Honors Seminar V & VI: Aesthetics, Values, and Authority
Cambodia & Vietnam: Their Place in American History

IDH 4007-4008
Spring & Summer 2022
Thursdays 8am-10:30 am (Spring Term)
C & V Course Description

**Overall Course Description**

The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness to engage in problem solving in diverse settings.

**Specific Course Description**

Cambodia and Vietnam are two small countries on the other side of the world that loom large in recent American history and continue to influence the direction of American actions on the geopolitical front, reflecting the strong influence of the American experience in Southeast Asia from 1954 to 1990. Studying and visiting these countries is therefore a way for students to understand others and themselves more fully.

The spring course, designed to prepare students for their five-weeks study abroad in Southeast Asia, focuses on three main aspects:

- **Vietnam and Cambodia’s history, culture and art, their influence over the centuries on the region’s geography and politics, their evolution into players on the world stage of Cold War politics of the Western powers from 1945 to 1990, and their social, economic, and political status and role today. Regarding Vietnam, this course specifically looks at the country’s 2,000-year history, with particular attention to the three Vietnamese wars (1945–1975), the special relationship between the U.S. and the countries of Southeast Asia, the legacy of that time on American culture and politics to this day, and contemporary Vietnamese society, from economics to popular culture. Regarding Cambodia, this course traces the early history of Cambodia from its rise to regional empire status, as the Khmer Empire, centered in Angkor, its’ regional influence at the height of its power, the unique art that it brought forth in the temples of Angkor Wat, the politics that thrust Cambodia into the Cold War and brought the Khmer Rouge and the Killing Fields to this small nation, and today’s challenges and opportunities.**

- **English as a second language. This course will incorporate English for Speakers of Other Languages (ESOL) approaches to prepare students for their service experience, working with Cambodian students to help them improve their English language comprehension level and speaking skills.**

- **Community impact. This course uses a project-based learning approach to help students develop a project that meaningfully impacts the Cambodian people they will interact with while staying in Siem Reap.**

The summer course takes students through Southeast Asia. Arriving in Bangkok, Thailand for a short visit there then, to Vietnam, visiting important cultural sites and places of historical significance critical to understanding the events that shaped Vietnamese society and culture over the centuries, as well as those that helped shape the U.S. during its long military involvement in Southeast Asia. Second, to Cambodia, exploring Khmer Rouge history and its Killing Fields and touring some of the major Angkor temple sites, viewing in person the evolution of the unique Khmer artistry over a 500-year span, which makes it today a World Heritage Site and offers a unique insight into the evolution of an empire and its eventual fall into ruins. During this course, students will teach English to Cambodia students, explore Siem Reap culture and society, and reflect on their travel experience.
**Course Objectives**

- Introduce students to the history, culture and geography of Southeast Asia.
- Expose students to the cultural diversity of Southeast Asia, including the influence of Buddhism and Confucianism on Southeast Asian societies.
- Highlight the driving forces behind the Southeast Asian conflicts of the recent past from 1945 to 1990 and their influence and lingering effects on American society.
- Prepare students to better understand the roots of ethnic and political conflicts through better understanding of cultural background that can influence the outcome of conflict resolution by peaceful means.
- Introduce students to the culture and society of contemporary Cambodia and Vietnam.
- Prepare students for the teaching service portion of the course.
- Engage students in projects designed to impact the people they will meet.
- Expose students to history and sites that will stimulate reflections about themselves and others.

**Guidelines for Written Work**

1. Be turned in at the beginning of class on the specified dates. No late work will be accepted.
2. 1st Paper to be submitted as digital Word document. 2nd Paper to be printed and stapled. Work not stapled before coming to class will not be accepted.
3. Use Calibri, font 12, 1.5 spaced.
4. Include page numbers.
5. Have the following margins: 1” for the top, bottom, left, and right.
6. Respect the word requirement. Assignments that are extensively shorter than required will be penalized.
7. Be free of spelling, punctuation, grammar, and usage errors. The more errors in your writing, the more your grade will go down!
Honors College Requirements & Policies

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Religious holidays
“Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.”

Physical, mental and sensory challenges
“Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

Honors Citizenship Requirements
Honors College students are required to accumulate at least 10 citizenship points each academic semester (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors College Academic Misconduct Statement
In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

Please refer to the following documents for additional information:
FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.htmlCourses
Faculty

Juan Carlos Espinosa, Ph.D. *(University of Miami)*
Email: espinosj@fiu.edu
Juan Carlos Espinosa, current Dean of the Honors College, is a political scientist with degrees from the University of Miami and Florida State University. His main research interests include the arts and political expression, culture and collective identity, and Cuban political culture. Dr. Espinosa has taught Honors College courses at every level, most recently leading the restructuring of the First Year curriculum. As Dean, he oversees the Advanced Research and Creativity in Honors program, curriculum, external affairs, communications (including the Honors College website and *Summa cum Laude*, the Honors College magazine) and the Honors Arts initiative, a collaboration with CARTA and community cultural organizations. He also serves on a number of university-wide committees including the Council on Mentored Undergraduate Research and Creative Activities, the university-wide Scholarship Committee and FIU Humanities Center Working Group. Espinosa was inducted into the Order of the Torch in 2010.

South East Asia Specialist: Harry Roberge
hroberge@fiu.edu
Office hours by appointment

Harry Roberge, a Vietnam War veteran, working as an interpreter and translator for the Army during the war, has been living and working in SE Asia for 20 years. Currently living in Thailand, he has traveled extensively through Vietnam, Cambodia, Thailand, Laos, Myanmar, Philippines and Indonesia. He is currently directing work for an NGO in sponsoring the education of underprivileged Cambodian children. He has spent the last 10 years introducing people to SE Asian history and culture by acting as a guide for small groups wishing to get an inside view of the uniqueness of each country, its people, culture, and the role these countries have played in the geopolitical history of the United States, the Soviet Union and China. Currently working with FIU Honors College as the facilitator for their Vietnam-Cambodia Study Abroad Program, he has introduced FIU students to the region’s beauty, cultural aspects and history of the region through lectures, movies, literature and music. He has also supervised the service project of the FIU Honors College Vietnam-Cambodia Study Abroad Program with the key project of a teaching English program at the teacher training college in Siem Reap, Cambodia for future Cambodian teachers.
Spring Course

Meet Thursdays 8:00-10:30 am in classroom or online

Required Reading Material

2. Uyen Nicole Duong, *Daughters of the River Huong*, Ravensyard Publishing, 2005

Note: the 4 above listed books are readily available from online sellers as used books that are very inexpensive. Please check out: abebooks.com and alibris.com You should check both websites for the best price and watch for the shipping cost as to which one will be cheaper.

Course Grading

<table>
<thead>
<tr>
<th>#1</th>
<th>Attendance, participation, homework, quizzes</th>
<th>Individual</th>
<th>10 pts</th>
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<tbody>
<tr>
<td>#2</td>
<td>Research papers</td>
<td>Individual</td>
<td>20 pts</td>
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<tr>
<td>#3</td>
<td>English teaching preparation portfolio</td>
<td>Individual</td>
<td>20 pts</td>
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<tr>
<td>#4</td>
<td>In class participation &amp; discussions</td>
<td>Individual</td>
<td>10 pts</td>
</tr>
<tr>
<td>#5</td>
<td>Community project</td>
<td>Team</td>
<td>30 pts</td>
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<tr>
<td>#6</td>
<td>Tutoring/shadowing hours</td>
<td>Individual</td>
<td>10 pts</td>
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**#1 - Attendance, Participation, Homework, and Quizzes (10 Points – Individual):** You are expected to be an active participant in class presentations and discussions. To participate, you have to be there, so attendance is mandatory. Tardiness is disrespectful and disruptive. After 15 minutes and/or if it becomes a problem, it will be treated as an absence. After two unexcused absences, your grade will be penalized. Homework refers to the readings and reports not included in the different “steps” listed below.
If necessary, quizzes (announced or unannounced might be administered on readings, research material, and in-class discussions. The format will mostly be true/false questions, multiple choice questions, fill-in the blanks, and short answer questions. There is no make-up for quizzes missed.

#2 – Research Papers (20 Points - Individual): 2 Papers. Based on interests or majors, students will select a research topic. Once approved by the faculty member, students will conduct secondary research on the selected topic and submit a 2,000-word paper showcasing their findings, sources, and conclusions. Papers will be evaluated based on:
- The breadth of the secondary research conducted
- The quality and originality of the research, analysis, and conclusions
- The quality of the paper (structure of the paper, clear and well-supported arguments and examples, sound grammar and typos-free, etc.)
- 1st Paper due March 10th, 2nd Paper due April 21st received no later than start of class on those dates.

#3 – English Teaching Preparation Portfolio (20 Points - Individual): Throughout the semester, students will conduct research on pedagogical approaches to teaching English as a second language. Students will look for resources, tips, ideas, materials, etc., and compile relevant ones into a portfolio they will take along with them to teach Cambodia students in the summer. Students will be evaluated based on:
- Their depth of research, and portfolio
- The willingness, resourcefulness, and dependability shown during the development of the portfolio
- The quality and originality of the portfolio
- Portfolio should include varied activities (lesson plans, games, songs, individual exercises, group exercises, verbal exercises, written exercises, etc.) for ice breaks, exercises and games that can be used in ESOL learning situations that will complement the ESL Manual (provided) that will be used in class.

#4 – In class participation of discussion and impressions of required readings listed above. (10 Points - Individual)

#5 – Community Project (30 Points - team): Throughout the semester, students, in groups of 4, will work on developing a project that they will then take on the trip. The goal is to come up with something valuable for people in Siem Reap. The project can focus on Cambodian students or the partnering school, but does not have to. After brainstorming potential ideas for projects and selecting one, students will submit a written proposal to the faculty and present their project idea in class. Students will be evaluated based on:
- Their contribution to the team discussions, tasks, and project realization
- The strategies and processes put in place to develop a meaningful project
- The willingness, resourcefulness, and dependability shown through the project development and realization
- The depth of the project selected and developed

#6 – Tutoring/Shadowing Hours (10 Points - individual): On their own time, students will conduct 10 hours of tutoring/shadowing at the FIU Institute for English Language (ELI). Proof will need to be presented to the faculty to obtain points.
Tentative Course Calendar  
Thursdays, 8:00-10:30am in class and online

**Note:** This is a hybrid course that will require mandatory in person classroom attendance as well as interactive online class time.

1 – January 13 – Introduction & Updates *(MANDATORY CLASSROOM ATTENDANCE)*
- Faculty & student introduction
- Spring semester syllabus and timeline
- Summer semester information
- HW: watch 1st episode of the PBS documentary “Vietnam” by Ken Burns Episode # 1 on YouTube
- Prior to 1st day of class you will watch “Making Peace with Vietnam” which can be found on YouTube, a 1.5 hr video as background information for Vietnam

2 – January 20 – Community Project *(MANDATORY CLASSROOM ATTENDANCE)*
- Introduction to the project
- Community project preparation work
  - Individual strengths/weaknesses
  - Brainstorming session
  - Team selection – Geography of SE Asia
- HW: watch docudrama “First They Killed My Father” directed by Angelina Jolie available on NetFlix

3 – January 27 – Research Papers & Community Project *(CLASS ONLINE)*
- Research Paper
  - Requirements reviewed from Syllabus
  - Topic brainstorming & selection with suggested topics
- Community Project
  - Team discussion as to fundraising work on proposed project

4 – February 03 - Introduction to Cambodia & Vietnam *(CLASS ONLINE)*
- Individual Team reports on progress of project
- People and geography of Southeast Asia
- Brief history of Southeast Asia

5 – February 10 – History & Culture - Southeast Asia *(CLASS ONLINE)*
- History and culture of Southeast Asia to the European colonial period
- Religions of Southeast Asia and their influence on their societies
- HW: Locate a Vietnam Veteran and conduct an interview with them based on interview outline provided. This homework will be due: March 10th at 8 am.

6 – February 17 – Community Project Work *(CLASS ONLINE)*
- Class discussion of the book: *A Rumor of War*
- Team work on community project

7 – February 24 – English Teaching Preparation Portfolio *(CLASS ONLINE)*
- HW: English Teaching Preparation Portfolio: prepare an update for the class
- Work on English teaching preparation portfolio

8 – March 03– Spring Break – No class
9 – March 10 – Project updates and 1st Paper reports (CLASS ONLINE)

- Progress report on team projects
- 1st Paper due by start of class, students will give short talk on the subject of their paper with results of their research findings

10 – March 17 – Completed reading of 2nd book & Community Project Work (CLASS ONLINE)

- Class discussion of the book; Daughters of the River Huong
- Students talk on the subject of their paper (continued)
- English for Speakers of Other Languages (ESOL)
- HW of Feb 06 Vietnam Veteran interview is due at 8 am.

11 – March 24 – (CLASS ONLINE)

- HW: English Teaching Preparation Portfolio: prepare an update for the class
- HW: Community Project: prepare an update for the class

12 – March 31 – History & Culture – Southeast Asia (CLASS ONLINE)

- History and culture of Indochina from the Colonial period to the Vietnam Wars
- Overview of the arts in Southeast Asia

13 – April 07 – History & Culture – the Vietnam Wars & the U.S. (CLASS ONLINE)

- HW: Community Project: prepare an update for the class
- Office of Study Abroad pre-departure meeting (MANDATORY)
- The ‘Vietnam Wars’
- The U.S. and Southeast Asia

14 – April 14 – History & Culture – Post Vietnam Wars (MANDATORY CLASSROOM ATTENDANCE)

- Vietnam after the Wars
- Vietnam today

15 – April 21 – History & Culture – Cambodia (MANDATORY CLASSROOM ATTENDANCE)

- 2nd Paper due by start of class
- Cambodia and the Killing Fields
- Cambodia today
- HW: English Teaching Preparation Portfolio due
- Community Project presentation to the class

This syllabus is subject to change. I will inform the class of changes as they come
Summer “A” Course

Course Grading

#1 Attendance & participation
Individual 20 pts

#2 English teaching
Individual 20 pts

#3 Community research project
Individual 30 pts

#4 Journal
Individual 30 pts

**#1 – Attendance & Participation (20 Points – Individual):** Even though this course will not take place in a traditional classroom setting, this is a course and you are receiving academic credits so you are expected to be on time, prepared, and actively participate in every aspect of the class – meaning everything listed on the syllabus or requested by the faculty members. Repeated tardiness or unjustified absences will result in a lower grade.

**#2 – English Teaching (20 Points - Individual):** This service-learning portion is essential, not only to your learning, but to the learning of Cambodian students. Students will therefore be expected to (and evaluated on):
- Be on time
- Be sensitive to the Cambodian students’ academic level, experience, and culture
- Have a positive attitude, be flexible, and adapt to ensure Cambodian students are learning and doing so in a positive and fun atmosphere
- Collaborate with other students when relevant
- Develop carefully designed lesson plans that include clear goals and learning objectives and a good balance of lecture and innovative hand-on exercises
#3 – Community Research Project (30 Points - Individual): Students will select an individual from the Siem Reap community to interview pertaining to Siem Reap or Cambodia and their lives and experiences. Students will then write a report on their interview (800 word minimum). Students will then give a presentation to the class of their interview and experiences gained from the interaction with local community. Students will be evaluated based on:

- The breadth and originality of the interview
- The analysis and conclusions drawn from the interview
- The quality (preparation, content, and delivery) of their presentation.

Topics (you can also suggest a topic to the faculty member)

- The expatriate community in Siem Reap
- The U.S. presence in Siem Reap
- NGOs in Siem Reap
- Access to primary healthcare in Siem Reap
- Tourism in Siem Reap
- Social media in Cambodia
- Buddhism in Cambodia
- Economic development in Siem Reap
- Eating insects in Cambodia
- The education system in Cambodia
- Sports in Cambodia
- Being a tuk tuk driver in Siem Reap
- Art in Siem Reap

#4 – Journal (30 Points - Individual): Students will regularly journal about their experience. The goal is not to list or describe the different activities taking place every day, but to reflect on the experience – what surprised you, what disappointed you, what did you feel when exposed to…., what makes you think about things differently, etc. Students can write as often as wanted. The minimum, however, is 7 entries of 300 words or more each on:

- Bangkok/Thailand – 1 entry
- Halong Bay – 1 entry
- Hanoi – 1 entry
- Saigon – 1 entry
- Phnom Penh – 1 entry
- Siem Reap – 2 entries

Journal entries are to be hand written in a journal/copybook and handed to the professor throughout the trip on specific dates (TBA). Students will be evaluated based on:

- Meeting the requirements (entry length and numbers)
- The reflective aspect of the entries (as opposed to descriptive)
- The breadth of the reflections
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 03</td>
<td>Arrival into Bangkok no later than midnight of May 03, 2022</td>
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<tr>
<td>May 04</td>
<td>Orientation</td>
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<td></td>
<td>City Tour of Grand Palace Bangkok</td>
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<td></td>
<td>Tour of Wat Po, Reclining Buddha &amp; Jim Thompson House</td>
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<td>May 05</td>
<td>Tour of old capital of Ayuthaya and Bang Pa in Summer Palace</td>
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<td>May 06</td>
<td>Morning: free, Afternoon: flight to Hanoi, evening free</td>
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<td>May 07</td>
<td>Travel to Halong Bay, boat tour of Halong Bay with lunch and dinner included on board</td>
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<td></td>
<td>Overnight on boat</td>
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<td>May 08</td>
<td>11:30 am Disembark and return to Hanoi, evening free</td>
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<td>May 09</td>
<td>Community Service work day at the Friendship Village in Hanoi</td>
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<td>May 10</td>
<td>Morning tour of Hanoi. Afternoon flight to Ho Chi Minh City</td>
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<td>May 11</td>
<td>Tour of Ho Chi Minh City and Cu Chi Tunnels</td>
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<td>May 12</td>
<td>Cultural Exchange with Vietnamese university students which will include touring of HCMC</td>
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<td>May 13</td>
<td>Overland travel to Phnom Penh, Cambodia (6-7 hours travel)</td>
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<td>May 14</td>
<td>Tour of Tuol Sleng Prison &amp; Choeung Ek Killing Fields and National museum</td>
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<td>May 15</td>
<td>Travel overland from Phnom Penh to Siem Reap, Cambodia (6 hours travel)</td>
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<td>May 16</td>
<td>Morning: free</td>
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<td></td>
<td>Afternoon: Introduction to Cambodian students &amp; teaching students at Teacher Training College</td>
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<td>May 17</td>
<td>Morning: introduction to Khmer Empire via Angkor National Museum, afternoon teaching</td>
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<td>May 18</td>
<td>Morning: tour of Angkor Thom complex to include Bayon, Baphuon, Elephant terrace etc.</td>
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<td>Afternoon: free</td>
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<td>May 19</td>
<td>Morning: free, afternoon teaching English</td>
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<td>May 20</td>
<td>Morning: tour of Ta Phrom (Tomb Raiders Temple)</td>
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<td></td>
<td>Afternoon: teaching students at Teacher Training College</td>
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<tr>
<td>May 21</td>
<td>Free Day</td>
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<td>May 22</td>
<td>Outing Day with Cambodian students to West Baray lake to include lunch</td>
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<td>May 23</td>
<td>Morning: Tour of Angkor Wat</td>
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<td>Afternoon teaching students at Teacher Training College</td>
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<tr>
<td>May 24</td>
<td>Morning: free</td>
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<td></td>
<td>Afternoon: teaching students at Teacher Training College</td>
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<td>May 25</td>
<td>Morning: free, afternoon: teaching English</td>
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<tr>
<td>May 26</td>
<td>Morning: tour of Banteay Srei temple</td>
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<td></td>
<td>Afternoon: teaching students of Teacher Training College</td>
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</tbody>
</table>
May 27  Travel to Chireng District to visit primary schools, Afternoon teaching
May 28  Free day
May 29  Free day
May 30  National Holiday: Children’s Day - travel with Cambodian students to their home villages
May 31  Morning: Travel to Roluos group of temples
        Afternoon: teaching at teacher training college
Jun 01  Morning: free
        Afternoon: teaching students Teacher Training College
Jun 02  Morning: Presentation of Interviews to the class
        Afternoon: teaching students Teacher Training College
Jun 03  Morning: tour of Ecole des Artisans & silk weaving shop
        Afternoon: teaching students Teacher Training College /evening farewell get together with students
Jun 04  Flight back to Bangkok, free afternoon for shopping etc.
Jun 05  Flight back to USA

*This itinerary is subject to change. I will inform the class of changes as they come*
Resources

Books

• Phillip Jennings, *The Politically Incorrect Guide to the Vietnam War*
• Bao Ninh, *The Sorrow of War: A novel of North Vietnam*
• Milton Osborne, *Southeast Asia: An Introductory History*
• Mary Young, *The Vietnam Wars 1945 - 1990*

Films & Documentaries

• The Killing Fields (1984)
• Ken Burns The Vietnam War (2017)
• When the Tenth Month Comes (1984)
• The Scent of Green Papaya (1993)
• Passport to Love (2009)
• The Buffalo Boy (2004)
• *Year Zero: The Silent Death of Cambodia* (1979)
• *Platoon* (1986)
• Saigon Electric (2011)
• The Vertical Ray of the Sun (1994)
• We Were Soldiers (2002)
• Journey from the Fall (2009)
• *Cambodia: Pol Pot’s Shadow*. Documentary on the legacy of the Khmer Rouge and the Killing Fields
• *The Flute Player* Documentary on the rebuilding of musical traditions after the Killing Fields.
• *Jewels in the Jungle*, (Mysteries of Asia BBC documentary). Documentary on Angkor Wat.

Maps

• Southeast Asia (Google)
• Cambodia Maps
• Vietnam Maps

Links and E-readers

• East and Southeast Asia: An Annotated Directory of Internet Resources
• Vietnam War Internet Links
• Vietnam Tourism (http://www.vietnamtourism.com/e_pages/useful/useful.asp)
• Vietnam Profile
• History.com Vietnam War
• New York Times Vietnam War
• Vietnam Timeline
• Cambodian Information Center (http://www.cambodia.org/)
• Country Profile - CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/)