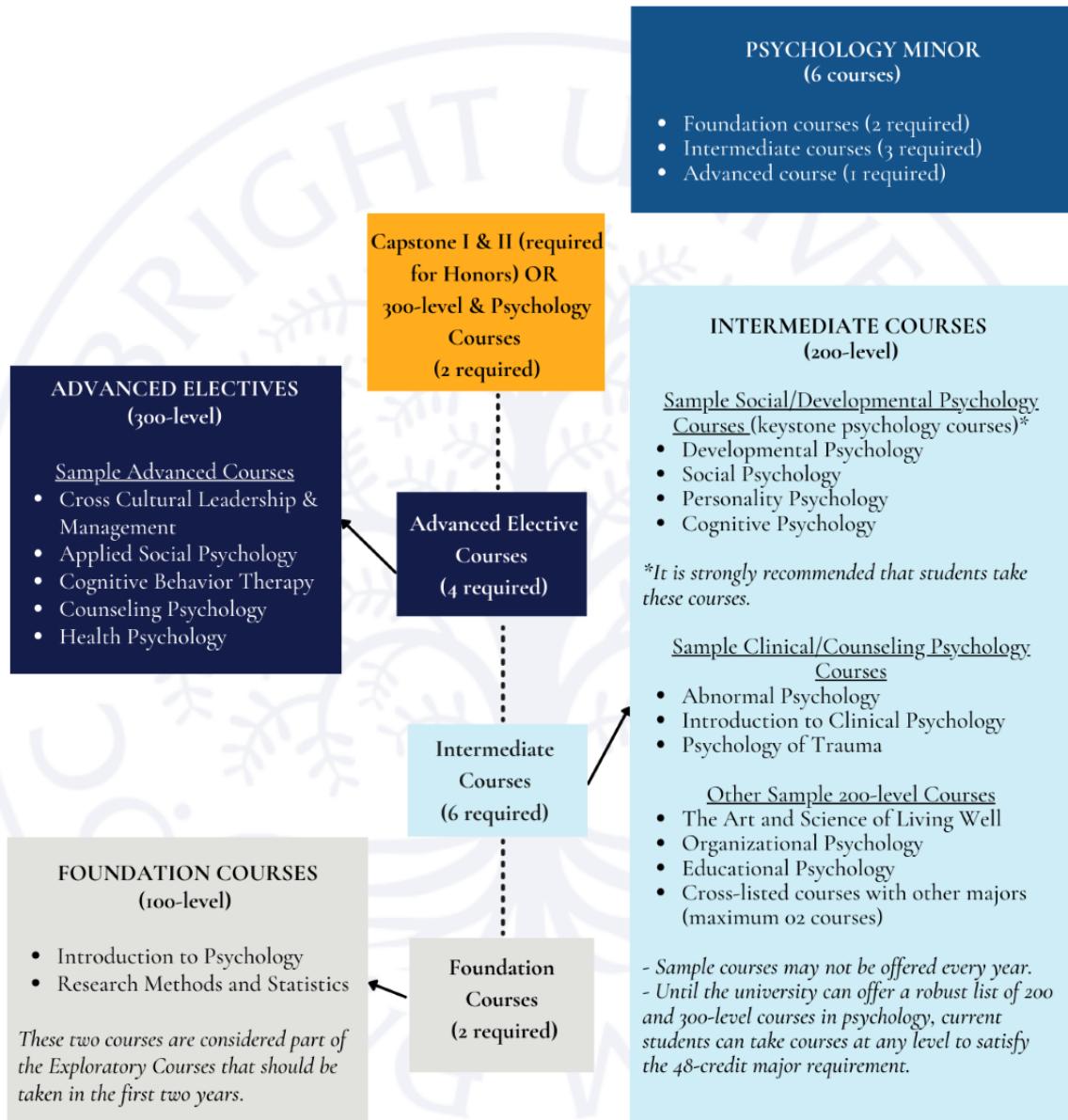
## Psychology Capstone Application Eligibility and Approval Criteria:

- Major GPA of 3.5 or higher
- Strong and well-thought-out capstone application
- Approval subject to faculty-student matching and faculty availability

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## SOCIAL STUDIES

### Description

The Social Studies major provides a liberal arts approach to the empirical study of Society. This major provides training that is thematically broad, methodologically mixed, and analytically rigorous in its approaches. Students in this interdisciplinary major work across a variety of disciplines including anthropology, sociology and political science, to address big problems across modern societies. Graduates will be well prepared to pursue graduate study in the social sciences as well as diverse careers such as NGO work, entrepreneurship, research, consulting, leadership, and work in international organizations.

### Learning Outcomes

Students in the Social Studies Major will be able to:

1. Frame research and questions within the context of the field's historic foundations
2. Conduct social scientific research from proposal to implementation.
3. Communicate the results of research in written form
4. Apply and explain texts and concepts in social science theory.
5. Conduct and reflect upon the ethics of human-centered research.
6. Empirically analyze pressing industrial, governmental, and societal needs in Vietnam and abroad.

	LO1	LO2	LO3	LO4	LO5	LO6
Social Inquiry (100-level)	I			I		I
Methods (100-level)		I	I		I	
Theory (200-Level)	R		R	R		
Intermediate (200-Level)	R*	R*	R*	R*	R*	R
Advanced (300-Level)	M*	M*	M*	M*	M*	M*
Capstone		M			M	

I - Introduced; R – Revised; M – Mastery

\* Intermediate and Advanced courses allow students to focus studies to the direction of their choice. 200-

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Level electives all contain a focus on pressing societal issues.

## Degree Requirements

A Bachelor of Arts in Social Studies is awarded following successful completion of:

1. 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major
2. Fulbright Seminar (4 credits, optional) and Experiential Learning (4 – 12 credits)
3. 1 Foundational survey course – Social Inquiry (4 Credits)
4. 1 Foundational methods course (4 Credits)
5. 1 Foundational theory course (4 credits)
6. 6 Courses offered by the Social Studies Major, at least 2 of which must be at an advanced (300) level. (24 Credits)
7. 2 Additional Courses in the Major (either regular major, or major with honors) (8 credits)

### Regular Major Requirements

- 2 Additional courses offered by the Social Studies Major, at least 1 of which must be advanced (300) level. This can be taken in lieu of the major with capstone requirements. (8 credits)

### Major with Capstone Requirements

1. Minimum GPA Threshold by Summer of a Student's Third Year
2. 1 Capstone I (4 credits)
3. 1 Capstone II (4 credits)

### *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
Core Courses	Core Courses	Fulbright Seminars	Advanced Course s
Exploratory courses	Exploratory Courses	Experiential Learning	Capstone I
Foundation (Survey)	Intermediate Courses	Intermediate Courses	Capstone II
Foundation (Methods)	Foundation (Theory)	Advanced Course s	Electives
	Electives	Electives	

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## Major Outline

Foundational courses dive deeply into the empirical, methodological, and theoretical pillars of social scientific research. In doing so, we embody the spirit of the liberal arts through targeted investigation of fundamental issues facing society while providing flexibility for students to employ their skills to focal areas of their choice in later years. While students can complete foundational courses in any sequence, it is recommended that they complete their theory requirement in year 2.

Foundational Survey Course – Social Inquiry (SOCI 102): This course provides a survey of topics studied across the social sciences through an investigation of major challenges we face today. Themes include social issues related to governance, equality, health, gender and sexuality, race, environment, development, family, everyday life, and technology. This course will discuss the different branches of the social sciences in order to give students insights into how to orient their future program of study.

Foundational Methods Course: In addition to Social Inquiry, students are required to take one introductory methods-intensive course. While many intermediate and advanced courses will contain a methodological component, these courses provide practical experience for students in the diverse empirical approaches taken by social sciences. Students will be exposed to both qualitative and quantitative approaches to research. These offerings will be expanded in the future.

### *Sample Methods Courses*

1. Research Methods in Social and Behavioral Sciences (SOCI 105)
2. Ethnographic Research Methods (SOCI 223)

Foundational Theory Course: The social sciences emerged as a distinct form of intellectual inquiry alongside the industrialization of the late 19<sup>th</sup> century in Europe. Students will take a theory course that looks at core theoretical approaches which are shared across social scientific disciplines. Though many of contemporary social science's theoretical antecedents originated in the west, we also examine how they have migrated to, been translated in, and influenced Asia. While students can complete foundational courses in any sequence, it is recommended that they complete their theory requirement in year 2.

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These offerings will be expanded in the future.

## *Sample Theory Course*

1. Ethics and Moral Philosophy (SOCI 214)
2. Introduction to Science and Technology Studies (SOCI 211)
3. History of International Relations Theory (HIS 203)

Intermediate Courses: Intermediate courses examine key topics across the Social Sciences. Courses introduce students to methodological, theoretical, and thematic facets of a wide variety of topics. Students may take up to 4 intermediate courses as part of their completion of the major. Foundation courses are not a prerequisite for intermediate courses, though it is recommended students complete those courses as early as possible.

## *Sample Intermediate Courses*

1. Foundations of Political Economy (SOCI 201)
2. Introduction to Political Science (SOCI 213)
3. Disability and Culture (SOCI 218)
4. Digital Anthropology (SOCI 202)
5. Youth and Society in Asia (SOCI 204)
6. Development from Below: Indigenous Paths to Modernity in Vietnam (SOCI 207)
7. Culture and the Economy in Developing Asia (SOCI 208)

Advanced Courses: Advanced courses are small seminar-style courses that allow for in-depth discussion of specialized thematic and theoretical areas. Advanced courses can also be independent studies co-designed by the student and their advisor. Students must take at least 2 advanced courses to complete major requirements. Foundation courses are a prerequisite for advanced courses.

## *Sample Advanced Courses*

1. Women and Politics in Asia (SOCI 301)
2. Language, Culture, and Thought (SOCI 305)
3. Global Political Economy (SOCI 307)

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4. The Anthropology of Sex (SOCI 309)
5. Technology, Innovation and Conflict (SOCI 308)

Capstone Project (for Honors): Those students who wish to graduate with honors must complete a capstone seminar and capstone project as the culmination of their journey through the Social Studies major. They must also receive a grade of “honors” on their capstone. Capstones provide students with the opportunity to work closely with an advisor to dive deeply into a topic of their interest with an emphasis on ethics, the application of theory to methods, and communication of their ideas. While typical capstones will be research projects employing methods students have developed over the course of their studies, alternative projects such as films, social enterprises, policy reports, and digital media may also be developed in coordination with a supervisor.

## **Requirements for Declaring the Social Studies Major and Minor**

In order to formally declare Social Studies as your major, you must complete Social Inquiry, and at least two courses at the 100 or 200 level. In order to formally declare Social Studies minor, you must complete Social Inquiry and at least one course in the Social Studies Program.

## **Graduation with Honors Requirements**

1. Student must complete Capstone I and Capstone II
2. The Capstone must be graded as Honors pass

## **Minor Requirements**

A Minor in Social Studies is awarded following successful completion of:

1. 1 Foundational Survey course – Social Inquiry
2. 1 Foundational Methods course
3. 1 Foundational Theory course
4. 3 Courses offered by the Social Studies Major, at least 1 of which must be at advanced (300) level

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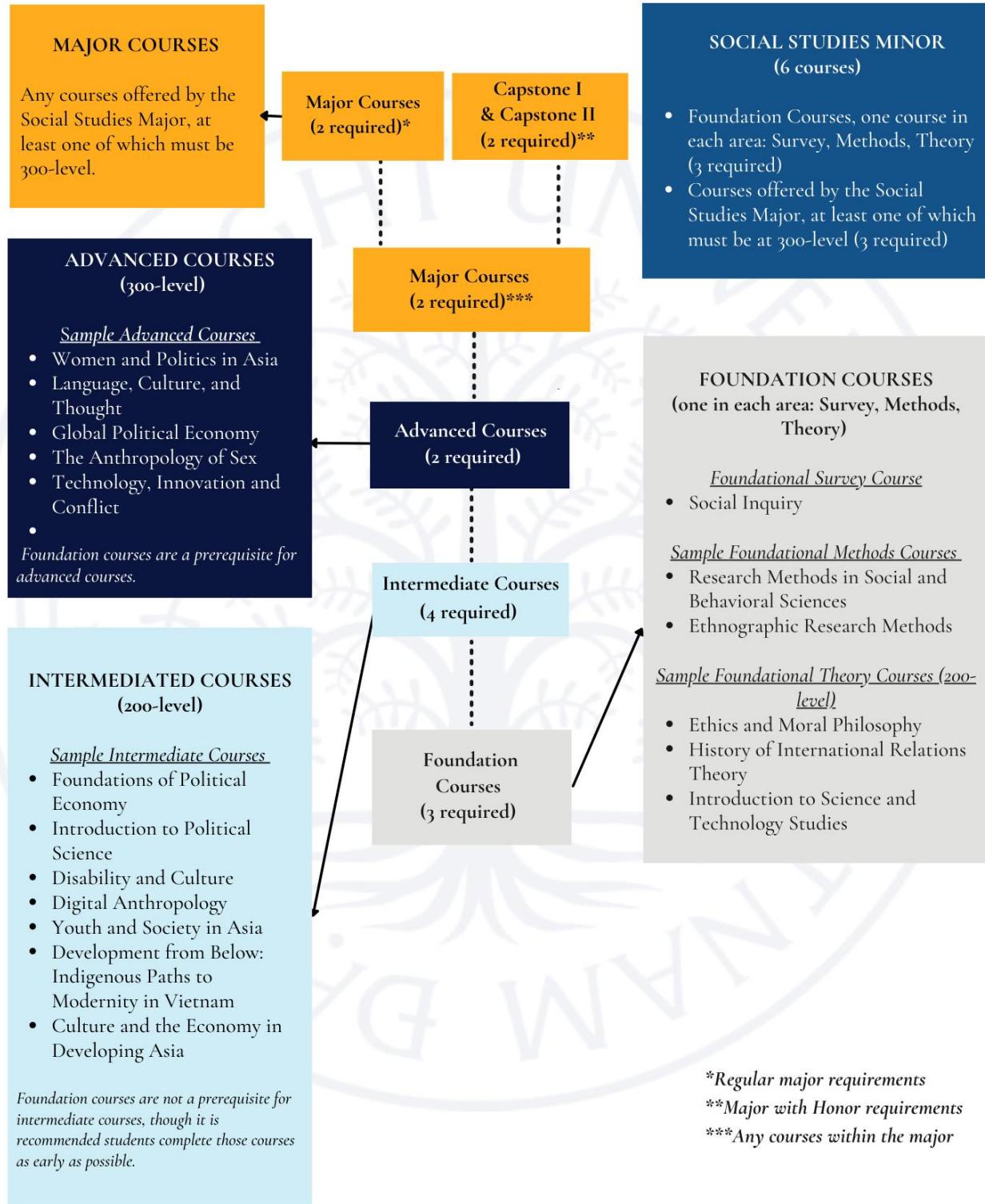
## Petitions

A student may petition to count a total of 2 courses not listed or cross-listed with SOCI to count towards completion of the major (Total 8 credits). Petitions must be approved by the major coordinator.

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## SOCIAL STUDIES FLOWCHART



\*Regular major requirements

\*\*Major with Honor requirements

\*\*\*Any courses within the major

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## VIETNAM STUDIES

### Description

Over the past thirty years, Vietnam Studies has expanded enormously and thrived both in Vietnam and in research institutes and universities in Asia, Europe, North America, and Australia. Contemporary Vietnam Studies has moved beyond colonial and Cold War paradigms and preoccupations to examine the country and its multidimensional features throughout history and in contemporary time in both regional and global contexts.

A strong Vietnam Studies major has always been integral to the original vision of the founders of Fulbright University Vietnam. Vietnam Studies includes scholarly research in Han-Nom, French, and *quốc ngữ* texts, materials, and sources, as well as critical examinations of Vietnamese politics, society, culture, and economy. Scholarly work in Vietnam Studies is by nature interdisciplinary, and includes not only the study of people, communities, and institutions within the national territory of Vietnam, but also the Vietnamese diaspora and Vietnam in regional contexts of East and Southeast Asia.

- The Vietnam Studies Major is designed for any student, regardless of their national or ethnic origin, who wants to pursue the study of Vietnam from multiple critical perspectives.
- Vietnam Studies is an interdisciplinary field in which scholars and students draw upon the theory and methods of various disciplines (including humanities, social sciences, and natural science fields) to fashion transdisciplinary approaches to the study of Vietnam. Advanced (300-level) courses will help VS students build expertise in areas including Vietnam and Area Studies, Ethnohistory, International Relations, Interdisciplinary Economics (e.g., environmental economics, or heritage economics), Cultural Studies, Education, Digital Humanities, and Vietnamese Literature and Film. Additionally, VS students are encouraged to take up minors or double majors in the other fields offered at Fulbright.
- Because Vietnam Studies is an *area studies field*, Vietnam Studies majors will learn to situate Vietnam in regional and global contexts. VS students will also gain the ability to study Vietnam in comparative

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perspective, so that they can think more critically and constructively about Vietnam's connections to the rest of the world.

- All Vietnam Studies majors are required to study one or more relevant language, besides English and Vietnamese, that can be used to conduct advanced research on Vietnam. Depending on a student's background and interests, the languages that may fulfill this requirement include modern Vietnamese in *quốc ngữ* (if Vietnamese is not their mother tongue), classical or modern Chinese, Nôm script, or a reading knowledge of modern French.
- In keeping with Fulbright University Vietnam's commitment to experiential learning, service learning, and educational exchange, Vietnamese Studies majors will connect their classroom studies to "real world" learning activities such as field study trips, community engagement activities, student exchange programs, and connected courses offered jointly with other universities.

In earning a Fulbright bachelor's degree in Vietnam Studies, strengthened by a specific disciplinary focus, plus language and interpersonal skills, students can confidently pursue a wide variety of careers where Vietnam stands at the center of an international network. For instance, they can work in the arts (including performance art and cinema), journalism, cultural and educational organizations, or research institutes. They can also work for economic, diplomatic, or international institutions; tourism and commercial companies; and/or (non-)governmental organizations in Vietnam or overseas that require both broad and deep knowledge of the country. Vietnam Studies graduates will also be prepared for graduate programs with a specific focus on Vietnam and related fields in universities around the world.

## Learning Outcomes

Fulbright Vietnam Studies students will be able to

1. RECOGNIZE that historical and cultural heritage, as well as regional and global contexts, are all essential to understanding Vietnam;

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2. LISTEN, SPEAK, READ, and WRITE languages essential for understanding Vietnam, including but not limited to: classical/vernacular Chinese, Nôm script, and French at CEFR Level A2 or equivalent;
3. PERFORM close-readings and critical interpretations of texts and other media authored by local and international scholars, writers, and cultural producers;
4. COMMUNICATE and COLLABORATE effectively in intercultural environments;
5. FORMULATE and CONDUCT substantial independent research projects;
6. APPLY interdisciplinary skills and methods to address contemporary issues and become active citizens in Vietnamese society.

	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6
Foundation Courses (100-levels)	I	I	I	I		
Theory & Methods in VS (VS205)	R		R	R	I	I
Intermediate Courses (200-levels)	R	M	R	R	I	I
Capstone Seminar			R	R	R	R
Research Seminars (300-levels)	M		M	M	M	M

## Degree Requirements

Students will earn a Bachelor of Arts (BA) degree in Vietnamese Studies after successfully completing the following courses:

- 5 Core courses (20 credits) and 8 Exploratory courses (32 credits), of which up to two Exploratory courses (8 credits) can be counted towards the major.
- 1 Capstone Seminar (4 credits, optional for CO 2023, compulsory from CO 2024 onwards for those doing a Capstone Project) and Experiential Learning (4 - 12 credits).
- 1 Theory & Methods in Vietnam Studies (previously: Introduction to Vietnamese Studies) (4 credits).
- 2 Foundation Courses (8 credits; both courses can also fulfill the Exploratory courses requirement).
- 1 Introductory Language Course (exempted if student can demonstrate CEFR A1 or equivalent proficiency with a valid certificate or through examination) (4 credits).

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- 1 Intermediate Language Course (exempted if student can demonstrate CEFR A2 or equivalent proficiency with a valid certificate or through examination), OR 1 Intermediate Course (4 credits).
- 2 Intermediate Courses (8 credits).
- 2 Advanced (300 Level) Courses (8 credits) (note that the Capstone Seminar now counts as an Advanced 300 Level Course)
- ONE of the following options:
  - 2 additional Advanced Courses (300 level) (8 credits); OR
  - Fulfill 8 additional credit hours of experiential learning (8 credits); OR
  - 1 Advanced Course (300 level) and 4 additional experiential learning credit hours (8 credits)

## Regular Major Requirements

In addition to the major requirements, students will have to fulfill the following requirements of a total of:

- 1 Elective course at any level in Vietnam Studies (4 credits)
- 1 Advanced Course (300 level) (4 credits)

## Major with Honors Requirements

- Minimum GPA Threshold by Summer of a Student's Third Year.
- Students must complete Capstone I and Capstone II
- The Capstone Project must be graded as Honors pass

## *Sample Student Journey*

Year 1	Year 2	Year 3	Year 4
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Core Courses	Core Courses	Capstone	Advanced Course
Exploratory Courses	Exploratory Courses	Seminar (for students doing a Capstone Project)	VS Elective Course
Foundation Courses	Theory & Methods in Vietnam		Capstone I (for Honors)
Beginner	Studies Intermediate		
Language Course	Language Course/ Course Intermediate Courses Electives	Experiential Learning Intermediate Course Advanced Courses Electives	Capstone II (for Honors)

## Major Outline

*Theory & Methods in Vietnam Studies (previously: Introduction to Vietnamese Studies)* (4 credits): This required course introduces students to several crucial aspects of Vietnamese Studies as an interdisciplinary field and a part of regional studies. Students will first learn what “transdisciplinarity” and “area/regional studies” are, what regional studies we are talking about when talking about Vietnam, and why they are playing important roles in our understanding of the country and its people. Key concepts in social sciences and the humanities (such as “society,” “culture,” “nation and state,” or “globalization”) will be discussed to create a basic theoretical foundation for further understanding of “Vietnam.” Students will have the opportunity to examine a number of case studies, approve or question their research outcomes with a critical mind. Students will also have a chance to learn about local studies, recognizing the importance of the studies of urban centers and rural areas, such as Ho Chi Minh City (formerly, Saigon), Hue, Hanoi, or the Mekong Delta that will enrich their comprehension of those places in particular, and of Vietnam in general. Web-based talks and conversations with representative scholars in Vietnamese Studies from North America, Europe, East and Southeast Asia will help students recognize the global aspects of this fascinating academic field. A wide array of (re)sources for study and research will be introduced. At the end of the course, students are encouraged to work out a research topic of their choice supported by a preliminary bibliography. This course is open to VNS majors and non-majors.

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Foundation Courses: With interdisciplinary approaches, foundation courses further familiarize students with local studies, allowing them the chance to learn more about Vietnam:

- How to become a writer: lessons from Vietnamese and non-Vietnamese writers
- Introduction to Comparative Politics: Bringing in Vietnam
- Cultural and Intellectual Foundation of Vietnamese Literary Chinese I
- Documentary Films from Vietnam: History, Theory, and Practice
- Literacy upon Image and Moving Image: Examples from Vietnamese and International Cinema
- Analysis of Vietnamese identities through contemporary Vietnamese cinema
- Introduction to Champa and Khmer History
- Digital Humanities in Vietnam Studies Contexts I
- Modern East Asia

Intermediate Courses: As students have been equipped with some theoretical approaches, foundational knowledge of Vietnam and its regions, language, and professional skills (such as oral history interview skills), intermediate courses deeper focus on close-readings and critical interpretation of “broadly defined texts.” Here are some examples:

- Going Hand in Hand: Politics and Economic Development in Contemporary Vietnam
- Vietnamese Cinema from Its Beginning to Present: Tendencies, Operating Mechanism
- The Challenge of Change: Civil Society and Social Movements in Vietnam
- The Legacy of the War in Retrospect I
- Cultural and Intellectual Foundation of Vietnamese Literary Chinese II
- Digital Creative Writing: Lessons from Vietnamese and Non-Vietnamese Writers
- Ethics in Practice: Philosophical Buddhist Ethics
- What Movies Show and Don't Show: Film Adaptations in Asian Contexts
- Modern Vietnam and Its Neighbors: Vietnam Diplomatic History

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- Developing Vietnam: History, Environment, and Culture
- Digital Humanities in Vietnam Studies Contexts II
- Contending Theories of International Relations: A Comprehensive View of Vietnam and the World
- Visualizing Vietnam
- A History of ASEAN
- Global Vietnam War I
- Global Vietnam War II
- Literature and Film of the Vietnamese Diaspora
- Gender and War Studies: The U.S.-Vietnam War
- Power, Personhood, and Place in Mainland Southeast Asia
- Development from Below: Indigenous paths to modernity in Vietnam

Advanced (300-level) Courses: Based on their academic interests, students will take three courses belonging to a specific discipline to claim their concentration. Here are some examples of courses that have already been taught:

- Evolution of Vietnamese Society in the 20th century from a multidisciplinary perspective
- Sources of Southeast Asian History
- The Legacy of the War in Retrospect II
- "All the World's a Stage": Performance Studies in Vietnam
- Researching and Writing Vietnamese Diplomatic History
- Vietnamese Republicanism
- History of International Communism

Capstone (8 credits): The Capstone Project offers students an excellent opportunity to conduct a year-long research and present it either as an individual thesis or a group-project work. Taking Vietnam as the center, this senior project can deal with a variety of issues (re)discovered in contemporary Vietnam thanks to new

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documents and/or new research methods. Students can employ transdisciplinary approaches for individual capstones, or a transdisciplinary teamwork of a group of students (whose disciplinary focuses are different) for group-project capstones. The Capstone Project can be presented in “traditional” format (i.e., written thesis), or multimedia-based product.

## **Requirements for Declaring the Vietnam Studies Major and Minor**

To formally declare Vietnam Studies as their major, the student must complete the core courses, two foundation courses, and one intermediate course, plus one language course.

To formally declare Vietnam Studies as their minor, the student must complete the core courses, one foundation course, and one language course.

## **Minor Requirements**

VNS requires students to complete six courses:

- 1 Theory & Methods in Vietnam Studies (4 credits)
- 1 Introductory Language Course (exempted if student can demonstrate CEFR A1 or equivalent proficiency with a valid certificate or through examination) (4 credits)
- 1 Foundational Course (4 credits)
- 2 Intermediate Courses (4 credits)
- 1 Advanced (300-level) Course (4 credits)

Trained in sharpening their critical thinking, problem-identifying and solving skills, VNS Minors will be equipped with transdisciplinary knowledge of Vietnam in regional and global contexts, together with skills in foreign language and digital humanities. This will help them become more competitive in any working environments that require a multidimensional understanding of Vietnam.

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## VIETNAM STUDIES FLOWCHART

