

# FYS 102: Give Peace a Chance?

## Students, Protests, and Global Conflict

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**Course Number:** FYS 102  
**Semester:** Fall 2015  
**Schedule:** 9:35-10:50 T R  
**Location:** CCC 322

**Instructor:** Taylor M. Easum  
**Office:** CCC 459  
**Office Hours:** 11:00-12:00 T R  
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### **I. Course Description:**

What would make you march in the streets? In the 1960s, campuses around America erupted in protest over America's war in Vietnam. This seminar has two goals: First, this course will introduce students to this vibrant and transformative history, much of which occurred right here in Wisconsin. Second, we will also ask what the role of a student is in modern America, and what it means to be engaged in your community, as a local, national, or global citizen. The course is organized into three units. We will begin by learning something about America's involvement in Vietnam—how it began, why it escalated, and how it became so controversial. We then move to the growing protests against the war, focusing on the student movements on campuses across America. Why did students protest the war? How did students react at UWSP? How did student protests interact with other groups, such as veterans and the broader public? Finally, we examine the global role of students in a variety of contexts, particularly in Southeast Asia, which has dealt with the aftermath of the war in Vietnam for decades. How did students in Asia react to the Vietnam War? Do students continue to play a political role in Asia? In the final two units, we will examine what it means to be a student through film, newspaper articles, popular music, oral histories, documentaries, and photographs.

### **II. Learning Outcomes:**

Upon completion of all FYS courses at UWSP, students should be able to:

1. Describe the key components and purpose of a liberal education and explain how a liberal education will shape your college studies, career, and life.
2. Identify key components of critical thinking and information literacy and apply the associated skills within course assignments.
3. Identify and apply appropriate skills for college success, as well as appropriate UW-Stevens Point programs, resources, and services designed to support your academic studies.
4. Develop an educational plan that demonstrates the responsibility you will take for your own education, including curricular and co-curricular experiences.

At the completion of this course, students should be able to:

1. Describe the role of students in the protests of the 1960s and 70s against the war in Vietnam.
2. Compare and contrast the experience of students in the Vietnam era and today.
3. Critically examine the role of students in their local, national, and global community.
4. Identify and examine the role of students in diverse political and cultural contexts.

### III. Evaluation:

Since the overall goal of this course is to help students develop the skills needed to succeed in their college career, the assignments are designed to reflect and further that goal:

1. *Attendance/Participation* (You have to come to class!): 20%
2. *Quizzes* (You have to keep up with the reading!): 20%
3. *Short Writing Assignments* (You have to express your thoughts clearly!): 20%
4. *Group Project* (You have to work together towards a larger project!): 20%
5. *Final Examination* (You have to remember something by the end of the class!): 20%

For each of these assignments, there are different requirements for both the amount and form of work to be done. All assignments will be discussed in detail in class, but here is a brief description of the assignments and expectations:

1. *Attendance/Participation*: Your presence and participation in class is mandatory, and I will take attendance. If you miss more than 3 classes during the semester, your overall grade will be lowered one step (i.e. from a B to a B-). Excused absences must be documented and cleared with me as soon as possible.
2. *Quizzes*: In order to track your progress over the semester, there will be four short quizzes given in class
3. *Short Writing Assignments*: Throughout the semester I will assign short assignments, such as responses to our readings and films, to certain campus events, and short reflection papers.
4. *Group Project*: We will work together to understand what it means to be a globally aware student in the twentieth (and twenty-first) century. As part of that process, we will work together to create a class project based on library and online research, which we will discuss in class.
5. *Final Examination*: On the scheduled final exam date and time, students will take a final exam consisting of a few short answer questions and, more importantly, a reflection on the role of the student—i.e. you!—in history.

### IV. Readings:

Many readings will be posted on D2L as PDF files, or will be accessible elsewhere online. Several readings, however, will come from the following required textbook, which may be rented from the UWSP Bookstore or purchased online:

1. Marilyn Young, John J. Fitzgerald, and A. Tom Grunfeld, eds. *The Vietnam War: A History in Documents*. Oxford; New York: Oxford University Press, 2003.

### V. Course Website:

Through the D2L website for the course, students can access a variety of materials, including the course syllabus, supplemental readings, and links to relevant outside resources. There will also be an online discussion forum for students to pose questions on the week's readings, which will comprise part of your participation grade, as noted above.

## COURSE OUTLINE

| <i>Date</i> | <i>Topic</i>                               | <i>Assignment/Activity</i>  | <i>Reading</i>  |
|-------------|--|---|---|
| 9/3         | Introduction to FYS                        | Introductory Surveys (in class)<br>Time management exercise (in class)  | Fareed Zakaria on a liberal arts education (in class).  |
|             | Getting to know the past – An Introduction | <b>Reflection Essay #1:</b><br>One page reflection – What do you think it means to be a college student? (Due 9/8)  | Young, Fitzgerald, and Grunfeld, eds., pp. 6-9 (in class)   |
| 9/8         | Get involved!                              | <b>Class Visit:</b> Student Involvement & Employment on Campus  |   |
|             | A brief Historical Introduction to Vietnam |   | Young, Fitzgerald, and Grunfeld, eds., pp. 11-14  |
| 9/10        | A brief Historical Introduction (cont'd)   | Take notes from lecture and reading – compare and discuss in class<br><br><b>Written Report:</b> Student Involvement Fair: ( <a href="http://www.uwsp.edu/centers/SIEO/pages/orgs/student-org-fair.aspx">http://www.uwsp.edu/centers/SIEO/pages/orgs/student-org-fair.aspx</a> ). Visit the fair and write a one page report on one or more opportunities for involvement that interest you. (Due 9/15) | Young, Fitzgerald, and Grunfeld, eds., pp. 15-23  |
| 9/15        | The First Indochina War                    | <b>Class Visit:</b> Making use of the Tutoring-Learning Center (TLC)  | Young, Fitzgerald, and Grunfeld, eds., pp. 25-39  |
| 9/17        | “Waist Deep in the Big Muddy”              |   | Young, Fitzgerald, and Grunfeld, eds., pp. 41-65  |
| 9/22        | America’s War                              |   | Young, Fitzgerald, and Grunfeld, eds., pp. 67-87  |
| 9/24        | Going to War                               |   | Young, Fitzgerald, and Grunfeld, eds., pp. 97-115   |
| 9/29        |  | <b>QUIZ 1: Getting into Vietnam</b>   |   |
|             | A People Divided                           |   | Young, Fitzgerald, and Grunfeld, eds., pp. 117-127  |
| 10/1        | Library Visit                              | Discussion of group projects  |   |
| 10/6        | A People Divided (cont'd)                  | <b>Film:</b> Two Days in October – Film and Discussion  | <a href="http://www.pbs.org/wgbh/amex/twodays/index.html">http://www.pbs.org/wgbh/amex/twodays/index.html</a>   |
| 10/8        | A People Divided (cont'd)                  | Finish film and discussion  | <a href="http://www.library.wisc.edu/archives/exhibits/exhibits-and-special-projects/protests-social-action-at-uw-madison-during-the-20th-century/1960-1969/">http://www.library.wisc.edu/archives/exhibits/exhibits-and-special-projects/protests-social-action-at-uw-madison-during-the-20th-century/1960-1969/</a> |
| 10/13       | Global Legacies and Diverse Experiences    | <b>Film:</b> Finding the Middle Way<br><br><b>Written Report:</b> Coffee and Culture ( <a href="http://www.uwsp.edu/centers/SIEO/pages/leadership/coffee-and-culture.aspx">http://www.uwsp.edu/centers/SIEO/pages/leadership/coffee-and-culture.aspx</a> ) Attend the event   | Read about the film here: <a href="http://english.hmongvideo.org/about/">http://english.hmongvideo.org/about/</a>   |

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|       |   | “True Life: I am a Hmong American” (6pm at the DUC Laird Center) and write a one-page essay reflecting on the challenges facing students from different backgrounds.  |   |
| 10/15 | Avoiding a Quagmire – Planning Ahead            | <b>Class Visit:</b> Advising 101  |   |
| 10/20 | Protests in Point?                              | <b>Film:</b> A Trip with LSD, followed by Q&A with the filmmakers   |   |
| 10/22 | Nixon’s War                                     |   | Young, Fitzgerald, and Grunfeld, eds., pp. 129-145 (Nixon’s War)  |
| 10/27 | Nixon’s War (cont’d)                            |   |   |
| 10/29 |   | <b>QUIZ 2: Nixon’s War</b>  |   |
|       | Selling Patriotism                              | <b>Activity:</b> Design protest signs – for something real or imagined (in class). Continue working on these at home; bring back to class on 11/10.   | Young, Fitzgerald, and Grunfeld, eds., pp. 89-95  |
| 11/3  | Crisis and Confrontation                        | <b>Film:</b> Four Dead in Ohio<br><b>Song:</b> Neil Young’s “Ohio”<br><br><b>Written Report:</b> Interview someone in your family or community about the era of protest and dissent that surrounded the Vietnam War. A worksheet for the interview will be provided. Bring the completed worksheet to class on 11/12. | Heineman, “Tin Soldiers and Nixon Coming”: 1970, pp. 237-256.   |
| 11/5  | Popular Culture and the War – Music             | American protest music:<br>Rock and Roll in SE Asia:  | Vietnam's Rock 'n' Roll War ( <a href="http://www.bbc.co.uk/programmes/p010c44r">http://www.bbc.co.uk/programmes/p010c44r</a> )   |
| 11/10 | Remembering the War through Film and Television | Clips from various films and shows, such as <i>Apocalypse Now</i> , <i>Magnum PI</i> , the <i>A-Team</i> , and <i>Tropic Thunder</i>  | Young, Fitzgerald, and Grunfeld, eds., pp. 147-161 (After the War)  |
| 11/12 |   | <b>QUIZ: 3: Popular Culture, Protest, and War</b>   |   |
|       | Remembering the Vietnam Era                     | Discussion of interviews.   |   |
| 11/17 | Student Movements in Asia - Introduction        |   | Weiss and Aspinall, <i>Student Activism in Asia</i> , Introduction (pp. TBD)<br><br><a href="http://www.pbs.org/wgbh/pages/frontline/tankman/">http://www.pbs.org/wgbh/pages/frontline/tankman/</a>   |
| 11/19 | Students in Thailand: Withdrawal Symptoms       |   | <a href="http://nvdatabase.swarthmore.edu/content/thai-students-overthrow-military-thanom-regime-1973">http://nvdatabase.swarthmore.edu/content/thai-students-overthrow-military-thanom-regime-1973</a><br><a href="http://news.bbc.co.uk/onthisday/hi/dates/stories/october/14/newsid_2534000/2534347.stm">http://news.bbc.co.uk/onthisday/hi/dates/stories/october/14/newsid_2534000/2534347.stm</a><br><a href="http://www.bbc.co.uk/progra">http://www.bbc.co.uk/progra</a> |



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|                |                                       |  | <a href="#">mmes/p00b1z3s</a>  |
| 11/24          | Research and Writing Workshop         | In class exercises   | <i>They Say, I Say</i> , pp. TBD   |
| 11/26          |                                       | <b>NO CLASS – Happy Thanksgiving!</b>  |  |
| 12/1           | Student movement in Thailand          | Hunger games in Thailand   | Prajak Kongkirati, “Thailand: The Cultural Politics of Student Resistance”<br><a href="http://isaaanrecord.com/2015/02/27/profile/">http://isaaanrecord.com/2015/02/27/profile/</a><br><a href="http://www.reuters.com/article/2015/02/16/us-thailand-politics-idUSKBN0LK0X420150216">http://www.reuters.com/article/2015/02/16/us-thailand-politics-idUSKBN0LK0X420150216</a> |
| 12/3           |                                       | <b>QUIZ: 4: Student Movement in Thailand</b>   |  |
|                | Present/Protest!                      | Group Project Presentations (one)  |  |
| 12/8           | Present/Protest! (cont'd)             | Group Project Presentations (two)  |  |
| 12/10          | Being a student in a globalized world | Group Project Presentations (two)  | <b>Written Report:</b> Attend reception for Prof. Scripps Museum Exhibition class at the Scarabocchio Museum downtown (details to follow)  |
| 12/15          | Last day of class                     | <b>Reflection Essay #2:</b> Return to the reflection essay you wrote at the beginning of this course. Now, after taking this course, write a second reflection answering the same question: what does it mean to be a student? |  |
| 12/18 (Friday) |                                       | Final Exam – Good luck!  |  |