

**THE
PROJECT
ON THE
VIETNAM
GENERATION**

A nonprofit effort to foster scholarship on the dynamics of the generation.

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THE PROJECT ON THE VIETNAM GENERATION

REPORT ON THE SURVEY OF COURSES
ON VIETNAM ERA EVENTS
(Fall, 1985)

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SURVEY OF COURSES ON VIETNAM ERA EVENTS

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THE PROJECT ON THE VIETNAM GENERATION

I. Survey of Courses on Vietnam Era Events Compiled Results (Fall, 1985)

The following is a summary of the information received from the survey of courses on Vietnam era events. Nearly 600 surveys were mailed during the Fall of 1985 to professors whom we believed taught courses on the civil rights movement, the 1960's, Vietnam war or the women's movement or to professors referred to us by respondents to our survey.

We have received nearly 300 survey returns (although the results contained in this report reflect only the 255 received as of early November). Our response rate is actually much higher than 50%, however, when you consider the original mailing included a number of professors who did not teach any of the four courses included in our survey. Of those teachers who did actually teach courses on Vietnam era events, the actual response rate is approximately 90%. This figure is based on follow up phone calls to non-responding professors.

The Project on the Vietnam Generation will continue its survey of courses on Vietnam era events as long as we find professors who teach these courses. We may therefore find it valuable to issue updates to this report from time to time.

Following this narrative are KEY FINDINGS (Section II) that have been revealed through the survey data. For example, the Project has been able to confirm the importance of interconnections among Vietnam era events, has found evidence that there is a "second" Vietnam Generation, a rising trend of students who are signing up for these Vietnam era classes in significantly higher numbers than usual, and a need for sharing materials among professors, in an effort to "do the best job possible" when teaching about the Vietnam era.

Following the key findings are the COMPILED RESULTS (Section III) which are based on 255 survey returns. Numerical differences occur in some results because not all questions were answered by all respondents. Further, as in the case of Departments in which the Vietnam era events classes are taught, there is overlapping, with some courses being taught out of two, or even three, different departments.

Next is a selection of INNOVATIVE IDEAS (Section IV) that professors shared with us about how they bring the pages of history and the importance of issues alive to their classes. This report also includes a selection of COMMENTS (Section V), as they actually appeared on the survey forms, from survey professors about their courses or the Project on the Vietnam Generation.

We welcome your comments on this survey report. Please call The Project on the Vietnam Generation (202/357-4258) with any reactions, suggestions or requests for more information.

Thank you.

II. KEY FINDINGS FROM THE SURVEY DATA

A number of interesting correlations can be drawn from the data provided in this survey. Many of the findings were revealed through participant comments, while others are a result of evaluating the statistical data. The following are key findings from the Project's Survey of Courses on Vietnam Era Events:

● Interconnections Among Vietnam Era Events

The distinctive aspect of the survey was to find those teachers and courses which were open to or already exploring the interconnections among the major events of the Vietnam era. Even in those courses dealing only with "civil rights", "Vietnam" or the "women's movement", many of the other important events and cultural influences of the time are included in class material, providing a mosaic of "The Tumultuous Decade", the actual title for several of the courses included in this survey.

● A "Second" Vietnam Generation

The Project has discovered that there are really two "Vietnam Generations". The first is the bulk of the "baby boomers", who came of age during the war years, now 31-45 years old. The "second" Vietnam Generation are those who were born during the era and on whom the turbulence, family discussions, and television images of the era "imprinted" memories. These people, now college-age students, regard Vietnam era events as important to their own lives, and have a deep hunger to understand their impact. As one professor commented, "...it is as if they are curious about some mysterious family scandal that was important to their lives but which nobody would ever explain to them".

● Interest in Vietnam Era Classes Grows

The majority (51%) of the classes included in the survey had student enrollments that were "higher than normal", with only 12, or 5% of the classes indicated as lower than normal in student size. This is perhaps more significant when one considers the majority of college students today seem preoccupied with preparing for a vocation or profession. Indeed, in one school (University of California-Santa Barbara, where enrollment last year was already at an all-time high of 900 students for a class on "The Impact of the Vietnam War"), nearly 2,000 students pre-registered for the same class that will be held in the Winter '86 quarter.

● Growth to Continue for Next 3 to 5 Years

The Project predicts this trend in higher than usual enrollment in Vietnam era classes will continue at least through the next 3 to 5 years. Reasons include an influx of materials on the Vietnam war, a diminishing reluctance to forget the difficult events of the era, a continued hunger by students to understand what their parents or older siblings may have gone through, and the influx of the "second" Vietnam Generation into and through college.

● Why Do Students Take Classes on Vietnam Era Events?

Survey administrators conducted an informal poll among college students enrolled in several classes on Vietnam era events to find out why they elected to take such a class. The majority indicated a need to understand a "passionate" and "exciting" time in our nation's history. Others expressed an interest in knowing what it was like to be in the civil rights or women's movement that changed the fabric of our society. By and large, all the students of today want to know how the Vietnam Generation was tested in its youth.

● What Do Professors Want In Order To Do Their Jobs Better?

A qualitative aspect of the survey revealed a remarkable amount of passion and keen sense of responsibility among professors teaching courses on the civil rights movement, the 1960's, Vietnam war or women's movement. Most survey participants who provided comments said they were teaching the course because of some event or influence in their lives during the Vietnam era. They wanted to know how others were teaching their courses and what books and films were being used by their colleagues. Finally, many commented that they were glad to learn about the Project and about its clearinghouse and network functions, both of which they saw as ways to do their jobs better.

III. COMPILED RESULTS

Survey Returns by Course Subject

<u>Subject</u>	<u>No.</u>	<u>%</u>
Civil Rights Movement	16	6.3%
1960's	31	12.1%
Vietnam War	123	48.2%
Women's Movement	24	9.4%
Other	61	24.0%
	<u>255</u>	<u>100.0%</u>

(Note: "Other" includes courses such as history survey classes as well as courses on, for example, "Human Rights" and the "History of Jazz, Blues and Rock").

Year Course Was Added to Curriculum

<u>Subject</u>	<u>Earliest</u>	<u>Latest</u>
Civil Rights Movement	1968	1985
1960's	1972	1985
Vietnam War	1968	1986 (Spring)
Women's Movement	1969	1985
Other	1952	1985

Departments in Which Vietnam Era Events Are Taught

<u>Department</u>	<u>No.*</u>	<u>%</u>
American Studies	6	2 %
Black Studies	11	4 %
English	11	4 %
Government	2	.7%
History	163	56 %
Political Science	22	8 %
Psychology	1	.3%
Religious Studies	4	1 %
Sociology	13	5 %
Women's Studies	24	8 %
Other	35	11 %
	<u>292</u>	<u>100 %</u>

*255 survey results were received. However, some courses are taught jointly by several departments, so that the total of departments involved is 292.

Subject Areas (Ranked by Frequency of Coverage in 255 Surveys)

<u>Subject</u>	<u>No.</u>	<u>%</u>
Vietnam War	197	77.2%
War Protest	181	70.9%
Civil Rights Movement	151	59.2%
Women's Movement	129	50.6%
1968 Democratic Convention	122	47.8%
Sexual Revolution	103	40.3%
Watergate	92	36.0%
Drug Culture	86	33.7%
Rock 'n' Roll	86	33.7%
Assassinations	85	33.3%
Environmental Movement	56	21.9%
American Indian Movement	40	15.6%
National Farm Workers	37	14.5%
Other	70	27.4%

(Note: subjects listed in "other" category were too diverse to establish another subject area here; also "No." refers to the times this subject area appeared in the 255 total surveys.)

Level of Course

<u>Level</u>	<u>No.</u>	<u>%</u>
Undergraduate	223	79%
Graduate	45	16%
Honors	11	4%
Other (High School)	2	1%
	<u>281</u>	<u>100%</u>

(Note: Some survey returns listed more than one level, e.g., Honors and Undergraduate.)

Class Format

The majority of courses on Vietnam era events were reported to be a combination of lecture and discussion, with the frequent use of guest speakers and audio visual materials.

Only two classes were reported as "all discussion". Approximately one-fifth (21%) of the survey classes relied primarily on lecture (80% or more of the class format). More than half (55%) used audio visuals, and 36% used guest speakers.

Papers and Exams

Out of the 245 responses regarding papers, 210 professors said they required written papers (85.7%); 34 (13.8%) said they did not, and only one indicated it was

"optional". Most professors required one paper (46.4%), another 17% required two and 29 professors (12%) required three. Only one professor requested his students to write 13 "short papers" (book reviews).

The vast majority of testing is done through essay questions alone (77% of 226 responses). Only 8 professors (4%) relied on multiple choice tests alone, while 19% said they used a combination of both essay and multiple choice.

Exploring Dynamics of the Generation

227 professors responded to the question of whether "exploring the dynamics of the Vietnam Generation" was a part of their course or not. Of this number, 98 (43%) said "yes", while 129 or 57% said no. However, when asked whether this is an appropriate topic for their course, the majority (59.8%) said "yes", and only 76 (40.2%) said "no."

Survey Respondent Profile

The majority of the professors (67.7%, or 170) responding to the Project's survey are members of the Vietnam Generation as defined by the Project (in 1985, roughly ages 31-45); 81 (32.3%) said they were not. Forty-nine (19%) of the respondents are women, of which just over half -- 28 (or 57%) teach courses on women's movement-related issues.

Approximately one-quarter of the 236 professors who responded to the question of whether he or she was a veteran replied in the affirmative (61, or 25.8%); the majority (175 or 74.2%) indicated they were not. Of those who said they were veterans, 42.6% (26) said they were veterans of the Vietnam conflict; the same number (26) indicated they were veterans from other wars.

IV. INNOVATIVE IDEAS FOR TEACHING COURSES ON VIETNAM ERA EVENTS
(As provided by participants in the survey of courses,
in alphabetical order by name of school)

The following is a selection of innovative ideas presented to The Project on the Vietnam Generation through its survey of courses on Vietnam era events. These are in addition to the most frequently cited examples of how professors bring alive the pages of history and important issues of the era to their students. Those that appeared time and time again in the question "What innovative ideas have you tried for your course that have worked? Those that have not been a success?" include (as successful examples):

- team teaching, using professors from different departments or different points of view;
- adding films and guest speakers to the lectures; and
- assigning small group projects -- get students to know one another, work as a team.

Individual ideas include:

Steve Golin, Bloomfield College, "The Vietnam War"

I asked students to write down their impressions of the war at the beginning of the class (who won, what was lesson, how many died, etc) and then at the end of the course, for final short paper, they critiqued what they had written.

Leon Litwack, U of California-Berkeley, "History of the American People, 1865-1985"

"Hearts and Minds" works extremely well, especially with some advance preparation in lectures and/or readings. Daniel Ellsberg's appearance the next day was effective, as students perceive him as a part of the history they have been studying.

Richard Flacks, U of California-Santa Barbara, "Social Movements"

Use of a journal, structured by my questions, as the only assignment (no paper or exams). The journal format compels a level of involvement that is universal -- students must make their own decision about what to write about, how long, etc. and are encouraged to include personal feelings and experiences.

Thomas J. Noer, Carthage College, "America in the 1960's"/summer; "20th Century America"/year

- 1) Magazine project: survey of popular magazines in early 1960's and later in the decade (i.e. Look and Time in 1962 and 1968); note differences in topics, ads, culture, politics, etc.
- 2) Interviews with 1960's "vets" -- often parents! on attitudes toward sex, drugs, violence, business and government.
- 3) Analysis of TV as influence on attitudes toward events (civil rights, war, etc) and more generally as popular culture.

Thomas G. Paterson, U of Connecticut, "History of American Foreign Policy"

Students write a paper entitled "A Day in Diplomatic History" -- they take their own birth date and research major events of that day and put them in historical perspective.

Barbara Jo Lantz, Cornell U, "Heroes, Witches and Rebels: Motives and Motifs of War"

The course as a whole represents an innovation in Cornell's anthropology curriculum. Recent anthropological approaches to warfare focus on the economic, demographic and ecological aspects of institutionization of warfare in different societies. Our focus is on the representation of warfare, and the implications of representation for ideology, broadly defined. Students have come to this course with a curiosity about war in general, but with a specific curiosity about the Vietnam war.

William Chafe, Duke U, "The U.S. Since the New Deal"

Journals, voluntary discussion groups. Questions on exams that require students, as one example, to reconstruct a debate in 1968 between an anti-war college protestor and a marine sergeant who had served in Vietnam and supported the war.

- Gary Acton, Eastern Montana College, Workshop: "Vietnam War Literature"
I have found having the students prepare lists of military slang and military terminology was a useful exercise. The majority of the students were too young to have clear memories of the war.
- James Friguglietti, Eastern Montana College, "War in Modern World"
Essentially a discussion class using Stanley Karnow's Vietnam: A History as the text. The use of resumes works well, although not all students have astute powers of criticism.
- A. Tom Grunfeld, Empire State College, "The History of Vietnam"
When dealing with the Vietnam era, I use and encourage students to use primary source materials. They are reading government documents about the war and diplomacy, the underground press of the 1960's for the cultural revolution, etc. I also encourage oral histories of relatives, friends, etc.
- John McClendon, Fairhaven College, "The War in Vietnam"
One student went back to his high school with a questionnaire, others have asked the "public-at-large" to answer questions about the era. This is inevitably interesting.
- Phyllis Palmer, George Washington U, "Feminist Theory"
I encourage students to use organizations and their political platforms as the material to analyze for their theory papers....I want students to write papers that respond to problems people are actually grappling with and not just to an abstract.
- Peter Schmidt, Gill/St. Bernard's, "U.S. Survey"
Field trips to organizations that are/were active in the 1960's including WAW, church groups, AFSC, etc.
- Peter Beckman, Hobart & William Smith Colleges, "American Foreign Policy"
One year as the core of the course we "wrote" a ten "chapter" "book" on American Foreign Policy.
- William Vandercook, U of Illinois, "The Social & Political History of Nuclear Weapons, 1945-85"
Have done "war-gaming" of international crises (Ground Zero game) — worked well.
- Richard Fried, U of Illinois-Chicago, "Coming Apart: America in the 1960's"
Analysis of The Ugly American works well.
- Jerry M. Lewis, Kent State U, "May 4th and Its Aftermath"
1) Tour of physical site
2) Role playing of marshals at demonstration
- Benjamin T. Harrison, U of Louisville, "U.S. and the Sixties"
Before and after papers on 60's: one paper written on 60's event using only material written at the time and then another paper written with non-contemporary material.
- Stephen D. Bodayla, Marycrest College, "The Vietnam Era"
1) Analysis of political cartoons
2) Study of newspaper editorials
3) Interviews with vets and college students of the Vietnam era
4) International war crimes tribunal (at end of semester) with students taking parts of JFK, LBJ, RMN, Kissinger and Westmoreland and their defenders.
- Claudine L. Ferrell, Mary Washington College, "The U.S. Since 1945"
Research papers framed around public reaction to an event, rather than traditional papers chronicling an event. Permits students to get a "feel" for an event and a time. The students have expressed satisfaction with their look into a different level of the past.

- Leonard Hochberg, Miami U, "Applied Social Theory: U.S. Involvement in Vietnam"
Use of novels and journalistic treatments on war; use of social theorists to illuminate special problems i.e., Lenin on imperialism, Arendt on civil disobedience.
- Jeffrey Kimball, Miami U, "The U.S.-Vietnam War"
Offering students imaginative term-paper ideas — family/personal histories, research on Miami U and its students during the Vietnam era.
- Roger Fischer, U of Minnesota, "Civil Rights Movement in Recent America"
Take-home exams a failure; too pompous. Biographical and autobiographical material very successful.
- Dorothy Sikyta, U of Missouri-Columbia, "Feminism: The Basic Question"
I use a lot of experiential exercises, i.e., guided fantasies (race and sex), a lot of small group and dyad exercises from CR groups in the early 70's. I also use short stories from different time periods to demonstrate the history of the issues discussed.
- Marilyn B. Skinner, Northern Illinois U, "Special Topics in Women's Studies: Feminist Theory"
Oral history from women who actually participated in the early stages of the feminist movement. The over-35 women in the class (4) were enthusiastic about telling younger women what life was like "before the women's movement".
- S. Stucky, Northwestern U, "The Sixties"
The use of folk music to illustrate human motivations and to reflect spiritual aspirations.
- William E. Nelson, Jr., Ohio State U, "Black Politics"
Involvement of students in political campaigns
- Lorraine M. Lees, Old Dominion U, "America in the 1960's"
Paper consists of an autobiography of a 60's individual — students pretend to be a participant 60's type and write their 60's life story — it works very well.
- Marilyn Affleck, U of Oklahoma, "Sociology of Women"
Short surveys or content analysis of various forms of media or stereotypes and changes in women's roles.
- William J. Duiker, Pennsylvania State U, "Vietnam War"
I currently employ the technique of the Study Group. Students volunteer to join a Study Group (5-10 persons) which focuses on a particular stage of the Vietnam War (1950, 54, 61, 65, or 68). Each student takes the role of a US policymaker (CIA director, Sec of State, US Ambassador to Saigon) and evaluates the problem in the perspective of the time. The Study Group meets under my direction (playing the President) and draws up a report and proposal which is then presented to the entire class. Advantages: students are able to see the complexity of the decision-making process and the difficulty of solving the Vietnam problem; they are also forced to evaluate the situation and make recommendations in a group setting. It is one way of avoiding the retrospective point of view in the making of foreign policy.
- Noel C. Eggleston, Radford U, "The Vietnam War"
Mock trial of Lt. William Calley, defense, prosecution, witnesses, with class acting as jury — worked very well.
- Christopher W. Wilkens, Roxbury High School, "Contemporary Foreign Policy"
I have gathered many artifacts and media sources from Vietnam. I bring these into class and the students get hands-on experience and then do a research paper based on some of the artifacts, and this is very successful.

H. Bruce Franklin, Rutgers U, "Vietnam and America"

Students conduct interviews and write essays about the results. Very successful.

James Farrell, St. Olaf College, "American Culture Since 1945"

- 1) Each student reads a 1957 St. Olaf commencement address that exemplifies 50's attitudes of anti-communism, ideological competition, people's capitalism, the end of ideology ideology, American mission and interventionism. Then they each write their own contemporary commencement address on the same topic — "The Challenge of the Future".
- 2) Each student writes a paper titled "A Nuclear Family in the Nuclear Age" which tells how (and why) their parents socialized them to live in a world with the bomb.

Susan Lindley, St Olaf College, "Black Religion in America"

The class concluded with a five-day field trip to Chicago to "observe" contemporary black religion. The class met with several black clergy and attended services.

Pamela Sporn, Satellite Academy High School, "Vietnam: What Happened?"

- 1) Students interview guest speakers rather than speakers talk for an hour.
- 2) Students stimulate situations and debate topics.
- 3) Chairs are arranged in a U-shape — students are encouraged to listen to each other.
- 4) Students formulate questions they want to answer about the Vietnam war.

F. U. Ohaegbular, U of South Florida, "Introduction to Afro-American Studies"

- 1) Use of review questions to review course material and help students prepare for exams.
- 2) Book reviews and oral reports presenting critiques of read works and authors' ideals.

John A. Laskin, SUNY-Buffalo, "Vietnam and the Vietnam War"

Had students keep a diary of their reactions — worked well.

K. Markoe, SUNY-Maritime, "U.S. History Since 1945"

NY Times Guide; students follow an event for a semester and write a paper on it. "Cutting thesis" it is called.

Paul C. Taylor, Sweet Briar College, "Modern America, 1920 to Present"

Students read John Updike's Rabbit Redux — a vivid novel on how Vietnam era events affect ordinary non-combatants. Excellent student response.

John Sbraga, Tidewater Community College, "The U.S. Since 1945"

Each student begins class with a 5-minute biography of a prominent person.

Joyce S. Goldberg, U of Texas-Arlington, "U.S. Diplomacy Since 1912"

You are to assume you are a particular secretary of state and your instructor is the corresponding President of the United States. Choose any policy decision covered within the chronological confines of the course — to go to war; not to go to war; to threaten war; not to threaten war; to accept a treaty; not to accept a treaty; to allow/not to allow arbitration of a dispute; to mediate/not to mediate a dispute between others; to force/not to force a settlement of some issue; to intervene/not to intervene in the internal affairs of others; to make formal a policy/not to make a formal policy declaration, etc.

F. Alan Coombs, U of Utah, "Recent America"

The term/research paper assignment calls for each student to pick a calendar month from the period 1932-1972, preferably at random, and immerse him/herself in the contemporary materials (magazines, newspapers, documents) prior to producing an analytical synthesis of the most important developments during that month. Not all pick a month from the Vietnam era, of course, but many do and their reaction to the assignment is generally quite positive. They say they find it demanding but rewarding.

Harry William (Bill) Haines, U of Utah, "Introduction to Mass Communication" "Intro to Human Communication"
Comparing media versions to written accounts

Sandra C. Taylor, U of Utah, Honors Seminar: "The Vietnam War Through Literature and Memoirs"
Student projects — one of which involved protest music; the project on black soldiers was also pretty good.

Dr. John Ricks, Valdosta State College, "The U.S. Since 1945"
Give assignments from the newspaper on Viet Nam

Keith Schoppa, Valparaiso U, "The Vietnam War Through Film and Literature"
I have allowed groups or individuals to put together slide or rock music presentations which have worked well.

Harry Howe Ranson, Vanderbilt U, "American Foreign Policy"
Have students write their term essay as part of the final exam (from memory)

Nancy Anisfield, U of Vermont, "Literature of the Vietnam War"
One final exam question that is very successful is asking students to choose a character from a novel or story we've read; become that character; then they must answer questions about their attitude to the war, what they did after, etc.

Mark A. Stoler, U of Vermont, "History of the U.S. Since 1876"
One section is team-taught and uses a workbook we have authored to encourage active learning by students, the acquisition of key skills for studying history, writing and relating to history personally.

Susan Armitage, Washington State U, "Women in American Society"
My students do family oral histories with their mothers and grandmothers.

David Detzer, Western Connecticut State U, "America Since 1945"
I once — omigod — tried having the class sit on the floor to try to grasp group dynamics of the sixties; this attempt was an embarrassing failure.

Jerold M. Starr, U of West Virginia, "Youth and Social Change"
I have had the students do class rather than individual research projects. Two that come to mind are a follow-up survey of freshmen students in their senior year and an ethnographic survey of all religious sectarian groups in the city.

Sidney H. Bremer, U of Wisconsin, "Women in American Perspective"
I use role playing to have students realize what differences class and race and marital status might make in women's attitudes toward gender roles — a game in which students are "dealt" various life circumstances one by one, and asked questions about gender roles for each "round" of the game.

W. L. Van Deburg, U of Wisconsin, "Introduction to Afro-American History"
Black women's studies journal project

V. SELECTED COMMENTS FROM SURVEY PROFESSORS
(in alphabetical order by name of school)

The following comments, reproduced here as they appeared on surveys, were selected because they reflect the views of many of the survey respondents. Many thanks to all of you who took the time to provide comments. We found them to be informative and valuable.

19. Please feel free to comment or provide suggestions regarding the work of The Project on the Vietnam Generation (you may wish to refer to the fact sheet enclosed with this questionnaire). For example, what ways could the Project help you? Also, we would welcome your personal reflections about the life and future of the generation, and about your own life, as it has been shaped by the various events of the Vietnam era.

It seems to me that history defines and puts its stamp rather uniquely on each generation. Our great-grandfathers had to have been affected by the Civil War. My own great grandfather grew up in poverty in the subjugated South to become a Grand Dragon of the Ku Klux Klan. Surely his life would have been different if the Civil War had not occurred...or if the Confederacy had won it. Our parents grew up in the Great Depression and then fought World War II. As a historian, I believe that these events were at least as impressive as the Vietnam War. Certainly the generation of Germans who fought World War I and then endured the chaos of the Weimar Republic were changed by their experiences.

For our generation, the Vietnam War was indeed, a cataclysmic event, altering and changing my own plans just as I entered college. I do not, however, think it was any more cataclysmic than World War II. From the perspective of the eighties, the events of the sixties already seem somewhat less imposing than we thought that they might be. Black Studies, the women's movement, even certain aspects of the civil rights movement have, in no small measure, lost some impetus. Each of these phenomena posted some accomplishments, but have, in the eighties, been overcome by other events and trends. It is not inconceivable that the microchip, for instance, could be much more important in the scheme of things than Martin Luther King. If one looks at the assassination of President Kennedy from the perspective of twenty-two years, the question becomes, "what did we get so excited about?" When the children of the twenty-first century see the Kennedy grave, they may well wonder why all the fuss, after all Chester A. Arthur did not receive this much attention. Kennedy and Warren G. Harding will, in the perspective of history, occupy about the same level of importance.

So, where does that leave the Vietnam generation? The project to study this generation is certainly an important one. The '35 to 50 year old age group is coming into its own in industry, politics, the arts, and in the military. Rock n' roll, the civil rights movement, the

women's movement, the anti-war impulse, the war, Watergate, etc are all formative factors in this generation and will, of necessity, shape where we are going and how we take the journey. The relationships between the formative factors are made all the more interesting when one considers that the same generation that fought the war, fueled the anti-war protests, and did a million other things throughout this country (most of which were pretty undramatic) elected Ronald Reagan in a landslide in 1984. Peculiar group.

It is good that we study this generation and that we study the war that shaped it. Each generation must face its own test. The prospects of facing another war like Vietnam are a quantum greater than the prospects for nuclear annihilation. We probably won't fight future limited wars in the same way that we fought the one in Vietnam. Certainly the determining forces of history will be different. Nevertheless, we can learn from studying the past. If we understand yesterday and today, we can then begin to ask the right questions about our future.

Dr. Earl H. Tilford, Jr., Dept of History, U of Alabama

It's been interesting to watch the nature of this class change over the years. When I first taught it, (1972) students argued ~~frantically~~ back and forth. But little by little the passions died, and now they are interested, but docilely take notes, as if I were lecturing on Napoleon.

Civil Rights, once so controversial in the South, is no longer controversial. Most southern white kids seem embarrassed to learn about what the South was like before the end of segregation. At least in the University community, agreement seems complete with both white and black that the South is a lot better place today.

The war in Viet Nam has become more controversial, I think--a certain viciousness at least with the conservative, union-busting white kids we get here at Clemson. The stab-in-the-back syndrome lives--"my daddy says we could have won if the politicians hadn't sold us out." Sympathy for the Viet Nam veteran--never sympathetic enough to really want to help in any kind human-to-human way--translates ~~out~~ into a justification for the war and the cause for which it was fought. And increasingly, any suggestion that the military leadership lacked a degree of competence meets with sullen opposition.

In history, we're very aware of how dangerous stab-in-the-back syndromes can be.

Dr. Richard Saunders, Dept of History, Clemson U

More materials on the effects of Vietnam on American Society - such as Touched with Fire - would be helpful to my course.

I am a cold war liberal who initially supported U.S. policy in Vietnam, but began opposing it in about 1969 because of a feeling that the price the country was paying was too high to justify the results. But I still haven't come to final conclusions about the "lessons" of the era. I find the subject of U.S. policy in Vietnam still quite debatable.

Dr. J. R. Stemen, Dept of History, Gettysburg College

One of the themes in my classes is the pervasive effect that Hitler and Japan had on several generations of American leaders (and public) and on other leaders. Vietnam came out of those images and assumptions. Vietnam is another one of those critical image-creating events, but there is a fundamental difference: the lessons it "taught" were confined to the US, and there was no consensus about what the lessons should be. The Vietnam generation, I would hypothesize, is likely to be the most creative in terms of dealing with foreign policy issues.

Dr. Peter Beckman, Dept of Pol Sci, Hobart & William Smith Colleges

I will be writing a book about the contribution of socialist feminism to the recent feminist movement, focusing on the Chicago Women's Liberation Union, which was one of a network of socialist feminist women's unions that existed in various cities from the late 1960s to 1975-75 or so. I would be interesting in anyone you turn up who was part of one of these groups.

My own participation in the period you are studying came through the women's movement in organizational terms--I joined the "Women's Liberation Front" at UCLA as a graduate student. But my political views were shaped by my studying African history and having lived in India for my junior/senior year. Although I didn't have a left critique of the scholarship I was studying (such a critique didn't become part of African scholarship until after I finished grad school), the experience of living in the midst of Third World poverty was stunning, even if I didn't have a way of explaining why it was that way or how it could be changed. When I returned from doing my PhD research on a group of African women in Kenya, in 1973, I joined the New American Movement, which my friends had become involved in in Los Angeles. NAM embodied the socialist feminist politics that I believed in, but wasn't looking for some Third World revolutionary model to impose on the US. I continued to be active in NAM until it merged with the Democratic Socialist Organizing Committee to form Democratic Socialists of America (DSA) in 1982. Since then I've become less active as my job takes more time and my 3 1/2 year old daughter commands my interest and time. To return to how I became involved in anti-war stuff: most immediately, I was living in an urban commune that included several very active members of the National Lawyers Guild and other committed activists. They all had much more consolidated political views than I did, and our dinner table conversations constituted my political education--all of which was much more interesting than graduate school. Most, if not all of them were or became involved in groups that would consider themselves to the left of NAM. For me, the split between my academic work and the real world was dramatically illustrated at my PhD orals--May 5, 1970, the day after Kent State, when we quit midway through because of a campus riot 6 stories below us--police attack, beating up students, etc. The first course in women's history was taught after I had finished my coursework. The gap was not narrowed until I did my research on African women for my PhD and moved into Women's Studies, which

= Consider my political work as well as my research/academic/intellectual work,

Dr. Margaret (Peg) Strobel, Women's Studies, U of Illinois-Chicago

Good project.
How help me?: ~~By~~ informing me about the generation. ~~For my research,~~ For my research, I want to know how the generation interprets the causes of American involvement. Also - was the "VN generation" different from the 70s + 80s generation & why? Why did 60s generation seem to care?

Re "the generation": obviously, it was not a homogenous generation. What I think of as the VN generation were those who were politically & socially conscious & to some degree left of center or "counterculture".

I'm put off by those who later "re-canted" & became conservatives - sold out.

I also wonder where all the energy went. Why wife & I work with many present-day peace activists who are of the generation, but where are the others?

My life: long & boring story, but I was absolutely influenced by those years.

Dr. Jeffrey Kimball, Dept of History, Miami U

What you are doing is good & interesting, though perhaps, more structured than I would find useful.

Some of us, myself included don't think in terms of units etc. I cannot conceive of not teaching Vietnam in my American history courses, but I would not wish to overwhelm the course with Vietnam. One of the most interesting things in my recent U.S. courses is the mixture of Vietnamese refugees & veterans in the same class. There is still some antipol. which occasionally leads to fruitful discussions.

I would find biographical & discographical information on how popular culture & Vietnam have changed. E.g. *Plunge* *Magnum* as a popular TV show certainly reflects the growing sympathy w/ Vietnam.

pro

Dr. Richard H. Collin, Dept of History, U of New Orleans

I think the concept of generation studies is an intriguing & important one, though a very difficult one to research. The affects of so many diverse and significant events on a generation was probably not experienced in a uniform way. As a French women scholar (whose name escapes me now) has written, dramatic events probably influence only a small segment of a generation in a powerful way; a few more people are touched but not profoundly changed; and most are unaffected at all.

Further, you had (& have) multiple generations experiencing a event simultaneously. The women's movement, for example affected 10 yr. olds in 1974, 20 yr. olds, & so on. Possibly many 45 yr. olds were touched as well.

Good luck on your worthy endeavor.

Dr. June Sochen, Women's Studies, Northeastern Illinois U

This is an exciting project, and I would wish to be kept informed of all informational/research material compiled by you and/or your associates.

Obviously, the most important way in which the Project could help me in teaching my course would be through providing historical materials relating to the development of the Women's Movement that could be incorporated into my course syllabus. I would particularly appreciate informational first-person accounts of events from the period 1965-1970.

As an additional text for next time I will require Barbara Ehrenreich's *The Hearts of Men*, which I find an excellent survey of the development of the sexual revolution from a feminist perspective.

Re my personal reflections: When I opened your letter, I was pleasantly surprised to discover that I had been put into a distinct and unique "generation," whose world-view had been permanently shaped and altered by the circumstance of coming of age during a politically troubled time. I have always felt that my participation in the peace movement and the women's movement set me apart from women of both my mother's generation and of the current generation of college students; indeed, that women who declared themselves feminists in 1969-73 will forever have a different

outlook on women's issues than those who came into the movement later. Teaching my course made me realize that my attitudes were not developed by feminism per se but by the entire political climate of the time. The "Vietnam Generation" is remarkable, I think, for having been so profoundly affected by the larger political order, for having made collective social issues a matter of individual consciousness. It is good to know that we have begun the effort to develop a historical perspective upon ourselves; if any generation can succeed in doing that, we can.

Dr. Marilyn B. Skinner, Women's Studies, Northern Illinois U

Lest I run on at too great a length, I'll confine myself to two observations.

The first is an obvious one that may deserve repetition: the extent of ignorance, even among students at this respectable institution, about the Vietnam War. It is not a willful ignorance, or an indifference to learning, but a lack of background (apparently they learn little about the war in high school), as well as a sense of bewilderment about what ~~the~~ all the fuss was over in American politics during the 60s/70s. For me as historian and teacher, it is always a shock to meet that ignorance and to come to terms with it each year -- although I know better, I always tend to assume that because the war is so deeply ingrained in my memory and outlook, it must be so also for current students. When General Westmoreland or the Tet Offensive are as remote to them as Stonewall Jackson or the Somme, I catch my breath.

The other observation is that the war experience -- or more precisely, the turmoil and anguish at home about it -- has guided much of my scholarly and professional life. Although my writing rarely deals directly with the war, it has focused very much on the origins of those states of mind and policies that informed American involvement in Southeast Asia, about which I have written in two books, one on the origins of American military policy in the Cold War, the other on the rise of American air power. In doing that writing, I have always been conscious that the historical questions I defined were shaped by my experiences in and reactions to the Vietnam War, and likewise that I hoped my writing would shed light on the sources and nature of American involvement in the war.

Dr. Michael S. Sherry, Dept of History, Northwestern U

What you announce yourself to be doing is very exciting. If you can succeed in requiring the generational self-consciousness, get potential intellectual, political, and cultural leaders in contact, and promote in depth inquiring into the legacy of the Vietnam era, you will have helped those of us who in isolation have become concerned with the frustrated potential our generation represents.

I believe that we are the generation that has never been allowed to "grow up." Denied a context in which we could ~~grow~~ locate a "rite of passage" that we could agree was appropriate to our cultural ideal and our social reality, we indulged in a "youth culture," an extended party symbolized by Woodstock. Now we are realizing that not only are we inseparably part of the society, we are on the threshold of being its leaders. Interestingly, as we approach the role of "fathers and mothers" in the society, our sense of a "gap" between the generations has been replaced by a divide within our own generation between veterans and non-veterans. I believe we need to look back, as a generation, and re-analyze what happened to us all, how both veterans and non-veterans are truly victims of an impossible situation that was set up for a youth that had been inspired and then failed by its "fathers."

Dr. John Hellmann, English Dept, Ohio State U-Lima

The Project can help me by dissemination syllabi and ideas on how others teach the Viet Nam era

I grew up in the segregated urban South of Atlanta in the late Fifties and my life and character were molded by participation in the two great historical phenomena of my generation: the civil rights movement and the War. From the first I took my politics of a liberal Democrat, believing that only action by the Federal Government and the courts could bring about the destruction of segregation.

From the second I learned my reactions to stress, danger, and active moral dilemmas and became vividly aware of the fact taught by Graham Greene, that when ignorant innocence is loosed in the world great suffering results.

America fought that war as an adolescent world power, possessing great strength and idealism, but not possessing the wisdom to channel those assets. If any good can come to this country from the Viet Nam experience it will be the tempering of my generation to a small shard wisdom of how, when, and why to use American power

Dr. Larry Cobb, Dept of History/Pol Sci, Oklahoma City U

I THINK THE PROJECT IS SUPERB;
WE NEED TO BE IN CONTACT WITH OTHERS
TEACHING SIMILAR COURSES TO EXCHANGE IDEAS, SYLLABI, ETC.
WE ALSO NEED TO KNOW MORE ABOUT US - OUR LIVES
AND ACTIVITIES - WE CAN BE A CRUCIAL FORCE FOR
CHANGE, BUT NEED MORE INFORMATION ABOUT
HOW WE "TURNED OUT" TO DO THAT.

Dr. Lorraine M. Lees, Dept of History, Old Dominion U

It would take forever to tell you what I feel about all this. Instead, I'll tell you a story. The first time I taught this course, there was a lot of community interest. I did a local radio show for ~ 5 hrs. half way through the semester we had tons of calls & good conversations. Near the end, a woman called. She was angry that an earlier caller had impugned my credentials for teaching the course - I had never been

There; I was not a Viet Nam veteran. She said what I have always felt about my generation: We are all Viet Nam veterans. Not one of us has a life untouched & unaffected by the war. Our decisions about careers, lifeshy whom to marry, how we've raised our children, all have been taken in the shadow of this great tragedy. I'm glad there's a project on the Viet Nam generation. I think we are special in many ways.

Thanks!

Dr. Mary Ann Tetreault, Dept of Pol Sci, Old Dominion U

Oddly, students tend to feel nostalgic about the 1960's - the "freedom," "women's liberation," the peace movement, etc. Yet our students are overwhelmingly vocation-profession oriented & quite conservative in their politics. A large proportion of them are Southern protestants of the fundamental sort too.

Dr. Susan Becker, Dept of History, U of Tennessee

15. Do you collect student feedback on the course? How would you characterize their comments?

I have students write a short note on why they are taking the course. My impression from their responses is that most are motivated by a rather intense personal curiosity about the war, arising from several roots - (a) a feeling that they have not learned the facts of the war, (b) a concern that the same issues occur in present-day policy disputes about Central America and other regions, (c) a desire to understand the experiences of relatives or acquaintances who were involved in the war or in the anti-war movement. My experience is that these motivations are so strong that the students with few exceptions make an extraordinary effort to learn the material.

The most striking discovery I have made from teaching about Vietnam is that the response I described in answer No. 15 is true of students across a wide span of ages and experience — from people in their mid to late thirties (including a number of Vietnam vets) who lived through the war, to undergraduates who were small children when it ended. Just about without exception my students have expressed the same feelings that they never understood the war, but that it troubles them and that it is related in some way to what we and our society have become today. I have often commented that it is as if they are curious about some mysterious family scandal that was important to their lives but which nobody would ever explain to them.

I am left feeling that the war remains unassimilated in the American experience, and that we have only begun to realize how profoundly it affected us as a people. As I once wrote in a book review, what we are finding out is that we are all Vietnam veterans.

Arnold R. Isaacs, Dept of Pol Sci, Towson State U

I'm not at all sure that there is such a thing as a "Vietnam Generation." Like the "Lost Generation" it may exist more in the minds of academics than in reality. We are perhaps making it more unique than it really was, and there is danger, as well as promise in. The so-called lessons of history are never clear and definitive.

Dr. Thomas Buckley, Dept of History, U of Tulsa

I remember observing some years ago when first working with graduate students who had "come of age" during the period 1967-1972 that their frame of reference was different and their generation was only about five years wide. It always seemed to me that the saying, popular around 1968, "Never trust anyone over 30," was most significant. If you back that down chronologically, you are really speaking of a dividing line between those people with some personal memories of the Great Depression and World War II (both terribly traumatic) and those whose base of operation emotionally and psychologically is post-1945. It is not surprising that they perceived Vietnam and the other shocks of the late 1960s differently or that a "generation gap" resulted. Now Abbie Hoffman warns us not to trust anyone under 30 and he's right: college students today have a lot of trouble relating to the troubles and concerns of the Johnson/Nixon years. I suppose as a historian my impulse is to try to step outside my own time frame (which is basically borderline as far as the generation gap was concerned anyway) in order to try to deal with the Vietnam Era on its own terms, but that is never easy.

Dr. F. Alan Coombs, Dept of History, U of Utah

I am intrigued by the project's work, and I hope you will keep me on your mailing list. Virtually all of the people I know in my age group were "shaped" by the war to some degree. It seems to be the central political and psychological experience of our generation. I know that my political outlook and my professional interests "came of age" during the war. I am far less apt to accept uncritically the policy analysis of those in power, . . . than I would have been otherwise.

My work seems to be tangential to the objective of mapping the Vietnam generation, but I am fascinated by your project. . . . and glad that a group has undertaken it.

Dr. Harry William (Bill) Haines, Dept of Communication, U of Utah

1. I would be very interested in a conference.
2. As a woman I was not directly involved in conflict but was in a minor way in protest. Teaching about the war helps me to clarify my own political/social values. It has also helped me understand the veterans & increased my sensitivity to their problems.
I applaud your project - an excellent idea! Truly as true as we are aware of how unique the time period was -

Dr. Sandra C. Taylor, Dept of History, U of Utah

I think we are in many ways ~~the~~ a "lost generation"; like ~~the~~ we are cut off from those who came before & after us (see last chapter of Die Quiet on the Western Front). What ~~marks~~ ^{marks} us is a lost war that was unwinnable, should never have been fought, yet was the result of a consensus amongst our "best & brightest." That consensus was based on myths,

myths we saw through. Our "heritage" from the era then includes distrust of government, disbelief regarding basic assumptions, a healthy skepticism towards any "crusades," & hopefully an understanding of the limits and dangers of power. In short, we were forced to see through the "American Dream" at its apogee, in ways no one else has. This has ~~clearly~~ clearly affected how & what I teach my classes, as well as how I lead my life.

I feel I need no help from you in this - but I am curious as to ~~the~~ facts concerning my generation as a whole.

Dr. Mark A. Stoler, Dept of History, U of Vermont

are providing a very important service. Many of us, whether veterans or peace activist, learned the meaning of commitment and seized opportunities for leadership during that period. What we learned must not be forgotten. What we can contribute to a better America must not be ignored.

Dr. Jerry Starr, Dept of Soc/Anthro, West Virginia U

THE PROJECT ON THE VIETNAM GENERATION

VI. List of Professors Who Returned Surveys
(Alphabetically by School)

Course Title, Year Class Began, and Availability of Syllabus

(Asterisk by name of professor indicates survey arrived after deadline for inclusion in compiled results -- Section III.)

<u>Professor</u>	<u>Course Title</u>	<u>Year Began</u>	<u>Syllabus</u>
Dr. June Burton Univ of Akron Ctr for Peace Studies Akron, OH 44325	International Human Rights Concepts	1978	X
Dr. Warren Kuehl Dept of History Univ of Akron Akron, OH 44325	1) Peace and War 2) Vietnam War	1972 1982	X X
Dr. Robert Zangrando Dept of History Univ of Akron Akron, OH 44325	1) Recent America: The United States Since WWII 2) History of Black People of the U.S. 3) History of Women in the U.S.	Pre-1971 1970 1973	 X X
Dr. Ron Robel Dept of History Univ of Alabama P.O. Box 1936 University, AL 35486	The U.S. Vietnam War	1984	X
Dr. Ronald H. Spector Dept of History Univ of Alabama P.O. Box 1936 University, AL 35486	The U.S. and the Vietnam War	1983	X
Dr. Earl H. Tilford, Jr. (Univ of Alabama) Air University Review Building 1211 Maxwell AFB, AL 36112	Seminar on the Vietnam War	1984	X
Dr. Robert L. Beisner Dept of History The American Univ 4400 Massachusetts Ave, N.W. Washington, D.C. 20016	Other Wars: Cold, Korea and Vietnam	1975	

Dr. Thomas G. Adams Foreign Student Advisor Appalachian State Univ Boone, NC 28608	Vietnam: A Video History	1985	
Dr. Daniel Zins Dept of Humanities 2347 Cortez Way Atlanta College of Art Atlanta, GA 30319	1) America in the Sixties 2) Literature of the Vietnam War	1980 1986 (Spring)	
Dr. Gerald W. Berkley Dept of History Auburn University Montgomery, AL 36193	Vietnam History	1982	X
Dr. Larry Gerber Dept of History Auburn University Auburn, AL 36849	U.S. Since 1920		X
Dr. Tom Nall Dept of History Stephen C. Austin State U Nagadoches, TX 75962	Contemporary America		
Dr. Anthony Edmonds Dept of History Ball State University Muncie, IN 47306	America and Vietnam	1982	
Dr. E. Timothy Smith Dept of History 11300 N.E. Second Avenue Barry University Miami Shores, FL 33161	U.S. Diplomatic History, 1870 to Present		
*Ms. Randi Shenkman (Belcher Town High School) 37 Autumn Lane Amherst, MA 01022	1) U.S. History 2) Modern European History	1970 1974	X
Dr. Andrew Baskin Black Cultural Ctr CPO 134 Berea College Berea, KY 40404	Critical Issues of Black Americans in the 20th Century	1984	
Dr. Steve Golin Dept of History Bloomfield College Bloomfield, NJ 07028	The Vietnam War	1984	X
Dr. John Zawacki Col of Basic Studies Boston University 87 Community Avenue Boston, MA 02215	American Foreign Policy	1976	X

Dr. Charles E. Neu Dept of History Brown University Providence, RI 02912	The American Experience in Vietnam	1980	X
Dr. Lloyd Beecher Dept of History CA Poly Tech State Univ San Luis Obispo, CA 93401	The Vietnam War at Home and Abroad	1980	
*Dr. Thomas Maddux Dept of History Sierra Tower 608 California State University Northridge, CA 91330	1) Tutorial in Vietnam War Novels & Memoirs 2) The U.S. and Indochina Wars, 1940-1975	1977 1977	X X
Dr. Robert E. Long Dept of History California State University Sacramento, CA 95819	The U.S. in Vietnam, 1940-1975	1983	
Dr. Leon Litwack Dept of History Univ of California Berkeley, CA 94720	History of the American People, 1865-1985		X
*Dr. Douglas Pike Institute of Asian Studies Univ of California Berkeley, CA 94720	Seminar on Indochina	1983	
Dr. Ruth Rosen Dept of History Univ of California Davis, CA 95616	1) History of Contemporary Feminism 2) America Since 1945	1981 1984	X
*Dr. Walter Capps Religious Studies Dept Univ of California Santa Barbara, CA 93106	The Impact of the Vietnam War	1980	
Dr. Patricia Cline Cohen Dept of History Univ of California Santa Barbara, CA 93106	History of Women in America	1971	X
Dr. Richard Flacks Dept of Sociology Univ of California Santa Barbara, CA 93106	1) Film & Popular Culture of the 1960's 2) Social Movements	1982 1970	X X
Dr. Eugene D. Levy Dept of History Carnegie-Mellon University Schenley Park Pittsburgh, PA 15213	Contemporary America in Film	1983	X

Dr. Thomas Noer Dept of History Carthage College Kenosha, WI 53141	1) America in the 1960's 2) 20th Century America	1974(summer) 1974(year)	
Dr. Nelson Lichtenstein Dept of History Catholic Univ of America Washington, D.C. 20064	America in the 60's	1985	X
Dr. Dorothy Donnelly Dept of Pol Science Chatham College Pittsburgh, PA 15232	America in Vietnam, 1945-1975	1980	
*Dr. Larry E. Cable Dept of History 360 McMicken (ML 373) Univ of Cincinnati Cincinnati, OH 45221	War on The Rim: The U.S. as Counter Insurgent	1985	
*Dr. Angelene Jamison Dept of Afro-American Studies 112 Old Commons (#370) Univ of Cincinnati Cincinnati, OH 45221	Black American Literature		X
Dr. Edwin E. Moise Dept of History Clemson University Clemson, SC 29634-1507	Modern Military History	1983	X
Dr. Richard Saunders Dept of History Hardin Hall Clemson University Clemson, SC 29631	1) The Seventies 2) The Sixties	1985 1972	X X
Dr. Roger Bowen Dept of Pol Science Colby College Waterville, ME 04901	Vietnam: War & Revolution	1985	
Dr. Jane Hunter Dept of History Colby College Waterville, ME 04901	1) History of Women in America 2) American Culture & Society 1865-1975	1980 1980	X X
Ms. Kali Herman (Colorado Mountain College) P.O. Box 351 Aspen, CO 81612	Vietnam Narrative	1986(Spring)	
Dr. Mark T. Gilderhus Dept of History Colorado State U Ft. Collins, CO 80523	The United States Since 1945	1970	X

Dr. Henry F. Graff Dept of History Columbia University New York, NY 10027	American History Survey		
Dr. Ronald Grele Oral History Research Ofc Columbia University New York, NY 10027	Oral History Theory and Method	1969	X
*Dr. Craig Lloyd Dept of History Columbus College Columbus, GA 31993	The U.S. and Vietnam	1984	X
Dr. Thomas Paterson Dept of History Univ of Connecticut Storrs, CT 06268	History of American Foreign Policy	1965	X
Dr. Joe P. Dunn Pol Sci/History Dept Converse College Spartansburg, SC 29301	1) The Vietnam Experience 2) Contemporary America, 1945 to Present	1976 1980	X X
Dr. James M. Coyle Dept of History Cornell University (c/o 102 West Avenue Ithaca, NY 14850)	The Vietnam Experience	1985	X
Dr. Barbara Jo Lantz Dept of Anthropology Cornell University Ithaca, NY 14853	Heroes, Witches and Rebels: Motives & Motifs of War	1985	X
Dr. Walter LeFeber Government Dept Cornell University Ithaca, NY 14853	U.S. Foreign Policy, 1912 to Present	1952	
Dr. Dennis Mihelich Dept of History Creighton University Omaha, NE 68178	1) The 60's: A Decade of Turmoil 2) American Character	1978 1980	X X
Dr. James B. Harnett Dept of History Delaware State College Dover, DE 19901	American Civilization to 1865	1971	
Dr. Gary May Dept of History Univ of Delaware Newark, DE 19716	Postwar America: The U.S. Since 1945	1976	X

Dr. Sharon Nolte Dept of History DePauw University Greencastle, IN 46135-0037	Vietnam: The Hundred Years War	1985	
Dr. Michael Sullivan Dept of History & Pol Sci Drexel University Philadelphia, PA 19104	1) International Politics 2) U.S. Foreign Policy		bibliography
Dr. William Chafe Dept of History Duke University Durham, NC 27706	The U.S. Since the New Deal	1975	
Dr. Gary Acton English Dept Eastern Montana College 1500 N. 30th Street Billings, MT 59101-0298	Workshop: Vietnam War Literature	1985	X
Dr. James Friguglietti Dept of History Eastern Montana College Billings, MT 59101-0298	War in the Modern World	1980	X
Dr. Tom Grunfeld Dept of History Empire State College 666 Broadway New York, NY 10012	1) Post 1945 America 2) The History of Vietnam 3) American Foreign Relations	1978 1980 1980	
*Dr. John Andrew American Studies Dept Franklin & Marshall College Lancaster, PA 17604	1) The 1960's 2) U.S. Since 1945 3) Post WW II America		X Seminar
Dr. Phyllis Palmer Women's Studies Program George Washington University 2013 G Street, N.W. Washington, D.C. 20052	Feminist Theory	1977	X
Dr. Janet M. Powers Comm. on Interdepartmental Studies Gettysburg College Gettysburg, PA 17325	Area Studies Symposium Vietnam, 10 Years After	1985	Sched of Events
Dr. John R. Stemen Dept of History Gettysburg College Gettysburg, PA 17325	1) History of East Asia 2) U.S.-East Asian Relations	1961 1975	X X

Dr. Peter Schmidt Dept of History Gill/St. Bernard's Box 239 Bernardsville, NJ 07924	1) International Relations 2) U.S. Survey	1979 1980	X
Dr. Dorothy Borei Dept of History Guilford College Greensboro, NC 27410	The Vietnam War	1986 (Spring)	
Dr. H.V. Luong Hamilton College Clinton, NY 13323	Modern Vietnam and the U.S.	1981	
Dr. Margaret Stewart Dept of English Hanover College Hanover, IN 47243	Women in Fiction	1976	X
*Dr. David T. Courtwright Dept of History Univ of Hartford West Hartford, CT 06117	America in the 1960's	1985	X
Dr. Peter Beckman Dept of Pol Science Hobart & William Smith Col. Geneva, NY 14456	1) World Politics 2) American Foreign Policy	1965	X
*Dr. Roger Farrand Dept of English Hobart & William Smith Col Geneva, NY 14456	Since 1945	1983	
*Dr. Daniel Singal Dept of History Hobart & William Smith Col. Geneva, NY 14456	The U.S. Since 1939	1975	X
Dr. Hunt Women's Studies Dept (school unidentified)	Introduction to Women's Studies	1979	X
Dr. Richard Fried Dept of History Univ of Illinois Chicago, IL 60680	1) Coming Apart: America in the 60's 2) U.S. Since 1948	1984 1974	X X
Dr. Margaret (Peg) Strobel Women's Studies Dept 4075C.BSB, Box 4348 Univ of Illinois Chicago, IL 60302	1) The American Woman Today 2) Women in History, Literature and Arts	1973 1973	

Dr. William Vandercook Dept of History 3008 N. Francisco Univ of Illinois Chicago, IL 60618	The Social & Political History of Nuclear Weapons, 1945-1985	1983	X
Dr. Robert Puckett Dept of Pol Science Indiana State University Terre Haute, IN 47809	Intro to Political Science	1975	X
Dr. Herbert Rissler Dept of History Indiana State University Terre Haute, IN 47809	20th Century U.S. Since 1933	1968	
Dr. Warren Swindell Ctr for Afro-Am. Studies Indiana State University Terre Haute, IN 47809	1) Intro to Afro-American Studies 2) History of Jazz, Blues and Rock	1972 1981	X X
Dr. Richard N. Kottman Dept of History Iowa State University Ames, IA 50011	1) U.S., 1950-Present 2) U.S. Foreign Policy Since 1933	1975 1975	
Dr. Dorothy Schweider Dept of History 651 Ross Hall Iowa State University Ames, IA 50011	History of Women in America	1970	
Dr. Trumbull Higgins Dept of History John Jay College New York, NY 10036	Modern Military History	1970	X
Dr. P. Bass Dept of History Univ of Kansas Lawrence, KS 66045	America in Vietnam, 1954-1974	1986 (Spring)	
Dr. William Tuttle Dept of History Univ of Kansas Lawrence, KS 66045	Contemporary America, 1941- Present	1977	X
Dr. Jerry Lewis Dept of Sociology Kent State University Kent, OH 44242	May 4th and Its Aftermath	1977	X
Dr. Vincent Davis Patterson Chair Professor of Int'l Relations Univ of Kentucky Lexington, KY 40506-0027	The Conduct of American Foreign Relations	1971	

Dr. George Herring Dept of History Univ of Kentucky Lexington, KY 40506-0027	Vietnam: A Television History	1973	X
Dr. John M. Carroll Dept of History Lamar University P.O. Box 10048 Beaumont, TX 77710	Vietnam: A Television History	1984	
Dr. Gerald Molyneaux Dept of English & Comm Arts La Salle College Philadelphia, PA 19141	1) Symposium on Vietnam & Film 2) Symposium on Vietnam: Film and History	1982 1982	1 X only
*Dr. Edward P. Morgan Dept of Government Maginnes Hall 9 Lehigh University Bethlehem, PA 18015	The Politics of the 1960's	1984	X
Dr. Benjamin Harrison Dept of History Univ of Louisville 240 Stickler Louisville, KY 40292	1) U.S. and the Vietnam War 2) U.S. in the Sixties	1984 1984	X X
Dr. Andrea McElderry Dept of History Univ of Louisville Louisville, KY 40292	The Vietnam War	1980	X
*Dr. James Rhodes Dept of Pol Science Luther College Decorah, IA 52101	Vietnam and Its Legacy	1980	
Dr. Cary Henderson Dept of History James Madison University Harrisonburg, VA 22807	America in the 1960's	1981	X
Dr. Stephen Bodayla Dept of History Marycrest College Davenport, IA 52804	The Vietnam Era	1985	X
Mr. Phil Straw (Univ of Maryland) 4902 Cherokee Street College Park, MD 20740	Honors 318A--Vietnam: America's Longest War, What Happened and Why	1985	X
Dr. Claudine L. Ferrell Dept of History/Am Studies Mary Washington College Fredricksburg, VA 22401	The U.S. Since 1945	1978	X

Dr. Loren Baritz Dept of History Univ of Massachusetts Amherst, MA 01003	American Culture and the Vietnam War	1984			Dr. David Noble Dept of History Univ of Minnesota Minneapolis, MN 55455	U.S. 20th Century, 1960-85	1984	
Dr. Richard Minear Dept of History Herter Hall Univ of Massachusetts Amherst, MA 01003	Vietnam and Cambodia	1968			Dr. Dorothy Haecker Women's Studies Program 213 Swallow Hall Univ of Missouri-Columbia Columbia, MO 65211	Comparative Feminist Ideologies	1982	
Dr. David Grosser American Civilization Dept U of Massachusetts Boston, MA 02125	The 60's		X		Dr. Dorothy Sikyta Women's Studies Program 213 Swallow Hall Univ of Missouri-Columbia Columbia, MO 65211	Feminism: The Basic Question	1981	
*Dr. Jeff Halprin American Studies Dept Univ of Massachusetts Boston, MA 02125	The 1960's		X		Dr. Arvarh Strickland Dept of History Univ of Missouri-Columbia Columbia, MO 65211	Afro-American History	1969	X
Dr. Jack Spence Dept of Pol Sci Univ of Massachusetts Boston, MA 02125	Political Legacy of Vietnam	1983	X		Dr. R. Gene Burns Dept of History Univ of Missouri 8001 Natural Bridge Rd St. Louis, MO 63121	The U.S. in Vietnam	1983	X
*Dr. David G. Yellin (Memphis State University) 4241 Park Avenue Memphis, TN 38117	The Television Documentary	1965			Dr. Jerry M. Cooper Dept of History Univ of Missouri 8001 Natural Bridge Rd St. Louis, MO 63121	American Military History	1971	
Dr. Leonard Hochberg School of Interdisciplinary Studies Miami University Oxford, OH 45056	Applied Social Theory: US Involvement in Vietnam	1983	X		Dr. Susan M. Hartmann Dept of History Univ of Missouri 8001 Natural Bridge Rd St. Louis, MO 63121	1) History of the U.S., 1940 to Present 2) History of Women in the U.S.	1968 1972	X X
Dr. Jeffrey Kimball Dept of History Miami University Oxford, OH 45056	The U.S.-Vietnam War	1985	X		Dr. Lester J. Foltos Dept of History Univ of Montana Missoula, MT 59812	Vietnam: the War and Its Legacy	1981	X
Dr. Terry M. Perlin School of Interdisciplinary Studies Miami University Oxford, OH 45056	Theoretical Perspectives on Social Change: American Involvement in Vietnam		X		Dr. Carl A. Trocki Dept of History Thomas More College 2771 Turkeyfoot Road Crestview Hills, KY 41017	History of the Vietnam War	1979	X
Dr. Roger Fischer Dept of History Univ of Minnesota Duluth, MN 55812	Civil Rights Movements in Recent America	1973	X		*Dr. Keith Weller Taylor Dept of History National Univ of Singapore Kent Ridge Singapore 0511	History of Vietnam	1982	
Dr. M.D. Frenier Dept of History Univ of Minnesota Morris, MN 56267	Vietnam	1985						

*Dr. Peter Maslowski
Dept of History
Univ of Nebraska
Lincoln, NE 68508-0327

U.S. Military History, 1917 to Present 1983

Dr. Philip E. Secret
Black Studies Dept
Box 688
Univ of Nebraska
Omaha, NE 68101

Black Americans in the American Political System 1970

Dr. Joseph Fry
Dept of History
4505 Maryland Parkway
Univ of Nevada
Las Vegas, NV 89154

America's Longest War: The U.S. and Vietnam X

Dr. H. Sitkoff
Dept of History
Univ of New Hampshire
Durham, NH 03824

1) Vietnam War 1982
2) Civil Rights Movement 1979

Dr. Jim Matray
Dept of History
New Mexico State University
Las Cruces, NM 88003

U.S. History Survey Since 1877 X

*Dr. Paul Hutton
Dept of History
Univ of New Mexico
Albuquerque, NM 87108

Vietnam War 1985 X

Dr. James Hyink
Dept of History
Univ of New Mexico
Albuquerque, NM 87131

History of the Vietnam War Era 1985 X

Dr. Richard Collin
Dept of History
Univ of New Orleans
New Orleans, LA 70148

Recent U.S. History: 1865 to Present

Dr. Phil Brown
Dept of History
UNCC Station
Univ of North Carolina
Charlotte, NC 28223

The Vietnam Experience 1982

Dr. Jane De Hart-Mathews
Dept of History
Univ of North Carolina
Chapel Hill, NC 27514

US. Since 1865 X

Dr. Michael Hunt
Dept of History
Hamilton Hall
Univ of North Carolina
Chapel Hill, NC 27514

U.S. in the Pacific 1979 X

Dr. James Leutze
Dept of History
402 Hamilton Hall, 070A
Univ of North Carolina
Chapel Hill, NC 27412

War & Contemporary Society: Vietnam 1978

*Dr. David W. Blight
Dept of Histsory
North Central College
Naperville, IL 60566-1017

1) Seminar in American History: The Vietnam War 1985 X
2) The Modern Civil Rights Movement 1984 X

Dr. June Sochen
Dept of History
Northeastern Illinois Univ
5500 N. St. Louis Avenue
Chicago, IL 60625

Women in American History 1969

Dr. Marilyn Skinner
Women's Studies Program
Northern Illinois Univ
DeKalb, IL 60115

Special Topics in Women's Studies: Feminist Theory 1985 X

*Col. Tom Ware
(Northern VA Community Col)
2006 Kenley Court
Alexandria, VA 22308

The U.S. in Vietnam: A Political-Military Historical Survey 1985 X

Dr. Michael Sherry
Dept of History
Northwestern University
Evanston, IL 60201

1) The U.S. in Vietnam: The Decision to Intervene 1981 X
2) History of the U.S. Since 1953 1975

Dr. S. Stucky
Dept of History
Northwestern University
1881 Sheridan Road
Evanston, IL 60201

The Sixties 1981 X

Dr. Frederick D. Wright
Black Studies Dept
University of Notre Dame
Notre Dame, IN 46556

1) American Government X
2) Black American Politics X
3) Ethnicity, Race and Public Policy X

Dr. John Hellmann
English Dept
4240 Campus Drive
Ohio State University
Lima, OH 45804

The American Nonfiction Novel and Film 1979

Dr. A. R. Millett
Dept of History
108 Dulles Hall
Ohio State University
Columbus, OH 43210

1) America in Vietnam 1981 X
2) U.S. Military History 1960 X

Dr. William E. Nelson
Dept of Black Studies
486 University Hall
Ohio State University
Columbus, OH 43210

Black Politics 1969

Dr. Marvin E. Fletcher Dept of History Ohio University Athens, OH 45701	Black Americans Since 1865	1968	
*Dr. Larry Cobb Dept of History Oklahoma City University Oklahoma City, OK 73106	The Vietnam War, 1945-1975		X
Dr. Marilyn Affleck Women's Studies Program Univ of Oklahoma 660 Parrington Oval Norman, OK 73019	1) Sociology of Women 2) Women and Power	1973 1983	X X
Dr. Barbara Hillyer Davis Women's Studies Dept Univ of Oklahoma 660 Parrington Oval Norman, OK 73019	1) Contemporary Feminist Thought 2) Introduction to Women's Studies	1978 1978	X X
Dr. Robert Griswold Dept of History Univ of Oklahoma Norman, OK 73019	United States Survey: 1865 to Present		
Dr. Alexis Walker School of Human Dev. 610 Elm Avenue, Rm 101 Univ of Oklahoma Norman, OK 73019	Family and Social Change	1980	X
Dr. Lorraine M. Lees Dept of History Old Dominion University Norfolk, VA 23508	America in the 1960's	1978	X
Dr. James R. Sweeney Dept of History Old Dominion University Norfolk, VA 23508	1) U.S. Since 1945 2) The Agony of Vietnam 3) America in the Vietnam Era	1982 1983 1983	X X X
Dr. Mary Ann Tétreault Pol Sci Dept Old Dominion University Norfolk, VA 23508	The Vietnam War	1983	X
Dr. William Duiker Dept of History Pennsylvania State U University Park, PA 16802	Vietnam at War	1985	
Dr. Emilia Martinez-Brawley Dept of Sociology 314 Liberal Arts Tower Pennsylvania State U University Park, PA 16802	Inequality in America	1984	

Dr. Bruce Kuklick Dept of History 207 College Hall/CO Univ of Pennsylvania Philadelphia, PA 19104	1) War and Diplomacy in America 2) Recent America: Hoover to to Nixon	1980 1978	X X
*Dr. Martin Novelli Philadelphia Colleges of the Arts Broad & Pine Streets Philadelphia, PA 19102	Images of Vietnam: 1950-75 (Literature & Film)		X
*Dr. Evelyn Edson Dept of History Piedmont Virginia Community College Route 6, Box 1-A Charlottesville, VA 22901-8714	History of Western Civilization III		X
Dr. Joseph J. Zasloff Pol Science Dept Univ of Pittsburgh Pittsburgh, PA 15260	Honors Seminar on the Vietnam War	1981	X
*Dr. Raymond Foery Mass Communications Dept Box 208 Quinnipiac College Mount Carmel Avenue Hamden, CT 06518	Vietnam: Images, Myths & Realities (The Vietnam Era as History & as Media History)		X
Dr. Noel C. Eggleston Dept of History Radford University Radford, VA 24142	The Vietnam War	1981	
Dr. Dennis Dickerson (taught at Williams Col) Rhodes College Dept of History 2000 N. Parkway Memphis, TN 38112-1624	Modern America: 1929 to the Present	early 1970's	X
Dr. R. Barry Westin Dept of History Univ of Richmond Richmond, VA 23173	U.S. History Since 1938		X
Dr. John Mueller Dept of Political Science Univ of Rochester Rochester, NY 04627	The Vietnam War	1975	
Mr. Christopher Wilkins Dept of History Roxbury High School 45 South Hillside Avenue Succasunna, NJ 07876	Contemporary Foreign Policy		

Dr. H. Bruce Franklin Dept of English Rutgers University Newark, NJ 07102	Vietnam and America	1981	
Dr. John Kilkelly Dept of Pol Sci, BH-317 St. Cloud State University St. Cloud, MN 56301	Vietnam Era in U.S. Foreign Policy	1984	
Dr. Anthony James Joes Dept Political Science St. Joseph's University Philadelphia, PA 19131	Vietnam	1985	X
Dr. James Farrell American Studies Dept St. Olaf College Northfield, MN 55057	American Culture Since 1945	1979	X
Dr. Susan Lindley Women's Studies Program St. Olaf College Northfield, MN 55057	1) Women in Judaism and Christianity 2) Black Religion in America	1976 1985	X X
Dr. Victoria Brown Women's Studies Dept San Diego State University San Diego, CA 92182	Women in American History, 1870 to Present	1970	X
Dr. Jane Boyd School of Soc Sciences San Jose State University San Jose, CA 95192	1) The Survey of Women 2) Perspectives on Sex Roles	1971 1975	X X
Dr. Barbara Joans Anthropology Dept San Jose State University San Jose, CA 95192	1) Sex and Culture 2) Justice and Unjustice		X X
Dr. Steven M. Gelber Dept of History Univ of Santa Clara Santa Clara, CA 95053	1) 20th Century Social Movements 2) 20th Century U.S. 3) Recent U.S., 1945-1973	1975 1972 1975	X X X
Dr. Amy Swerdlow Women's Studies Dept Sarah Lawrence College Bronxville, NY 10708	1) Women in American History, War and Peace 2) The American Women: the Culture of Affluence: the U.S. in the 1950's		
Ms. Pamela Sporn (Satellite Academy High School) 3341 Reservoir Oval, #6-C Bronx, NY 10467	Vietnam: What Happened?	1983	X

*Dr. Stephen Kneeshaw Dept of History School of the Ozarks Point Lookout, MO 65726	U.S. in Vietnam, 1945-1975	1980	X
Dr. Ronald Edsforth Dept of American Studies Skidmore College Saratoga Springs, NY 12866	American Cultural Periods: The 1960's	1983	X
Dr. Willie Harriford Afro-American Studies U of South Carolina Columbia, SC 29208	Survey of the Civil Rights Movement	1971	
Dr. Robert Hilderbrand Dept of History Univ of South Dakota Vermillion, SD 57069	1) Our Times: U.S. in the 1960's and 1970's 2) The Vietnam War	1983 1980	X X
Dr. George H. Mayer Dept of History Univ of South Florida Tampa, FL 33620	U.S. since 1929	1960	
Dr. F. U. Ohaegbulam Dept of Afro-Am Studies Univ of South Florida 4202 Fowler Avenue Tampa, FL 33620	Introduction to Afro-American Studies	1969	X
*Dr. Harold J. Goldberg Dept of History University of the South Sewanee, TN 37375	Vietnam & American Foreign Policy	1978	X
Dr. Franklin Nickell Dept of History Southeast Missouri State U 900 Normal Cape Girardeau, MO 63701	History of the Vietnam War	1983	X
Dr. Dale Bengston Religious Studies Dept Southern Illinois University Carbondale, IL 62901	Religion, Reform, Revolution	1980	
Dr. Luke Tripp Black Am. Studies Dept Southern Illinois Univ Carbondale, IL 62901	Critical Issues in the Black Experience	1968	X
*Dr. William S. Turley Dept of Pol Sci Southern Illinois University Carbondale, IL 62901	Government & Politics of Vietnam	1971	X

Dr. Barton J. Bernstein Dept of History Stanford University Stanford, CA 94305	Tumultuous Decade: America in the Sixties, 1957-75	1980	X
Dr. Clayborne Carson Dept of History Stanford University Stanford, CA 94305	Tumultuous Decade: American Society in the 1960's	1980	X
Dr. Estelle Freedman Dept of History Stanford University Stanford, CA 94305	U.S. Women's History, 1870- 1985	1976	X
Dr. John A. Larkin Dept of History SUNY-Buffalo Buffalo, NY 14261	Vietnam and the Vietnam War	1980	X
Dr. Frank A. Burdick Dept of History SUNY-Cortland , P.O. Box 2000 Cortland, NY 13045	U.S. in Vietnam	1973	X
Dr. Karen Markoe Humanities Dept SUNY-Maritime Fort Schuyler Bronx, NY 10465	U.S. History Since 1945	1978	X
*Dr. David Fractenberg Communications Dept 214 Faculty Tower SUNY-New Paltz New Paltz, NY 12561	The Rhetoric of the Vietnam War Debate	1985	X
*Dr. David Krikun Dept of History SUNY-New Paltz New Paltz, NY 12561	The United States in Vietnam		X
Dr. Joan Iverson Dept of History Admin Bldg, Box 190 SUNY-Oneonta Oneonta, NY 13820	America in the Sixties	1975	X
Dr. James Lindgren Dept of History Champlain Valley Hall SUNY-Plattsburgh Plattsburgh, NY 12901	Vietnam War	1985	

Dr. Anita Rapone Dept of History Champlain Valley Hall SUNY-Plattsburgh Plattsburgh, NY 12901	America in the Sixties	1976	
Dr. M.D. Richards Dept of History, Box A-L Sweet Briar College Sweet Briar, VA 24595	1) American Politics & Culture in the Sixties 2) Generations in Conflict: Politics & Culture	1984 1982	X X
Dr. Paul C. Taylor Dept of History Sweet Briar College Sweet Briar, VA 24595	1) Modern America, 1920 to the Present 2) U.S.: 1900 to the Present	1980 1964	X X
Dr. K C Morrison Afro-American Studies 403 Sims Hall Syracuse University Syracuse, NY 13210	America in the Sixties	1980	X
Dr. Susan Becker Dept of History 1101 McClung Tower Univ of Tennessee Knoxville, TN 37917	Women's Studies 2020: The Social Sciences	1974	
Dr. Diane Bath Morrow Afro-American Studies Prog Alumni Hall, #416C Univ of Tennessee 802 Volunteer Blvd Knoxville, TN 37996	An Introduction to Afro- American History		X
Dr. Terry Anderson Dept of History Texas A & M University College Station, TX 77843	1) The Movement: A History of Social Activism in America During the 60's & Early 70's 2) The U.S. Since 1945	(prospectus) 1980	X X
Dr. Barbara L. Green Dept of History Texas Tech University Box 4529 Lubbock, TX 79409	1) History of the U.S. Since 1877 2) Soc. & Cult. History of US since 1861 3) His. of Black People in the U.S.		X X X
Dr. Joyce Goldberg Dept of History Box 19529 Univ of Texas Arlington, TX 76019	U.S. Diplomacy Since 1912		X
Dr. John Sbraga Div of Social Sciences 1700 College Crescent Tidewater Community College Virginia Beach, VA 23456	1) The U.S. Since 1945 2) The Vietnam War	1976 1982	X X

Dr. Charles DeBenedetti Dept of History Univ of Toledo Toledo, OH 43606	The U.S. and Vietnam	1983	
Dr. Judith Beris-Markowitz Women's Studies Program Towson State University Baltimore, MD 21204	1) Women and Sexuality 2) Feminism	1985 1978	
Mr. Arnold Isaacs (Towson State University) 2006 West Joppa Road Lutherville, MD 21093	The Vietnam War	1984	X
Dr. Donald N. Clark Dept of History Trinity University 715 Stadium Drive San Antonio, TX 78284	The U.S. and the Far East	1978	X
Dr. Paul Joseph Dept of Sociology Tufts University Medford, MA 02155	American Society	1975	X
Dr. Thomas H. Buckley Dept of History Univ of Tulsa 600 South College Tulsa, OK 74104	The Vietnam War: Its Place in War and Society	1976	
Lt. Col. Harry Borowski Dept of History U.S. Air Force Academy Colorado Springs, CO 80840	20th Century Warfare: The Vietnam War	1981	X
Major Conrad Crane Dept of History U.S. Military Academy West Point, NY 10996-1793	Politics and Society in Sixties America	1984	X
Major Michael Kelly Dept of History U.S. Military Academy West Point, NY 10996-1793	Cold War America	1984	X
Colonel George Osborn Dept of Social Science U.S. Military Academy West Point, NY 10996-1793	Issues in Foreign Policy	1983	X
Dr. Alan Coombs Dept of History Univ of Utah Salt Lake City, UT 84112	Recent America	1977	X

Dr. William Haines Communication Dept Univ of Utah Salt Lake City, UT 84112	1) Intro to Mass Communication 2) Intro to Human Communication		
Dr. Sandra C. Taylor Dept of History Univ of Utah Salt Lake City, UT 84112	1) Honors Seminar on Humanities: The Vietnam War Through Literature and Memoirs 2) The Vietnam War	1984 1980	X X
Dr. John A Ricks Dept of History Valdosta State College Valdosta, GA 30601	1) The U.S. Since 1945 2) Themes in U.S. History	1974 1973	X X
Dr. Meredith Berg Dept of History Valparaiso University Valparaiso, IN 46383	Age of Anxiety: The U.S. Since 1945	1975	X
Dr. Keith Schoppa Dept of History Valparaiso University Valparaiso, IN 46383	1) The Vietnam War Through Film and Literature 2) Modern East Asian Civilization	1980 1974	
Dr. Leffler Vanderbilt University 6130 B Nashville, TN 37235	The U.S. and the Vietnam War	1984	
Dr. Harry Howe Ransom Pol Sci Dept Vanderbilt University Nashville, TN 37235	American Foreign Policy	1965	X
Dr. Nancy Anisfield (Univ of Vermont) RR 2, Box 2588 Olde Orchard Road Shelburne, VT 05482	1) Literature of the Vietnam War 2) Literary Reactions to War	1984 1985	X X
Dr. Mark Stoler Dept of History Wheeler House Univ of Vermont Burlington, VT 05405	1) His. of U.S. Foreign Relations Since 1900 2) U.S. Military History 3) His of the U.S. Since 1876	Pre-71 1971	X X X
Dr. Justin T. Green Dept of Pol Science Villanova University Villanova, PA 19085	Sr. Seminar: The Vietnam War and Its Effects on American Society	1980	X
Dr. Susan Armitage Women's Studies Dept Washington State University Pullman, WA 99164	Women in American Society	1978	

Dr. Leroy Ashby Dept of History Washington State University Pullman, WA 99164	United States, 1941 to the Present	1973	X
Dr. Donald Hood (Univ of Washington) 6324 S.W. Wilton Court Seattle, WA 98116	The U.S. and Vietnam	1985	X
Dr. Henry Berger Dept of History Washington University St. Louis, MO 63130	The Vietnam War: Origins, Developments and Consequences	1985	X
Dr. Melvin Small Dept of History 838 MacKenzie Hall Wayne State University Detroit, MI 48202	U.S. and the Vietnam Experience	1978	X
Dr. Gerald T. Burns Dept of English Wesleyan University Middletown, CT 06457	Writings of the Vietnam War	1982	
Dr. Charles Lemert Dept of Sociology Wesleyan University Middletown, CT 06457	The Sixties: Hope and Despair	1985	
Dr. David Detzer Dept of History Western CT State College 85 Keeler Road Bridgewater, CT 06752	1) America Since 1945 2) The Sixties	1968 1972	 X
Dr. John McClendon Dept of History Western Washington Univ Bellingham, WA 98225	The War in Vietnam: 1945-75	1977	
Dr. Richard Lael Dept of Histgory Westminster College Fulton, MO 65251	America's Vietnam Experience ³	1980	X
Dr. Judith Stitzel Ctr for Women's Studies 200 Clark Hall West Virginia Univ Morgantown, WV 26506	Introduction to Women's Studies	1980	X
Dr. Jerry Starr Dept of Soc/Anthro 413 Hodges Hall West Virginia University Morgantown, WV 26506	Youth and Social Change	1972	X

Dr. Gayle Davis Women's Studies Program Wichita State University 1845 Fairmount Wichita, KS 67208	Women in Society: Social Issues	1977	X
Dr. Ed P. Crapol Dept of History College of William & Mary Williamsburg, VA 23185	America in Vietnam	1984	X
Dr. Richard B. Sherman Dept of History College of William & Mary Williamsburg, VA 23185	The United States Since 1945	1973	X
Dr. Sidney H. Bremer Women's Studies Dept Univ of Wisconsin Green Bay, WI 54302	Women in American Perspective	1977	X
Dr. Lynn Walter Women's Studies Dept Univ of Wisconsin Green Bay, WI 54302	Woman as Worker	1977	X
Dr. John R. W. Smail Dept of History Humanities Bldg Univ of Wisconsin Madison, WI 53706	The Vietnam Wars	1983	X
Dr. William Van Deburg Afro-American Studies 4219 Humanities Bldg Univ of Wisconsin Madison, WI 53703	Introduction to Afro-American History	1970	X
Dr. Edward T. Linenthal Religious Studies Dept Univ of Wisconsin Oshkosh, WI 54901	Vietnam and American Memory	1979	X
Dr. Emmett Shea Dept of History 486 Chandler Street Worcester State College Worcester, MA 01602-2597	The U.S. and East Asia	1978	X
Dr. William Moore Dept of History Univ of Wyoming Box 3198 Laramie, WY 82071	U.S. in the 20th Century		X

THE PROJECT ON THE VIETNAM GENERATION

VII. A

Resource List for Courses on the Civil Rights Movement

(Asterisk indicates used in more than one course, per survey returns)

Books and Articles

- *Robert L. Allen
Black Awakening in Capitalist America: An Analytic History, Garden City, NY, 1969
- Anderson
A. Phillip Randolph
- John J. Ansbro
Martin Luther King, Jr.: The Making of A Mind
- Herbert Aptheker
American Negro Slave Revolts, NY 1943
- *James Baldwin
The Fire Next Time
- *Barker & McCorry
Blacks and the American Political System
- Newman Bartley
The Rise of Massive Resistance
- Jack Bass & Walter Devries
The Transformation of Southern Politics
- Lerone Bennett
Before the Mayflower, Penquin, 1984
- Ira Berlin
Slaves Without Masters: The Free Negro in the Antebellum South, NY, 1964
- William C. Berman
The Politics of Civil Rights in the Truman Administration, Columbus, OH 1970
- *Berry and Blassingame
Long Memory: The Black Experience in America, NY, Oxford U Press, 1982
- John W. Blassingame
The Slave Community: Plantation Life in the Antebellum South, NY, 1979
- James Bolner
Louisiana Politics: Festival in a Labyrinth
- Robert Brisbane
Black Activism, Judson, 1974
- Francis L. Broderick & W.E.B. DuBois
Negro Leader in a Time of Crisis, Stanford, 1959
- Charles T. Brown
The Art of Rock & Rock
- *Claude Brown
Manchild in the Promised Land
- Charles S. Bullock & Charles Lamb
Implementation of Civil Rights Policy
- *Stokely Carmichael & Charles V. Hamilton
Black Power: The Politics of Liberation in America NY, 1967
- *Clayborne Carson
In Struggle: SNCC and the Black Awakening of the 1960's, 1981
- *Chafe
Civilities and Civil Rights
- Kenneth Clark
Dark Ghetto
- Eldridge Cleaver
Soul on Ice
- James Cook
The Segregationists
- Bernard Cosman
Five States for Goldwater
- E. David Cronon
Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association, Madison 1955

- Harold Cruse
The Crisis of the Negro Intellectual, NY 1967
- Richard M. Dalfiume
Fighting on Two Fronts: Desegregation of the U.S. Armed Forces, 1939-1953, Columbia, MD, 1969
- Chandler Davidson
Minority Vote Dilution
- St. Clair Drake & Horace R. Cayton
Black Metropolis: A Study of Negro Life In a Northern City, NY, 1945
- W.E.B. DuBois
Black Reconstruction, 1860-1880, NY, 1935
- W.E.B. DuBois
Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept, NY, 1940
- W.E.B. DuBois
The Souls of Black Folk, NY, American Library Signet, 1969
- P. Durham & E.L. Jones
The Negro Cowboys
- E.U. Essien-Udom
Black Nationalism: The Search for an Identity in America, Chicago, 1962
- Stephen R. Fox
the Guardian of Boston: William Monroe Trotter, NY, 1970
- *John Hope Franklin
From Slavery to Freedom: A History of Negro Americans, NY, Alfred A. Knopf (Bozoi Books), 5th Edition, 1980
- John Hope Franklin
Reconstruction After the Civil War Chicago, 1961
- John Hope Franklin
Three Negro Classics
- Herbert R. Garfinkel
When Negroes March: the March on Washington Movement in the Organizational Politics for FEPC, Glenroe, IL, 1959
- *David Garrow
The FBI and Martin Luther King
- David Garrow
Protest at Selma: Martin Luther King, Jr. and the Voting Rights Act of 1965
- P. Gaston
The New South Creed
- Geschwender
Racial Stratification in America, Brown, 1978
- Nathan Glazer
Affirmative Discrimination
- Gorman
The Making of Black Revolutionaries
- Lorenzo Green
The Negro in Colonial England, NY, 1968
- Gregory
Nigger
- Herbert G. Gutman
The Black Family in Slavery and Freedom, NY, 1976
- Alex Haley
The Autobiography of Malcolm X Ballantine Books, 1977
- *Louis R. Harlan
Booker T. Washington: The Making of a Black Leader, 1856-1901
- William H. Harris
The Harder We Run: Black Workers Since the Civil War
- William C. Harvard, ed.
The Changing Politics of the South
- Florette Henri
Black Migration: Movement North, 1900-1920, Garden City, NY, 1975
- Alfred O. Hero
The Southerner and World Affairs
- Nathan I. Higgins
Black Odyssey: The Afro-American Ordeal in Slavery Vintage Books, 1977

Nathan I. Higgins
Harlem Renaissance, NY, 1971

Thomas Wentworth Higginson
Army Life in a Black Regiment, Boston, 1962

Harry Holloway
The Politics of the Southern Negro

Joseph C. Hough
Black Power and White Protestants: A Christian Response to the New Negro Pluralism in Slavery, Vintage Books, 1977

Howard and Smith
Black Urban Politics

William B. Huie
Three Lives for Mississippi

Jackson
KKK in the City

James Weldon Johnson
Black Manhattan, NY, 1930

*Winthrop Jordan
White Over Black

William Loren Katz
Eyewitness: The Negro in American History

Charles E. Kellogg
NAACP, Baltimore, 1967

Louise V. Kennedy
The Negro Peasant Turns Cityward: Effects of Recent Migration to Northern Cities, NY, 1930

Robert Kerner
Commission Report on Civil Disorders

V.O. Key
Southern Politics

Larry L. King
Confessions of a White Racist

*Martin Luther King, Jr.
Stride Toward Freedom

Martin Luther King, Jr.
Why Can't We Wait, New Am. Library, 1964

Kenneth S. Kusner
A Ghetto Takes Shape: Black Cleveland, 1870-1930, Chicago, 1976

Everett Carl Ladd, Jr.
Negro Political Leadership in the South

Steven F. Lawson
Black Ballots

William Leckie
The Buffalo Soldiers: A Narrative of the Negro Cavalry in the West, Norman, OK, 1967

Gerda Lerner, ed.
Black Women in White America

*David L. Lewis
Martin Luther King: A Critical Biography, NY, 1970

Eric C. Lincoln
The Black Muslims in America, Boston, 1961

Leon Litwack
North of Slavery: The Negro in the Free States 1790-1860, Chicago, 1961

Alain L. Locke
The New Negro: An Interpretation, NY, 1925

Louis E. Lomax
The Negro Revolt, NY, 1962

Walter Lord
The Past Would Not Die

Marable
How Capitalism Underdeveloped Black Americans

D. Matthews and J. Prothro
The Negro and the New Southern Politics

Allen J. Matusow
"From Civil Rights to Black Power"

Morris McGregor
Integrating the Armed Forces, Washington, DC, 1981

Neil McMillen
The Citizens Council

James M. McPherson, ed.
The Negro Civil War

*August Meier & Elliott Rudwick
CORE: A Study in the Civil Rights Movement, 1942-1968, NY, 1973

August Meier
Negro Thought in America, 1880-1915, Ann Arbor.

Aldon D. Morris
The Origins of the Civil Rights Movement: Black Communities Organizing for Change

Milton Morris
The Politics of Black Americans

Dan Moynihan
The Negro Family

Benjamin Muse
The American Negro Revolution: From Nonviolence to Black Power, 1963-1967, Bloomington, IN, 1968

Benjamin Muse
Ten Years of Prelude

Nelson & Meranto
Electing Black Mayors

William H. Nicholls
Southern Tradition and Regional Progress

*Stephen B. Oates
The Fires of Jubilee: Nat Turner's Fierce Rebellion, 1975

Gilbert Osofsky
Harlem: The Making of a Negro Ghetto, 1890-1920

Jack Peltason
54 Lovely Men

William Alexander Percy
Lanterns on the Levee

Alphonso Pinckney
Red, Black, and Green: Black Nationalism in the United States, Cambridge, England, 1976

F.F. Piven & R. Cloward
Poor People's Movements

Benjamin Quarles
Black Abolitionists, 1969

Benjamin Quarles
The Negro in the American Revolution NC, 1940

*Howard Raines
My Soul is Rested: The Story of the Civil Rights Movement in the Deep South

George Rawick
From Sundown to Sunup, Westport, CT, 1972

Edwin S. Redkey
Black Exodus: Nationalism and Back-to-Africa Movements, 1890-1910, New Haven, 1969

J. Deotis Roberts
Roots of a Black Future

Charles P. Roland
The Improbable Era: The South Since World War II

B. Joyce Ross
J.E. Spingarn and the Rise of the NAACP

Elliott Rudwick & W.E.B. DuBois
A Study of Minority Group Leadership, Philadelphia, '60

Emmett J. Scott
Negro Migration During the War, NY, 1920

Louis Seagull
Southern Republicanism

Bobby Seale
Seize the Time, NY, 1970

Robert Sherill
Gothic Politics in the South

Dick Silberman
Crisis in Black and White

*Harvard Sitkoff
The Struggle for Black Equality, 1954-1980, Hill & Wang, 1981

Allan H. Spear
Black Chicago: The Making of a Negro Ghetto, 1890-1920, Chicago, 1970

Samuel R. Spencer, Jr.
Booker T. Washington and the Negro's Place in American Life, Boston, 1955

D. Strong
Urban Republicanism in the South

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THE PROJECT ON THE VIETNAM GENERATION

VII. D

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