

THE SEQUENCE OF TOPICS

- January 5 -- Orientation to the Course: Objectives, Assignments, Expectations
- January 7 -- Orientation (continued); Key Dates in U.S. involvement in Indochina. King Harris (KEYT-Television) video-portrayal of 1985 class
- January 12 -- Vietnam War set within a more comprehensive social, political and cultural framework. Greg Wong's slide portrayal of 1986 field trip to Vietnam Veterans Memorial in Washington, D.C.
- January 14 -- Martin Luther King, Jr.: Vietnam War and Civil Rights in the 1960s; Tributes by Rev. Leander Wilkes, Brian Shaw, Ernest Zomalt, and readings by selected students
- January 19 -- Vietnam War Veterans Reports: Wilson Hubbell and John Murphy
- January 21 -- Women and Healing in Vietnam and After; Resource Person: Rose Sandecki, Team Leader, Vet Center, Concord, California
- January 26 -- Post Traumatic Stress Disorders: Resource Person: Denver Mills, Team Leader, Vet Center, Santa Barbara
- January 28 -- Television's Role in Communicating the War: Resource Person: Zev Braun, Producer, "Tour of Duty," CBS Television
- February 2 -- The War in Vietnam from 1945 to Gulf of Tonkin (1964)
- February 4 -- Conscientious Objection; Resource Person: Dr. James D. Quay, Executive Director, California Council for the Humanities
- February 9 -- The Veterans' Situation Today; Resource Person: Mary Stout, national President, Vietnam Veterans of America, Washington, D.C.
- February 11 -- Two Women in Vietnam; Resource Persons: Wendy Larson and Tran Thi Nga, authors of Shallow Graves
- February 16 -- Fundamental Theoretical and Interpretive Issues; How shall the Vietnam War be depicted? In what does its distinctiveness lie? Theories
- February 18 -- The War and the Experience of "The Dark Night of the Soul." Resource Person: William Mahedy, former Army Chaplain, co-founder Veterans Outreach Program
- February 23 -- Who Fought the War? (minority involvement) Why Men Love War? (cf. William Broyles), and Presentation by Vietnam War Veteran Tom Lewis
- February 25 -- Presentation by former Governor of Nebraska, Bob Kerrey
- March 1 -- The Memorial in Washington: Background, Symbolic Intentions; and Presentation by Veteran Dan Gisel
- March 3 -- Public Premier, film "Dear America," Granada Theater, downtown Santa Barbara. Producer: Bill Couterie; Santa Barbara Film Festival, Phyllis diPicciotto
- March 8 -- The Vietnamese in the U.S.A. Resource Person: Hien Do; and showing of "60 Minutes" film
- March 10 -- Summary and Report from the Field Trip to Washington, D.C.
- Washington, D.C. Speakers: Jan Scruggs (founder of Memorial), Ira Hamburg, John Simmons

F A C T S H E E T

Religious Studies 155 focuses on the dynamics of the Vietnam War and its influence upon American social, cultural and religious life. The course recognizes that the war is a major formative event in recent American history, the meaning and ramifications of which are still being debated and interpreted, and the lessons from which are still being discovered. We will try to gain intellectual background and perspective on this subject by studying the history of the war, the factors that encouraged armed conflict, the consternation that prevailed at home, the psychological circumstances (both individually and collectively) in which the fighting forces found themselves, the delayed but now being-realized homecoming, and the interdependence of these events with other movements, issues, and occurrences in the United States in the 1960s, 1970s and 1980s.

As a regular course in the field of religious studies, the class will pay particular attention to the influence of the war experience upon the nation's ideals and sense of purpose. We shall be analyzing religious attitudes and movements that have come to prominence since the war ended, particularly those which seem to have been influenced markedly by the experience and outcome of the war. Along the way, we shall attempt to come to terms with the present situation of the veterans of the war, with those who adopted conscientious-objector and/or protest stances during the war, with participants (from all walks of life) who experienced the reality of war first-hand and/or at close range, and with a variety of persons who have been part of the post-war reconstructive process. On specific occasions we shall witness the testimonies of some of them.

Though no regular discussions are being scheduled as requirements for the class, discussion opportunities will be offered frequently, and will be announced in class.

Required texts for the course include: George C. Herring, AMERICA'S LONGEST WAR: THE UNITED STATES AND VIETNAM 1950-1975; Al Santoli, TO BEAR ANY BURDEN; David Halberstam, HO; Walter H. Capps, THE UNFINISHED WAR; Philip Caputo, A RUMOR OF WAR; Myra McPherson, LONG TIME PASSING: VIETNAM AND THE HAUNTED GENERATION. Strongly recommended are Wendy Wilder Larsen and Tran Thi Nga SHALLOW GRAVES: TWO WOMEN AND VIETNAM; William P. Mahedy, OUT OF THE NIGHT: THE SPIRITUAL JOURNEY OF VIETNAM VETS; Arthur Egendorf, HEALING FROM THE WAR: TRAUMA AND TRANSFORMATION AFTER VIETNAM; Jan C. Scruggs and Joel C. Swerdlow, TO HEAL A NATION; John Wheeler, TOUCHED WITH FIRE: THE FUTURE OF THE VIETNAM GENERATION; Gloria Emerson, WINNERS AND LOSERS; Paul Fussell, THE GREAT WAR AND MODERN MEMORY; Shad Meshad, CAPTAIN FOR DARK MORNINGS, and other items suggested in class.

The quarter grade will be based on the student's performance on the final examination (at least a portion of which will be scored electronically) and on the evaluation of the term project. The term project may be a chronicle (a running account of lectures, proposals, readings, thoughts, reflections, et al.), a comprehensive bibliography, a term paper, an interview, a piece of creative reflection. See the instructors for details. The project must be written.

Walter Capps' office hours are on Tuesday afternoon, beginning at 1 o'clock. Dr. Deborah Sills is co-teacher. Teaching Assistants are Zeff Bjerken, Craig Hazen, Steve Herron, Jim Hurley, Kathleen Jenks, Lloyd Pflueger, and Tracy Pintchman. Class assistants are Jenny Hamren and Shelly Acord.

The fieldtrip to the Vietnam Veterans Memorial in Washington, D.C. is being planned for the weekend of February 26, with the prime event being on February 28.

A S S I G N M E N T S H E E T

The GRADE for the course will be based on the student's performance on two items: the final examination, and the term project. A portion of the final examination will be graded electronically. The content of the final examination will consist of questions based on the assigned reading and the lectures and presentations in class. You will be asked questions focusing on your factual knowledge of the war (dates, names, terms, et al.) and will be given an opportunity to write analytical-interpretive essays. The grade on the final examination will count toward 50% of the final grade for the quarter.

The TERM PROJECT may take a variety of forms. It may be the standard term paper, prepared according to required style (with appropriate foot- or end-noting and bibliography). It may be an annotated bibliography on some aspect of the content of the course. It may be an extended book review (or book reviews) on texts that were not covered directly in the assigned readings or class presentations. It may consist of an interview of someone who has personal Vietnam-War experience (perhaps a relative in the family, a close friend, a Vietnam Vet). It may take the form of a chronicle -- that is, a running account of your thoughts and reflections on the lectures, readings, and other encounters with the subject that you have had during the academic quarter. It may be a report on some form of activity in which you were engaged in connection with this course: the trip to the Memorial, a visit to the Vietnam Vet Center (at 1300 Santa Barbara Street), an inquiry as to what a local community (perhaps your own) is doing to respond to the impact of the war. It may consist of reviews of films, movies, television programs, videos -- that is, visual representations -- of the "Vietnam Experience." It may consist of analyses of high-school social-studies textbooks (or even standard college textbooks) to identify what is both said and not said about the significance of the Vietnam War. It may be a study of some topic that is related to the war. But, whatever the focus of the project, it is imperative that what you turn in be written

Due Date for Term Project: Thursday, February 25.

TEACHING ASSISTANT OFFICE HOURS: (all in SH 4724)

Mr. Bjerken	Thursday	1-3
Ms. Hamren	Wednesday	3-5
Mr. Hazen	T/Thursday	1-2
Mr. Herron	Wednesday	1-3
Mr. Hurley	Tuesday	4-5:30
Ms. Jenks	Thursday	1:30-3
Mr. Pflueger	T/Thursday	10-11
Ms. Pintchman	Monday	12-2

TERM PROJECT APPROVAL: While formal approval is not required, students are encouraged to meet with one of the Teaching Assistants to discuss project plans. Students can request that this Teaching Assistant be directly involved in grading the finished project. Students working with Mr. Hurley and Mr. Carr can fulfill the Project requirement.

under their direction.

WHC 1/20/88

T E R M P R O J E C T D E T A I L S

Half of the grade for the quarter will be based on your performance on the Term Project. We have proposed, in previous assignment sheets, that the Project follow one of the following formats:

- 1) Annotated Bibliography: This consists of a list of publications on a given topic. Books and articles may be included. The contents of each item on the list should be described briefly, but comprehensively, and you should make the effort to identify what the publication contributes to a knowledge of the subject. All bibliographical citations must be complete (author, title, place of publication, publisher, date of publication, and pages -- if applicable).
- 2) Book Review: The intention here is to take one book or more and write an essay on it (or them). The essay should identify the theme of the book(s), the knowledge and/or information it contributes to the subject, together with an assessment of how successful you believe the author to be in carrying out his/her objectives.
- 3) Interview: This category provides an opportunity for you to interview someone who was close to the scene of the Vietnam War. Perhaps you will find a veteran of the war with whom you can speak. Perhaps there is someone in your own family who wants to talk with you about the war. You might begin by asking this person "what it was like then," and go on from there. It is important for class purposes that you write down more than simply a verbatim account of the conversation. Shape the conversation around themes that emerge, and be sure to provide an interpretive analysis of your own before you have finished.
- 4) Chronicle: We describe this as "a running account of your thoughts and reflections on the lectures, readings, and other encounters with the subject that you have had during the quarter." It may take daily-entry form, or may be a comprehensive account of the entire quarter, or it may have a selective focus. The important element is that it be interpretive (analytical as well as descriptive). That is, you will be graded on the basis of the intellectual quality of your responses, and not simply on the basis of the emotions you record.
- 5) A Report: Perhaps you have done something special in connection with this class, like a trip to the Vet Center, like your own research project, like a journey to the Vietnam Veterans Memorial in Washington, D.C. A report enables you to write your reactions down, or the consequences of the work, or both.
- 6) Other Forms: These would include reviews of films, movies, television programs, videos (visual representations), or analyses of high school and college textbooks (to note the frequency and depth of reporting on the Vietnam War), or other endeavors that you may wish to check out with one of the Teaching Assistants or with the Instructor.