HIST 3020
The Vietnam War

Course Coordinator: Dr. Michael Ondaatje
Room: HO1.58 (Ourimbah)
Phone: 49215219; 0415065724
Fax: 49216933
Email: Michael.Ondaatje@newcastle.edu.au
Consultation hours: Thursday 10-12, or by appointment
Semester: Semester 1, 2008
Unit Weighting: 10
Teaching Methods: Lecture, Laboratory (Film Screening), Tutorial

COURSE DESCRIPTION
Examines the Vietnam War, a conflict that can be traced to French colonization during the nineteenth century, but which reached its climax during the Cold War of the 1950s and 1960s when first the French and then the Americans struggled unsuccessfully to thwart Vietnamese nationalism. Topics include: French colonialism in Vietnam; America’s road to involvement; the Americans and Vietnamese at war; the media and the War; the antiwar movement; the impact of the War on Vietnamese society; Ho Chi Minh and Vietnamese nationalism and communism; Richard Nixon and Vietnam; the American military’s (unsuccessful) search for technological alternatives to ground combat; and the War’s political, cultural and economic legacies.

Studying the Vietnam War enables us to consider a number of key themes in modern history, including the Cold War, the problems arising from post-World War Two decolonization, the formulation and implementation of American foreign policy, social protest movements of the 1960s, and the impact of “total war” on the civilians and combatants who found themselves swept up in this bitter and divisive war. Students will have the opportunity to learn about the experiences and attitudes of combatants on all sides, the imperatives behind American strategy, and the history of Vietnam’s protracted struggle for independence. But you will also have the opportunity to
consider a number of more “specific” topics over the course of the semester. What, for example, was the nature of French colonialism in Indochina? Would it all have been different if John Kennedy had not been assassinated? Why did the Americans wage war the way they did – and could they ever have defeated the Viet Cong and North Vietnamese? Whilst you are expected to familiarize yourself with the main themes of the course, the choice of research essay topic will allow you to specialize in that aspect of the course which most interests you.

**COURSE OBJECTIVES**
Upon successful completion of this course, students will be expected to: display an understanding of the major aspects of the Vietnam War; display the ability to read critically, broadly, and independently; show both awareness of the contested nature of historical representation and the ability to engage in historical debates; display an ability to conduct research independently and on various aspects of the Vietnam War; display an ability to express clear and informed arguments, either orally or in writing, on various aspects of the Vietnam War.

**Assessment Items**

| Other: (please specify) | Class participation demonstrating preparation and involvement, worth 10%; one to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises, totaling 1,000 - 3,000 words, 50 - 70%; formal exam or class test, as specified in the course guide, 20 - 40%. Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester. |

**ASSUMED KNOWLEDGE**
20 units in History at 1000 level or equivalent

**Ourimbah Campus Timetable**
HIST3020
THE VIETNAM WAR
Enquiries: School of Humanities and Social Sciences
Semester 1 – 2008
Film Screening:
Thursday 13.00-14.00 [O_CS2.19]
Lecture:
Thursday 9.00-10.00 [O_CS2.18]
Tutorial:
Friday 14.00-15.00 [O_CS2.06] (commencing Week 2)

**Plagiarism**
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was
completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items** Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy and the on-line form for further information, particularly for information about the options available to you, at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period.
Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty website

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details
Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.
Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

End of CTS Entry
Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at**:  
  - Level 3, Shortland Union, Callaghan  
  - Level 2, Student Services Centre, Callaghan  
  - Ground Floor, University House, City  
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and
submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style
In this course, it is recommended that you use the Chicago style referencing system for sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Refer to the instructions at the back of this course guide.

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.
Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc.). May include extensive plagiarism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalize from the theoretical content to develop an argument in an informed and original manner. The work is well organized, clearly expressed and shows a capacity for critical analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Date due</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz Exercise</td>
<td>Written in the Lecture, week 6</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>5pm, Friday 4th April</td>
<td>10%</td>
</tr>
<tr>
<td>Essay (2,500-3000 words)</td>
<td>5pm, Friday 9th May</td>
<td>45%</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>Continuous</td>
<td>10%</td>
</tr>
<tr>
<td>Class Test (50Mins)</td>
<td>Week 14 Lecture</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%
ASSESSMENT DETAILS:

1. QUIZ EXERCISE
Your mastery of the readings will be assessed during a 45 minute in-class exercise on Thursday 27 March during the lecture time and in the lecture venue. It will involve ‘short answer’ questions. These questions will ask you to identify the significance of individuals, groups, events, or issues discussed in the introductory tutorial readings in this course (i.e. for weeks 2, 3, 4 and 5)

Assessment will measure knowledge (how well the introductory readings have been assimilated) and comprehension (how well they have been understood). Style will not be a significant assessment factor. The marked exercise will be returned with comments.

2. ANNOTATED BIBLIOGRAPHY
The annotated bibliography is designed to enhance your bibliographical research skills, and to ensure that you have discovered sufficient material to sustain your research essay. I will return the bibliography, marked and with comments, on 11 April (one week after submission) so you can use it as you begin to write up your essays during the semester recess (14-25 April).

Discovering relevant books for your topic will be relatively straight-forward. Just use the library catalogue’s ‘keyword’ function. Finding material in edited collections and discovering articles in periodicals is somewhat more complicated (feel free to speak to me about this and/or make an appointment to see a reference librarian).

Remember that one of the best ways to build a bibliography is to check the footnotes and bibliographies of recent articles and books on your subject. Let others do the work for you!

Many of the sources you discover will be too specialised or too esoteric for your purposes. Identify a manageable body of manageable readings (four or five good books and a dozen solid articles would be a perfectly acceptable foundation for an essay, although you will be rewarded for ambition). You should engage with primary material, but, again, ensure that your texts are manageable. It’s obviously impossible for you to read every primary source on the Vietnam War – so focus on one or two salient essays or excerpts.

As you survey your potential sources in order to finalise your bibliography, make notes on why you have chosen those you intend to use. You must write two or three sentences on each selected source explaining why it is relevant to your topic, as you will be providing an annotated bibliography.

Submit your bibliography in alphabetical order (do not separate articles and books) in the format indicated in ‘The Essay Writing Guide’ at the back of this course outline (with appropriate annotations). You will be assessed on your enterprise in discovering useful sources for your topic, and on the insight displayed in your annotations.

3. MAJOR RESEARCH ESSAY
You are required to write one major research essay (2,500-3000 words) for this course, due anytime before 5pm Friday 9 May. Since the essay is due relatively close to the end of semester, and because you will almost certainly have other work due around that time, it is important that you start work on the essay at an early stage. By organizing your time effectively, you are most likely to do your best work (and that’s what I want to see you do!).
With regard to finding sources for your essay, it might be helpful to begin with the list included in this course guide, which indicate the books that have been placed in Short Loans. (Many other books have been placed on Three-Day Loan.) It might also be useful to consult the list of “Further Reading” included at the end of each chapter in McMahon’s *Major Problems in the History of the Vietnam War*.

When researching and writing your essays, as well as considering and evaluating the arguments put forward by various historians, some questions will be best answered if you also try to utilize primary source materials. Along with the documents included in McMahon’s *Major Problems in the History of the Vietnam War*, there are a number of collections of primary source materials available in the Library. An incomplete list would include:

- *The Pentagon Papers*
- “‘Takin’ it to the Streets’”, edited by Alexander Bloom & Wini Breines
- *A Vietnam Reader*, edited by George Donelson Moss
- *My Lai*, edited by James S. Olson & Randy Roberts
- *Bloods*, edited by Wallace Terry

**SUGGESTIONS FOR RESEARCH ESSAY QUESTIONS:**

1. Analyze the proposition that “American involvement in Vietnam during the 1960s stemmed from a confusion between strategy and policy.”

2. Analyze the growth of the National Liberation Front. To what extent did it benefit from the policies of the Diem Administration?

3. Analyze the political and military struggles between the Viet Minh and the French in the period 1945-54, analyzing the strengths and weaknesses of each side.

4. Was President Ngo Dinh Diem a “Vietnamese Mandarin” or an “American puppet”? Analyze the rise and fall of this controversial leader.

5. Analyze the leadership of Ho Chi Minh in the period 1945-69. What were his strengths and weaknesses?

6. Compare and contrast the Army of the Republic of Viet Nam (ARVN) and the North Vietnamese Army (NVA), analyzing their strengths and weaknesses.

7. Why did the United States invade Cambodia in 1970?
8. What part did Robert McNamara play in the escalating American involvement in Vietnam during the early- and mid-1960s?

9. Analyze the political and military strategies of the National Liberation Front during the 1960s.

10. Analyze the proposition that the “antiwar movement had a major impact on U.S. policies in Vietnam.”

11. “The Gulf of Tonkin incident was a contrivance, giving Lyndon Johnson the blank cheque he sought to wage full-scale war in Vietnam.” Analyze.

12. “The South Vietnamese Army was the most maligned participant in the Vietnam War: when given the opportunity, it fought effectively, and was never as corrupt as its critics claimed.” Analyze.


14. What part did the Vietnam War play in the 1968 presidential election in the United States?

15. Analyze the experiences and attitudes of Vietnam veterans in the antiwar movement in the United States.

16. Analyze the strengths and weaknesses of the Thieu regime.

17. Analyze the experiences and attitudes of African American soldiers in the Vietnam War.

18. Analyze the political and military struggles between the United States and the Viet Cong/NVA, analyzing the strengths and weaknesses of each side.

19. Analyze the overthrow of Ngo Dinh Diem.

20. Analyze the proposition that: “the South Vietnamese had every reason to feel betrayed. . . . Had the United States lived up to its promises, the communist forces would have been repulsed in 1975, just as they had been in 1972.”

21. Analyze the controversy surrounding the publication of the Pentagon Papers.

22. Analyze the role of the United States in the rise and fall of Ngo Dinh Diem. Was he nothing more than a U.S. “puppet”?

23. Analyze the Nixon administration’s efforts to secure “peace” in Vietnam.

24. Who was responsible for the massacre at My Lai?

25. Analyze the proposition that “for the United States, Tet was a long-postponed confrontation with reality; it had been hypnotized until then by its own illusions, desires, and needs.”

NB: Alternatively, if you wish, you can devise your own essay topic - in consultation with me.
USING THE WEB
Some excellent material is now available on the Web. But there is, of course, also a great deal of rubbish. Because many aspects of the Vietnam War are the source of much debate and dispute, be particularly wary of some of the groups or individuals who use the Web to push their own particular line: while the Internet is in some respects a “democratic” medium, it is also the case that we must treat some of the material that is available there with a great deal of skepticism. As with any historical source, any material you obtain from the Web should be course to the most rigorous scrutiny. You should ask yourself: who wrote this material?; would it be published by a reputable academic press or in a quality refereed journal?; why has the “author” put this material on the Web? If you bear these points in mind, you’ll no doubt find some useful material on the Web.

Notwithstanding these concerns, if used judiciously the Web can offer a good deal of useful material, particularly primary source material. A look at the Library of Congress homepage, for example, or at the sites maintained by other major archives or state historical societies, will lead you toward a number of useful sights pertaining to the various topics we’ll be examining this semester.

If you’re thinking of using the Web, please consult:


PLEASE NOTE:
Your research essays must follow the recommended conventions as to footnotes and bibliography. (See the information appended to this Course Guide.) If you are in any doubt, please consult the information included at the end of the Course Guide, or speak to me.

4. Class Test
There will be a 50 minute final class test at the end of the course. It is designed to assess your assimilation of the information basic to the unit’s themes (see course description above), and your understanding of those themes. Particular stress will be placed on knowledge and understanding of the readings discussed in tutorials 8-13. Style and presentation will not be a significant assessment factor.

COURSE READING:
Textbooks:


Recommended Reading


The set texts for this course are Michael Herr’s *Dispatches* and Robert J. McMahon’s *Major Problems in the History of the Vietnam War*. *Dispatches* is not a “textbook” account of the war; but it does provide wonderful insights into many aspects of America’s Vietnam experience. As well as the specific sections of the book that we’ll be considering in tutorials, I would encourage you to read the rest of the book during semester. McMahon’s *Major Problems in the History of the Vietnam War: Documents and Essays* volume is divided into a series of thematic chapters, each containing a selection of primary sources, and two or three secondary sources, on specific aspects of the Vietnam War.


**TUTORIALS:**

Tutorials will be conducted as discussion groups (no student presentations, unless you really want them!), with the tutor as chair. They will ensure that you engage with the tutorial readings, enhancing your understanding of the unit’s themes and developing your oral skills. Each member of a tutorial group should attend throughout the programme, do the assigned reading, and participate in discussion.

Tutorial assessment will evaluate:

1. Attendance. You’ll receive credit for attendance, but perfect attendance without much participation will result in no more than a ‘pass’ (50-59 percent). Systematic non-attendance at tutorials without a valid explanation may result in failure.

2. Participation. You’ll be assessed on the quantity and quality of your participation in tutorial discussion. Lots of participation which doesn’t reflect preparation or insight won’t do you much good, but even a few well-prepared and insightful interventions once-in-a-while will gain a good mark. Consistent participation reflecting close engagement with the recommended readings and genuine insight will result in a high mark (it’s one of the few areas where I sometimes give 100 percent!).

Tutorials are a collective experience. Particularly high marks will be awarded to students who stimulate discussion and encourage others to participate. Overriding others or aggression will be penalised.
Tutorial Topics

Week 2

Introduction & Dispatches

This is your opportunity to ask questions about our course — while there’s still time to escape! If there’s any aspect of The Vietnam War 3020 that’s unclear to you, particularly any aspect of assessment, query it during our discussion. After discussing your questions, we’ll plunge in and take a look at the first section of Michael Herr’s Dispatches. Published nearly 30 years ago, Herr’s book remains a valuable source for an analysis of the Vietnam War. During the 1960s Herr spent time in Vietnam as a journalist, writing for Esquire magazine; later he co-wrote the script for Apocalypse Now. Also, please take a look at the relevant sections of the McMahon collection.

Questions and issues for discussion:

• Why has the Vietnam War continued to be such a divisive issue in American politics and culture? Why have historians disagreed so passionately about the war? Was American intervention in Vietnam, as Ronald Reagan claimed in 1988, a “noble cause”?

• What does Michael Herr’s Dispatches reveal about American involvement in Vietnam? Is it “journalism” or “history”?

Background reading:


Core Reading:


Supplementary Reading:


Week 3

French Colonialism & Vietnamese Nationalism

Questions and issues for discussion:

- Briefly, what were the key themes in Vietnamese history prior to French rule?
- Discuss French rule in Indochina. What impact did the French have upon Vietnamese society and economic life?
- Discuss the origins, ideology, and key figures in twentieth-century Vietnamese nationalism. What was the role of the Communist party?
- Why did the French lose control of Indochina in the post World War Two period?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 1.

Core Reading:

McMahon, Major Problems in the History of the Vietnam War, 17-35.

Supplementary Reading:
DeGroot, A Noble Cause?, Chapter 1.


Week 4

“The Quiet American”?:

_American Intervention in Vietnam, 1945-60_

Questions and issues for discussion:

• Why did the United States involve itself in Indochina during the postwar period? What was the “Domino Theory”? Why did the U.S. attach so much importance to Vietnam? What were the strengths and weaknesses of the South Vietnamese government after 1954?

• Discuss the policies of the Eisenhower Administration toward the crisis in Indochina.

• Discuss the Americans’ efforts to improve South Vietnam’s armed forces during the late 1950s.

**Background reading:**
Brawley, Dixon, and Green, _Conflict in Indochina, 1954-1979_, Chapters 2 & 3.

**Core Reading:**

**Supplementary Reading:**
Baritz, _Backfire_, Chapter 2.

De Groot, _A Noble Cause_, 34-66.


Moss, _An American Ordeal_, Chapter 3.

Olson & Roberts, _Where the Domino Fell_, Chapter 3.

Schulzinger, _A Time for War_, Chapter 4.

Week 5

“Into the Big Muddy”:
John Kennedy & Lyndon Johnson take America to War, 1961-1968

Questions and issues for discussion:

- What policies did John F. Kennedy pursue regarding Indochina? What imperatives drove Kennedy’s policies in Vietnam? Is it possible to assess whether Kennedy would have withdrawn American advisers from Vietnam? Or would he have increased the American commitment? Were there critics of American policy during the early 1960s?

- What was the significance of the Tonkin Gulf Resolution?

- On what grounds did Lyndon Johnson justify U.S. involvement in Vietnam? Were there alternatives to escalation? Why was LBJ so determined to stand up the Viet Cong & North Vietnamese? How have historians explained Johnson’s decision(s) to escalate American involvement during the mid-1960s?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 5.

Core Reading: (There’s a lot this week: sorry!)

Supplementary Reading:
Baritz, Backfire, Chapters 3 & 4.
Dudley, Vietnam War, 71-75, 95-103, 110-22, 131-37, 168-71
Herring, America’s Longest War, Chapters III & IV.
Moss, A Vietnam Reader: Sources and Essays, 56-104.
Moss, An American Ordeal, Chapters 4 & 5.
Olson & Roberts, Where the Domino Fell, Chapters 4-6.
Schulzinger, A Time for War, Chapters 5-7.
Week 6

“White Boots Marching in a Yellow Land”:
Americans in Vietnam & the My Lai Massacre

Questions and issues for discussion:

• How did the United States wage war in Vietnam during the 1960s? What were the Americans’ strategies? How effective were they? What judgments have historians made about U.S. strategy? How persuasive is Loren Baritz’s argument regarding the “limits of technological warfare”? Could the U.S. ever have achieved a military victory in Vietnam?

• Discuss the experiences and attitudes of the ordinary soldiers, or “grunts.”

• What happened at My Lai? Who was responsible?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 7 (& 6).

Core Reading: (Again, there’s a lot this week: sorry!)


Supplementary Reading:

Baritz, Backfire, Chapters 6 & 7.


Herr, Dispatches, “Illumination Rounds.”

Herring, America’s Longest War, Chapter V.


Week 7

Enemies and Allies: Vietnam at War in the 1960s

Questions and issues for discussion:

• What were the goals of the National Liberation Front (NLF)? Discuss the motivations and experiences of those who fought for the Viet Cong. Discuss the military and political strategies of the North Vietnamese and the NLF. How did the North Vietnamese and the Viet Cong sustain their war effort, over such a long period, against such overwhelming odds? Discuss the leadership of Ho Chi Minh.

• What were the weaknesses of the South Vietnamese government and army? Could South Vietnam ever have become a “viable, independent state”? Discuss the relationship between the South Vietnamese and Americans.

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapters 4, 6, and 7.

Core Reading:

Supplementary Reading:
DeGroot, A Noble Cause, 93-124.
Duiker, Sacred War, Chapters 3-5.
McMahon, Major Problems in the History of the Vietnam War, 276-79, 289-93, 357-60.
Questions and issues for discussion:

- What happened in Vietnam during January and February 1968?
- What was the U.S. reaction to the Tet Offensive?
- To what extent was Tet a turning point in the war? Is it possible to say that either side “won” the battles – political as well as military – that raged during the Tet Offensive? To what extent did the Tet Offensive expose the financial limits on America’s intervention in Vietnam?
- What are the difficulties in assessing the impact of Tet? Why has Tet provoked such controversy amongst participants and historians?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 8.

Core Reading:
McMahon, Major Problems in the History of the Vietnam War, Chapter 10.

Supplementary Reading:
DeGroot, A Noble Cause, Chapter 6.
Herr, Dispatches, “Hell Sucks” & “Khe Sanh.”
Herring, America’s Longest War, Chapter VI.
Karnow, Vietnam, Chapter 14.
Moss, An American Ordeal, Chapter 7.
Olson & Roberts, Where the Domino Fell, Chapter 8.
Schulzinger, A Time for War, Chapter 10.
Week 9

Madman in the White House?:
Richard Nixon, Henry Kissinger, & “Peace with Honor”

Questions and issues for discussion:

- What imperatives underpinned “Tricky Dicky” Nixon’s policy toward Indochina?
- What was “Vietnamization”? Could it have worked? What part did it play in the “Nixon Doctrine”?
- What role did Henry Kissinger play in the Nixon White House?
- Why did it take so long for the United States to negotiate a withdrawal from Vietnam? Did Nixon & Kissinger achieve “peace with honor”?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 11.

Core Reading:

Supplementary Reading:
Baritz, Backfire, Chapter 5.


Dudley, Vietnam War, Chapter 4.

Herring, America’s Longest War, Chapter VII.


Moss, A Vietnam Reader: Sources and Essays, 138-49, 210-16.

Moss, An American Ordeal, Chapter 8.

Olson & Roberts, Where the Domino Fell, Chapters 9 & 10.

Schulzinger, A Time for War, Chapter 11.
Week 11

“I Ain’t Marchin’ Anymore”: The Antiwar Movement

Questions and issues for discussion:

• Discuss the origins, motives, and methods of the antiwar movement. Who was likely to oppose the war? (And who was likely to support the war?) What contributed to the movement’s growing militancy?

• When, and why, did American public opinion shift against the Vietnam War?

• What impact did the antiwar movement have on American policy? Did the antiwar movement affect the successful prosecution of the war?

• What part did Vietnam veterans play in the antiwar movement? And what impact did the antiwar movement have on the reception given to veterans?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Chapter 9.

Core Reading:
Wells, Tom. “The Anti-Vietnam War Movement in the United States,” in Lowe, The Vietnam War, 115-32. (This is a good place to start – it is available On-Line, from the Short-Loans Collection.)

McMahon, Major Problems in the History of the Vietnam War, Chapter 13.

Supplementary Reading:

DeGroot, A Noble Cause, Chapter 12.

Dudley, Vietnam War, 104-109, 177-204, 221-33.

McMahon, Major Problems in the History of the Vietnam War, 494-511.

Moss, A Vietnam Reader: Sources and Essays, 125-34, 149-53.

Schulzinger, A Time for War, Chapter 9.

Week 12

The Media & Vietnam

Questions and issues for discussion:

- How did the media represent the Vietnam War? Were their reports “accurate, informative, and perceptive” or were they “deceptive”? In what ways did media reports of the war change over time? How important were the images of the war shown on television?

- Discuss the American press and TV networks’ coverage of the Tet Offensive. What was the “credibility gap”?

- How have conservative politicians and military spokespersons judged media presentations of the war?

- What did the media coverage of the Vietnam War suggest about the role of the media in American society and culture?

- You might also want to consider: how did (does) media reports from the Gulf Wars differ from those of the Vietnam era?

Background reading:

Core Reading:
Herr, Dispatches, “Colleagues.”


McMahon, Robert J., ed. Major Problems in the History of the Vietnam War: Documents and Essays, 2nd ed. Lexington, Mass.: D. C. Heath & Co., 1995, 520--52. (Note: this is from a different edition to that which you have probably purchased; this is available On-Line, from the Short-Loans Collection.)

Supplementary Reading:
Capps, A Vietnam Reader, 230-34.


Dudley, Vietnam War, Chapter 6.

Moss, George D., “News or Nemesis: Did Television Lose the Vietnam War?” In Moss, A Vietnam Reader: Sources and Essays, 245-300.


Week 13

Legacies

Questions and issues for discussion:

- What were the international and domestic consequences of the Vietnam War? Are there “lessons” to be learned from the war? If so, what are they, and have they been learned?

- Why has the Vietnam War continued to be such a divisive issue in American politics and culture?

- Is “Iraq another Vietnam”?

Background reading:
Brawley, Dixon, and Green, Conflict in Indochina, 1954-1979, Epilogue.

Core Reading:
Herr, Dispatches, “Breathing Out.”

Baritz, Backfire, 339-47. (Available On-Line, from Short Loans.)

McMahon, Major Problems in the History of the Vietnam War, Chapter 15.

Supplementary Reading:
Capps, A Vietnam Reader, 87-88, 249-318.

DeGroot, A Noble Cause, Chapters 10 & 14.

Olson & Roberts, Where the Domino Fell, Chapter 12.

Schulzinger, A Time for War, 328-36.

These books have all been placed in short loans, or are available on three-day loan. (Many other books are also available on 3-Day Loan.)


<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Lecture</th>
<th>Video</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>18/2</td>
<td>Vietnamese Nationalism &amp; French “Civilization,” 1847-1945</td>
<td>Frontline</td>
<td>No Tutes</td>
</tr>
<tr>
<td>Week 2</td>
<td>25/2</td>
<td>World War, Colonial War, &amp; Cold War: Vietnam, France, &amp; the United States, 1945-60</td>
<td>Uncle Ho &amp; Uncle Sam</td>
<td>Introductory tutorials: Course Organization &amp; Dispatches</td>
</tr>
<tr>
<td>Week 5</td>
<td>17/3</td>
<td>“We Gotta Get Out of This Place”: Americans Encouter Vietnam</td>
<td>Four Hours in My Lai</td>
<td>“Into the Big Muddy”: John F. Kennedy &amp; Lyndon Johnson take America to War</td>
</tr>
<tr>
<td>Week 6</td>
<td>24/3</td>
<td>Quiz Exercise</td>
<td>Lecture: The Tet Offensive</td>
<td>“White Boots Marching in a Yellow Land”: Americans in Vietnam &amp; the My Lai Massacre</td>
</tr>
<tr>
<td>Week 7</td>
<td>31/3</td>
<td>No Lecture</td>
<td>The Odd Angry Shot</td>
<td>Enemies and Allies: Vietnam at War in the 1960s Annotated Bibliography Due 4th April</td>
</tr>
<tr>
<td>Week 8</td>
<td>7/4</td>
<td>“The Ugly American”: Richard Nixon &amp; Vietnam</td>
<td>The Odd Angry Shot (cont.)</td>
<td>The Tet Offensive</td>
</tr>
<tr>
<td>Week 10</td>
<td>5/5</td>
<td>“Bringing it all Back Home”: The Antiwar Movement &amp; the American Media</td>
<td>Cambodia, the Bloodiest Domino</td>
<td>NO TUTORIALS: ESSAYS DUE, FRIDAY 9TH MAY</td>
</tr>
<tr>
<td>Week 12</td>
<td>19/5</td>
<td>The Vietnam War and Hollywood</td>
<td>The Deer Hunter, Platoon, Rambo, Good Morning Vietnam &amp; Apocalypse Now (Part 1)</td>
<td>THE MEDIA &amp; VIETNAM</td>
</tr>
<tr>
<td>Week 13</td>
<td>26/5</td>
<td>Summing Up</td>
<td>Part 2</td>
<td>Legacies</td>
</tr>
<tr>
<td>Week 14</td>
<td>2/6</td>
<td>Class Test</td>
<td>5 June (50mins)</td>
<td></td>
</tr>
</tbody>
</table>
University of Newcastle – History Discipline

ESSAY WRITING GUIDE

CONTENTS

A. Essays - What Are They All About?

B. Seven Steps to Planning and Writing a Successful Essay.

C. How to Say It in Formal Writing.

D. Presentation and Other Tricky Bits

E. Footnotes

F. Bibliography

G. Examples of Footnote and Bibliography Citations in Chicago Style

H. Further Reading

A. Essays - What are they about?

- We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

- Writing essays is difficult. (The word “essay,” when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organization of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.

- Remember that your tutors and lecturers are available to discuss any difficulties you may have though please do not leave it to the last minute to see them.

- History essays should follow the referencing conventions known as the University of Chicago style as outlined in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. (Chicago, 1996). Copies of this guide are available in the Library. Honors and postgraduate students should also consult the full version of the style as outlined in The Chicago Manual of Style, 14th ed. (Chicago, 1993). Copies are available in the reference section of the library. Additional style guides are listed in section H.

B. SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY

1. Establish what you are being asked to argue about.

Because an essay calls for an argument, you need to read the question carefully to determine what you are being asked, and what responses you can make - supporting, rejecting or offering qualified (dis)agreement.

2. Read for the essay in order to collect evidence.

It is sometimes a good idea to read – more than once – any primary sources that may be set in class. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the
topic.

3. **Formulate your own position, and muster your evidence.**
   From your reading, you should now be ready to decide what you will argue.

4. **Outline the essay structure.**
   Prepare an outline. In making notes about what you will say in your essay, keep in mind that:
   - the **Introduction** should state the position you will be taking and to tell the reader how you will address the subject;
   - the **Body** of the essay should present the pieces of evidence that support your essay, and to deal with any evidence to the contrary;
   - in writing the **Conclusion** of the essay it is usual to summarize the evidence presented and to restate your argument, confident that you have now provided adequate evidence to justify your position.

5. **Write a first draft.**
   Writing drafts helps you to organize your material and clarify your expression. In organizing your material you may find it helpful to write each main point, with any exposition, evidence or analysis, on an individual sheet of paper. You can then arrange and rearrange the sheets of paper until you achieve a logical progression to your argument. The points should be developed into coherent paragraphs, beginning with a sentence, which states the main point. A computer makes this process much easier.

6. **Redraft, edit and polish your essay.**
   This is essential. When you reread your draft after a few days, you will almost certainly find it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticize your own work. Proof read at least three times to check for accuracy. Read it aloud to check for fluency.

7. **Submit your essay.**
   Make sure it is on time and follows the guidelines on presentation, formal writing, footnotes, and bibliography and academic misconduct outlined below.

C. **how to say it in formal writing**
   - Be direct, clear and interesting. Simple words and constructions and short sentences are often best, but variety does prevent boredom. It is important to integrate quotations into the fabric of your argument.
   - Use appropriate conjunctions and punctuation. You should always quote accurately, but for the purpose of integrating quotations you may make minor changes (you may change a pronoun, for example) as long as you enclose all such changes in square brackets.
   - Formal writing is always polite. It is not acceptable to use masculine nouns and pronouns to refer to men and women. For example, “man is a literate being.” To avoid sexist language, the plural is often the best solution grammatically. For example, “people are literate beings.”
   - Avoid writing the way you speak. For example: “I reckon this is a very interesting question because everyone knows that this fantastic novel has a lot to do with his own life, but I don’t think it’s that easy to read.”
   - Written language differs from spoken language in terms of:
i) **Vocabulary**: avoid the use of slang, abbreviations, childish or heavily attitudinal words;

ii) **Logic**: do not hang all statements off your own opinion (“I think that”);

iii) **Sentence structure**: sentences should not be long chains of clauses linked by “because” or “and”; use full stops liberally;

iv) **Conjunctions**: make use of the written language tools offered by words such as “First, second,” “on the other hand,” “in conclusion,” which help the reader (and writer) to follow the logical organization of the material;

v) **Substance**: avoid sharing truisms or inanities with your reader. For example, “literature is really important.”

- Many students have difficulty with the following:

  i) **Sentence construction**. Make sure that the subject of the clause or sentence is clear, and that each sentence has a finite verb. If these terms mean nothing to you, consult the Learning Support Program. A sentence is not a paragraph.

  ii) **Paragraphing**. Each paragraph should begin with a relatively short “topic sentence” which summarizes or introduces the theme of the paragraph. Well designed paragraphs of three to four sentences help the reader to follow your argument.

  iii) **Punctuation**. Use punctuation to mark off elements of meaning and designate their respective values. Be scrupulous with apostrophes.

  iv) **Clichés**. Avoid clichés and colloquialisms - such words and phrases have been devalued.

**D. PRESENTATION and other tricky bits**

- The brief notes in this section are based on chapters in Turabian, *Manual for Writers of Term Papers*. You should refer to Turabian for fuller information on particular topics. Here are some general instructions:

  - Type or word-process your essay on one side of the paper. Computers for student use are available in the CT Building.

  - Include a wide margin (at least 4-cm) on the left-hand side of each page for the marker’s comments.

  - If you must handwrite your work (for example, if you have a computer breakdown), you are advised to write only on alternate lines of the page to give your marker room for comments.

  - All essays should be double-spaced and printed in a clear font such as Times New Roman or Garamond which should be at least 12 pt in size. You may single space the footnotes. But do not use a tiny font.

  - Number the pages, and fasten them securely.

  - Attach a cover sheet. Do not use any other kind of plastic sleeve or cover.
Acronyms, Numbers and Dates

- The names of government agencies, associations, unions and other organizations are often abbreviated. Commonly, acronyms are in full capitals with no periods. For example: UN, OPEC, and YMCA.

- Spell out all numbers from one to one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, and so on. For example: The population of the district was less than four million; there were 365 people in the graduating class.

- The same style should be used for all dates throughout the text. For example: On 28 June 1970 the convocation *Pacem in Maribus* was held.

- Particular centuries should be spelled out. For example: seventeenth-century literature; the eighteenth century. Decades are expressed as one word without an apostrophe. For example: 1890s, 1930s.

Spelling and Possessive Case

- Always use a spell-checker to correct spelling and grammar but do not rely on it exclusively.

- In general, form the possessive of single words by adding an apostrophe and s: For example, Jones’s book; Marx’s ideology. Note there are some exceptions to this rule, including long words ending in s and some proper names ending in s. For example: for righteousness’ sake; Jesus’ ministry; the Bradleys’ house.

- Confusingly, the possessive of the pronoun “it” is simply “its” - with no apostrophe. “It’s” is the contracted form of “it is.”

Quotations

- Essays must be your own work, that is, they must be written in your own words, presenting your own analysis and arguments. When you use a quotation, use it to reinforce your essay - not to save you from writing it. A “scissors and paste” collection of long quotations connected in a cursory fashion is not acceptable. Only use quotes if they are directly relevant and fit appropriately into your line of argument. All direct quotations, must be accurately reproduced, that is, follow the original exactly.

- If quotations are short (about three lines or less) they can be incorporated into your text, enclosed in double quotation marks. For example: According to the *Newcastle Morning Herald*, the President of the Miners Federation stated: “The rejection of our claim for annual leave shows the employers’ bias in the arbitration process.” He then called for mass pithead meetings.

- For a quotation within a quotation, single quotation marks are used. Periods and commas should be placed inside quotation marks; semicolons and colons go outside. For example: “I’m not convinced,” said the miner, “that he really meant ‘bias.’ ”

- Quotations longer than three lines should be indented and single-spaced (the rest of the text being double-spaced). Indented quotations do not need quotation marks.

- Do not use ellipsis points (three dots) before or after a quotation. If an omission occurs within a quotation you should indicate that something has been omitted by three ellipsis points.
If you are quoting someone else’s quotation, your footnote reference must indicate both the original and the secondary source of your quotation. Do not cite as your source an original document unless you have read that document. For example:


(In fact - why not look up the original and create your own citation? It really is much easier.)

**E. Footnotes**

*Why Use Footnotes?*

In general, footnotes serve four main purposes:

- To cite the authority for specific facts, opinions, paraphrases or exact quotations;
- To make cross-references;
- To make incidental comments or amplify a point in the text (though it is bad style to do this too often);
- To make acknowledgements.

Footnotes are necessary to acknowledge all quotations and key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant citations.

Insert the footnote number at the end of the sentence to which it refers and number consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. For every thousand words you write you should generally supply somewhere between fifteen and twenty-five footnotes.

*Other Points about Footnotes*

- Failure to acknowledge another author’s words or ideas is dishonest and is one of the cardinal sins in essay writing. It is called plagiarism, and may attract serious penalties.
- You will often find that the notes in the works you read can lead to valuable additional sources for your own research. Therefore, you, in turn, should lead the reader to your sources. This strengthens the authority of your work.
- In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay.
- Do not quote from encyclopedias or from your lecture or tutorial notes. Also, avoid non-scholarly web-sites. They are not acceptable sources of reference.
F. Bibliography

Why does an Essay need a Bibliography?
In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay. The bibliography lists the sources used in writing the essay; it should not be a list of everything in the library which is relevant to the topic.

General Instructions

- Place the bibliography on a separate sheet at the end of the essay.
- Include all books and articles consulted and which appear in your footnotes whether actual quotations are taken from them or not; never list an item that you have not actually read.
- Divide the Bibliography into Primary Sources and Secondary Sources. A primary source is a document or other artifact that is contemporary with the historical events described in your essay. Secondary sources are sources that are not eyewitness or contemporary records but were written and published by historians and other scholars who were not present at the time of the events they describe.
- Within these categories, a strict alphabetical arrangement according to the surnames of the authors should be used. When there are two or more authors’ names, only the first is inverted in the bibliography.
- Note that the form of reference for a bibliography entry differs from that used in a footnote. The differences are outlined in the following set of examples.

G. Examples of Footnote and Bibliography Entries

In the following examples, N indicates the note form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

- Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.
- Provide the city (not the suburb or country) of publication.

Book


Journal Article


Other Examples

Translated Book


Chapter in an edited book


Magazine or Newspaper Article [Published monthly or daily]
1) N 1. Patrick Carey, “Home at Last,” Irish Daily Independent (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

2) B Irish Daily Independent (Dublin), 1900-1914.

Thesis or Dissertation


Public Documents and Archival Sources
The rules relating to these sources are too complex to be given in brief. You should refer to the relevant section of Turabian or the full Chicago style.

British Foreign and State Papers, to provide one example, are referred to as follows:


Electronic Source
To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


If there is no author identified and no date or “last updated” showing for an electronic source, you should provide the date you accessed the website and try to identify the sponsoring author/organization of the website. If none is found, do not list an author.


Subsequent references
If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:

2. Macintyre, Concise History of Australia, 35.


H. Further Reading

Books


Web Sites
Online Tutorials (Information Research, Referencing, etc). University of Newcastle Library
<http://www.newcastle.edu.au/services/library/training/online.html>