America's involvement in Vietnam tore this country apart, creating wounds and fissures that still have not completely healed or closed up. During this involvement, people were engaged in a wide range of activities as a generation of young American men and women were fighting for their lives in Vietnam. By the end of the 60s, young men were dying by the thousands in Southeast Asia—while many of their counterparts were having the times of their lives or living completely normal lives in this country. At the same time, protesters were peacefully and/or violently protesting the social structures and economic conditions that made such large disparities between the good times and the bad times possible.

To learn more about this important period in our history, we are going to read and discuss a number of oral histories of people who played roles in the US’s involvement in Vietnam, which took place from 1950 to 1975. We will begin the course by exploring the role that women played in the war as nurses, American Red Cross workers, entertainers, military officers and clerical workers, and reporters. We may also read and discuss oral histories from black and white soldiers, medics, and doctors. As the course progresses, we will read and discuss a number of personal interviews and letters written during the war by a cross-section of people.

Required Texts:


A sturdy folder/binder to hold your Journal Responses and all the other documents you will produce for this course. Note: Bring the pens, pencils, magic markers, crayons, etc. you like to write with to class so you can use them to write, draw, doodle in class.

Course Description:

This course is intended to help you develop and strengthen your oral, visual, written, and other literacy skills and communication practices. It is also intended to help you develop and strengthen your ability to find and gather reliable information on both old and new topics—which you must systematically analyze, evaluate, compare and contrast, and ultimately accept or reject, in whole or in part—which is a necessary skill you will need in your academic work and professional life, regardless of your major and career goals. An important part of this process is learning how to find new information, and incorporating it into your existing knowledge base. A final part of this process is presenting and sharing with others your information and opinions, using a wide variety of media and literacies in the most effective manner possible, is also important.

During this course, you will compose documents that require formatting decisions to show evidence of your competence with the communication practices that rely on the countless oral, visual, written, and other literacies that permeate our public and private lives. You will also make oral presentations (individually and/or in small groups) that require supporting visuals. Plus, you will find and analyze written documents, speeches, songs, graphics, etc., to determine what kinds of communication media and strategies are—or are
not appropriate for different situations. Drawing on your analyses, you will, at the end of the semester, develop, propose, and then produce a substantial piece of communication media – an essay, brochure, poster, presentation, report, web site, etc. – that utilizes the skills you develop.

Course goals:

By the end of this semester, you should have:

- Acquired a wide repertoire of oral, written, and visual communication strategies and tools.
- Assessed different communicative contexts in order to decide which media, strategies, and tools are appropriate for the situation and audience.
- Developed a range of strategies for effectively giving and getting feedback and for assessing your own communicative products.
- Learned to make explicit and question the cultural, temporal, and personal assumptions that underlie communication practices.

These four goals are based on the communication practices and strategies you need to function in our complex, global world. Achieving these goals can and will provide you with the fundamental tools and skills you will need to succeed and/or excel in college, during your career, and during your public and private involvement with the world – and everybody is involved because you cannot not participate, which is just one of the many things we will discuss. We will also discuss the effectiveness of public participation and how it works.

To accomplish all the course goals, the class will discuss and explore the communication practices and strategies used by people involved in the important social and political issues that affected people during our involvement in Vietnam. As we do this, you and we will determine what their messages were, how they were prepared and delivered, and if the formation and delivery of their messages was logical or illogical, rational or irrational, effective or ineffective, based on valid or invalid information, etc.

As a part of this process, you will choose and research an important social and political issue of your choice from the Vietnam era that you will explore in an academic research paper.

Grading:

Participation: 50 %

Participation means reading the assigned readings and writing responses to them, coming to class prepared, being an active group member, and contributing to class discussions. Note: Bring your journal responses to class every day.

Attendance is essential and expected because more than a few absences will affect your final grade. Based on the way this course is structured, a lot of work is going to be done in class during class discussions, etc. If you can not make it to class, please notify me – before class if possible. If you miss a class, you are responsible for making up the missed work.

All assignments are due as listed on the syllabus. All major assignments that are turned in late will affect your final grade in this course. **Notes: You must complete ALL required assignments to receive a passing grade in this class. You must also send me, as soon as conveniently possible after you finishing reading this syllabus, an email message informing me that you read this document in its entirety.
Writing and Oral and Visual Presentations: 50%

This portion of your grade will be based on ALL of the assignments listed above under Course Requirements. I will discuss my grading policy in detail in class. Note: Write a Journal Responses for EVERY reading assignment, EVERY video shown in class, and EVERY class period. (When in doubt, write.) In these responses, REFLECT ON and DISCUSS the assignment(s). This means you must write more than a summary of assignment. Hand the Responses in during the next class period whether or not I remember to ask for them, and I will read and evaluate them, and return them to you during the next class period if possible. (Responses can be either typed or hand-written – if hand-written, please make them legible.) Note: Be prepared to make brief informal presentations on selected portions of your Journal Responses.

Course Requirements:

At the end of the semester you will place the documents listed below in a folder. You may not understand all of these documents at first, but you will be receiving full explanations and detailed assignments in class.

**Note: This means you MUST save ALL the documents and material that you produce for this course to be included in your folder.

Aircheck Analysis – Weeks 2 - 3
Literacies Essay – Weeks 3 - 5
PI Writing Assignment – Weeks 5 - 6
Academic Research Paper (all drafts) – Weeks 6 - 11
with Research Paper Presentation Media & Material
Communications Media Project – Weeks 12 - 15
with Communications Media Project Proposal
Communications Media Project Report – Finals Week
Self- and Class-assessment Cover Letters – Finals Week
Selected Journal Responses – Weeks 1 - 15

In addition to the paper documents listed above, you will also make a number of formal and informal oral in-class presentations singularly and/or in small groups.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action office (3310).

I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the students and the course.
Section R 20 – Tuesday/Thursday – 2:05-3:20

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<th>Week 1</th>
<th>Jan 13</th>
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<th>Week 2</th>
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<tr>
<td></td>
<td>Discuss “Two Soldiers”</td>
<td>Discuss: Convergences Pages xxviii-lxiv <strong>Aircheck Analysis Due</strong></td>
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<td>Watch &amp; discuss: “All in the Family” episode or “The Wonder Years”</td>
<td>No Class Enjoy Winter Carnival</td>
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Alan Lynn Barnett  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Wayne Bibbs  
Army - PFC - E3 / 1st AVN BDE

Carl Stephen Daniels  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Harold Goldman  
Army - PFC - E3

Robert Moreno  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Anthony Eugene Pendola  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

James Calvin Ward  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Terry Tim Wright  
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Robert Warren Allen  
Marine Corps - PFC - E2

Lugene Jackie Clark  
Marine Corps - PVT - E1

Patrick Eugene Sinclair  
Marine Corps - LCPL - E3

Greg Eugene Hart  
Navy - AA - E2