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Professor's Contact Information and Office Hours
Dr. Donna Alvah, Department of History
Office: Piskor Hall 211
Office hours: Tuesdays & Thursdays 1:15 to 2 p.m., Wednesdays 2:30 - 4 p.m., & by appointment (no office hours during the February & March breaks or during finals week, but for the latter you can make an appointment)
Office phone: (315) 229-5867
E-mail: dalvah@stlawu.edu.
  ⊳ SLU email is the university's official means of communication. If you send email to me, please do so from your SLU email account. It is expected that students will regularly check their SLU email accounts.
  ⊳ I will respond to emails received by 6:00 p.m. each day. I will respond the next day to emails received after 6:00 p.m.
Course Overview

In this seminar we will examine what Vietnamese call "the American War" (1950s to 1973), as well as key events preceding this, and the aftermath of the communists' victory in 1975. We consider a variety of perspectives: those of Vietnamese communists, anti-communists, and “the people in the middle”; of other countries' supporters and opponents of the war, including policymakers, soldiers, and demonstrators; and of Laotians and Cambodians who also experienced war. And we examine how the war influenced American domestic politics, society, and culture—and continues to do so.

In Spring 2016, we will make connections digitally and in person with the students in Professor Andrew Rotter's Vietnam War course at Colgate University. The Colgate students will visit SLU on the evening of Friday February 5 and the morning of Saturday February 6. **Attendance at meetings with the Colgate students during this Friday afternoon through Saturday morning visit is mandatory.** Connecting our course with Colgate's is a unique opportunity to learn and collaborate with students beyond our campus.

Pre-requisite: Any 100-level or 200-level history course. This seminar is open to sophomores, juniors, and seniors.

Because this is a seminar, our classes will depend on all students' preparation, regular attendance, and participation.

Sakai

HIST 325-01 has a Sakai site, which you may access at [https://sakai.stlawu.edu/portal](https://sakai.stlawu.edu/portal), [http://infotech.stlawu.edu/](http://infotech.stlawu.edu/), and other SLU web pages. The syllabus, discussion handouts, assignment instructions, and some course readings will be available on Sakai.

Required Course Texts: Please purchase PAPER copies of all books

- The books are available to purchase at Brewer Bookstore. You also can purchase an i>Clicker at the bookstore (you will need this for quizzes). Cell phones will not work as i>Clickers.
- I have provided the publication year and the ISBN for each book because it is important to obtain these exact versions of the books.
- The books also will be on reserve in ODY Library at the Circulation Desk to check out for a short period of time.


In addition to the above books, students are responsible for all other readings made available during the semester. Some will be handed out in class; others may be provided on Sakai for you to print out.

Assigned videos that you will access on Sakai also are required course texts.

Finally, it is expected that students have and will use a writing style guide such as *Little Seagull* or one by Diana Hacker. The WORD Studio in ODY Library has these guides; you may also check out writing style guides on reserve at the circulation desk in that library.

### Summary of Assignments and Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation grade for the class as a group, based on the overall quality of discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Individual class preparation and participation grade</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion &amp; class activities summary</td>
<td>5%</td>
</tr>
<tr>
<td>Map exam</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm essay(s)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Cross-campus collaboration</td>
<td>10%</td>
</tr>
<tr>
<td>Final integrative analysis (includes preparatory assignments)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Please note that the "Pass/Fail" grade option is not available for this course.

### Class Preparation, Attendance, and Participation

To earn a good participation grade, attending class regularly is a basic but not the only requirement. You also must prepare for and participate in class.

Occasionally someone will say that s/he is unwilling to speak in class because “I just don’t like talking in class.” While this may be true, it does not excuse anyone from class participation. Someone might not like doing the assigned readings or writing papers, either, but that doesn’t excuse that person from completing these assignments! At SLU, we want all students to have “[t]he ability to read, write, speak, and listen well.”

Students are expected to come to every class prepared to talk (and in some cases, write) about readings, videos, and other assignments. Demonstrate that you have done the readings and watched the videos, and that you’ve thought about them and are engaging with them.

I would like students to listen to each other and respond thoughtfully and constructively. Discussions and debates can be informative and useful for thinking through ideas. Feel free to take issue with interpretations put forward by the course texts and members of our class, in a respectful manner that advances discussion. Ideally, everyone will contribute to creating an

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environment in which all students are expected to participate and are comfortable and feel heard doing so.

**Policy on having personal electronic devices in class:**

Before class starts, please turn off and put away, out of sight, phones, laptops, tablets, etc. I have found that having these devices out during class distracts their users as well as others, and impedes collaborative learning. We need everyone's undivided attention in this class and we can all survive for a couple of hours without checking phones, social media sites, sports scores, etc.

Using these devices in class (unless they are allowed for research instruction or other class activities) will result in a reduction of the class participation grade.

**Components of class preparation & participation**

- Regular, thoughtful, informed discussion of the readings, videos, and other assignments (this presupposes your habitual attendance throughout the semester)
- Attention and responses to what the professor is saying, and to other students’ questions, comments, and presentations
- Discussions in pairs or small groups
- In-class written exercises and other types of activities (e.g., peer review of assignments)
- Attention to and engagement with guest speakers

**Here is an idea of how class preparation and participation will translate into a grade:**

4.0 (“A,” Excellent):

—The student distinguishes herself/himself as always prepared for, alert, and focused in class.
—S/he has carefully completed and contemplated the assigned texts (readings, videos, etc.), and participates thoughtfully, in a way that demonstrates that s/he is seriously grappling with the course texts and ideas.
—Listens carefully to the other students and the professor and responds in ways that advance the discussion.
—Makes connections to other students’ comments, and also among various course texts—e.g., current and previous readings, videos, students’ presentations, etc.
—Writes thoughtful, informed responses to peers' mini-essays in Sakai discussion forums
—Pays attention during students' presentations; demonstrates engagement by making comments & asking questions
—Provides thoughtful, helpful feedback in peer review of assignments
—Stays on task in pair/group discussions, and makes a fair contribution to these.
—Earnestly engages in class activities.
—Comes to class on time.

3.0 (“B,” Good):

—The student is clearly engaged, and contributes regularly in class, in a way that demonstrates that s/he has prepared for class and has thought about the assigned texts (readings, videos, etc.).
—Listens carefully to the other students and the professor, responding to their comments in a manner that benefits the discussion.
—Tries to make connections to other students’ comments, course texts, etc.
—Pays attention during students' presentations; demonstrates engagement by making comments or asking questions.
—Provides helpful feedback in peer reviews.
—Stays on task in pair/group discussions, and makes a fair contribution.
—Gamely engages in class activities.
—Comes to class on time.

2.0 ("C," Satisfactory):
—The student attends class regularly and appears engaged but usually doesn’t speak unless called upon.
—Is attentive to what’s going on in the class, including what the other students and the instructors are saying (in other words, isn’t sleeping or tuning out).
—When called upon, says enough to indicate that s/he has done the assigned readings and watched the videos, even if comments aren’t extensive.
—Pays attention during students' presentations; occasionally asks questions or offers comments.
—Provides feedback in peer review of assignments
—Stays on task in pair/group discussions, and makes a fair contribution.
—Cooperates in class activities.
—Usually comes to class on time.

Some reasons why a student could receive a grade of 1.0 ("D," Unsatisfactory) or 0 ("F," Failed) for the class preparedness and participation grade:
—Lack of engagement in class, manifested in such behaviors as dozing, tuning out, checking her/his phone, texting, compulsive clock-watching, note-passing, or personal conversations (including during pair/group activities, student presentations, presentations by visitors, etc.).
—Rarely or never coming to class prepared to discuss course texts.
—Not bringing assigned readings to class.
—Not participating constructively in pair/group discussions or other class activities; letting others do most of the work.
—Doing work for other courses in this class.
—Frequently coming to class late or leaving early.
—Unexcused absences (including skipping classmates' presentations)

For those worried about participating in class: Throughout the semester, everyone will have numerous opportunities to participate. If you find it difficult to speak in class, please meet with me in office hours—the earlier, the better—so that we can strategize about ways to improve your participation. I am happy to help you find ways to participate in class. Sharing your thoughts with others and listening to what others have to say helps everyone think through and better understand what we are studying. Developing these life skills is an essential part of your education here at SLU.

Real-Time Online Class Discussions
I may arrange one or two live online class discussions on Sakai instead of meeting in the classroom. These online discussions would take place during the regular class period (2:20-3:50 p.m.); therefore, everyone should be able to participate. Online discussions basically would be
along the lines of our in-person discussions, but in writing in the course's Sakai "Chat Room." I will announce the dates for these live online discussions at a previous class, or possibly via email.

**Reading**

Completing assigned readings before class is fundamental to class preparation, and evidence of completing and grappling with the readings (or not) will be considered in determining the class preparation and participation grade. Please purchase the required books right away (paper copies!), and bring assigned readings to class. Required books also will be on reserve at ODY Library to check out for short periods. You can obtain the information for checking these out at the SLU Libraries web site. You also may ask for help with getting these books at the Circulation Desk in ODY Library (immediately past the main entrance, in the lobby).

**Taking notes on readings and videos**

To prepare for participation in our seminars, it is expected that each student will come to class with notes on the assigned texts (readings, videos, etc.). You may prefer to keep your notes in a composition book, spiral notebook, or loose-leaf binder or write them on the computer and then print them out for each class. Include the titles of the readings and videos that you are taking notes on; the date on which you are taking the notes; and specific page numbers where the information on what you are writing about is located (this will be helpful for referring to readings in discussions, and for review).

You will be expected to consult your reading and video notes during class. You may use your own notes on the readings and videos and from classes during the quizzes, but not the readings themselves, nor handouts, nor other people's notes, nor anything else.

**Advice for reading**

Thinking about the following questions and taking notes as you read will help you to read actively rather than passively and to prepare for spoken in-class activities:

- What is the title of this book or chapter? What does the title suggest about what this reading will address, and what argument it might make?
- What are the main points and central ideas of this reading?
- Does the author have an argument? If so, try to paraphrase it for yourself, and jot it down.
- What strikes you about this work? What surprises, puzzles, or provokes you (in positive or negative ways)?
- How does this reading (document, article, chapter, book) relate to the other assigned texts for this course? How does it help to understand the larger topic being studied?

It is important for you to get through the readings before coming to class. If some of it seems difficult, try to move on in order to finish the assignment, even if you do not understand everything. Make a note of what you find difficult so that we can discuss this in class. Reviewing introductions and conclusions will help you understand scholars’ arguments and main points.

Write down questions that occur to you while reading, and bring them to class. I encourage discussion of students' questions and points in class.
**Responsibility for ALL readings**

Because we’ll have a lot to do in all of our classes, there will not always be enough time to discuss everything in all assigned readings for every class. Nevertheless, everyone is responsible for completing these readings, and for being prepared to respond to quiz questions on them and to incorporate them into written and spoken assignments.

I will create Sakai topic forums so that students can post their questions on readings before each class, and so we’ll know to address these questions (either in class or on Sakai). If there is something from that day’s assigned readings that you have a question on or don’t understand and want us to discuss in class, then I expect you to take the initiative before class ends to bring this to our attention so that we can address it or so that we can plan to discuss it in the next class or on Sakai.

**Quizzes**

The quizzes for this course provide incentives to carefully complete readings and watch videos and think about them, which besides facilitating learning also contributes to informed class discussions, which also help everyone to learn and make classes more interesting and worthwhile for all. Studying for and taking quizzes and going over them afterwards reinforce learning.

Quizzes will address current and recent topics and assigned materials; sometimes they will also ask you to draw on what you’ve studied earlier in the semester. In making connections between new learning and what you studied in previous weeks, you are retrieving and building on older information and ideas, which enhances learning.

Quizzes will be taken in class, and possibly on occasion completed on Sakai before class. Usually these will be i>Clicker quizzes (consisting of timed multiple choice questions, five to ten, sometimes with one or two extra-credit questions). You can purchase an i>Clicker from Brewer Bookstore. Occasionally there may be a handwritten quiz.

To reiterate: you may use your own notes on the readings and films and from our seminars during the quizzes, but not the readings themselves, nor handouts, nor other people’s notes, nor anything else.

Consulting other students or anyone else for assistance with completing these quizzes is not allowed, nor is assisting classmates or sharing information about the quizzes allowed before everyone has taken them.

Students intending to travel for sanctioned University activities at the time of a quiz should speak with Dr. Alvah well before the departure date about arranging for the accompanying faculty or staff adviser or coach to proctor a quiz on the road (this arrangement requires the student to take the quiz at the same time as the students in class).

I will drop the lowest quiz grade.

It is not possible to make up missed quizzes. Since the lowest quiz grade will be dropped, if you miss a class that has a quiz then expect that the zero for the missed quiz will be what gets dropped in calculating your semester quiz grade.
Absences

Each student is permitted two absences for any reason during the semester. It will be your decision whether to use these absences because you are ill, or to drive a friend somewhere, or for a job interview, or to go home, or because your car breaks down, or to do work for another class, or anything else. However, I strongly recommend that you reserve your absences for a contagious illness or an emergency. Please don't come to class if you are in the contagious stages of an illness. If you will miss a class for any reason, please e-mail me before class to let me know.

It is not possible to make up missed quizzes. Since the lowest quiz grade will be dropped, if you miss a class that has a quiz then expect that the zero for the missed quiz due to the absence will be what gets dropped in calculating your semester quiz grade.

In the uncommon circumstance that a medical condition or crisis will cause you to miss more than two classes then please contact your adviser about this as well as the Office of the Dean of Student Life, or the Associate Dean of Academic Advising and Support, and ask them to inform all your professors.

Each absence beyond the excused two will result in a deduction of one grade point (1.0) from the general participation grade.

Your responsibilities if you miss a class for any reason:

- You'll need to teach yourself what you've missed—by completing the assigned readings, getting notes from a classmate, etc.
- You'll also need to find out whether there were any announcements or handouts for that day (check Sakai, or ask a classmate or the professor).
- You also will need to get yourself up to speed for the next class and be ready to fully participate in whatever is scheduled for that day (e.g., a debate or other activity). You may come to office hours to check in with me.

Formal Writing Assignments

The writing process helps to develop your analytical skills and to better understand things, articulate questions and work out answers, think through problems, formulate solutions, and communicate clearly and powerfully. Dr. Alvah wants you to make the most of your education here at SLU by improving and refining your writing skills, and is happy to help you do this. It takes time and effort, and can be frustrating, but it's an assuredly worthwhile endeavor.

The formal writing assignments are:

- midterm essay(s) (1500 to 2000 words)
- a final integrative analysis (3000 words)

Expectations for formal written assignments include use of assigned course texts, correct citations for all paraphrased and quoted information and ideas from sources, and clear and correct communication (which requires revising, editing, and proofreading). Detailed assignment instructions will be handed out in class.
Late assignments
Due dates are indicated in the course schedule. Late papers will be penalized at the rate of one grade point (1.0 on the scale of 0 to 4 points) per day, beginning at the deadline. If you need a short extension for a paper, please request this via email beforehand to avoid the late penalty.

Making back-ups of your work
It is expected that students will make back-ups of all assignments, including drafts. There are many ways to do this: copy them to your P-Drive or Google Drive or another online storage site, e-mail them to yourself, put them on a flash-drive, etc. Always back up your work-in-progress; don't wait until finishing an assignment to make a back-up copy.

Academic Integrity

It is expected that all students have familiarized themselves with and will adhere to the university's academic honesty policy. It is the university's policy that "If an instructor encounters any form of academic dishonesty, s/he has an obligation to call the offending student(s) to account."² The assigned course readings include advice on how to avoid plagiarism in papers and presentations. Please review SLU’s “Academic Honor Code” below, and be sure to talk with Dr. Alvah if you have any questions or concerns.

The Academic Honor Code (available in the Student Handbook)

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is not confidential. Your signed acknowledgment of the code will be placed in your permanent student file. A record of your electronic signature shall be retained as a record of compliance with the Academic Honor Code. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Honesty
A major commitment of the University is “to the intellectual development of the student” (St. Lawrence University Aims and Objectives) which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained. Consequently, St. Lawrence University students will not engage in acts of academic dishonesty as described below.

Academic Dishonesty

1. It is assumed that all work is done by the student unless the instructor/mentor/employer gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in or presenting as original work which is not original, where originality is required.

The following constitute examples of academic dishonesty:

a) **Plagiarism**: Presenting as one’s own work the work of another person--words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation--without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, A Guide to MLA Documentation).

b) Handing in or presenting false reports on any experiment.

c) Handing in or presenting a book report on a book one has not read.

d) Falsification of records.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of or presentation of work (papers, journal abstracts, oral presentations, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor/supervisor/mentor of the second course.

g) Knowingly making false statements in support of requests for special consideration or special timing in the fulfillment of course requirements.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one’s own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.

**St. Lawrence students are required to electronically sign the following statement prior to registration for classes:**

“I hereby acknowledge that I have read the above document and I understand my responsibility in maintaining the standards of academic honesty at St. Lawrence University.”

This is accomplished by checking the box agreeing that you have read the policy on the password reset page.

More information on academic integrity, including the Academic Honor Council’s Constitution, can be found at [http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf](http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf). For information about academic integrity or the Academic Honor Council issues, contact the Dean’s Office at x5993.
**Resources to Help You Succeed in this Course**

**Your professor:**  
It is my job to help students learn. I am happy to talk with you to help you figure out how to do your best work in this course and how to make the most of your college opportunities, so please always feel free to meet with me in office hours, or make an appointment.

**The WORD Studio (the following text is provided by the WORD Studio)**  
The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in **Writing**, **Oral communication**, **Research**, and **Design** of visual projects. You can come for a consultation to plan a paper or presentation; to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. However, peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use the WORD Studio for consultations on assignments for any of your courses. The tutors do ask that you bring your professor’s assignment sheet with you so that their feedback addresses the parameters of the assignments as specifically as possible. Go to the web site [https://www.stlawu.edu/word-studio](https://www.stlawu.edu/word-studio) for hours, contact information, and additional information.

**Reiteration from Professor Alvah:** *If you work with a tutor on an assignment, be sure that you and your tutor read the assignment instructions carefully and refer to them often.*

**The Office of Academic Advising and Support:**  
Located in the Whitman Annex (between Whitman and Rebert halls) the Office of Academic Advising offers workshops, one-on-one meetings, peer tutoring, and other resources. The following site provides a lot of good advice:  
— "How to Be Successful at St. Lawrence"  
[http://www.stlawu.edu/academic-support/how-be-successful-st-lawrence](http://www.stlawu.edu/academic-support/how-be-successful-st-lawrence)

**Additional Advice**

**Why you need to follow assignment instructions:**

Your professor puts a great deal of time and thought into composing assignment instructions. Instructions are not optional guidelines. They exist for good reasons, among them:

— because in completing assignments as instructed, students will exercise particular skills and, ideally, demonstrate understanding of specified texts, concepts, etc.; and

— because when assessing and grading students' assignments, I want to make sure that I am being fair to everyone. Overlooking one person's decision to ignore assignment instructions would be unfair to the other students who did follow the instructions.

If you have any questions about an assignment, please feel free to ask in class (it's possible that other students will have the same questions) or talk with me during office hours. In the meantime, good general advice is to reread the syllabus and/or assignment instructions, and refer to them often.
Special Accommodations
If you require extended time on quizzes, or have other authorized accommodations, please inform the professor so that we can work together to make the necessary arrangements with the Office of Academic Services for Students with Special Needs.

Course Schedule

- Please complete all readings and watch the videos before the class for which they’re assigned.
- Please bring to class assigned readings as well as paper copies of your notes and assignments on the readings and videos (including any preparatory assignments) so that you will be able to refer to them and readily discuss them.
- Please always bring the course syllabus and assignment instructions to class so that we can go over them together.
- Please write down announcements made in class.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs</td>
<td>Course introduction</td>
<td>In-class readings:</td>
<td></td>
</tr>
<tr>
<td>Jan 21</td>
<td></td>
<td>1) Alvah, HIST 325 syllabus (all)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2) Ho Chi Minh, &quot;Declaration of Independence, 1945&quot; &amp; &quot;Independence Leader Ho Chi Minh Pleads with Harry Truman for Support&quot; (handout/Sakai)</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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</tbody>
</table>
| Tues   | **1) Questions about the syllabus, assignments?**  
      | **3) 2:45 to 3:50: Lecture by Dr. Andy Rotter, Colgate University: "The First Commitment" | o Chapter 1, “Introduction: Why Study History?” (pp. 1-7)  
      |                                              | o Chapter 2, “Working with Sources” (pp. 8-23)  
      |                                              | o Chapter 3:  
      |                                              |   ▪ section 3a, Reading actively in history (pp. 24-28)  
      |                                              |   ▪ section 3c, Using primary sources (pp. 31-35)  
      |                                              |   ▪ section 3f: Taking history exams (pp. 44-50)  
      | **2) Video: Vietnam: A Television History, episode "Roots of a War" (Sakai)**  
      | **3) Light at the End of the Tunnel: Preface (pp. vi-vii) + Ch. 1, "Getting In" (pp. 3-33)**  
      | **4) Dean Acheson telegram (handout/Sakai)** | Quiz: Bring your i>Clicker & extra batteries—no make-ups for missed quizzes. |
| Thurs  | Politics and Power in North Vietnam       | 1) *Hanoi’s War: Acknowledgments* (pp. ix-xi) + Introduction (pp. 1-14)+ Ch. 1, "Le Duan’s Rise to Power and the Road to War" (pp. 17-47)  
      |                                              | 2) *Appy, Patriots, "History Is Not Made with Ifs*" (pp. 35-43) |                |


<table>
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<tr>
<th>Week 3</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
</table>
| Tues   | Visions of Falling Dominoes & Nation-Building | 1) "President Dwight Eisenhower Warns of Falling Dominoes" (handout/Sakai)  
2) *Light*, Ch. 2, "Fighting Shy, 1953-1961" (pp. 34-60)  
3) *Patriots*, "Deliver Us from Evil" and "Kick the Tires and Light the Fires" (pp. 44-78) | |
| Thurs  | More Politics, Policing, & Saving the World | 1) *Hanoi*’s War Ch. 2, "Policing the State in a Time of War" (pp. 48-83)  
2) *Light*, readings 6, 7, & 8 in Ch. 3, "Digging In, 1961-1968" (pp. 61-86)  
3) The Tonkin Gulf Resolution (handout/Sakai) | Quiz |
| Friday | Colgate visit to SLU + talk from US Army Vietnam War veterans Nellie & Tom Coakley  
        Carnegie 010  
□ 6:00 – 7:00 p.m.: Reception (food)  
□ 7 – 8: 45 p.m: Nellie & Tom Coakley  
□ 8:45 – 9:15: Pizza | |
| Saturday | Dean Eaton Formal Lounge, 9:30 – 11:00 a.m.:  
Breakfast meeting with Colgate students to discuss group planning for April debates | |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues</td>
<td>Intervention &amp; Offensive</td>
<td>1) <em>Hanoi’s War</em> Ch. 3, &quot;The Battle in Hanoi for the Tet Offensive&quot; (pp. 87-109)</td>
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<tr>
<td>Feb 9</td>
<td></td>
<td>2) <em>Light</em>, readings 9 &amp; 10 in Ch. 3 (pp. 87-108)</td>
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<tr>
<td>Thurs</td>
<td>Escalation &amp; Disillusionment</td>
<td>1) <em>Hanoi’s War</em>, Ch. 4, &quot;To Paris and Beyond&quot; (pp. 110-149)</td>
<td>Quiz</td>
</tr>
<tr>
<td>Feb 11</td>
<td></td>
<td>2) <em>Patriots</em>, pp. 79-141</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues</td>
<td>Children &amp; Youth in the Indochina Wars</td>
<td>Handouts/Sakai</td>
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<td>Feb 16</td>
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<tr>
<td>Thurs</td>
<td>No class today</td>
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<tr>
<td>Feb 18</td>
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*Mid-semester Break Thurs Feb. 18 – Sun Feb. 21*
<table>
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<tr>
<th>Week 6</th>
<th>Topic</th>
<th>Reading/video</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Thurs Feb 25</td>
<td>□  Nixon, Kissinger, &amp; Ford &lt;br&gt; □  Writing history papers + academic integrity practices</td>
<td>1) <em>Light</em> Ch. 4, &quot;Getting Out: 1968-1975&quot; (pp. 109-142)  &lt;br&gt; 2) A <em>Pocket Guide to Writing in History</em>:  &lt;br&gt;   o  Ch. 4, &quot;Following Conventions of Writing in History&quot; (pp. 49-76)  &lt;br&gt;   o  Ch. 6, &quot;Plagiarism: What It Is and How to Avoid It&quot; (pp. 98-105)  &lt;br&gt;   o  pp. 106-118 + skim the rest of Ch. 7, &quot;Quoting and Documenting Sources&quot;</td>
<td>Quiz</td>
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<tr>
<th>Week 7</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues March 1</td>
<td>□  <em>Hanoi's War</em>, continued &lt;br&gt; □  Lecture by Dr. Lien-Hang Nguyen: &quot;Gender and People's Diplomacy in the Global Anti-War Movement&quot; (video conference)</td>
<td><em>Hanoi's War</em>:  &lt;br&gt; o  Ch. 6, &quot;Talking while Fighting&quot; (pp. 194-228)  &lt;br&gt; o  Ch. 7, &quot;War against Détente&quot; (pp. 231-256)</td>
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| Thurs March 3 | War's End, War's Continuation | 1) *Hanoi's War* Ch. 8, "War for Peace" + Epilogue and Conclusion (pp. 257-312)  
2) *Patriots*, "Collapse" and "The Merriment Was Short-Lived" (493-511)  
3) **Video**: *Last Days in Vietnam* (Sakai) | Quiz |
|----------------|-----------------------------|-----------------------------------------------|

### Week 8

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<thead>
<tr>
<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues March 8</td>
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<td>Map exam (in class)</td>
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<tr>
<td>Thurs March 10</td>
<td>Interpretations</td>
<td><em>Light</em> Ch. 9, &quot;Interpreting the War&quot; (pp. 309-382)</td>
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Spring break: Sat March 19 – Sun March 27
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</table>
| Tues March 29 | The Antiwar Movement, continued | 1) *Patriots*, "Antiwar Escalations" & "They Slept at Our House" (pp. 262-282) + "A Three-Square-Mile Piece of the United States" & "Families at War" (pp. 325-342)  
2) **Video**: *Coming Home* (1978; 127 min.; Sakai) | |
| Thurs March 31 | Fighting the War (during and after) | 1) *Kill Anything that Moves*, Introduction: "An Operation, Not an Aberration" + Ch. 1, "The Massacre at Trieu Ai" (1-40)  
2) *The Sorrow of War*, pp. 3-55 | Quiz |

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<tr>
<th>Week 11</th>
<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
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</table>
| Tues April 5 | People's War | 1) *Kill*, Ch. 2, "A System of Suffering" (pp. 41-75)  
2) *Appy*, "Prisoners of War (II)" (pp. 470-492) | Quiz |
| Thurs April 7 | Revolutionary Vietnam | 1) *Kill*, Ch. 3, "Overkill" (pp. 76-107)  
2) *Sorrow*, 55-115  
3) *Patriots*, "My Lai" (pp. 343-353)  
4) **Video**: *My Lai* (Sakai) | |

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<tr>
<th>Week 12</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</table>
| Tues April 12 | Inflicting and Remembering Pain | 1) *Kill*, Ch. 4, "A Litany of Atrocities" (pp. 108-143)  
2) *Sorrow*, pp. 116-165 | Quiz |
| Thurs April 14 | 1) Continue discussion of *Kill*  
2) Debate #1: Escalation of the War, 1964-1965 (Video conference with Colgate) | *Kill*, Ch.5, "Unbounded Misery" (pp. 144-191) | |
<table>
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<tr>
<th>Week 13</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues April 19</td>
<td>1) Conclude discussion of <em>Sorrow</em>&lt;br&gt;2) Debate #2: The Dilemma of the Vietnamese Civilian (video conference with Colgate)</td>
<td><em>Sorrow of War, 165-233</em></td>
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<tr>
<td>Thurs April 21</td>
<td>Debate #3: The Tactics of the Antiwar Movement (video conference with Colgate)</td>
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<tr>
<th>Week 14</th>
<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues April 26</td>
<td>Collective memory (and forgetting?) of the Vietnam War</td>
<td><em>Kill, Ch. 7, &quot;Where Have All the War Crimes Gone?&quot; + Epilogue: &quot;Wandering Ghosts&quot; + Afterword to the 2014 Edition (pp. 222-268)</em></td>
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<tr>
<td>Thurs April 28</td>
<td>Laos &amp; Cambodia</td>
<td>1) <em>Light</em> Ch. 8, &quot;Laos and Cambodia&quot; (pp. 279-308) &lt;br&gt;2) <em>Patriots</em>, Luong Ung oral history (pp. 526-528) &lt;br&gt;3) Video: TBA (Sakai)</td>
<td>Quiz</td>
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<tr>
<td>Week 15</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<td>Tues May 3</td>
<td>□ Legacies &amp; Memorials</td>
<td>1) <em>Light</em> Ch. 11, &quot;Legacies of War&quot; (416-441)</td>
<td>Quiz</td>
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<td>□ Watch the first part of <em>Maya Lin: A Strong Clear Vision</em> in class</td>
<td>2) <em>Patriots</em>, &quot;Prisoners of War (III)&quot; (pp. 470-492)</td>
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<tr>
<td>Thurs May 5</td>
<td>[How] should we remember the war/s?</td>
<td>1) <em>Patriots</em>, &quot;Part Six: Legacies (1975 - )&quot; (pp. 515-549)</td>
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<td></td>
<td>2) <em>Light</em>, Ch. 12,&quot;Afterword&quot; (pp. 442-451)</td>
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<td>Finals week</td>
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<tr>
<td>Wednesday May 11</td>
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<td>Final integrative analysis: Please upload to Sakai Assignments by 11:30 a.m.</td>
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