Course Overview
In this Senior-Year Experience (SYE) research seminar for history majors and minors, we will examine social, cultural, political, and military aspects of the United States in World War II. The ultimate goal of this seminar is for each student to produce a substantial original research paper, using a combination of primary and scholarly secondary sources, on a specific aspect of the history of U.S. involvement in World War II. Students will complete a number of assignments along the way. We will read and discuss assigned course texts to give everyone a common grounding in the history of Americans in the war, and to scrutinize some entrenched assumptions in Americans' collective memories of the war. While developing their own research projects, students also will give attention to the projects of their classmates.

Required Course Texts

Bodnar, John. The "Good War" in American Memory. The Johns Hopkins University Press; Reprint edition, 2011 (paperback)


ISBN-10: 0809085496 (paperback)


Rose, Kenneth. Myth and the Greatest Generation: A Social History of World War II.
Routledge, 2008, 2012 (paperback edition)

Optional book:
Kennedy, David M.  *The American People in World War II: Freedom from Fear, Part Two* (Oxford History of the United States)

In addition to the above books, students will be responsible for all other readings made available during the semester. Some will be handed out in class; others will be on Sakai.

Sakai
HIST 473A has a Sakai site, which you may access via SLUWire at [https://stlawu-community.symplicity.com/index.php?au=&ck=](https://stlawu-community.symplicity.com/index.php?au=&ck=) or at [https://sakai.stlawu.edu/](https://sakai.stlawu.edu/). SLU’s Information Technology office ([http://infotech.stlawu.edu/](http://infotech.stlawu.edu/)) provides information and offers workshops on using Sakai. The syllabus, discussion handouts, assignment instructions, and many course readings will be available on Sakai.

**Summary of Assignments and Grade Distribution**

- Class preparation and participation (includes class discussions, attendance at other students' presentations, contributions to Sakai forums, etc.) = 20%
- Special Collections assignment = 5%
- Chapter presentation & paper = 5%
- "Refining Your Research Project" assignment (three steps) = 5%
- Updated topic description + annotated bibliography of scholarly sources = 10%
- Historiography = 10%
- Historiography presentation = 5%
- Introduction, thesis, outline, & updated bibliography = 5%
- Presentation of research project = 10%
- Full draft & revision of research paper + cover letters = 25%

To pass this course, you must complete all of the above assignments. Please note that the "Pass/Fail" grade option is **not** available for this course.
Research Notebook
Each student is expected to keep a research notebook. I recommend using a bound composition book devoted exclusively to your research project. Please bring this notebook to all seminars, library meetings, and individual meetings with the professor.

Among the things to write down in this notebook are:
— notes from seminars and from individual meetings with Dr. Alvah
— ideas for research topics; research questions; etc.
— notes from library sessions (e.g., meeting with a research librarian for your project)
— key word searches on Encore, databases, and Google
— notes on your research sources
— ideas for looking for sources
— brainstormings
— outlines

Be sure to date each notebook entry. I am not going to collect or grade these notebooks, but I do expect students to maintain them and to be able to produce them when requested.

Class Preparation, Attendance, and Participation
To earn a good participation grade, attending class regularly is a basic but not the only requirement. You also must prepare for and participate in class.

Occasionally a student will say that s/he is unwilling to speak in class because “I just don’t like talking in class.” While this may be true, it does not excuse anyone from class participation. Someone might not like doing the assigned readings or writing papers, either, but that doesn’t excuse that person from completing these assignments! Remember that SLU’s list of objectives for students includes “[t]he ability to read, write, speak, and listen well.”

Students are expected to come to every class prepared to talk about the readings, movies, and assignments. Class discussion offers the chance to present your ideas and your questions to your colleagues, so that we can all come to a deeper understanding of the material. Active participation in discussions will enable you to work through difficult concepts, perceive links between different topics and readings, and clearly articulate your own perspectives on the subject matter. Discussions will provide an opportunity to explore the questions, problems, and issues raised by the course material.

Meaningful discussion requires an ability to keep an eye on the text’s larger significance without neglecting the realm of the specific. Your questions, comments, and observations should be grounded in specific passages in the text. When you raise points, you will be expected to show the class the portions of the text to which you are referring.

Do not be afraid to ask questions about what puzzled you. Someone else may have clearly
understood what you did not, and vice versa. Discussion is a collaborative endeavor, in which we pool our knowledge and exchange our ideas.

Everyone will bring different qualities and ideas to discussion. You will no doubt sometimes disagree with an author, with some or all of your colleagues, and even with your professor. You should not be afraid to disagree—it is through constructive, energetic debate that we will all come to more sophisticated understandings of the material. Discussion will probably not lead us to a final position upon which we all agree, but will help each of us to clarify our own interpretations by having them challenged and opening them up to different perspectives.

Students are often cautious about questioning each other, yet this is the heart of good class discussion. You should feel free to challenge, critique, and explore each other’s ideas, without being dismissive or impolite. The academic enterprise depends on the free exchange of ideas, which are expanded and refined through interaction with competing interpretations. When you engage in debate with your colleagues, make sure you stay grounded in the texts—you should be able to provide evidence to support your interpretations, and it is fair to ask your colleagues for the same.

Your class preparation and participation grade will be based on the following:

- Your regular, thoughtful, informed discussion of the readings, videos, and other assignments (this presupposes your habitual attendance throughout the semester)
- Attention and responses to what the professor is saying, and to other students’ questions, comments, written work, and presentations
- Discussions in pairs or small groups, and other in-class activities
- Presentations on assigned course texts (e.g., chapter presentations)
- In-class writing exercises (free-writing, responses to questions on the readings and videos, etc.)
- Your reading responses posted to forums on Sakai.

Here is an idea of how class preparation and participation will translate into a grade:

4.0 ("A," Excellent):
— The student distinguishes herself/himself as always prepared for, alert, and focused in discussion.
— S/he has carefully completed and contemplated the assigned texts (readings, videos, etc.), and participates thoughtfully, in a way that demonstrates that s/he is seriously grappling with the course texts and ideas.
— Makes connections among various course texts—e.g., current and previous readings, videos, students' presentations, etc.
— Listens carefully to the other students and the professor, and responds directly to their comments in a manner that advances the discussion.
— Pays attention during students' presentations and provides constructive feedback.
— Stays on task in pair/group discussions, and makes a substantial contribution to these.
— Makes strong contributions to Sakai forums.
— Comes to class on time.
3.0 ("B," Good):
—The student is clearly engaged, and speaks regularly in class, in a way that demonstrates s/he has prepared for class and has thought about the assigned texts (readings, videos, etc.).
—Listens carefully to the other students and the professor, and responds directly to their comments in a manner that facilitates the discussion.
—Pays attention during students’ presentations and provides constructive feedback.
—Stays on task in pair/group discussions, and makes a fair contribution.
—Makes good contributions to Sakai forums.
—Comes to class on time.

2.0 ("C," Satisfactory):
—The student attends class regularly and appears engaged but usually doesn’t speak unless called upon.
—Is attentive to what’s going on in the class, including what the other students and the instructors are saying (in other words, isn’t sleeping or tuning out).
—When called upon, says enough to indicate that s/he has done the assigned readings and watched the videos, even if comments aren’t extensive.
—Pays attention during students’ presentations.
—Stays on task in pair/group discussions, and makes a fair contribution.
—Makes an acceptable contribution to Sakai forums.
—Usually comes to class on time.

Some reasons why a student could receive a grade of 1.0 ("D," Unsatisfactory) or 0 ("F," Failed) for the preparedness and participation portion of the course grade:
—Lack of engagement in class, manifested in such behaviors as dozing, tuning out, checking her/his phone, compulsive clock-watching, note-passing, or personal conversations (including during pair/group activities, student presentations, presentations by visitors, etc.).
—Rarely or never coming to class prepared to discuss course texts.
—Not participating constructively in pair/group discussions; letting others do most of the work.
—Rarely or never contributing to Sakai forums; weak contributions
—Not bringing assigned readings to class.
—Doing work for other courses in this class.
—Frequently coming to class late or leaving early.
—Unexcused absences.

For those worried about participating in class: Throughout the semester, everyone will have numerous opportunities to participate. If you find it difficult to speak in class, please meet with me in office hours—the earlier, the better—so that we can strategize about ways to improve your participation. I am happy to help you find ways to participate in class. Sharing your thoughts with others and listening to what others have to say helps everyone think through and better understand what we are studying. This is an essential part of your education here at SLU.
Thinking about the following questions and taking notes as you read will help you to read actively rather than passively and to prepare for class discussions:

- What strikes you about this work? What surprises, puzzles, or provokes you?
- What are the themes and central ideas of this work?
- Does the author have an argument? If so, try to paraphrase it for yourself, and jot it down.

Rampolla's *A Pocket Guide to Writing in History* also offers advice on reading.

It is important for you to get through the readings before coming to class. If some of it seems difficult, try to move on in order to finish the assignment, even if you do not understand everything. Make a note of what you find difficult so that we can discuss this in class. Reviewing introductions and conclusions will help you understand scholars’ arguments and main points.

Write down questions that occur to you while reading, and bring them to class. I encourage discussion of students’ questions and points in class.

Absences: It is possible that illness will prevent you from attending a class. If you are in the contagious stages of a cold or other illness, e-mail me before class to let me know that you will be absent that day. However, absences should be infrequent. If a medical condition or crisis will cause you to miss multiple classes, then please contact your adviser as well as the Student Life office about this and ask them to inform all your professors.

Each unexcused absence will lower your final grade in the course by .25 points (a quarter of a point on a scale of 0 to 4 points). In addition, frequently arriving to class late or leaving early will bring down your grade.

If you miss a class, you’ll need to teach yourself what you’ve missed—by completing the assigned readings, getting notes from a classmate, etc. You’ll also need to find out whether there were any announcements or handouts for that day (check Sakai, or ask a classmate or the professor). And you’ll need to get yourself up to speed for the next class. You may come to office hours to check in with me.

Last but not least: Unless I have asked students to bring laptops to class on a particular day, before class starts, please turn off and put away, out of sight, phones, laptops, ipads, etc. We need everyone's undivided attention in this class. When laptops are allowed in class, they are to be used strictly for the task(s) that the class is working on that day.

**Reading Responses on Sakai**

There will be designated forums for students to post their responses to the day’s assigned reading. Please post your contribution—a paragraph responding to the reading—by noon on the day we will discuss this reading. Posting by noon will give me time to read all the responses before class.

It is up to each student to decide what to write. You may write about what interests, surprises, puzzles, or provokes you in the reading. Another possibility is to try to summarize the author's argument for the chapter to the best of your ability, indicating parts that are unclear or problematic to you. Or you might compare the current reading with a previous one. Questions are OK, but I expect to see something more substantive than a list of questions. If you wish to write more than a paragraph, feel free.
I will not grade posts directly; however, they will be considered when determining the course preparation and participation grade. I will comment on reading responses (privately) to let each student know if I think s/he is doing justice to the assignment, or to ask for more substantial and helpful responses.

The purposes of this assignment include offering a venue for students to share their thoughts on the readings in writing, and to warm up for the day's discussion.

If you would like to contribute additional thoughts on a reading, or reflections on the class discussion, after the discussion, you are welcome to do that. Such additional posts would not, however, make up for missing the deadline for the day's posts, or for missing class, although I will take them into consideration for the course participation grade.

There are thirteen opportunities to post reading responses (see the course schedule below). Each student is expected to make at least eleven posts (not counting posts made after a class discussion). In other words, you can miss up to two posts without penalty.

**Formal Writing Assignments**

As history majors and minors, you know that historians write a lot, and that history professors want their students to write well. The ability to write well is empowering. The writing process helps you to analyze and better understand things, articulate and think through problems, formulate solutions, and communicate clearly and powerfully. Dr. Alvah wants you to make the most of your education here at SLU by improving and refining your writing skills, and she is prepared to help you do this. It takes time and effort, but it's an assuredly worthwhile endeavor.

There are several writing assignments for this course. Most of these are for your research project. Due dates are indicated in the course schedule. Assignments are due by the start of class. Late papers will be penalized at the rate of one-half of a point (.5 on the scale of 0 to 4 points) per day, beginning at the deadline. If you need a short extension for a paper, please talk with the professor about this beforehand to avoid the late penalty.

If your personal computer or printer is not working, then you can use one of the many public computers or printers available at labs around campus.

It is wise to make back-ups of all electronic documents, including drafts. There are many ways to back-up your papers: copy them to your P-Drive, e-mail them to yourself, put them on a flash-drive, upload them to "the cloud," etc. Always back up your work-in-progress; don't wait until finishing an assignment to make a back-up copy.

**Presentations**

Students will give multiple presentations on their research projects, including two formal presentations. In addition, students will give presentations on assigned readings.

**Illness and Emergencies**

If a contagious or serious illness or an emergency would impede your ability give a presentation as scheduled, then I will consider offering you an alternative time to complete this assignment, if and only if your excuse is substantiated by the Office of Student Life, and/or a faculty or staff adviser. However, such a postponement would be exceptional.
The WORD Studio
The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation; to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. However, peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use the WORD Studio for consultations on assignments for any of your courses. The WORD Studio is open Monday through Thursday, 10:00 a.m. to 11:00 p.m.; Friday, noon to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. by appointment or for drop-in sessions, if tutors are available. Consider making an appointment and sending your assignments in advance to minimize wait time and increase the productivity of your session. The email address is wordstudio@stlawu.edu. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: SLUword. See http://www.stlawu.edu/wordstudio/.

Bring the assignment instructions with you so that the tutor's feedback addresses the parameters of the assignments as specifically as possible. Be sure that you and your tutor read the assignment instructions carefully, and refer to them often.

Why You Need to Follow Assignment Instructions
Your professor puts a great deal of time and thought into composing assignment instructions. Instructions are not optional guidelines. They exist for good reasons, among them:
—because students will exercise particular skills and, ideally, demonstrate understanding of particular texts, concepts, etc. in completing assignments as instructed; and
—because when assessing and grading students' assignments, I want to make sure that I am being fair to everyone. Overlooking one person's decision to ignore assignment instructions would be unfair to the other students who did follow the instructions.

If you have any questions about an assignment, please feel free to ask in class or talk with me during office hours.

Academic Integrity
It is expected that all students have familiarized themselves with and will adhere to the university's academic honesty policy. It is the university's policy that "If an instructor encounters any form of academic dishonesty, s/he has an obligation to call the offending student(s) to account."2 The assigned course readings include advice on how to avoid plagiarism in papers. Please review SLU's "Academic Honor Code" below, and be sure to talk with Dr. Alvah if you have any questions.

The Academic Honor Code (available in the Student Handbook)

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is not confidential. Your signed acknowledgment of the code will be placed in your permanent student file. A record of your electronic signature shall be retained as a record of compliance with the Academic Honor Code. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

2 St. Lawrence University, Student Handbook, accessed 22 August 2012,
All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

**Academic Honesty**
A major commitment of the University is “to the intellectual development of the student” (St. Lawrence University Aims and Objectives) which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained. Consequently, St. Lawrence University students will not engage in acts of academic dishonesty as described below.

**Academic Dishonesty**
1. It is assumed that all work is done by the student unless the instructor/mentor/employer gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in or presenting as original work which is not original, where originality is required.

The following constitute examples of academic dishonesty:

a) **Plagiarism**: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, A Guide to MLA Documentation).

b) Handing in or presenting false reports on any experiment.

c) Handing in or presenting a book report on a book one has not read.

d) Falsification of records.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of or presentation of work (papers, journal abstracts, oral presentations, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor/ supervisor/mentor of the second course.

g) Knowingly making false statements in support of requests for special consideration or special timing in the fulfillment of course requirements.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one’s own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.
St. Lawrence students are required to electronically sign the following statement prior to registration for classes:

“I hereby acknowledge that I have read the above document and I understand my responsibility in maintaining the standards of academic honesty at St. Lawrence University.”

This is accomplished by checking the box agreeing that you have read the policy on the password reset page.

More information on academic integrity, including the Academic Honor Council’s Constitution, can be found at http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean’s Office at x5993.

**Even More Advice to Help You Succeed Academically**

It is my job to help students learn. I am happy to talk with you to help you figure out how to do your best work in this course and how to make the most of your college opportunities, so please always feel free to meet with me in office hours (or make an appointment).

Additionally, the Academic Advising and Support office, located in the Whitman Annex—between Whitman and Rebert halls—offers workshops, one-on-one meetings, peer tutoring, and other resources. The following site provides a lot of good advice:

—"How to Be Successful at St. Lawrence"
http://www.stlawu.edu/academic-support/how-be-successful-st-lawrence

**Taking Notes:**

It is sensible to take notes on readings, videos viewed in and out of class, research sources, and class discussions and presentations. Please also write down announcements made in class.

**Special Accommodations**

If you require authorized accommodations, please inform the professor so that she can make the necessary arrangements with the Office of Academic Services for Students with Special Needs.

**Course Schedule**

- Please bring to class assigned readings (including printouts of readings!) and your notes on the readings and videos so that you will be able to refer to them and readily discuss them.
- Assignments are due at the beginning of class on the indicated dates.

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<th>Week 1</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>W Aug 28</td>
<td>First day of class: Roll; syllabus; Sakai</td>
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<td>Week 2</td>
<td>Topic</td>
<td>Reading</td>
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<td>M Sept 2</td>
<td>American isolationism and interventionism; the idea of &quot;the Good War&quot;</td>
<td>1) Alvah, HIST 474A syllabus (entire)</td>
<td>Post reading response (on Murray &amp; Johnston) to Sakai forum by noon today</td>
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<td>2) Rampolla, <em>A Pocket Guide to Writing in History</em> (7th ed.), Introduction (pp. 1-5) and &quot;Reading Actively in History&quot; (pp. 22-26 in ch. 3)</td>
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<td>3) Murray (and Johnston), <em>A Student's Guide to Writing World War II</em>, Preface (pp. ix-xi), Commentator's Note (pp. xiii-xiv), and Part One: Before Pearl Harbor (pp. 1-49)</td>
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<td>W Sept 4</td>
<td><strong>Our seminar meets in ODY Library today</strong></td>
<td>1) Rampolla, pp. 6-19 in ch. 2, &quot;Working with Sources&quot;</td>
<td>Post reading response (to Rose) to Sakai forum by noon today</td>
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<td>Special Collections visit: Mark MacMurray, <em>World War II</em> sources; go over SC assignment</td>
<td>2) Rose, <em>Myth and the Greatest Generation: A Social History of Americans in World War II</em>, vii, Acknowledgements (pp. xi-xii), World War II Timeline (skim pp. xiii-xvii), Introduction (pp. 1-7), and ch. 1, &quot;Fairness, Savagery, Delight, Trauma, and Vice&quot; (pp. 11-43)</td>
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<td>Week 3</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<td>M Sept 9</td>
<td>Fighting the War Abroad and at Home</td>
<td>1) Rose, ch. 2, &quot;Combat Remembered&quot; (pp. 45-60), ch. 3, &quot;Why We Fight&quot; (pp. 61-77), and ch. 4, &quot;Gearing Up for War&quot; (pp. 81-104)</td>
<td>Post reading response (to Rose) to Sakai forum by noon today</td>
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<td>2) Rampolla, ch. 5 &quot;Writing a Research Paper&quot; (pp. 77-97)</td>
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<td>W Sept 11</td>
<td>War at Home and Abroad; continued</td>
<td>Rose, ch. 5, &quot;The Home Front and Its Discontents&quot; (pp. 105-128) and ch. 6, &quot;Life at the Margins&quot; (pp. 129-159)</td>
<td>Post reading response to Sakai forum by noon today</td>
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<td>Week 4</td>
<td>Topic</td>
<td>Reading</td>
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<td>M Sept 16</td>
<td>Films, Music, Books, Poetry</td>
<td>Rose, ch. 7, &quot;Popular Culture&quot; (pp. 163-183), and ch. 8, &quot;The Literature of War&quot; (pp. 185-204)</td>
<td>Post reading response to Sakai forum by noon today</td>
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<td>W Sept 18</td>
<td>The End of the War</td>
<td>Rose, ch. 9, &quot;Haunted Forests and Death Camps, Kamikazes and Atomic Bombs&quot; (pp. 207-224), ch. 10, &quot;Going Home&quot; (pp. 225-250), and Conclusion (pp. 251-255)</td>
<td>Post reading response to Sakai forum by noon today</td>
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<td>F Sept 20</td>
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<td>Analysis of Special Collections document due today by noon: Please upload to Sakai drop box</td>
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<th>Week 5</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<td>M Sept 23</td>
<td>Analyzing propaganda;</td>
<td>Murray, Part Two, To &quot;Create a Will to Win&quot; (pp. 51-85) &amp; commentary by Johnston (pp. 87-90)</td>
<td>Post reading response to Sakai forum by noon today</td>
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<td>W Sept 25</td>
<td>&quot;Gendered Patriots&quot;</td>
<td>Rampolla, &quot;Evaluating Online Sources&quot; (pp. 19-21),</td>
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<td>F Sept 27</td>
<td>Class meets in ODY Library today, room 140A: Scholarly sources (articles in academic print and online journals; chapters in edited books; etc.) Please bring your laptop today, if possible.</td>
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<td>Week 6</td>
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<td>M Sept 30</td>
<td>Each student will introduce and briefly explain her/his research topic to the class (5 minutes each)</td>
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<td>All three parts of &quot;Refining Your Research Topic&quot; are due before the start of today's class (see instructions)</td>
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<td>F Oct 4</td>
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<td>Week 7</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<td>M Oct 7</td>
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<td>1) Rampolla, &quot;Historiographic Essays&quot; (pp. 37-39)</td>
<td>Post reading response (on the journal article; if you want to comment on the other readings you can do that in addition) to Sakai forum by noon today</td>
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<td>2) From Sakai: historiographical article and sample student historiography</td>
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<td>W Oct 9</td>
<td><strong>Class meets in ODY Library room 140A today</strong> with librarian Rhonda Courtney: Finding a variety of primary sources (newspaper and magazine articles, etc.). Please bring your laptop today, if possible.</td>
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<td>Research question &amp; annotated bibliography of scholarly sources due today (please upload to Sakai before class starts)</td>
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<td>Week 8</td>
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<td>M Oct 14</td>
<td>Individual appointments with Prof. Alvah (also Tuesday)</td>
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</table>
| W Oct 16| Diverse experiences of the war; avoiding plagiarism; quoting and citing correctly | 1) Murray, Part Three, Experiences of War (pp. 91-142) & commentary from Johnston (pp. 143-145) + Murray, Conclusion (pp. 147-154) & Johnston's afterword (p. 155)  
2) Rampolla, ch. 4, "Following Conventions of Writing in History" (pp. 49-76) + ch. 6, "Plagiarism: What It Is and How to Avoid It" (pp. 98-105) + Ch. 7, "Quoting and Documenting Sources" (pp. 106-116; also refer to pp. 117-149 as needed when writing papers) | Post reading response (on Murray and Johnston) to Sakai forum |

**Mid-semester Break Thursday Oct. 17 – Sunday Oct. 20**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M Oct 21</td>
<td>Remembering the war; Cold War influences on &quot;remembering&quot; WWII</td>
<td>Bodnar, <em>The &quot;Good War&quot; in American Memory</em>, Acknowledgments (pp. ix-x), Introduction (pp. 1-9), &amp; ch. 3, &quot;No Place for Weaklings&quot; (pp. 60-84)</td>
<td>Post reading response to Sakai forum by noon today</td>
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<tr>
<td>W Oct 23</td>
<td>Another way of remembering the war: <em>The Life and Times of Rosie the Riveter</em> (1980); discuss documentary</td>
<td>Rampolla, &quot;Writing about Film&quot; (pp. 39-42)</td>
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<td>F Oct 25</td>
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<td>Historiography due today by noon (upload to Sakai)</td>
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<td>Week 10</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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| M Oct 28 | Historiography presentations | | 1) Historiography presentation outline & bibliography from today's presenters  
2) Make available to the rest of the class a key primary source from your research project |
| W Oct 30 | Historiography presentations | | Historiography presentation outline & bibliography from today's presenters |
| F Nov 1 | | | |

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<thead>
<tr>
<th>Week 11</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M Nov 4</td>
<td>Discussion of primary sources from students' projects</td>
<td>Primary sources from students' projects (distributed the week before)</td>
<td>Post to Sakai forum: reading response on primary source(s) assigned to you</td>
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<tr>
<td>W Nov 6</td>
<td>Discussion of primary sources from students' projects, continued</td>
<td>Primary sources from students' projects (distributed the week before)</td>
<td>Post to Sakai forum: reading response on primary source(s) assigned to you on Sakai</td>
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<tr>
<td>F Nov 8</td>
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<td>Thesis, outline, and updated bibliography of primary and scholarly sources due today by noon (upload to Sakai)</td>
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<td>Week 12</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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| M Nov 11 | Group chapter presentations | Group 1: Bodnar, chapter 4, "Monuments and Mourning" (pp. 85-129, and photos between page 84 and page 85)  
Group 2: Bodnar, ch. 5, "The Split Screen" (pp. 130-165) | Chapter paper due from groups 1 & 2 |
| W Nov 13 | Group chapter presentations, continued | Group 3: Bodnar, ch. 6, "The Outsiders" (pp. 166-199)  
Group 4: Bodnar, ch. 7, "The Victors" (pp. 200-234)  
**Everyone:** Please read Bodnar, Conclusion (pp. 235-242), and "Postscript on Iraq" (pp. 243-247) | Chapter paper due from groups 3 & 4 |
| F Nov 15 | | | |

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<tr>
<th>Week 13</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
</table>
| M Nov 18 | –No class today; write  
–I will be in my office from 1:40 – 3:10 if you need to talk with me. | | |
| W Nov 20 | –No class today; keep writing!  
–I will be in my office from 1:40 – 3:10 (and during my regular office hours on Thursday and Friday) if you need to talk with me. | | |
| F Nov 22 | | Full draft of research paper + cover letter due today by noon (upload to Sakai drop box, all in one document) | |
Thanksgiving recess Sat Nov 23 – Sun Dec 1

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<th>Week 14</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M Dec 2</td>
<td>Individual appointments with Prof. Alvah (also Tuesday 12/3)</td>
<td>Hacker, <em>A Pocket Style Manual</em> (6th ed.), &quot;Clarity&quot; (pp. 1-18) + &quot;Chicago Papers&quot; (pp. 208-219)</td>
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<tr>
<td>W Dec 4</td>
<td>Presentations</td>
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<tr>
<th>Week 15</th>
<th>Assignment Due</th>
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<tr>
<td>M Dec 9</td>
<td>Presentations</td>
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<tr>
<td>W Dec 11</td>
<td>Presentations</td>
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Revised research paper + cover letter due by noon on Wednesday December 18: Please upload to Sakai drop box (all in one document)