I. COURSE PROCEDURES:

Class Meetings: Lectures are given in Humanities 2650 by Mr. McCoy on Tuesdays and Thursdays, from 2:30 to 3:45 p.m. In addition, students will attend a one-hour discussion section each week conducted by the Teaching Assistants (TAs) for this course.

Office Hours:

--For Andrew Case, Humanities Room 5268, on Thursdays, 9:30-11:30 a.m. or other hours by appointment (TEL: 263-1868). Messages may be left in Mailbox #5024, or sent via e-mail to: <ancase@wisc.edu>

--For Alfred W. McCoy, in Room 5131 Humanities, Tuesdays, 4:00-6:00 p.m. and other hours by appointment (TEL: 263-1855). Messages may be left in mailbox No. 5026, or sent via e-mail to: <awmccoy@wisc.edu>

--For Katie Slattery, Humanities Room 5266, at Thursdays, 11:30 a.m.-1:30 p.m. or other hours by appointment (TEL: 263-8547). Messages may be left in Mailbox #5079 Humanities, or sent via e-mail to: <krslattery@wisc.edu>

Grading: Students shall complete three pieces of written work. On October 20, students shall take a mid term examination. On November 22, students shall submit a 5,000 word research essay with full footnotes and bibliographic references. During examination week on December 17, students shall take a two-hour final examination. Final grade shall be computed as follows:

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<tr>
<th>Component</th>
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<tr>
<td>mid term take-home examination</td>
<td>20%</td>
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<tr>
<td>research essay</td>
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<td>discussion section mark</td>
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<td>final examination</td>
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<td>extra credit/film viewings</td>
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Course Requirements: For each of these assignments, there are different requirements for both the amount and form of work to be done:

a.) Mid term take-home examination: Select two questions from a list distributed in the lecture on Thursday, October 20, and turn in two short essays totaling five typed pages, with full endnote citations, at the start of class on Tuesday, October 25.

b.) Research Essay: Following format instructions under Paragraph VIII below, complete a 15 page research essay on one of the topics listed in Paragraph VI. During the week of November 7th, students should submit to their TAs a two-page outline with (a.) a one-paragraph abstract of the argument, (b.) an outline of the major points, and (c.) a bibliography. All essays must have: (1.) a minimum of 6 references to journal articles (at least two not found on the syllabus), (2.) at least 12 articles from the New York Times, (3.) two extended quotations, if relevant, from the "Pentagon Papers," and, if not, from other official documents, (4.) two extended quotations with full citations from US Congressional reports on the war. The completed essay should
be submitted in the lecture hall at 2:25 p.m., on Tuesday, November 22. [NB: For the New York Times, see <http://digital.library.wisc.edu/1711.web/proquesthn>]

c.) Discussion Section Mark: Based on your attendance and participation, the teaching assistant will assign you a mark for your performance in the discussion section. Repeated absences will result in a loss of all marks for the section.

d.) Final Examination: In the space of two hours starting at 7:45 a.m. on Saturday, December 17, students will sit a blue-book exam and answer two questions selected from a longer list of essay questions.

e.) Extra Credit: For a maximum of five extra-credit points, students can sign up in the first discussion section to attend five film showings, one feature and four documentary, at both the Veterans’ Museum and Orpheum Theater, and write a short, three-page reflection paper. See Section IV below for details of films and their showings. Students who do not sign up for the film program will have an opportunity to answer an extra-credit question on the final exam based upon viewing the documentary “Winter Soldier” at the Orpheum Theater on Veterans’ Day weekend of November 11.

Readings: Reflecting the controversy surrounding the subject, there is no single text for the study of the Vietnam Wars. Instead, the syllabus covers each topic with journal articles and book extracts, divided into "Required" and "Background" readings. To follow the lectures and their unfamiliar material, students should read selections from the "required" materials before the relevant lecture. In preparing essays on subjects related to the lecture topics, consult the "background" readings for bibliographic references. These readings are available from several sources:

Required Texts [Sold at University Bookstore]:


Optional Texts [Sold at University Bookstore]:


Reference Works [College Library, H.C. White Building]:


Required Readings [Available at Campus Libraries]:

E-Reserve at the College Library holds all the Required Readings (articles and excerpts from books) marked below with an asterisk (*). The procedure for accessing e-reserves for our course is as follows: (1.) Students log-on to “MyUW”; (2.) go to the “Academic” tab; and, (3.) next to the courses that students are registered for, go to “Library/Reserves’ link” and click on the link beside History 319.

The Reserve Room in *H.C. White Library* has most of the required and many of the background readings on reserve.

The *Memorial Library* has, with few exceptions, all the books and journal
articles cited in the syllabus.

II. REQUIRED WEEKLY READINGS [Readings on e-Reserve are marked *]:

Week One (September 6): The Pre-colonial Vietnamese State

Week Two (September 13): The French Conquest

Week Three (September 20): Vietnamese Nationalism

Week Four (September 27): The Rise of the Communist Party

Recommended (Optional) Reading:

Week Five (October 4): The First Indochina War 1946-1954

Week Six (October 11): Origins of the Saigon Regime

Recommended (Optional) Reading:
Week Seven (October 18): Disintegration of the South Vietnamese State
Marilyn Young, The Vietnam Wars, pp. 89-104.
Recommended (Optional) Reading:

[Midterm Exam Distributed in Lecture: Thursday, October 20]

Week Eight (October 25): War on North Vietnam to Save the South
Marilyn Young, The Vietnam Wars, pp. 105-149.
Documents on the Gulf of Tonkin Incident (1964) and the State Department White Paper of 1965, in Gettleman, Vietnam and America, pp. 248-273.

[Midterm Exam Due, Start of Lecture: Tuesday, October 25]

Week Nine (November 1): The Introduction of US Ground Troops
Marilyn Young, The Vietnam Wars, pp. 150-171.
*George Kahin, Intervention, pp. 332-401.

[Week of November 7: Consultation with TAs Re. Essay Outlines]

Week 10 (November 8): US Troops in the Villages of Vietnam
Marilyn Young, The Vietnam Wars, pp. 172-191.
Article on My Lai by Seymour M. Hersh, in Gettleman, Vietnam and America, pp. 410-424.

Week 11 (November 15): The Tet Offensive & the War at Home
Marilyn Young, The Vietnam Wars, pp. 192-253.

[Research Essay Due, Start of Lecture: Tuesday, November 22]

Week 12 (November 22): Withdrawal and “Vietnamization”
Week 13 (November 29): The U.S. Bombing of Laos and Cambodia
*Fred Branfman, *Voices from the Plain of Jars: Life under an Air War* (1972), pp. 3-29, 62-77.

Week 14 (December 6): Defeat in Indochina
Marilyn Young, *The Vietnam Wars*, pp. 281-299.

Week 15 (December 13): The Legacy of the Vietnam War

**Recommended (Optional) Reading:**

[Final Exam, Saturday, December 17, 7:45 a.m.]

**III. BACKGROUND READINGS**

**WEEK 1: The Pre-colonial Vietnamese State**


**WEEK 2: The French Conquest**


Truong Buu Lam. *Patterns of Vietnamese Response to Foreign Intervention: 1858-1900* (New Haven: Yale University, Southeast Asia Studies, 1967), pp. 1-34.

**WEEK 3: Vietnamese Nationalism**

**Background Readings—Colonialism:**


**Background Readings—Nationalism:**


**WEEK 4: The Rise of the Communist Party**

**Background Readings—Communist Party:**


**Background Readings—World War II:**


Marr, David G. *Vietnam 1945: The Quest for Power* (Berkeley: University of California, 1995).


Truong Buu Lam. "Japan and the Disruption of the Vietnamese Nationalist


**WEEK 5: The First Indochina War, 1946-1954**


**WEEK 6: Consolidating a South Vietnamese State**


**Background Reading—Ethnic Conflict in the Central Highlands**


**Background Reading—North Vietnam’s Social Revolution:**


**WEEK 7: The Disintegration of the South Vietnamese State**


**WEEK 8: Beginning the War on North Vietnam to Save the South**


1971), pp. 244-278.


**WEEK 9: The Introduction of US Ground Troops**


Herring, George C. *LBJ and Vietnam: A Different Kind of War* (Austin: University of Texas, 1994).


**WEEK 10: US Troops in the Villages of Vietnam**


Nguyen Thi Dinh. *No Other Road To Take* (Ithaca: Data Paper #102, Southeast Asia Program, Cornell University, 1972).


Race, Jeffrey. *War Comes to Long An: Revolutionary Conflict in a Vietnamese Province* (Berkeley: University of California, 1972), pp. 3-43.


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**WEEK 11: The Tet Offensive & the War at Home**

**Background Reading—The Tet Offensive:**


Fitzgerald, Frances. *Fire in the Lake: The Vietnamese and the Americans in


Race, Jeffrey. War Comes to Long An: Revolutionary Conflict in a Vietnamese Province (Berkeley: University of California, 1972), pp. 105-140.


**Background Reading—The War at Home:**


**WEEK 12: Towards Withdrawal and Vietnamization**


**Background Reading—International Law and the Question of War Crimes:**


*The Dellsums Committee Hearings on War Crimes in Vietnam: An Inquiry into*


**WEEK 13: The U.S. Bombing of Laos and Cambodia**

**Background Reading—Laos:**


**Background Reading—Cambodia:**


**WEEK 14: Defeat in Indochina**


**WEEK 15: The Legacy of Vietnam**

*Background Reading—the Veterans' Experience:*


**Background Reading—The Vietnam Syndrome in American Foreign Policy:**


**Background Reading—The Crisis of Socialism in Postwar Indochina:**


--For additional background readings on the above topics, consult Edwin Moise’s exhaustive bibliography posted on the website: http://hubcap.clemson.edu/~eemoise/

IV. FILM VIEWING – Extra-Credit Sessions & Suggested Titles:

--Extra-Credit Cinema Program: For a maximum of five extra-credit points, students can sign up in the first discussion section to attend five film showings, one feature and four documentary, at the Veterans’ Museum, 30 West Mifflin Street (at the end of State Street on the Capitol Square; TEL 267-1799) and at the Orpheum Theater on State Street. To receive credit, students shall view all films and write a single, three-page reflection paper. (N.B.: Students who observe the Yom Kippur holiday on October 13 can advise their TA in writing and view that day’s film via commercial video rental or at LS&S by October 19.) In addition, students in the Extra-Credit Session will attend the premier showing for the documentary “Winter Soldier” at the Orpheum Theater on Veterans Day, November 11. The films will be shown at these times and dates:

1.) “Apocalypse Now” (Week 6, Thursday, October 13, 4:15 pm)
2.) "Hearts of Darkness" (Week 7, Thursday, October 20, 4:15 pm)
3.) “The Trial of Henry Kissinger” (Week 9, Thursday, November 3, 4:15 pm)
4.) “The Fog of War” (Week 10, Thursday, November 10, 4:15 pm)
5.) “Winter Soldier” (Week 10, Friday, November 11, Orpheum Theater)

--Extra-Credit Exam Question: Students who do not sign up for the film program will have an opportunity to answer an extra-credit question on the final exam based upon viewing the documentary “Winter Soldier” at the Orpheum Theater starting on Veterans’ Day weekend of November 11.

--Discussion Section Film Selections: Selections from the following documentary films, running no more than 15 minutes, will be shown in sections to stimulate discussion.
1.) “The Weather Underground” (Bullfrog Productions)
2.) “Memories of a Massacre” (“60 Minutes,” Interview with Robert Kerry).
3.) “Bombies”

--Miscellaneous Films: The films listed below are all highly recommended and are available on video at the more specialist Madison area video outlets:
1.) “Hearts and Minds” (Oscar Winner, 1974, Best Documentary)
2.) “Vietnam Requiem”
3.) “Vietnam: Year of the Pig”
4.) “The Quiet American” (black and white; with Audie Murphy)
5.) “The Quiet American” (color; with Michael Caine)
6.) “Born on the Fourth of July”
7.) “Full Metal Jacket”
8.) “Platoon”
9.) “Heaven and Earth”
10.) “The Lost Battalion” (French feature film)
11.) “Casualties of War”
12.) "Apocalypse Now"
13.) “Indochine”
14.) “We Were Soldiers”
15.) “Winter Soldier”
16.) “Going Up River”

--Learning Support Services in Van Hise Hall: This on-campus media center has a collection of Vietnam feature films and documentaries that can provide visual imagery that will help this chronicle of colonialism, revolution, diplomacy, and battles come alive. Among the films available are:

1.) “The War at Home” - HS1.004
2.) “Apocalypse Now” - ID2.020
3.) “Hearts of Darkness” (VHS) - ID2.021
4.) “The Vietnam War” (PBS series) - ID2.006
5.) “Indochine” - FR2059.149
6.) “The Trial of Henry Kissinger” - HS1.016
7.) “The Fog of War” (DVD) - HS1.018
8.) “The Weather Underground” (DVD) - HS1.020
9.) “Vietnam: In the Year of the Pig” (VHS) - HS1.019
10.) “Memories of a Massacre” (60 Minutes) - HS1.017
11.) “Bombies” (DVD) - ID2.141

V. VACATION READING--Suggested Fiction and Non-Fiction Titles:
1.) Bao Ninh, Sorrows of War.
2.) Tim O’Brien, In the Lake of the Woods.
3.) Tim O’Brien, The Things they Carried.
4.) Graham Greene, The Quiet American.
5.) Jean Larteguy, Yellow Fever.
6.) Jean Larteguy, The Bronze Drum.
7.) Neil Sheehan, Bright Shining Lie.
8.) Lewis B. Puller, Jr., Fortunate Son.
9.) Michael Herr, Dispatches.

VI. MAJOR ESSAY QUESTIONS:

1.) Nationalism: By balancing biography with the history of modern Vietnamese nationalism, explain how Ho Chi Minh emerged as an effective leader of Vietnam’s anti-colonial struggle.

2.) Eisenhower's Domino Theory: In a famous speech in 1954, President Eisenhower warned that should the Communists prove victorious in Vietnam, the rest of the countries of Southeast Asia would "topple like a row of dominoes" to a monolithic and expansionist Communism. Was this an accurate assumption? Please discuss some of the relevant aspects of Vietnamese communism and history that would either support or undermine such an understanding.

3.) The U. S. Role in the Coup against Diem: One Asian expert once said: "It is fair to say that the overthrow of Ngo Dinh Diem in November of 1963 would not have
occurred without at least the tacit approval of the U.S." Analyze the dynamics of Diem’s downfall and weigh the role of the United States in a wider context.

4.) **The U.S. backing of the Saigon military regime:** When Secretary of Defense Robert McNamara visited Vietnam in 1964 he repeatedly described General Nguyen Khanh as Vietnam's "best possible leader" and the Johnson administration thus provided him substantial aid. Trace the changing U.S. positions towards civilian governments in Saigon from 1963-1973. What do these governments, and US relations with them, reveal about the dilemma of American policy in Vietnam?

5.) **Tonkin Gulf Incident:** After voting on the Tonkin Gulf Resolution, Senator Wayne Morse from Oregon said: "I believe that history will record that we have made a great mistake in subverting and circumventing the Constitution of the United States. By means of this resolution, we are in effect giving the President war making powers in the absence of a declaration of war. I believe that to be a historic mistake." Trace the development of the Tonkin Gulf incident and the Tonkin Gulf resolution, indicating whether you agree with Morse. Please explain and document your position fully.

6.) **War in the Villages:** Discuss the character of the Vietnamese village and explain why the US-directed pacification policy, including the Phoenix Program, largely failed there between 1959 and 1969.

7.) **Tet Offensive:** Was the 1968 Tet offensive a simple US intelligence failure or did it represent the inability of the White House, the Pentagon, and MACV to understand the deeper politics of the war? From this perspective, discuss the impact of this battle on the war in Vietnam and the war at home in the United States.

8.) **My Lai Massacre:** As this court martial began, one unnamed American told a reporter, "Rusty Calley is a scapegoat." Using this remark as point of departure, examine U. S. military counter-insurgency tactics in the years before the My Lai incident and determine to what extent the massacre was an exception or a manifestation of US Army policy.

9.) **Cambodia and Laos:** Analyze the impact of US political and military policy upon either Cambodia or Laos between 1965 and 1975.

10.) **War crimes:** Prominent intellectuals such as Noam Chomsky, Bertrand Russell and Jean Paul Sartre have argued that the U. S. government committed war crimes while fighting in Indochina. Focusing on the case of ex-Senator Robert Kerrey and the events at Thanh Phong village, determine whether his actions, and the larger Phoenix program, were war crimes as defined by the 1949 Geneva Convention. Should ex-Senator Kerrey be indicted, like Lt. Calley, for war crimes?

11.) **The Grunt’s War:** Analyze the changing quality of combat in Vietnam between 1965 and 1972, focusing on its impact upon the discipline within the US Army and upon the individual American soldier.

12.) **The Anti-war Movement:** The anti-war movement is largely remembered as a student movement. To what degree is this true? What were the various motivations that people had to be opposed to the war in Indochina? What were the various arguments they used against it? Consider the opposition that emerged from among students, blacks, soldiers, workers and women.
13.) Vietnamization: When recalling President Nixon's support for Vietnamization, Richard Smyser, a State Department official, said that, "For domestic and political reasons American troops had to be gotten out of there." Explain those domestic and political reasons.

14.) CIA Covert Operations: One scholar has said, “The Vietnam War is Exhibit A for the abolition of the CIA.” Explore the role of the major CIA covert operations in the period 1963 to 1975--including Diem’s ouster, the Desoto missions, the CORDS/Phoenix Program, and the Secret War in Laos--to assess whether reliance on covert operations contributed to the making of this quagmire.

15.) Christmas Bombings: At the Paris meetings in January 1973, Henry Kissinger claimed that "What has brought us to this point is the President's [Nixon's] firmness and the North Vietnamese belief that he will not be affected by either congressional or public pressures. Le Duc Tho [the North Vietnamese negotiator] has repeatedly made these points to me." Do you agree with Kissinger that the bombings of 1972 were necessary to force the North Vietnamese to sign the peace agreement? Please explain and document your position fully.

16.) Congressional Cut-off of Aid to Vietnam: An anonymous South Vietnamese said: "Not only did the US not provide us with the assistance they had promised, but they did not even allow us to save face and dignity, the only assets of a poor country. It seemed better to be America's enemy than ally, for the enemy at least had America's respect." Do you agree with those who argue that the staged termination of aid to South Vietnam caused its collapse? Please explain and document your answer fully.

17.) The Fall of Saigon and its Impact on America: After the Persian Gulf War, President George H.W. Bush said, "We have finally kicked the Vietnam Syndrome." To what was he referring? What exactly is the “Vietnam Syndrome”? And how has it affected US foreign policy? Please explain and document your answer fully.

18.) Robert McNamara's Apology: In his book In Retrospect, former U. S. Defense Secretary Robert McNamara said: "We of the Kennedy and Johnson administrations who participated in the decisions on Vietnam acted according to what we thought were the principles and traditions of this nation. We made our decisions in light of those values. Yet we were wrong, terribly wrong." Why does McNamara think the Johnson administration was "wrong"? Do you think that McNamara has correctly located the reasons for the US government's failure in Vietnam? Consider the policies of the Johnson administration in light of McNamara's retrospective assessment.

VII. BASIC SKILLS FOR HISTORY COURSES:

1.) Learning Basic Skills: Aside from some basic understanding of Vietnam's history, the main objective of this course is to teach certain basic research, writing, and analytical skills. In lectures and discussion sections, we will try to improve skills essential to success in most liberal arts courses.

   a.) Definitions: Much of the conceptual content in liberal arts courses is encapsulated and conveyed through a limited number of basic terms that must be defined to be understood. Hence, we will seek to help you learn to identify such conceptual terms and define them.

   b.) Questions: Most students approach the study of history as a pursuit
of answers, while many professional historians often view their discipline as a search for better questions. This course will try to make students more aware of the nature and construction of historical questions.

c.) Reading: Faced with a mass of information, students must learn to read both intensively and extensively-summarizing key theses and skimming a range of sources for evidence.

d.) Argument: As you write, you must try to be self-conscious in the construction of your argument.

1.) Thesis: Define your question and form a thesis to answer it.

2.) Evidence: Learn the nature of appropriate evidence to defend your thesis.

3.) Illustration: Illustrate your evidence with specific examples appropriate in kind and quality to your thesis.

4.) Correspondence: Seek a close correspondence of thesis and evidence.

e.) Comparison: After learning to summarize individual arguments, students should learn to compare—both the theses of contradictory arguments and parallel historical cases.

VIII. HOW TO WRITE A RESEARCH ESSAY:

1.) Prose:

a.) Procedure:

1.) By hand write out an outline of about 2 pages for a 10 to 15 page essay. Each projected paragraph in the essay should be a line in your outline.

2.) Write a first draft. If using a personal computer, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.

3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.

b.) Sentences:

1.) Each sentence should be a complete sentence with subject, verb, and direct object.

2.) Vary your sentences to include short periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.

c.) Paragraphs:

1.) Start your paragraph with “topic sentence”—that is, a periodic or compound sentence stating the basic message of this particular paragraph.

2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.

3.) Within the paragraph, try to link your sentences so that they flow from one to another.

4.) Paragraphs should not be too long. If you need a crude guide, have 3 to a page, or 8 to 10 typed lines each.

d.) Aspire to style:
1.) There is a music—with melody and rhythm—to your writing. Sensitize your mind's ear to the music of prose and try to make your own word music. Try to make your writing an expression of your inner voice.

2.) As in all forms of social discourse, there is an appropriate style for an academic essay.
   a.) Use a formal voice—not ponderous, just formal.
   b.) Avoid contractions (can't, didn't).
   c.) Avoid colloquialisms.

3.) In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderously formal.

2.) *Argument:*
   a.) **Overall structure:** Every scientific report, whether natural or social, has three basic elements—the problem/hypothesis, the evidence/argument, and the conclusion. To summarize very broadly, the introduction asks a question and poses a hypothesis, the argument arrays evidence to explore that hypothesis, and the conclusion reflects on the original hypothesis in light of the evidence presented.

   Of these three elements, the opening formulation of an hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the dense mass of material you have read and articulate a thesis, which usually explains causality (why events occurred) or analyzes significance (the particular import of an event or a pattern of events). Then identify the factors, topics, or elements that you will explore to test your thesis. Ideally, these factors should serve as a broad outline of the topics that you will explore in the next section of your essay, the argument/evidence. Here are some further reflections on each of these sections:

   1.) **The Problem:** In your introduction, state the problem clearly.
      a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., "revolution.")
      b.) In stating your problem, refer to the literature in the syllabus.
      c.) A standard and often effective device is to identify two differing schools of thought about a single problem.
      d.) Make sure you are examining the main point, not a minor side issue.

   2.) **The Evidence:** In the middle part of your essay, you must present evidence—in logical order—to deal with the problem posed at the beginning of your essay. Be specific—give the reader brief narratives of an event, or provide some statistical evidence.

   3.) **The Conclusion:** In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.

   b.) **Level of Argument:** It is difficult to spell out in precise terms what I mean by "level of argument."

      1.) To overstate the case, you should not deal with the question of "the impact of French colonialism in the Mekong Delta" by probing the problem of whether "the French made life in Vietnam happier for the natives."

      2.) How do you define an appropriate question and level of analysis? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.
c.) **Nature of History Questions:** In courses such as this one, history involves the study of change in large-scale human communities, societies and nations, over time. Most history essays ask you to understand or explain two aspects of change—events and their causes, or, simply, what happened and why it happened. Thus, most history questions ask you to explain elements of the following:

1.) In a limited period of time, explain the factors underlying a given event. Why did that event happen?
2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.
3.) Over a longer period of time, explain how and why complex communities changed in a given way.

3.) **Sources/Research:**

   a.) **Need to Read:**

   1.) Like most essays, a history term paper is a distillation of its author's reading and reflections upon the subject at hand. The quality of an essay's expression and analysis reflects, subtly but ineluctably, the depth and diversity of its author's reading.

   2.) Conversely, if you do not read, then you cannot have anything of any substance to say on a subject.

   b.) **Basic Format:**

   1.) Assuming three paragraphs per page, you should have one source note per paragraph.

   2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.

   3.) You may use end notes or footnotes in the following format:


   c.) **How to Read for an Essay:**

   1.) Using the course syllabus, begin with a general text to get an overview of the problem.

   2.) Using the syllabus or textbooks, select more specific sources.

   3.) As you read, begin forming ideas in your mind about:

   (a) your overall hypothesis, and;

   (b) the evidence you need or have found to support your argument.

   4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have the bibliographic information for your source: author, title, place of publication, publisher, and relevant pages.

   5.) Towards the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.