

## Welcome!

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Welcome to HIST 3151 The American War in Vietnam. This course explores one of the most controversial and tragic periods in American history. The war in Vietnam, which for the Vietnamese lasted from World War II through the collapse of South Vietnam in 1975, killed over 58,000 Americans and millions of Vietnamese. The war tore the United States apart in the 1960s and early 1970s with protests and riots. Its cost is still felt in both countries today. We will look at the war through a variety of lenses, including combatant and non-combatant, fiction and personal memoir, film, memory, and others. It is an enormously complicated conflict, one that is still recent if not raw in American memory. It was a war that the United States lost, that some argue the United States could have won, and that others argue should never have been fought. It is a war clouded with myth and political narratives.



Many of you may have a relative who is a veteran of the war. My father (pictured above) served in the Marine Corps in Vietnam in 1968-1969 as a Lieutenant in a rifle company then as a Captain in the Marine JAG. He suffers from health defects from exposure to Agent Orange, the chemical defoliant the United States used to destroy swaths of vegetation across South Vietnam to deny the People Liberation Armed Forces (the Viet Cong) cover and resources. His is just one of many long-term effects of this war. As we go through this course, talk to your relatives about Vietnam. You'll be surprised that in their late age, they will be willing to talk.

So, buckle up - we're going to read a lot, talk a lot, and see what we can make of the Vietnam War.

# Meet Your Professor

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Here's my [website](#) if you want to know a bit more about your professor.

## Course Structure

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First and foremost - for this course to work YOU MUST BE PREPARED EACH CLASS DAY. Make sure you have completed readings before you come to class so that we can have useful discussion. The readings have been selected in part for their relative importance to the course subject but also for their interest, readability, and appeal. Read smart - no one expects you to read each and every page, but you should come to class with some notes on main ideas, themes, and a critique of what you have read.

This course is divided into three blocks: Overview of the War; "Deep Dive" Reading on the War; and The Vietnam War in My Hometown. These blocks will overlap somewhat, as you will be working on The Vietnam War in My Hometown project throughout the course. This is the major project of the class and it will include a poster, oral presentation of your poster, and a written overview of your research for the project.

Each block has a Module on FOLIO. These modules outline readings, instructions for assignments, Drop-Boxes for written assignments, assessment rubrics for assignments, YouTube clips, and other information that you will need to be prepared for class each day.

FOLIO includes the syllabus, course calendar, gradebook, announcements, and other information for the course. Read each segment carefully and thoroughly. **It is YOUR responsibility to know course requirements, due dates for assignments, policies, etc.**



*A Vietnamese family sells goods by a roadside, circa 1968-1969. Photo by Lt. Tommy Allison.*

## Graded Activities

Required assignments for this course include:

- One written take-home exam for 25% of your final grade;
- One review of a Vietnam-related movie for 10% of your final grade;
- 2-page briefs of five books that in total account for 25% of your final grade;
- Class participation, which makes up 10% of your final grade;
- And a poster/paper project for 30% of your final grade: This project includes:
  - Face-to-face meeting with the instructor on progress - 10% of the 30%;
  - Poster (on a PowerPoint slide) - 40% of the 30%;
  - Oral Presentation of your Poster - 10% of the 30%;
  - An 8-10 page overview of your research - 40% of the 30%.

All written work will be submitted via Drop-Box on FOLIO.

# Course Syllabus HIST 3151A - The American War in Vietnam

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**Course Description:** This course examines political, military, social, and cultural aspects of the American War in Vietnam from American and Vietnamese perspectives.

- This course satisfies elective upper-level history course requirements for History Major and can be counted toward either the American or Non-Western fields.

## Instructor Name and Contact Information

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- Name: Prof. Bill Allison
- Department: History
- Campus: Statesboro, IAB 3006
- Email: billallison@georgiasouthern.edu

## Office Hours

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You may reach me during my office hours as listed below:

- Day: Tuesday and Wednesday
- Time: 10:00 - 11:30 AM, or by appointment

## Course Time and Place

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This course meets on Monday and Wednesdays at 2:30-3:45 in IAB 2026.

## Holidays

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- January 21 - Martin Luther King, Jr., Day
- March 18 - March 22 - Spring Break

## Course Themes and Objectives

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Major themes of the course include:

- The relationship between political ends and military means;
- The relationship between domestic politics and war;
- The impact of war on society and popular culture;
- The ways and means used by a free society to fight war;
- War does not happen in a vacuum.

Upon completion of this course, students will be able to:

- Interpret ideas and events in historical context;
- Critically analyze readings in order to define and decide among conflicting interpretations of events and ideas;
- Synthesize material from a variety of primary and secondary sources;
- Use their knowledge of the past to help them understand issues and events of the present day

## Prerequisites

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There are no prerequisites for this course.

## Required Readings

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The following **books** are required for this course:

- *The American War in Vietnam*, by Mark A. Lawrence (Oxford 2010).
- *Hanoi's War: An International History of the War for Peace in Vietnam*, by Lien-Hang Nguyen (UNC Press, 2016).
- *Grunt's: The American Combat Soldier in Vietnam*, by Kyle Longley (M.E. Sharpe, 2008).
- *If I Die in a Combat Zone*, by Tim O'Brien (Broadway, 1999).
- *The Sorrow of War*, by Bai Ninh (Riverhead Books, 1996).
- *Vietnam's Forgotten Army: Heroism and Betrayal in the ARVN*, by Andrew Wiest (NYU Press, 2009).
- *The Vietnam War in American Memory*, by Patrick Hagopian (University of Massachusetts Press, 2011).

Books are available for purchase in the GSU Bookstore as well as on Amazon and other online retailers. Get used paperback editions if possible - they are usually less expensive, especially used. Most are available electronically as well.

**Other readings:** Primary source readings are available via FOLIO in relevant modules.

## Learning Commitment Expectations

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Each student must find his/her own best practices for succeeding in the classroom. Students should plan on spending at least two hours of study for every one hour in class. Outside preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades. Ultimately, it is your responsibility, your initiative, and your hard work that will contribute to your success in this course. The following suggestions are intended to facilitate student best practices:

- Be in class;
- Take smart notes – connect notes to relevant sections in the reading;
- Read required material before class, highlighting key concepts, terms, and events;
- Follow directions for assignments - if in doubt, ask!;
- If you miss a day, get notes from a fellow student.

## Writing Guidelines

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Submit all written assignments according to the guidelines as outlined in the respective module's assignment. All written assignments must follow citation formats in Turabian (see link below):

- [Chicago Style Manual, a.k.a. "Turabian"](#)

All assignments will be submitted via Drop-Box on FOLIO and put through the Turn-it-In plagiarism filter. Plagiarism is a violation of the Student Code and will be dealt with according to the policies of the University. This can include no credit for the assignment in question, a failing grade for the course, and/or expulsion from the University.

## Course Requirements

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Required assignments for this course include:

- One written take-home exam for 25% of your final grade;
- One 4-page review of a Vietnam-related movie for 10% of your final grade;
- 2-page briefs of 3 books that in total account for 15% of your final grade;
- A 3-page comparison of the O'Brien and Bao Ninh novels;
- Class participation, which makes up 10% of your final grade;
- And a poster/paper project for 30% of your final grade: This project includes:
  - Face-to-face meeting with the instructor on progress - 10% of the 30%;
  - Poster (as a PowerPoint slide) - 40% of the 30%;
  - Oral Presentation of your work - 10% of the 30%;
  - An 8-10 page overview of your research - 40% of the 30%.

Instructions for all of the above are in the appropriate Module. Rubrics are located under the Assessments tab on FOLIO.

## Grade Calculations

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Your grade for the course will be calculated as follows:

Activity	Number	Percentage of Final Grade
Exam	1	25%
Film Review	1	10%
Book Briefs	3	15%
Novel Comparison	1	10%
Class Participation		10%
Project		30%

## Final Grade Distribution

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Final grades for this will be assigned as follows:

Grade	Score
A	Greater than 89%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Less than 60%

## Policies

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### FOLIO

The syllabus, course materials, grades, exams, quizzes, and announcements are posted on FOLIO. Students are responsible for checking FOLIO regularly for this and similar information. All written assignments will be submitted through Drop-Box via FOLIO.

### Missed Exams and Assignments

The Exam and other assignments are scheduled and each student is responsible for completing these requirements on the date due. **No make-exams or late assignments will be accepted other than for the following exceptions:**

- Death of an immediate family member (spouse, sibling, parent – NOT grandparents, aunts, uncles, cousins, etc.), with an obituary or some other formal written notice;
- Personal illness with a doctor's note (must be on letterhead);
- Official University activity with written notice from activity supervisor and with prior approval from the instructor.

### Grades

Grades are **not** negotiable. Your exam and quiz grades, as well as your grade for the course, are final and not subject to discussion. Grades will be posted promptly on FOLIO.

## Incomplete Grades

Incompletes are given only in extreme circumstances (medical, family, etc.) in accordance with University policy.

## Extra-Credit

There is **no** extra credit for this course.

## Withdrawal

The last date to withdraw without penalty from any course in the Spring 2019 semester is March 11. See the Policy for Limiting Individual Course Withdrawals for additional information (<http://em.georgiasouthern.edu/registrar/students/withdrawal/>).

## Academic Integrity

The course adheres to University statements on Academic Dishonesty in the Faculty Handbook and the Student Code of Conduct and has a "Zero-Tolerance" approach to Academic Dishonesty. Any student violating Academic Dishonesty provisions will be withdrawn from the course and given a failing grade for the course.

## Student Conduct

Please refer to the [Student Code of Conduct](#) for a full list of student conduct expectations.

## Civility in the Classroom

All members of the class are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors. Students are expected to behave appropriately in class. The Student Code outlines inappropriate behavior, which will not be tolerated and will result in the offender being removed from the class roll. While in class, students are expected to pay attention and be engaged. Questions that are relevant to course material are welcome at any time. Playing with your phone, doing work for

another class, sleeping, etc., will not be tolerated. Students violating acceptable behavior norms will be removed from the classroom, by Campus Security if necessary.

## Electronic Devices in the Classroom

Laptops, smart-devices, iPods, and similar devices are not allowed in the classroom. Please turn them off and leave them in your book bag, pocket, or some secure location. Students violating this policy will be removed from the classroom, by Campus Security if necessary. Studies clearly show that student learning in the classroom can be hampered by relying on laptops and pads, etc., to take notes. Please see this piece in the [New York Times](#).

## Arriving Late to Class

Class begins at 2:30 and ends at 3:45. Students are expected to be in their seats on time for the beginning of class and remain through the end of class. If you are going to be late or need to leave early, please notify the instructor before class as a courtesy.

## Support

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### Student Support

[Academic and student support services](#) are available to all students, online or on campus.

### Student Accessibility Resource Center

The Student Accessibility Resource Center ([SARC](#)) is committed to providing an equal educational opportunity for all qualified students with disabilities. If you wish to request an accommodation, please contact the SARC as soon as possible.

[Student Accessibility Resource Center](#)

### Technical Support

Your instructor cannot provide technical support for this course. Information about technical support for FOLIO is located in the *Technology Requirements* section of the *Course Orientation - Start Here* module.

## Statement of Compliance

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Remaining registered in this course indicates your agreement to abide by the policies set forth in the syllabus and your acceptance of responsibility for knowing and following those policies.

## **Confidentiality**

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Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of FOLIO. Accordingly, when accessing FOLIO course materials, please respect the privacy and personal information of faculty, staff and other students in academic work such as class lists, exams, quizzes, discussion board postings, drafts of papers and other work produced in the course.

## Course Schedule

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The schedule lists all topics, readings, quizzes, and exams for this course. You complete any readings and must complete the required quizzes before class on Monday of each week. Any changes will be announced in class and on FOLIO.

[Print Schedule](#)

### *Schedule of activities and dates*

Start	Activity or Description
January 14 & 16	<b>Week 1 Introduction to the Course</b>
	Reading: FOLIO Course Materials; Watch Video of Steve Heimler giving overview of the Vietnam War
January 21 & 23	<b>Week 2 Background</b>
	Reading: Lawrence, Introduction through Chapt. 2; Nguyen, Introduction through Chapt. 1.
	<b>January 21 is Martin Luther King, Jr., Holiday - No Class</b>
January 28 & 30	<b>Week 3 Decisions to Intervene</b>
	Reading: Lawrence, Chapt. 3; Nguyen, Chapt. 2; Watch news video on Battle of the Ia Drang Valley.

February 4 & 6	<b>Week 4 Grinding War</b>
	Reading: Lawrence, Chapt. 4 & 5; McNamara to LBJ, November 1, 1967; Watch video of Pentagon protest October 1967
February 11 & 13	<b>Week 5 The Tet Offensive</b>
	Reading: Lawrence, Chapt. 6; Nguyen, Chapt. 3 & 4; CIA Report on Tet Warnings; Watch videos of Battle of Hue and Walter Cronkite
February 18 & 20	<b>Week 6 War's End</b>
	Reading: Lawrence, Chapt. 7 & 8; Nguyen, Chapt. 5 through Conclusion; Watch videos of return of POWs and Fall of Saigon
February 25 & 27	<b>Week 7 Analyzing the US and North Vietnam</b>
	Reading: Review Lawrence and Nguyen
<b>February 27</b>	<b>Exam will be open on FOLIO Wednesday February 27 at 2:30 and will close at 4:00 the same day.</b>
March 4 & 6	<b>Week 8 The American Soldier in Vietnam</b>
	Reading: Longley, all.
	<b>Assignment:</b> Longley Brief Due March 4 at 2:30 PM - Upload in Drop-Box
March 11 & 13	<b>Week 9 The South Vietnamese Experience</b>

	Reading: Wiest, all.
	<b>Assignment:</b> Wiest Brief Dur March 11 at 2:30 PM - Upload in Drop-Box
March 18 & 20	<b>NO CLASS - SPRING BREAK!</b>
March 25 & 27	<b>Week 10 Vietnam on Film - "Smells like victory!"</b>
	Reading: None
	<b>Assignment:</b> Film Review, due March 25 at 2:30 PM - Upload in Drop-Box
April 1 & 3	<b>Week 11 Literary Vietnam</b>
	Reading: O'Brien, all; Bao Ninh, all
	<b>Assignment:</b> Novel Comparison, due April 3 at 2:30 PM - Upload in Drop-Box
April 8 & 10	<b>Week 12 Progress Reports on Projects - Individual Meetings with Instructor in Lieu of Class</b>
	Reading: None
	<b>Assignment:</b> Individual Meeting with Instructor April 8, 9, or 10 by Appointment (sign up sheet will be passed in class)
April 15 & 17	<b>Week 13 The War as Memory</b>
	Reading: Hagopian, All
	<b>Assignment:</b> Hagopian Brief Due April 15 at 2:30 PM - Upload in

	Drop-Box
April 22 & 24	<b>Week 14 Posters Due and Oral Presentations</b>
	Reading: None
	<b>Assignment:</b> Posters due for Grading April 22 at 2:30 PM - Upload in Drop-Box. Oral Presentations (order will be determined by the <a href="#">1969 Draft Lottery</a> )
April 29 & May 1	<b>Week 15 Oral Presentations and Wrap-Up</b>
	Reading: None
May 6	<b>Finals Week</b>
	<b>Assignment:</b> Project Paper Due May 6 at 5:00 PM - Upload in Drop-Box



## Block 1 - American and Vietnamese Perspectives of the War

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In this first segment of the course, we examine the war from the American and North Vietnamese points of view. Our readings and class discussion will look at the background of the conflict, the escalation of the war in the early 1960s, the Americanization of the war through 1967, the Tet Offensive and bloody year of 1968, then the "fighting while negotiating" phase from 1969 through the end the war in 1975.

We will use two books for this block. Mark A. Lawrence's *The Vietnam War: A Concise International History* and Lien-Hang Nguyen's *Hanoi's War: An International History of Vietnam's War for Peace* offer different perspectives of the history of the war. You will read chapters from each book for each week. Major questions will arise: What was North Vietnam's strategic approach to unifying Vietnam? Was North Vietnam's leadership unified in this approach? Why did North Vietnam decide to undertake the Tet Offensive in 1968? How did that even change North Vietnam's strategy? Why did the United States shift from an advisory role in keeping with the Truman Doctrine and NSC 68 to taking over the war? What was General William Westmorland's strategic approach? How was progress measured, and to what political objective? Why did the Johnson administration insist progress was being made in late 1967? What happened in 1968 - was this truly a turning point? Did the American approach change with under the Nixon administration and new MACV commander General Creighton Abrams? What problems and challenges confronted the American military in Vietnam as it turned fighting the war back over to the South Vietnamese? And what of the South Vietnamese? What were their motivations, objectives, and challenges, politically and militarily? Domestically how did the support for the war change or evolve in North Vietnam, South Vietnam, and the United States? How does the war end? What role does China and the Soviet Union play? So many question, so little time . . . .



*A young Vietnamese girl. The War affected all ages.*

*Photo by Lt. Tommy Allison.*

## Learning Objectives

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At the completion of this block, you will:

- Understand the historical trajectory of the Vietnam War;
- Identify key events, personalities, and moments of the conflict;
- Understand the context and perspectives of the war from the North Vietnamese, South Vietnamese, and American points of view.

## Primary Sources and YouTube Clips

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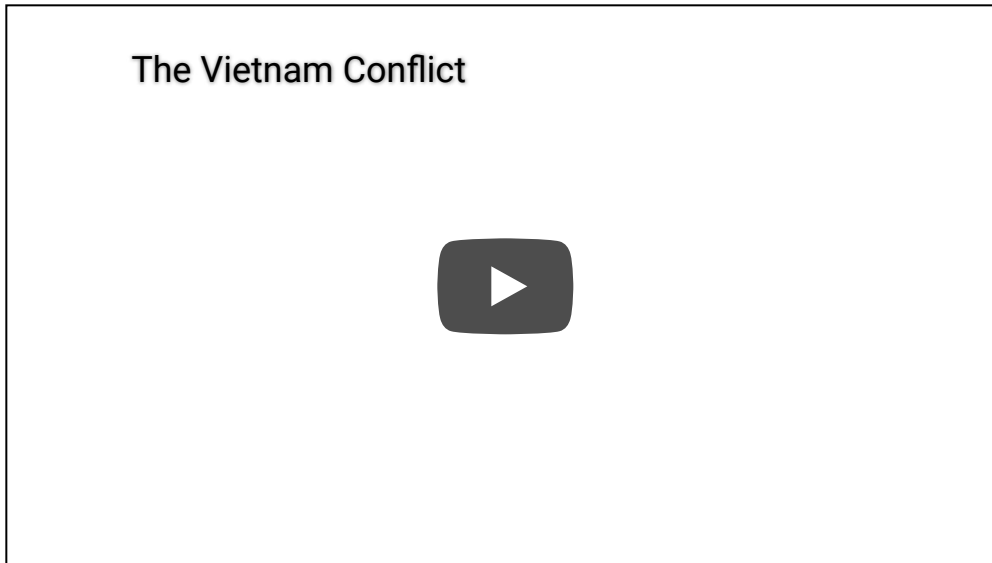
In addition to the readings from the Lawrence and Nguyen books, you need to review the material below:

Documents:

- McNamara to LBJ, November 1, 1967 [PDF](#)
- CIA Report on Tet Warnings, April 1968 [PDF](#)

### YouTube Clips

- Steve Heimler's quick overview of the Vietnam War



- CBS News video of the Battle of the Ia Drang Valley, 1965



- Anti-War Protest at Pentagon, October 1967

### Anti-War Demonstrators Storm Pentagon (1967)



- CBS News on the 50th Anniversary of Tet - the Battle for Hue



- Walter Cronkite questions the war after Tet

50 years ago: Walter Cronkite calls for the U.S. to g...



- Return of American POWs in 1973 - mostly from the Ken Burns series

Vietnam POW Homecoming 1973



- Fall of Saigon, April 30, 1975

### 1975 Flashback: Evacuation of Saigon



### The fall of Saigon



## Task List

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Refer to the course schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read required readings as listed on the Course Schedule before coming to class on Mondays - this way you will be both prepared and aware of what is discussed.

- Watch videos as listed on the Course Schedule (embedded above, obviously) before coming to class on Mondays.
- **Assignment: Take your Exam on Wednesday, February 27. This is an open book/open note take-home exam that you will complete on FOLIO. Click the Assessments tab, then Quizzes, then Exam 1. You must take the exam DURING CLASS TIME! It will open at 2:30 PM and close at 4:00, so you have 90 minutes, 15 more minutes than you would have in class.**

## Questions?

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As you Professor!

## Block 2 - Deep Dives

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*Marines take a break on patrol near Camp Carroll, Republic of Vietnam, circa 1969-1969.*

*Note the spacing to avoid excessive casualties. Photo by Lt. Tommy Allison.*

Now that we've got a handle on the historical trajectory of the war and some of its controversial points, it's time to read some topic-specific books to get a sense of the literature on the Vietnam War. The 5 books you will read over the next several weeks are representative of what historians and other authors explore about the war. We will spend a couple of days on each book, but you need to have the book read before you come into class on Monday. We'll start with Kyle Longely's look at American combat soldiers in Vietnam - *Grunts*, then Andy Wiest's depiction of the ARVN troops *Vietnam's Forgotten Army*. Next, a sample of the vibrant world of Vietnam fiction by the best-known author, veteran Tim O'Brien - his novel/memoir *If I Die in a Combat Zone* is among the very best novels of being a combat soldier in Vietnam. That same week we'll also at an outstanding example of the growing Vietnamese fiction on the war. Bao Ninh, like a veteran like O'Brien, gives a compelling view of the experience of a North Vietnamese soldier. Finally, we look at the concept of memory and the Vietnam War. Patrick Hagopian is among the growing group of younger scholars looking at how Vietnam is remembered, commemorated, and manipulated. This particular field of scholarship is perhaps the most interesting of the "new" military history, crossing disciplines such as history, cultural studies, and sociology.



In the middle, we'll take a break so you can pick and watch a movie on Vietnam, with instructor approval of course. You will write a film review and briefly present to the class on what you watched and what you think about it, especially how it compares to what you've read to this point in the course.

These books and film should also help you with your Vietnam in My Hometown project, providing you with background and context for your presentation.

To get you in the right frame of mind, watch this clip of the great Sam Kinison in *Back to School*:



*Source:* Fandango Movie Clips, YouTube (2019).

And watch the boot camp scene from *Full Metal Jacket* - you can find easily find it on YouTube. **WARNING:** The Boot Camp Scene uses EXPLICIT and OFFENSIVE language!

## Learning Objectives

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At the completion of this learning module, you will be able to:

- Discern different points of view in the literature on the Vietnam War;
- Critically assess scholarship on the war through analysis of purpose, main themes, evidence, and use of sources;
- Synthesize a variety of sources to form your own view.

## Task List

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Refer to the course schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order.:

- Read each book BEFORE you come to class on the assigned day;
- **Assignment: Book Briefs** - Your book brief exercise is meant to get you into the habit of writing a two-page "brief" on every book you read for a history course, or any course! In two double-spaced pages, answer four questions:
  - What is the author's purpose and primary argument?
  - What are the three major supporting points of the main argument?
  - Does the author make the case? What are the strengths and weaknesses?
  - And So What? What is the significance of the book to understanding Vietnam?
- **Assignment: Comparison of O'Brien and Bao Ninh**. In three pages, discuss the following:
  - Compare the purpose of both novels - why did O'Brien and Bao Ninh write these novels?
  - Compare the presentation of both novels.
  - Why are these novels important to the literature on the Vietnam War - in other words, so what?

**Make sure you review the Rubric for Book Briefs under the Assessments tab before you write the brief and the comparison of the novels. Submit your brief as a Word document into the appropriate Drop-Box folder according to the due date and time on the Course Schedule.**

- Pick a film on the Vietnam War - *The Quiet American*, *Platoon*, *The Deer Hunter*, *Coming Home*, *Good Morning Vietnam*, *We Were Soldiers* - there are dozens, many of which are available on YouTube, on DVD in the GSU Library, or via Netflix or Amazon Prime if you have access. If you need an idea, let me know. Your choice must be approved.
- **Assignment: Film Review** - In not more than 4 pages, answer the following:
  - What is the main storyline of the film? Is it based on a true story or is the storyline fiction?
  - What is the film's purpose?
  - Do you think the film is an accurate depiction of the Vietnam experience?
  - What do others say about the film? Use the GSU Library's Discover search to look up film reviews and scholarly articles on Vietnam films. Be sure to cite what you use with footnotes according to Turabian.
  - Lastly, what is your opinion of the film?

**Make sure you review the Rubric for Film Reviews under the Assessments tab before you write the brief. Submit your brief as a Word document into the**

**appropriate Drop-Box folder according to the due date and time on the Course Schedule.**

## Questions?

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Ask!

## Block 3 - The Vietnam War in My Hometown

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One of Kyle Longley's best books is *The Morenci Marines: A Tale of Small Town America and the Vietnam War* (University Press of Kansas, 2013). Longley tells the story of nine Marines from Morenci, Arizona, a small isolated desert mining town out in the middle nowhere. Nine went to Vietnam, only three came home. Such a loss gutted this community that was often torn by labor strife and economic hardship. Kyle's book is what inspired this project, so blame him. You are about to do original research - setting the stage, telling the stories, exploring memory.

The purpose of this project is to connect you, Vietnam, and your hometown. You may already know a Vietnam veteran from where your family lives - a relative, family friend - but if you don't ask your family. They will know someone. As part of the project, you'll need to interview a veteran as well as someone who was in your town during the war - this way you get the story of what Vietnam was like for someone from your town who served as well as the story of what your town was like during the war. Specifically, you must answer the questions below, but you are more than encouraged to follow additional stories. There's always something unexpected - that's the satisfaction of doing history.

- What was the general feeling in your hometown toward the war? What does the local paper say in editorials and letters to the editor?
- Casualties – how many were killed in the war? Who were they? What does the local paper say?
- How is the war commemorated in your hometown? Is there a Vietnam memorial? Are there any facilities, streets, etc., named after someone killed in the war? How did these come to be?
- How do people there remember the war? Family? Friends? Teachers?
- How does the story of Vietnam in your hometown fit with what you have read and studied this semester?

You will use local primary sources – newspapers, interviews, etc. – along with available primary sources such as the Texas Tech University Vietnam Center's [Digital Archive](#), the [National Archives](#) (here is the link to the [NARA Electronic Vietnam Records](#)), the [Virtual Wall](#), etc., and secondary sources as appropriate.

### Learning Objectives

You will:

- Do original research;
- Complete a poster presentation using PowerPoint;
- Complete a written research paper;
- Do an oral presentation on your research.

## Task List

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This project involves multiple, simultaneous tasks and deliverables. The keys are to stay organized and work very week - make progress. Start working NOW.

- Begin by outlining what you know about Vietnam and your hometown: people, memorials, anything that will help you.
- Do your research: check the Virtual Wall for any killed; check the local newspaper for editorials, letters to the editor, stories of local young men leaving or coming home (this may require a trip to your local library); look for images (when home and if there is a memorial, take a picture to use for your poster); make connections with relevant readings in the course and other sources.
- Begin putting it together - outline, then fill out what will become your paper. At the same time, begin outlining your poster.
- Work with others on the PowerPoint slide for your poster - working together can tease out good ideas, resolve technical issues, that sort of thing.
- Meet with your Professor for a progress report. Sign-up sheet will be passed around in class.
- Complete your Poster and submit via Drop-Box. A general guide for your poster using PowerPoint is [here](#). (Thanks to Dr. Ashley Coles of the Department of Geology and Geography for this poster guide). Here are some examples from Senior Seminar a couple of years ago:
  - [Sylvania](#)
  - [Gwinnet](#)
  - [Hazelhurst](#)
- Do your Oral Presentation - 8-10 minutes to share your poster and hit the high-points of your research. Order will be determined by the [1969 Draft Lottery](#).
- Complete your paper. In 8-10 pages give a narrative of the research questions listed above. Your paper needs to be well-organized, clearly written, and cite according to Turabian. Upload your paper to Drop-Box.
- Share what you discover with family and friends back home.

This project is 30% of your grade for this course. Each item required for the project is graded on a scale of 100 points. The percentage of the total for the project is listed below.

#### Graded Requirements and Due Dates:

- Progress Report      April 8    10%
- Oral Presentation    April 22 10%
- Poster                 April 22 40%
- Paper                  May 6    40%

## Questions?

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Please ask - if you don't ask, then I don't know you have a problem or question. In other words, I can't help you!