America's involvement in Vietnam tore this country apart, creating large fissures and inflicting often-times deep wounds, which left visible and invisible scars on the bodies, minds, hearts, and souls of soldiers and civilians alike. Ironically, during this tumultuous time, many people in this country were living completely normal everyday lives while the latest generation of young men and women were coming of age. Unfortunately, by the end of the 60s, young men were dying by the thousands in Southeast Asia while their counterparts were having the time of their lives here in America. At the same time, protesters here and abroad were peacefully or violently protesting the social and cultural structures and economic conditions that made such large disparities between the good times and the bad times in the U.S. and the world possible....

To put this tumultuous period in our history (and world history) into a proper context, we are going to read and discuss a number of written documents and watch documentaries that deal with the oral histories of people who played various roles in the US's involvement in Vietnam, which took place from 19___ to 19___. We will begin the course by having you learn some of the important events that took place in this country in 1968. Then we will read about the lives of two soldiers who served together in Vietnam in '68. Next, we will explore the role that women played during the war as nurses, American Red Cross workers, entertainers, military officers and clerical workers, and reporters. From there, we will move onto other aspects of life in this country and the world during the above-mentioned time-period, including what one young American man did when he received his draft notice in the summer of 1968. We will also get a touch of the Vietnamese perspective. And, finally, we will explore the healing and heart-breaking roles that “The Wall” (otherwise known as the Vietnam Veterans Memorial) play in our lives today.

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. Important: Keep everything you do for this course.

Course Description:

This course is intended to help you develop and strengthen your oral, visual, and written communication skills while providing you with valuable composition and analysis skills you will need in your chosen major and your future careers. Like any other physical or intellectual activity, you learn to read and write by reading and writing. Once you have learned the basics of reading and writing, you need to take specialized lessons from qualified instructors, while getting plenty of practice in what you are learning, to become a good reader and a professional writer. The same is true for any skill or professional career. You learn to be a professional baseball player, violinist, pilot, engineer, accountant, or work in any other profession, by taking lessons and practicing what you are learning. And the more you learn and practice the better you become. To begin to master the activity, you must also learn the vocabulary, methods, and terminology associated with it. And you have truly mastered the activity when you are able to teach it to others.

The same is true for your critical thinking, analysis, discussion, and presentation skills. Like all activities, you learn to develop and use these very important skills under the guidance of qualified instructors, who use the appropriately established academic and work-world skills and methods. To improve your competence with important skills such as these, you must practice them, while reflecting on and discussing what you are doing, as well as by getting feedback on your work from your peers and instructors – while, at the same time, you begin learning the required literacies, with their respective vocabularies, methods, and terminologies. And the more you use these literacies and important skills, the more adept you will become at using them. Again, you will have truly mastered them when you are able to teach them to others.
The most important thing to keep in mind, though, is that these are the skills you will need to succeed and excel in your major and in the careers you will pursue after you graduate. Therefore, during this course, you will develop and improve your existing reading, writing, thinking, discussing, and speaking skills, while learning and using a number of composition and analysis methods. Then, drawing on what you learn, you will, at the end of the semester, propose, develop, and then produce a substantial piece of communication media—a essay, brochure, poster, presentation, report, web site, and so on—that showcases the skills and methods you learned, developed, and/or improved.

Course goals:
I have two main inter-related goals for this course. First, to teach you an Academic Discourse Composition and Analysis Method that you can use long after you are done with this course and your other courses at Tech, and have graduated. This method is designed to help you to compose (and analyze) messages using the most appropriate methods and mediums. The heart of this process is learning to communicate with an intended audience, for an intended purpose, within a specific context, using the appropriate composition methods. My second goal is to do everything I can to help you earn the best possible grade in this course.

To accomplish my goals, you must accomplish the following four goals:

- Develop your oral, written, and visual analysis and composition skills.
- Learn how to establish and assess different contexts in order to decide which methods and mediums are the most appropriate to communicate with a specific audience in a specific situation.
- Improve your research skills in finding sources of information and analyzing their validity and credibility.
- Learn to question the cultural, social, and personal assumptions that underlie communication practices.

To accomplish these goals, you and the class will explore and discuss the communication practices and strategies used by people involved in the important social and political issues that affected everyone during our involvement in Vietnam. As the class does this, you and the class will determine what the peoples' 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, and so on. As part of this process, you will choose and research an important social and political issue of your choice from the Vietnam-era world that you will explore in an academic research paper.

Grading:
Participation: 50%

Since you improve your reading and analysis skills by reading, analyzing, and reflecting on what you have read, participation means reading all the assigned readings, reflecting on them, (and writing the required responses to them), coming to class prepared, being an active member of the class, and regularly contributing to class discussions.

Attendance in this course is essential, because, based on the way I structured this entire course, everything that takes place in every class period, except for the first one, builds on the previous class periods, as well as setting up what you will be doing in future classes. As a result, missing more than a few class periods can and will most likely affect your final grade. 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.

IMPORTANT NOTE: Please do not jeopardize your safety by trying to make it to class during inclement weather and blizzards!

All assignments are due as listed on the syllabus. All major assignments that are turned in late will ultimately 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, a required email message informing me that you read this document in its entirety. You also get Extra Credit for finding typos in my written handouts and all emails I send to you. You must show me the typo in the written handout to get this credit. You must respond to the email, and point out the typo(s) in it, to receive the Extra Credit.
Written, Oral, Visual Work, and Presentations: 50 %

Since you improve your writing skills by writing about what you have read, analyzed, and reflected on, this portion of your grade will be based everything that you write, say during class discussions, and produce for this class, including all oral presentations, your Journal Responses, and all the assignments listed below under Course Requirements. I will discuss my grading policy in class. IMPORTANT NOTE: You must write a Journal Responses (with me as your audience) for EVERY reading assignment, EVERY video shown in class, and EVERY class period. (When in doubt, write.) You can also write Journal Responses for Extra Credit. (Responses can be either typed or hand-written – if hand-written, please make them legible.) In these responses, REFLECT ON and DISCUSS the assignment(s). This means you must do more than write a summary of the assignment. Reading Responses are due the day the reading will be discussed in class. Class Discussion Responses are due the next class period (whether or not I remember to ask for them), and I will read, evaluate, and return all responses to you during the next class period if possible. I accept late responses – and thoughtful, well-written responses can make up for their being late.

Course Requirements:

At the end of the semester you will place the documents listed below in an UN 2001 Portfolio. You may also make a number of formal and informal oral in-class presentations singularly and/or in small groups, and the appropriate material from them will be included in some form in your portfolio. You will be receiving these assignments (and explanations for them) in class. IMPORTANT NOTE: It is imperative that you save ALL the documents and material that you produce for this course so they can be included in your portfolio.

Course Requirements:

Reading and Writing Self-Assessment
Source Analysis
Visual Analysis
Research Paper (at least 2 drafts)

Oral Presentation(s)
Analyses Papers
Portfolio and Reflective Cover Letter
Research Paper Self-Assessment

* The Course Requirements are not completely finalized, partially because I want to ascertain the class’s and your reading, writing, and thinking skills before I finalize them.

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).

Academic integrity and honesty are central components of a student’s education. Ethical conduct maintained in an academic context will be taken eventually into a student’s professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the University.

The following is from: http://www.admin.mtu.edu/urisushandbook/SPPolicyConduct/acadinteg.html

The Academic Integrity Policy is intended to provide guidance for students and faculty concerned about maintenance of academic integrity. It shall be the policy of this University to establish procedures to ensure fairness and due process for all parties involved with any apparent violation of academic integrity and honesty.

In their academic work, students are expected to maintain personal academic integrity, treat all academic exercises as work to be conducted privately, unless otherwise instructed; ask faculty to clarify any aspects of permissible or expected cooperation on any assignment; and report any cheating activity.

Definitions of academic dishonesty can be found in the Academic Integrity Policy for plagiarism, cheating, fabrication, and facilitating academic dishonesty. Copies of the policy can be obtained from the Office of Student Affairs and heads of academic departments.

Students charged with a violation of academic dishonesty and found guilty can receive a sanction ranging from academic integrity warning to expulsion. Please refer to the Student Rights and Responsibilities in the University Community document or the Academic Integrity Policy for more information.

I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the students and the course.
**Week 1**

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<th>Jan 15</th>
<th>Jan 17</th>
<th>Jan 19</th>
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<tr>
<td>NO CLASS</td>
<td>Introduction to Course</td>
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**Martin Luther King, Jr. Day**

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**Week 2**

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<th>Jan 22</th>
<th>Jan 24</th>
<th>Jan 26</th>
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| Read & Discuss: *Convergences* pages 2 – 35  
http://www.hu.mtu.edu/~pgrremali/two_soldiers.pdf |  

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**Week 3**

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<th>Jan 29</th>
<th>Jan 31</th>
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| Discuss: “Women at War” & Read and Discuss Assigned Oral Histories  
http://www.hu.mtu.edu/~pgrremali/ | Watch & discuss: an episode of “All in the Family” |

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**Week 4**

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<th>Feb 05</th>
<th>Feb 07</th>
<th>Feb 09</th>
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**Student List**

- **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

- **Capt. Eleanor Grace Alexander**  
  2nd Lt. Pamela Dorothy Donovan

- **2nd Lt. Carol Ann Drazba**  
  Lt. C. Annie Ruth Graham

- **2nd Lt. Elizabeth Ann Jones**  
  Capt. Mary Therese Klinker

- **1st Lt. Sharon Ann Lane**  
  1st Lt. Hedwig Diane Orlowski