



**WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES  
VIRTUAL CAMPUS**

**Wayland Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:**

HIST 5354 VC01 The Vietnam War

**Term:**

Summer 2019

**Instructor:**

Doctor James Powell

**Office Phone Number and WBU Email Address:**

806-352-5207 (WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." [james.powell@wayland.wbu.edu](mailto:james.powell@wayland.wbu.edu)

**Office Hours, Building, and Location:**

Doctor Powell checks the BB Course E-mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

**Preferred Email for Course Communication:**

The BB Course E-mail TAB is located on the Left-Hand Menu/Toolbar

ALL communication between Student and Professor **MUST** take place within the **Course E-Mail Tab on the Left-Hand Toolbar within BB** NOT via the standard Microsoft Outlook system, because regular Outlook programs can/do filter out what it determines is Spam. Thus, without the appropriate Subject Heading---or sometimes even with a correct one---this tool can dump a student post into the Spam folder preventing an important piece of information from reaching the Professor. This has led to student attempts at contacting the Professor disappearing into the void---never to be heard from again. More importantly, BB automatically keeps a permanent record of all exchanges, thus protecting both the Professor and Student if there is any question about something. Messages sent inside the Course Webpage using the E-Mail TAB, including assignment submissions too, can't be deleted---thus providing an extra safety net when dealing with the sometimes-finicky technology. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. The risks associated with trying to send any messages that are Course/Grade related via the traditional Internet Outlook system are just not worth it. So **Please** take this seriously and write to me using only the Course Homepage E-Mail system within BB to guarantee a response from the Professor.

Remember that this is an Online course, and traditional telephone messages are simply not possible. First, I have no office at any WBU campus, but instead work from my home. No, WBU does not pay for either my Internet service or my telephone. Next, WBU is truly a global institution with students enrolled from almost every time zone on the planet. Thus, making overseas telephone calls, or long-distance calls between

widely differing time zones is unrealistic. Plus, this is, after all, a computer-based class, so to ease the issue for everyone, there will be no telephone communication, but we will instead rely upon the Course Homepage tool---which is very reliable and as noted, keeps a record of all exchanges. Think of it as having a permanent answering machine for our "talks." No kidding, since WBU students are enrolled from locations around the world, and may, in fact, even be on Active Duty in a military combat zone, living in Alaska where it is already snowing and below zero in October while we are still sweating out the last hot days of a long Summer here in the Texas Panhandle---well you get the idea that using E-Mail is just the best overall solution. If necessary, Blackboard IM or a Chat Room can be used as a secondary method for us to discuss material that is too complex for an E-Mail.

### **CONTACT Time Frame:**

Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours (24-36 hours is more likely). If you need immediate assistance, or do not receive a response from me within 3 days, send a follow-up E-Mail. Be sure to check your Course Homepage and its Announcements Page and E-Mail often for messages from the Professor. It is also a good habit to send a Blind Copy of your message to yourself to confirm that the message did indeed go through the system. You can then just delete it after confirming that it was sent to the Professor.

### **Class Meeting Time and Location:**

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does **NOT** require proctors for exams. All Graded Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

### Regular Contact and How to Handle Reading Assignments:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. Using both the Research Paper and the Discussion Board, both of which will be submitted in Part II of the course, will meet the new WBU course obligations to the best of my knowledge. Please feel free to write me with anything you need explained--or if you would like me to open a separate Discussion Board (**no grading**) that allows for you to ask/engage either me or your colleagues regarding anything we are studying in this course.

By completing this course, students will be able to understand and effectively communicate their grasp of the political, economic, military, geographical, and intellectual factors that led the United States to intervene first financially, then with military force into what was then called Indochina to prevent the democratic elections agreed to by the Vietnamese and French at a 1955 conference in Geneva following the end of the First Indochina War. This intervention stopped what many Americans feared was an effort by the leadership in either Moscow or Beijing to extend Communist rule throughout Southeast Asia. The class is based upon a division of the war into two phases, from the attempt by France, a key Cold War ally to retake control of its vital Indochinese colony through to the TET Offensive and the destruction of the Presidency of Lyndon Baines Johnson in 1968. Next, the focus shifts to the efforts of Richard Nixon to achieve a military victory by expanding the war, to the backlash those actions triggered in the United States, and finally how he was forced to accept a fact he had secretly admitted all along, that such a military victory in the style of WWII's "unconditional surrender" was simply never possible. His frustration over this fact led Nixon to one last use of military force, followed by his ultimate acceptance of a peace treaty he could have signed months sooner. Our final goal is to seek an understanding of why this seemingly unending war, which included not one battlefield defeat for the American military, could still

not be won in the traditional sense of that term, and how it's legacy continues shaping both the politics and military actions of the post-war years, haunting those who lived it, and forced a complete overhaul of American military strategy

Our study begins by tracing the American support for the French engagement in what is commonly referred to as the First Indochina War. For scholars of Southeast Asia, there are actually three distinct Indochina Wars, the first being the struggle for independence by the Vietnamese from French colonial rule which lasted from the 1880s to 1954 when the French withdrew following their defeat at the May 1954, Battle of Dien Bien Phu. The two sides then met in Geneva to create a permanent solution to their conflict, and hammered out the Geneva Accords which established a temporary division of Vietnam along the 17th Parallel, after which those who supported the French would move to the South while the others established themselves North of the 17th Parallel, all acting with the expectation that United Nations supervised elections would be held in Spring 1956 to reunify the nation under one government. Although the United States had funded 85% of the French war effort prior to their defeat in 1954, technically the Americans had no official standing in either the war or especially the Geneva Accords. The Eisenhower administration, however, was committed to preventing what appeared a certain victory by the charismatic Communist Leader Ho Chi Minh if the 1956 elections were held, so the US chose to intervene, and without any support from the UN or other traditional allies, Eisenhower approved the creation of a new country called South Vietnam for the area South of the 17th Parallel, in an almost mirror image of the events a decade earlier in Korea. Next, after a brief search, the Eisenhower team settled upon a leader for South Vietnam they could live with, a Catholic named Ngo Dien Diem. This triggered the Second Indochina War, or what most Americans call the Vietnam War, which will be the center of our focus during this class which lasted until 1975. Following the American withdrawal and the collapse of the South Vietnamese government in 1975, a Third Indochina conflict erupted in 1979 as the Vietnamese and China battled over control of neighboring Laos and Cambodia. The main focus of this course will remain, however, primarily upon the 20-year period from 1955-1975 and the impact the Second Indochina War, or Vietnam War, had on not only the Americans and Vietnamese, but also upon how the American military was forced to reexamine almost every premise that had guided it since WWI and why today's political and military leaders are so wary of committing to large scale interventions, or nation-building.

I realize the reading seems quite daunting but understand that the key to reading at this level is to break-down the effort into steps. **Never** try to read books like these as you would a novel. Instead, look at what is assigned for a period, then begin reading for an hour or so, using highlighters, making notes in the margins or on note cards, etc., then leave the material for some time. Take a break and focus on some other issue until you feel energized again, diving back into the reading when you are ready. Just as important is the skill of what we called "gutting" the book. This occurs PRIOR to reading the assignments, and you might consider doing it very early in the term. This process starts by looking the book title, through which the author is attempting to send you a clue regarding what the focus is for the work. In the narrative do the same by thinking about what the chapter titles tell you---and once in a chapter, look for the paragraph headers which are also like roadmaps, helping you to follow the author's argument/thesis. Never skip the captions for photos or maps since they are often filled with clues about the topic. Make notes at the top/bottom of a page summarizing the key players or themes---so later when you are in a hurry (say on the tests) and need to skim through quickly you have those shortcuts to help you. Think "Big Picture" or "Context" when reading works like these and it will make the break-down much easier.

**Catalog Description:**

Examines the social, cultural, political, and military history of the Vietnam War.

**Course Description:**

This course will explore the social, cultural, political, and technological causes of the conflicts that erupted in Vietnam beginning in the 1880s and evolving through three iterations until their end in 1975. The reading will also include some analysis on the impact, both politically and militarily on the United States in the decades following the end of the Vietnam War and how that event shaped the post-9/11 conflicts in Afghanistan and Iraq.

I selected three books on this complicated issue (one is mine and is free in electronic form) along with several essays on certain vital topics (without paying for additional books). While the reading appears heavy, and it is to some extent, this war shaped so much of our modern lives, socially, politically, and militarily so it needs to be understood in as much detail as possible by those who will lead this nation in the future. The book by H. R. McMaster, for example, is written by someone who served as a combat leader in Operation Desert Storm and later became--for a brief time--a member of the Donald Trump administration. Much of the argument in my book, included in electronic form so you can avoid buying it--deals with the concept of what is called The Imperial Presidency, and many of the crucial players in that story later served under President George W. Bush. Many believe these individuals leveraged him into invading Iraq in 2003 largely due to their own unresolved issues from the Vietnam debacle. The nexus of so many lines of history arising out of what was for so long "America's longest war" is significant as you will see but I will do my best to guide you through the morass.

**There is no prerequisite for this course.**

**Required Textbook(s) and/or Required Material(s):**

Herring, George. *America's Longest War*, 2013, 5<sup>th</sup> Ed. McGraw-Hill. ISBN: 9780073513256

McMaster, H. R. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*, 1998, Harper Press. ISBN: 9780060929084

\*\*\*\*Powell, James R. *Going for Broke: Richard Nixon's Search for "Peace with Honor," October 1972-January 1973*, 2019 Edition. (This book will be available ONLY as an E-Book on the Course Homepage to avoid infringing on my own copyright and to keep you from paying the 25% carriage fee charged by the bookstore).

Additional reading from articles WILL be assigned and made available on the Course Homepage and listed in the Course Syllabus and in the Course Schedule.

**Strongly Suggested Textbook:**

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition, University of Chicago Press: 2013. ISBN: 9780226816388

**Attendance Requirements:**

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

### Participation:

Students need to log into the Course Homepage regularly, at minimum of every 48-hours looking at the Announcements Page for updates or alterations to remain informed on any issues that arise. Please check your Course E-Mail within the Course Homepage if you sent me a question to assure that you see my response in a timely manner. You should also watch for any WBU announcement posted for the entire class---which I normally will put up onto the Announcements Page---but hey---you never know and I might forget (-: It is the responsibility of each student to keep track of their assignments and thus it is essential for everyone to have daily access to a computer and a reliable Internet connection to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library etc.. If a technical problem does occur, students should immediately send an E-Mail to the 24-Hour Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. Remember, this is an Online course, and traditional telephone messages are not an option. I have no office---no telephone allowance---and have students scattered across the globe. But I do check the Course Homepage for your E-Mails to me several times each day. Expect an E-Mail response back from me within 24-36 hours unless something major has occurred in my life.

**NOTE:** Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

### **Statement on Plagiarism and Academic Dishonesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

### Instructor's policy on Academic Dishonesty:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation

- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the "Course Information" TAB on the Course Webpage.

#### Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Graded Quizzes. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, STRONGLY cautioned to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, DO NOT necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. NEVER, cite these websites as official documentation even if you use them for a "Quickie" look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer \(http://en.wikipedia.org/wiki/Wikipedia:Disclaimers\)](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, Encyclopedias, Dictionaries, general History websites (like History.com) or other such websites mentioned above will receive a letter-grade deduction (generally this means a minimum of a 10-point loss). Using as "sources" such non-academic web sites like Wikipedia, Yahoo, Encyclopedias, Dictionaries, or even general History websites (like History.com) among others with similar designs and intent will result in a reduction in points appropriate to the infraction on submitted the Assignment. Use solid academic sources, and if in doubt, ask the Professor to be certain that you avoid penalties.**

#### **Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

#### **Course Requirements and Grading Criteria:**

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J or selected by the student for their Research Paper submission.

The Mid-Term Exam and the Last Exam--are each worth 25% of a student's grade. Each Test is divided into two sections, with Part I of an Exam comprising two Short Answer questions, scored at 25% each and normally covered with roughly 500-words or so for each topic. These are followed by a single Essay, worth 50%and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows, or you have something to say about the topic. The Mid-Term will rely upon the material found in the First Block of reading listed on the "Course Schedule" covering the Vietnam debacle from its origins to the 1968 TET Offensive, while the Last Exam obviously comes from the next Block as we shift to the conduct of the Vietnam War following 1968's TET Offensive, with special emphasis upon how the Nixon administration sought what the President called "Peace With Honor" in Southeast Asia. We conclude by examining the impact of the war, and how it was conducted, on individuals along with the struggle between the Congress and the Executive Branch over who conducts America's wars, and how the various uniformed services learned some hard lessons from Vietnam forcing changes in both in technology and in strategy, leading them to rebuild the armed forces into the modern all-volunteer and very technology savvy force it is today.

A Discussion assignment, worth 20% of the course average will be posted based upon the article reading assignments and conducted in the second part of the course---following the Mid-Term exam. The Discussion Post which is now mandated by the WBU Attendance Policy which is defined above and is available via an in-course link. Remember, these posts must be done in the same formal scholarly writing style as any other written work---including the use of the Turabian format. The grading breakdown is: 15% for your Long Post to my question, and another 5% for your "Commentary" response to ONE (1) Long Post by a classmate that you wish to engage. These "Commentaries" can take the form of agreements, with you adding more information in support of the original posting---or you may want to disagree (with civility of course) something that a colleague posted. Again, your responses for the Commentaries must include citations if you reference a source, which is almost a certainty because opinions are not acceptable scholarly answers.

The Third part of a student's average involves the always fun (or not) Research Paper roughly 1,500 words in-length (6-8 pages of text) --and worth 30% of the course average. Students may select the topic for their Research submission from any portion of our study, but it **MUST** be pre-approved by DR Powell. The reason for this is to help assure me sufficient resources exist for a Graduate-Level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subject in their field and can make life much easier by approving a subject that has enough support available while guiding students to it. The rule-of-thumb for all Graduate-level work is to have roughly 1/3rd of your sources coming from Primary documents etc. while the remaining 2/3rds are found among the best Secondary material available, which may blend maps, YouTube, photo-images or whatever blended into the paper to enhance the presentation. The use of the usual formal scholarly formats, such as the Cover Sheet, a Thesis Statement, footnotes or endnotes in the Turabian style, and a Conclusion along with an Annotated Bibliography are required. If any student has not taken the Historical Methods courses and are unsure of how to find research material, cite in the Turabian form, or faces any other challenge they are unfamiliar with then please do not hesitate to write me using the Course E-Mail tool so that I can help you. Just an FYI---it was brought to my attention during a recent course on **Oil in the Modern Age** that Dr Crowe had students in the Historical Methods class place their footnotes in with the Annotated Bibliography. It appears that this was meant as a guide (crutch) to remind students to include all of the sources and citations but was not intended to be the format used in the final draft. So please understand that footnotes/endnotes are the actual citations from within your paper, while an Annotated Bibliography is a listing of all sources you consulted plus statements by you regarding the value of each source, or any quirk or issue that you noticed when using that source. These "annotations" by you normally are 2-5 sentences in length and are placed in complete sentences after providing the formal Bibliographic cite. Be sure to note that footnote/endnote forms are different than those used in the Bibliography. I have placed examples of all of these under the Course Resources Tab on my toolbar. So-Please Do Not place your footnote/endnote citations in your Annotated Bibliography. Footnotes go at the bottom of each page in your paper, while if you prefer to use endnotes they go in order at the end of the paper. Then comes your Annotated Bibliography, which is something else altogether and uses its own format from Turabian. Examples of what an Annotated Bibliography should look like are found under the Course Resources TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So, if you intend on remaining in the historical profession and to get published you should master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago's History Department for several decades and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you, Kate, we appreciate your efforts.

Once your Research topic is approved and completed, it should begin with a Cover Sheet consisting of the Course Title and Number, the Title of the Paper, my full Title and Name (i.e., Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (i.e., I often have serving military personnel or faculty from other Departments or even other Universities who are earning, a second graduate

degree so the use of a Title is appropriate for them) and the Due Date of the assignments--even if you send it in early---all centered on the page Next is the narrative portion of your paper, using either footnotes or endnotes for the source citations, and finally the work ends with an Annotated Bibliography. All must be submitted using the Turabian format and through the SafeAssign tool as ONE document. PLEASE Be Careful and DO NOT send these as separate documents (i.e., a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.) --- since it ALL needs to come as one complete package through the SafeAssign Tool.

Please remember that according to WBU rules---all Assignments and Exams (except your Discussion Post) MUST be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work and the project will not be accepted. **BE FOREWARNED!!!** The current version of SafeAssign will only accept the following formats for any submission: .doc, .docx, txt,.pdf, .html file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only ONE upload attempt, so your submissions MUST be as ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography or whatever for the paper. Also---Please be sure that you are uploading the correct version that you want me to grade into the SafeAssign Link---not a Draft! Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the24-Hour Virtual Help Desk PRIOR to making their ONE attempt by using the provided link on the left-hand menu on the Course Webpage.

Now just an FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources (from footnotes/endnotes and Bibliography) as Plagiarism. It would show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s the odds are it is due to your sources being flagged---and trust me I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat.

**NOTE:** Students are responsible for ensuring that all Assignments including the Research Paper, and Exams upload correctly in whatever is the Turabian format using one of the accepted document options. REMEMBER, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Project/Quiz Not Submitted on SafeAssign Link	Will Not be accepted for grading.
For Late Submissions on the Research Paper---every 24 hours Past the Due Date	A letter Grade Deduction (Usually 10 Points)
The Following is Assuming a True Case of Plagiarism	
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more.	Will not be Accepted ZERO

#### Additional Course Suggestions/Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time.



Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.

- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at [http://www.wbu.edu/student\\_life/student\\_handbook/](http://www.wbu.edu/student_life/student_handbook/). All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

#### Method of determining course grade:

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	25%
Last Exam (Exam 2)	25%
Research Paper	30%
Participation (Discussion Board)	20%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme/Context is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a long-term context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our profession. We take the raw data, in the form of documents, memoirs, books about something or someone, and then we place them together in such a way that the reader will comprehend the role of people, why an event occurred and so on. Be wary of what is called "Cobbling" in which one takes a string of paragraphs and---even if

reworded---are simply restatements of what someone else already wrote about the subject. Your work must be original, and in your own words.

- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. The rule-of-thumb in Graduate work is to have 1/3rd of your sources be Primary and the rest Secondary. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being honed in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

### **The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

### **Student Grade Appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

### **Schedule:**

Weeks 1-5 will cover the origins of the second Indochina War, known by most as the Vietnam War, and follows its evolution and consequences through the American military victory of 1968's TET Offensive and finally to the collapse of Lyndon Johnson's presidency and the sharp decline in domestic support for the war within the United States. During weeks 6-10 we start with the 1968 election which Richard Nixon won by a narrow margin but was marred by assassinations, near assassinations, and was then followed by the bloodiest year of the Vietnam War, 1969. If you have ever visited the Vietnam Memorial Wall on the Mall in Washington, D.C. you might have noticed that the panels inscribed with the names of America's war dead come to a peak in the center, with the two panels on either side of that peak representing the maximum death toll, and 1969 straddles those two center panels. More Americans will die in Vietnam AFTER Richard Nixon is elected than did in all of the decades prior to that time. We then move to the next decisive moments in the war as Nixon chooses to reject a peace treaty, he admitted met his requirements, and instead delays the signing for two months while launching the heaviest and most controversial bombing of the conflict. We conclude by studying the impact and outcome of this war on both individuals and institutions.

Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

### **Additional Information:**

#### Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue

the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community for the study of the Human Story that is history. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

### Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about the terrorism in the modern world. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding of terrorism within the modern age and global context is crucial. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

### Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

### Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

- Print out and keep a copy of the Course Syllabus for the Quarter handy.
- Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.
- Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

**\*\*Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

### Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirement to submit TWO (2) Short Answer responses on the Exams and thus damaged their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and especially steer clear of plagiarizing what you are reading from the books as you take an exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think

of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few years ago while working on the computer in another room---and leave the Television on nearby broadcasting a certain NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

### Schedule:

## HIST 5345 Vietnam -- Course Schedule -- Summer 2019

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**Assignments/Quizzes:** Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2019 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

**Discussion Board:** Unless otherwise noted, all discussions are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the date listed. For rules governing late postings, see the Discussion Rules and/or FAQs.

**Writing Assignment:** Writing Assignments (including Exams) MUST be submitted via the SafeAssign link ONLY and will not be accepted in any other form as mandated by University rules. The SafeAssign Link allows only ONE upload attempt so your Project should be ONE complete document (Cover Slide, Body & Bibliography Slides) and ensure you are uploading the correct version! **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! SafeAssign accepts the following types of files: Acceptable File Formats: .doc, .docx, and .pdf. Students are responsible for ensuring that their Project uploads correctly without a virus, in an accepted format that can open in Bb to receive a grade. Any Project submission which cannot be scanned or opened Bb will NOT be accepted for a grade.

**NOTE:** Students **MUST** submit all Assignments and Graded Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

**Computer Problems and Assignments:** Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty and copy the Professor as well---but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Discussion Assignments	Writing Assignments
5/27/19	Week 1 (Introduction/General Information)	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Assignments" TAB	Information on Discussions are found on the Course Syllabus.  Locate Questions & Post Entries on the "Discussion Forum" TAB	Information on Assignments are found on the Course Syllabus.  Turabian and Writing Assistance is found on the "Course Content" TAB.
5/27	Week 1  Specific weekly reading assignments have been discarded in favor of allowing Graduate-level students the freedom to read at their own pace. The main issue is to read so that you have enough time prior to the Mid-Term and Last Exam to ask DR J any questions that may arise from the books that are assigned. So, pace yourself, but if you encounter material that needs clarification, then write to DR J via the Course Homepage, and ask for any help. Remember, all the assigned reading up to the date of the particular Exam will be considered fair game on the Mid-Term or Last Exam respectively, but I am always here to help if you ask. I hope this more flexible approach will benefit those of you	Begin with <b>America's Longest War, by George C. Herring</b> with the goal of completing the Introduction and Chapters 1-6 by the Mid-Term Exam. He will lead you from the earliest years immediately following WWII and take the story up to the end of the TET Offensive and the seismic shift in public opinion regarding the war despite the crushing US victory in the TET Offensive.  Begin at your leisure to read <b>Dereliction of Duty, by H.R. McMaster</b> completing the entire book for the Mid-Term Exam. His book deals with the Kennedy and early LBJ years as they--and particularly the military leadership struggled to decide what to do in Southeast Asia. You will see how much pressure was placed upon them and others not to allow the "dominoes to fall" or to appear weak when confronting what was perceived as Communist aggression directed by Moscow.  Finally, please read an essay that I will place online for you written by William Hammond, <i>TET and the Media</i> , which is excerpted		Introduction Discussion  Due MONDAY June 3, 2019 by 2355, 11:55 pm Central Standard Time	

	who felt constrained by reading only what was listed on the Calendar of Assignments for any given Week.	<p>from his 1998 book, <b>Reporting Vietnam: Media and Military at War</b>. The article is roughly 11-printed pages in length so will not tax you too much.</p> <p>I will simply use the term <i>Ibid.</i> for the rest of the weeks until we reach the Mid-Term so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one book completely to the end first, then the next. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term helps with retention and provides a fuller understanding of the story.</p> <p><b>NOTE--do not be intimidated by the amount of reading. I provided a brief explanation on how to accomplish what is known as "gutting" a book, which allows us to master the art of scholarly reading in a shorter time period!</b></p>			
6/2	Week 2	<i>Ibid.</i>			
6/9	Week 3	<i>Ibid.</i>			<p>6/10</p> <p>Requests for Paper Topic Approvals are DUE by Course Homepage E-mail Only to DR J  <b>NO LATER than Monday 10 June 2019 by 2355, 11:55pm CT.</b>  <b>NO Attachments</b></p>

6/16	Week 4	Ibid.			Approval by DR J of all Paper Topics will be returned by Wednesday 6/19 but likely much sooner.
6/23	Week 5	Complete ALL Readings as Assigned for Mid-Term Exam	6/28 - 7/1 Mid-Exam (First Exam) Due anytime between: Friday 28 June 2019 to Monday 1 July 2019 but DUE NO LATER than 2355 or 11:55 pm Central Standard Time on MONDAY 1 July 2019		
6/30	Week 6	Begin with <b>America's Longest War</b> , Chapter 6 with the goal of reading the remainder of the book by the Final Exam. Also start reading <b>Going for Broke</b> by me planning to complete it by the Last Exam (Final). Pay special attention to the reasons why Nixon rejected the chance to end the war just prior to the November 1972 election, and why he was so insistent, despite opposition by the military, that America's largest, and really only strategic bomber be used in this bombing campaign. Understanding his mental state, and why he demanded the use of the B-52 bomber is critical to the political fallout, and how the military itself altered its strategy for using air power in the future. FYI--I added back all of my footnotes and the expanded Bibliography not used in the printed version so that you can use them as a guide not only for this class---but any future courses too.			

		<p>Next comes the remainder of the articles selected for you starting with Lewis Sorley, <i>A Better War</i>, excerpted from his book, <b>A Better War</b> (1999), regarding the military's actions after TET. The final three articles include, Paul Kennedy, <i>The Impact of Vietnam on America's World Role--</i> Arnold R. Issacs, <i>Competing Memories--</i>and Robert D. Schulzinger, <i>Viewing Foreign and Military Policy Through the Prism of Vietnam</i>. Kennedy is a renowned scholar whose book <b>The Rise and Fall of the Great Powers</b> won a Pulitzer Prize, while Issacs covered the war as a reporter for the <b>Baltimore Sun</b> from 1972-1975--while Dr Schulzinger is a Professor of History at The University of Colorado, Boulder who insists the post-9/11 wars in Afghanistan and Iraq were fought the way they were primarily due to the "ghosts" of Vietnam that still haunt America's military and political leaders.</p> <p>The use of <i>ibid</i> for the following weeks will apply once more. You set your own reading schedule based upon the general goal of learning but be certain to complete it before the Last Exam (Final).</p>			
7/7	Week 7	<i>Ibid.</i>			
7/14	Week 8	<i>Ibid.</i>			
7/21	Week 9	<i>Ibid.</i>			<p>7/22</p> <p>Your Research Papers are <b>DUE: 22 July 2019</b> NO LATER than 2355 or 11:55 p.m. Central Standard Time.</p>



					Be Sure to Upload via the appropriate SafeAssign Link on the "Exam/Essay" TAB
7/26	Last Day to Drop				
7/28	Week 10	Finish Readings as Assigned for Last (Final) Exam	8/2 - 8/5  Last Exam (Final) Due anytime between: Friday 2 August 2019 - Monday 5 August 2019 but DUE NO LATER than Monday 5 August 2019 before 2355 or 11:55 p.m. Central Standard Time.	Individual Long Post 7/28  One (1) Commentary (Replies) 7/31  Individual Discussion Board Long Answer Posts Due NO LATER than Sunday 28 July 2019 by 2355 or 11:55 pm  One Commentary Post Due NO LATER than Weds. 31 July 2019 by 2355 or 11:55 pm Central Standard Time	
8/4	Week 11	You have completed the course. Congratulations!			