I. COURSE PROCEDURES:

Class Meetings: Lectures are given online by Mr. McCoy on Tuesdays and Thursdays and will be available between 12:00 p.m. and 6:00 p.m. under the “Modules” tab of Canvas. In addition, students will attend a one-hour discussion section each week conducted by the Teaching Assistant (TA) for this course.

Office Hours:
—For Chris Hulshof, remotely on Mondays from 11:00 a.m. to 1:00 p.m., and other hours by appointment. Messages may be sent via e-mail to: <chulshof@wisc.edu>.
—For Alfred McCoy, remotely on Thursdays 11:30 to 1:30 p.m. and other hours by appointment (TEL: 233-4537). Messages may be sent via e-mail to: <awmccoy@wisc.edu>

Credit Policy: This 4-credit course has 4 hours of group meetings per week (each 50-minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

Learning Objectives: By seeing the Vietnam conflict from the viewpoint of ordinary America soldiers, Vietnamese villagers, Hanoi’s military leaders, and White House insiders, the course seeks to provide students with multiple perspectives on a war that caused five million deaths, including 58,000 American soldiers. Through the course students will gain both a deeper understanding of this great crisis in U.S. foreign policy, a grasp of the complexities of contemporary history, and a capacity for critical analysis of government decision-making. Apart from its content, the course trains students in critical thinking, policy analysis, writing skills, and oral presentation.

Grading: Students shall complete three forms of written work. Before 10:00 p.m. on lecture days, students shall take a short online quiz available on Canvas under the “Quizzes” tab. On November 17, students shall submit a 12-page research essay with full footnotes and bibliographic references. During examination week on December 14, students shall take a two-hour final examination. Final grades shall be computed as follows:

—lecture quizzes: 20%
—research essay: 30%
—discussion section mark: 30%
—final examination: 20%

Course Requirements: For each of these assignments, there are different requirements for both the amount and form of work to be done:

a.) Lecture Quizzes: After every assigned lecture on Tuesdays and Thursday, students shall take a short online quiz via Canvas, located under the “Quizzes” tab. Lecture Quizzes will only be available between 1:15 p.m. and 10:00 p.m.
b.) Research Essay: Following format instructions under Section VII below, complete a 12-page research essay (with one-inch margins, 12-point font) on one of the topics listed in Section VI.

On **Monday, November 2**, students should submit a two-page outline to their TA with (a.) a one-paragraph abstract of the argument, (b.) an outline of the major points, and (c.) a bibliography. Students should discuss the outline with the TA during this week.

When submitted, essays must have: (1.) a minimum of 6 references to journal articles (at least two not found on the syllabus), (2.) at least 10 articles from the *New York Times*, (3.) two extended quotations, if relevant, from the “Pentagon Papers,” and, if not, from other official documents, and (4.) two extended quotations with full citations from U.S. Congressional reports on the war. The completed essay should be submitted by the start of lecture on **Tuesday, November 17**.

—NB: For the *New York Times*, see ProQuest Historical Newspapers, Memorial Library, <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. Absences will result in a loss of all marks.

d.) Final Examination: In the space of two hours on **Monday, December 14, 7:45-9:45 a.m.**, students will have an on-line exam and will answer two questions selected from a longer list of essay questions.

**Readings:** As detailed below, all textbooks are sold at University Bookstore and all readings marked with an asterisk (*) are available in hard copy at College Reserves and on-line from “Canvas.” 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 Book Store, State St. Mall]:**

**Optional Texts [Sold at University Bookstore]:**
--N.B. Second-hand copies available at University Book Store.

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

**Canvas [Available Online]:** Through “Canvas,” students can access supplemental materials for the course, including: The Course Syllabus, Glossary of Lecture Terms, Lecture outlines, and links to relevant outside resources such as maps and historic photographs.

**Required Readings [Available On-line and at College Library]:** All the readings marked with an asterisk (*) are available on-line from *Canvas.*
Most of the required and many of the background readings are found in books held on reserve in the Reserve Room in the College Library in the Helen C. White Building.

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

Students' Rules Rights, & Responsibilities
During the global COVID-10 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge

UW-Madison Face Covering Guidelines
While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)
Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office. Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19
Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.
II. REQUIRED WEEKLY READINGS [Readings on Canvas are marked *]:

Week One (September 8): Pre-Colonial Vietnamese State as Context for War

Required: (85 pages)

Recommended:

Week Two (September 15): The French Conquest

Required: (84 pages)

Week Three (September 22): Vietnamese Nationalism

Required: (102 pages)

Recommended:

Week Four (September 29): The Rise of the Communist Party

Required: (81 pages)

Recommended:

Week Five (October 6): The First Indochina War 1946–1954

Required: (71 pages)

**Recommended:**
*Mark Atwood Lawrence, Assuming the Burden: Europe and the American Commitment to the War in Vietnam (2005), pp. 190–232, 276–287.

**Week Six (October 13): Origins of the Saigon Regime**
**Required:** (100 pages)

**Recommended:**

**Week Seven (October 20): Disintegration of the South Vietnamese State**
**Required:** (96 pages)

**Recommended:**

**Week Eight (October 27): War on North Vietnam**
**Required:** (71 pages)

**Recommended:**

**Week Nine (November 3): Intervention by U.S. Forces**
**Required:** (88 pages)

**Recommended:**

[November 2: Submission of Essay Outlines to TA]
Week 10 (November 10): U.S. Troops in the Villages of Vietnam

**Required:** (85+ pages)

Week 11 (November 17): The Tet Offensive & The War at Home

**Required:** (127 pages)

**Recommended:**

[Research Essay Due: Tuesday, November 17]

Week 12 (November 24): The U.S. Bombing of Laos and Cambodia

**Required:** (83 pages)
*FILM—Marc Eberle, *The Most Secret Place on Earth* (Gebrueder Beetz Filmproduktion, 2008), all 77 minutes.

**Recommended:**

[Thanksgiving Break, Thursday, November 26]

Week 13 (December 1): U.S. Withdrawal and “Vietnamization”

**Required:** (102 pages)

**Recommended:**

**Week 14 (December 8): Defeat and Legacy of the Vietnam War**

**Required:** (110 pages)

**Recommended:**

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**III. BACKGROUND READINGS**

**WEEK 1: The Pre-colonial Vietnamese State As Context for War**


**WEEK 2: The French Conquest**


WEEK 3: Vietnamese Nationalism

Background Readings—Colonialism:


Marr, David G. Vietnamese Anticolonialism 1885–1925 (Berkeley: University of California, 1971), chapters 2, 3 & 8.


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).


Patti, Archimedes. Why Vietnam?: Prelude to America's Albatross (Berkeley: University of California, 1980).


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


**WEEK 6: Origins of the Saigon Regime**


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


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


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


**WEEK 8: War on North Vietnam**


**WEEK 9: Intervention by U.S. Forces**


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


WEEK 10: U.S. Troops in the Villages of Vietnam


Herrington, Stuart. *Silence was a Weapon: The Vietnam War in the Villages* (Novato: Presidio Press, 1982).


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.


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

*Background Reading—The Tet Offensive:*


*Background Reading—The War at Home:*

...


**WEEK 12: Withdrawal and “Vietnamization”**


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


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

**Background Reading—Laos:**


**Background Reading—Air War Laos:**


**Background Reading—Cambodia:**


**WEEK 14: Defeat and Legacy of the Vietnam War**


**Background Reading—The Veterans’ Experience:**


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


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


IV. FILM VIEWING—Suggested Titles:

—Discussion Section Film Selections: At the discretion of the TA, selections from the following documentary films, running no more than 15 minutes, will be shown in sections or made available on Canvas for viewing outside class to stimulate discussion.
3.) “Winter Soldier” (1972)
4.) “The War at Home” (1979)

—Films in Lecture: Short segments, usually less than five minutes each, will be shown, at the instructor’s discretion, in Lecture:
3.) “Winter Soldier” (1972) (pacification footage)
4.) “Memories of a Massacre” (2001) (Bob Kerrey, Gerhard Klan interviews)
7.) “Hearts and Minds” (1974)

—Miscellaneous Films: The films listed below are all highly recommended and are available on YouTube, on DVD from on-line retailers, or Learning Support Services:
1.) “Hearts and Minds” (1974) (Oscar Winner, 1974, Best Documentary)
2.) “Vietnam Requiem” (1984)
3.) “In the Year of the Pig” (1968)
4.) “The Quiet American” (1958) (black and white; with Audie Murphy)
5.) “The Quiet American” (2002) (color; with Michael Caine)
6.) “Born on the Fourth of July” (1989)
7.) “Full Metal Jacket” (1987)
8.) “Platoon” (1986) (Oscar Winner, 1986, Best Picture)
9.) “Heaven and Earth” (1993)
11.) “Casualties of War” (1989)
12.) “Apocalypse Now” (1979)
13.) “Indochine” (1992)
14.) “We Were Soldiers” (2002)
15.) “Winter Soldier” (1972)
16.) “Going Upriver” (2004)
17.) “Two Days in October” (2005) https://www.youtube.com/watch?v=1iJg59WKZTE
19.) “Da Five Bloods” (2020)

Learning Support Services in Van Hise Hall, College Library, and Memorial Library Microforms/Media Center (Room 443): These on-campus media centers have 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” (1979) (VHS) - HS1.004/DVD at College and Memorial - DS557.73 W37 2003
2.) “Apocalypse Now” (1979) (VHS/DVD) - ID2.020 / DVD at Memorial - PN1997 A663 2010
3.) “Hearts of Darkness” (1991) (VHS) - ID2.021
5.) “Indochine” (1992) (VHS/DVD) - FR2059.149
9.) “In the Year of the Pig” (1968) (VHS) - HS1.019
10.) “Memories of a Massacre” (2001) (VHS)- HS1.017
11.) “Bombies” (2001) (VHS) - ID2.141

V. VACATION READING – Suggested Fiction and Non-Fiction Titles:
1.) Bao Ninh (1996), Sorrows of War.
3.) Tim O’Brien (1990), The Things they Carried.
4.) Graham Greene (1955), The Quiet American.
5.) Jean Larteguy (1965), Yellow Fever.
7.) Danielle Trussoni (2006), Falling Through the Earth.
8.) Lewis B. Puller, Jr. (2000), Fortunate Son.
9.) Michael Herr (1977), 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 to 1973. What do these governments, and U.S. 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. [B]y 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 U.S.-directed pacification policy, including the Phoenix Program, largely failed there between 1959 and 1969.

7.) **Tet Offensive:** Was the 1968 Tet offensive a simple U.S. 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 his court martial began, one unnamed American told a reporter, “Rusty Calley is a scapegoat.” Using this remark as a point of departure, examine U.S. military counter-insurgency tactics in the years surrounding the My Lai incident and determine, in light of recent revelations about the “Tiger Force” and other atrocities, to what extent civilian killings were an exception, a manifestation, or a component of U.S. Army pacification.

9.) **Cambodia and Laos:** Analyze the impact of U.S. 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 U.S. 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 students, African Americans, 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 U.S. 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 U.S. government’s failure in Vietnam? Consider the policies of the Johnson administration in light of McNamara’s retrospective assessment.

**VII. HOW TO WRITE A RESEARCH ESSAY—A THREE-STEP METHOD:**

1.) **STEP ONE—Reading & Research:**
   a.) **Sources/Research:**
      1.) All good essays begin with the three “Rs”—reading, research, and reflection.
      2.) Like most essays, a History 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 usually reflects the depth of its author’s reading.

   b.) **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.) an overall hypothesis, and;
         b.) the evidence you need 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 all the bibliographic information for your source: author, title, place of publication, publisher, and relevant pages.
      5.) Toward 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.
c.) **Citing Your Sources:**

1.) Assuming three paragraphs per page, you should have at least one source or 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.) Use endnotes or footnotes in the following format:


4.) For a second, non-sequential citation of the same work a short citation:


5.) If you are citing the same source in sequence, use Ibid for second citation.

   29. Ibid., 80–81.


2.) **STEP TWO—Framing the Argument:**

a.) **Outline:** With your reading done, you are ready to outline your argument. Begin by articulating the single, central question you will ask and answer in the course of this paper. Next, write a one- or two-page outline of your essay with the basic components discussed below.

b.) **Overall structure:** Every essay, whether humanities or social science, 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 upon the original hypothesis in light of the evidence presented.

   Of these three elements, the formulation of a hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the mass of material you have read and articulate a thesis, which in most History essays usually analyzes causality (why events occurred) or consequence (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 an agenda for the topics that you will explore in the next section of your essay, the evidence/argument.

   By the time you start writing, you should be able to summarize your argument in a first sentence for the essay akin to the following formulation: “By applying A to B, the essay will explore/explain C.” For example, an essay on the Tet Offensive might begin: “By exploring the media coverage of the Tet Offensive, it becomes apparent that a clear U.S. military victory became transformed, in the mind of the American public, into a major political defeat.” Please note: Not only has this sentence articulated an argument, but it also identified the key components or factors that will be used to structure the essay: i.e. media, military operations, and political defeat. 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 and offer resolution.
   d.) Make sure you are examining the main point, not a secondary or
       side issue.

2.) The Evidence: In the middle part of your essay, you must present
   evidence—through an analytical intertwining of events and factors—to deal
   with the problem posed at the beginning of your essay. Be specific. Give the
   reader a brief narrative of an event grounded in some statistical or anecdotal
   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. In this section, you can also reflect on your
   findings, considering issues that essay did not address sufficiently or
   reflecting on the limitations of your argument.

c.) Level of Argument: Some students produce papers that fill all the demands of the
   format but do not produce an argument that fully engages the problem.
   1.) Drawing upon reading and lectures, try to frame an argument that seems to
       address the question in the most direct and significant manner possible,
       drawing the most convincing possible evidence to support the case you are
       making.
   2.) By reading several sources with diverse viewpoints and reflecting on the
       authors’ approaches, you can define an appropriate question and level of
       analysis.

d.) 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.
   In general, 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.) STEP THREE—Writing the Essay:
   a.) Procedure:
       1.) Write an outline, in bullet-point format, 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.) Following your outline, write a first draft taking care to introduce transitional
           clauses or sentences that allow the reader to follow your argument paragraph by
           paragraph.
       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 each paragraph with a “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 some of your sentences with words such as “similarly,” “moreover,” and “however” so that they flow from one sentence to another.
   4.) Paragraphs should not be too long. If you need a rough guide, have 3 paragraphs to a page with 8 to 10 lines in each.

d.) **Aspire to style:**
   1.) Ideally, there should a rhythm to your writing. Sensitize your mind’s ear to the rhythms of your prose, making your writing an expression of your inner voice.
   2.) As in all forms of discourse, there is an appropriate style for an academic essay somewhere between the chatty colloquial and the overly formal.