HIST 473-01 Senior Seminar:
The United States in World War II
MW 2:30 – 4:00 p.m., Piskor Hall 214
St. Lawrence University, Fall 2015

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Professor's Contact Information and Office Hours
Dr. Donna Alvah, Department of History
Office: Piskor Hall 211
Office hours: Tuesdays 2:30-4:00 p.m.; Fridays 1:15-2:45 p.m.; & by appointment (no office
hours during the October and November breaks and finals week)
Office phone: (315) 229-5867; email: dalvah@stlawu.edu

✈️ SLU email is the University's official means of communication. If you send email to
me, please do so from your SLU email account. It is expected that students will
regularly check their SLU email accounts.
I will respond to emails received by 6:00 p.m. each day. I will respond the next day to emails received after 6:00 p.m.

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 US involvement in World War II. Students will complete a number of assignments along the way. We will read and discuss assigned course texts and watch assigned videos to give everyone a common grounding in the history of Americans in the war, to see how Americans have remembered and memorialized the war, and to scrutinize entrenched assumptions in Americans' collective memories of the war. While developing their own research projects, students also will give attention to their classmates’ projects. It is expected that this capstone course for the history major and minor is a top priority for all students in the class.

Required Course Texts
The following books are available to purchase from the Brewer Bookstore. They also are on reserve in ODY Library; you may check them out at the Circulation Desk for two hours at a time.


Each student also is expected to have a writing style guide such as Little Seagull (either edition will do), or a recent edition of Diana Hacker’s A Pocket Style Manual. These guides also are available in ODY Library, on reserve or in the WORD Studio.
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 may be on Sakai.

Assigned movies (indicated in the course schedule) also are considered required course texts.

**Sakai**

Our course has a Sakai site, which you can access at https://sakai.stlawu.edu/ (as well as via SLUWire and the IT web site). Students enrolled in the course are automatically added to this site. SLU’s Information Technology office (http://infotech.stlawu.edu/) provides information on using Sakai. The syllabus, discussion handouts, assignment instructions, and several course readings will be available on Sakai.

**Summary of Assignments and Grade Distribution**

- Class preparation and participation = 10%
- Quizzes = 10%
- Special Collections assignment = 10%
- Research project journal = 5%
- "Refining Your Research Project" assignment (three steps) = 5%
- Updated topic description + annotated bibliography of scholarly sources = 10%
- Historiography & presentation on historiography = 10%
- Introduction, thesis, outline, & updated bibliography = 5%
- Research project presentation = 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.

**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 someone 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, but that doesn’t excuse that person from completing these assignments! At SLU, we want all students to have “[t]he ability to read, write, speak, and listen well.”

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Students are expected to come to every class prepared to talk (and in some cases, write) about readings, videos, and other assignments. Demonstrate that you have done the readings and watched the videos, and that you’ve thought about them and are engaging with them.

I would like students to listen to each other and respond thoughtfully and constructively. Discussions and debates can be informative and useful for thinking through ideas. Feel free to take issue with interpretations put forward by the course texts and members of our class, in a respectful manner that advances discussion. Ideally, everyone will contribute to creating an environment in which all students are expected to participate and are comfortable and feel heard doing so (in contrast to taking an individualistic approach to participation).

Policy on personal electronic devices in class:
Before class starts, please turn off and put away, out of sight, phones, laptops, tablets, etc. I have found that having these devices out during class distracts their users as well as others, and impedes collaborative learning. We need everyone's undivided attention in this class and we can all survive for a couple of hours without checking phones, social media sites, sports scores, etc.

Using these devices in class (unless they are allowed for library sessions or other class instruction) will result in a reduction of the class participation grade.

You should bring your laptop to our library sessions; please see the syllabus for dates. (If your laptop isn’t working or you don’t have one, computers are available in the library.)

Components of class preparation & participation
- 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, and presentations
- Pair and group discussions and other activities (e.g., peer review of drafts)
- In-class written exercises
- Attention to and engagement with guest speakers

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 class.
— 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 information and ideas.
— Listens carefully to the other students and the professor and responds in ways that advance the discussion.
— Makes connections to other students’ comments, and also among various course texts—e.g., current and previous readings, videos, students’ presentations, etc.
— Pays attention during students' presentations and provides constructive feedback in peer reviews.
— Stays on task in pair/group discussions, and makes a fair contribution to these and other class activities.
— Comes to class on time.
3.0 ("B," Good):
—The student is clearly engaged, and contributes regularly in class, in a way that demonstrates that 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, responding to their comments in a manner that benefits the discussion.
—Makes connections to other students’ comments, course texts, etc.
—Pays attention during students' presentations and provides helpful feedback in peer reviews.
—Stays on task in pair/group discussions, and makes a fair contribution to these and other class activities.
—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; occasionally asks questions or offers comments.
—Stays on task in pair/group discussions, and makes a fair contribution to these and other class activities.
—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 class preparedness and participation grade:
—Lack of engagement in class, manifested in such behaviors as dozing, tuning out, checking her/his phone, texting, compulsive clock-watching, note-passing, or personal conversations (including during pair/group activities, student presentations, library visits, presentations by guest speakers, etc.).
—Rarely or never coming to class prepared to discuss course texts.
—Not participating constructively in pair/group discussions or other class activities; letting others do most of the work.
—Not bringing assigned readings to class.
—Doing work for other courses in this class.
—Frequently coming to class late or leaving early.
—Unexcused absences (including skipping classmates' presentations)

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.
Completing assigned readings before class is fundamental to class preparation, and evidence of completing and grappling with the readings (or not) will be a chief consideration in determining the class preparation and participation grade. Please purchase the required books right away, and bring assigned readings to class. Required books also will be on reserve at ODY Library to check out for short periods. You can obtain the information for checking these out at the SLU Libraries web site. You also may ask for help with getting these books at the Circulation Desk in ODY Library (immediately past the main entrance, in the lobby).

**Advice for reading**

Thinking about the following questions and taking notes as you read will help you to read actively rather than passively and to prepare for in-class activities:

- What is the title of this book or chapter? What does the title suggest about what this reading will address, and what argument it might make?
- What are the main points and central ideas of this reading?
- Does the author have an argument? If so, try to paraphrase it for yourself, and jot it down.
- What strikes you about this work? What surprises, puzzles, or provokes you (in positive or negative ways)?
- How does this reading (document, article, chapter, book) relate to the other assigned texts for this course? What does it contribute to the larger topic being studied?

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.

**Responsibility for ALL readings**

Because we'll have a lot to do in all of our classes, there will not always be enough time to discuss all assigned readings for every class. Nevertheless, everyone is responsible for completing these readings, and for being prepared to respond to quiz questions on them and to incorporate them into written and spoken assignments.

I will create Sakai topic forums so that students can post their questions on readings before each class, and so we'll know to address these questions (either in class or on Sakai). If there is something from that day's assigned readings that you have a question on or don't understand and want us to discuss in class, then I expect you to take the initiative before class ends to bring this to our attention so that we can address it or so that we can plan to discuss it in the next class or on Sakai.

I also expect students to refer to and follow the writing, speaking, and presentation advice and conventions addressed in *Little Seagull*, even if we don't discuss all of them in class. These guides are for you to consult while working on course assignments outside of class.
Quizzes provide incentives to carefully complete readings and watch videos and think about them, which besides facilitating learning also contributes to informed class discussions, which also help everyone to learn. Studying for and taking quizzes and going over them afterwards reinforce learning. Quizzes will address current and recent readings and videos as well as information from our visits to Special Collections and with Rhonda Courtney in ODY Library. Sometimes quizzes will also ask you to draw on what we’ve studied earlier in the semester. In making connections between new learning and what you studied in previous weeks, you are retrieving and building on older information and ideas, which enhances learning. My hope is that the quizzes will encourage everyone to engage with all the readings and videos and to be attentive in class discussions and in our library visits.

Quizzes will be taken in class (at the beginning of class) using i>Clickers; there also will be handwritten quizzes. Consulting other students or anyone else for assistance with completing the quizzes is not allowed, nor is assisting classmates or sharing information about the quizzes allowed before everyone has taken them.

The quizzes will require familiarity with the topics addressed in all the assigned texts, and with author’s key points. You should be able to identify key people, events, ideas, cultural and social trends, places, policies, etc., and be able to put them in context, make interconnections among them, and explain their significance. Quizzes may include analysis of historical images, identification and explanation of topics or short passages from readings, short-answer responses, fill-in-the-blank responses, and multiple choice responses. Students are allowed to consult their own notes on the assigned readings and videos, from our class discussions and other activities, and from our library visits. However, referring to assigned readings (books or handouts) is not allowed.

I think that the best way to prepare for the quizzes is to do the readings carefully, marking what seems most central and significant as you go along. After completing the reading, you may want to briefly outline the assigned chapter or section of reading, including key terms and the author’s main ideas. I don’t advise trying to make notes on everything that’s in a reading. Attempting to discern what’s most important in a reading, and condensing this into an outline or at least a list of items would be an efficient way to process what you’ve read. I also recommend maintaining throughout the semester a timeline of events (social, cultural, political, military, economic) that you add to with each new reading, and that you can consult along with your other notes during quizzes.

Please see the course schedule for quiz dates. I will not give the quizzes early.

Students intending to travel for sanctioned University activities at the time of a quiz should speak with Dr. Alvah about arranging for the accompanying faculty or staff adviser or coach to proctor a quiz on the road (this arrangement requires the student to take the quiz at the same time as the students in class). A quiz or presentation might be briefly postponed under the circumstances described at "Regarding illness and emergencies at the time of an in-class quiz or presentation" (below); otherwise it is not possible to make these up. A quiz missed for an unexcused absence will receive a grade of "0." I will drop the lowest quiz grade.
**Research Assignments & Research Project Journal**

Soon you will receive detailed instructions for multiple assignments that will guide you in your research project.

Each student is expected to keep a research project journal. I will give each of you a blue composition book devoted to notes and reflections on 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:
- reflective entries (I will provide instructions for these; it is possible that students will write these in as well as outside of class)
- ideas for research topics
- key word searches on Encore, databases, and Google
- ideas for looking for sources
- brainstorm
- notes on your research sources
- questions and ideas that arise as you proceed with your project
- notes from library sessions (e.g., individual meetings and classes with Rhonda Courtney)
- notes from individual meetings with Dr. Alvah on your research project
- draft outlines

Please date each journal entry. I will occasionally ask you to turn in this journal, and you will turn in it at the end of the semester to be graded.

**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, present original ideas and interpretations, and develop the ability to 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. It takes time and effort, but it will benefit you in many areas in life.

There are several formal writing assignments for this course. Most of these are for your research project. Due dates are indicated in the course schedule.

**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 in completing assignments as instructed, students will exercise particular skills and, ideally, demonstrate understanding of specified texts, concepts, etc.; 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 (it’s possible that other students will have the same questions) or talk with me during office hours. In the meantime, good general advice is to reread the syllabus and/or assignment instructions, and refer to them often.
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." Please review SLU's "Academic Honor Code" below and read the assigned chapter in Mary Lynn Rampolla’s *A Pocket Guide to Writing in History* on avoiding plagiarism, 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.

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*).

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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](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.

**Late or Missed Assignments**

Due dates are indicated in the course schedule. Late papers will be penalized at the rate of one grade point (1.0 on the scale of 0 to 4 points) per day, beginning at the deadline.

It is important that presentations be given as scheduled. Missing a presentation for an unexcused reason will result in a grade of "0" for that assignment if there is no time to make it up during another class. If it is possible to reschedule a presentation for another class (and there’s no guarantee that there will be), then the grade for that presentation will be reduced by one grade point (-1.0 points). It is not possible to make up a missed presentation by giving the presentation only to the professor (i.e., without the rest of the class present). Please also see "Regarding illness and emergencies at the time of an in-class quiz, exam, or presentation" (below).

**Making back-ups of your work**

It is expected that students will make back-ups of all assignments, including drafts. There are many ways to do this: copy them to your P-Drive or Google Drive or another online storage site, e-mail them to yourself, put them on a flash-drive, etc. **Always back up your work-in-progress; don’t wait until finishing an assignment to make a back-up copy.**
Absences

It is possible that illness or an emergency 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, and for the absence to be excused. However, absences should be infrequent. If a medical condition or crisis will cause you to miss multiple classes, then please contact your adviser about this as well as the Office of the Dean of Student Life, or the Associate Dean of Academic Advising and Support, and ask them to inform all your professors.

Some examples of unexcused absences: Leaving early for a break or the weekend, even if your ride is leaving before the end of classes (please make travel arrangements well in advance of the breaks); driving a friend somewhere; going to a job interview or other personal appointment; missing class to study or do an assignment for another course; going to another campus meeting.

Regarding illness and emergencies at the time of an in-class quiz or presentation:

If a contagious or serious illness or an emergency would impede your ability to take an in-class quiz or give a presentation as scheduled, then I will consider offering you an alternative time to complete this assignment if your excuse is substantiated by the Office of Student Life, and/or a faculty or staff adviser. However, such a postponement would be unusual and exceptional. Postponed quizzes may have different questions/prompts than those taken by the students in class.

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.

Resources to Help You Succeed in this Course

Your professor:

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.

The WORD Studio (the following text is provided by 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 tutors do ask that you bring your professor’s assignment sheet with you so that their feedback addresses the parameters of the assignments as specifically as possible. Go to the web site https://www.stlawu.edu/word-studio for hours, contact information, and additional information.
Reiteration from Professor Alvah: If you work with a tutor on an assignment, be sure that you and your tutor read the assignment instructions carefully and refer to them often.

The Office of Academic Advising and Support:
Located in the Whitman Annex (between Whitman and Rebert halls) the Office of Academic Advising 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

Special Accommodations
If you require extended time on quizzes or have other authorized accommodations, please inform the professor so that we can work together to make the necessary arrangements with the Office of Academic Services for Students with Special Needs.

Course Schedule

- Please complete all readings and watch the videos before the class for which they’re assigned.
- Please bring to class assigned readings as well as paper copies of your notes and assignments on the readings and videos (including any preparatory assignments) so that you will be able to refer to them and readily discuss them.
- Please always bring the course syllabus and assignment instructions to class so that we can go over them together.
- Please write down announcements made in class.

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<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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| W Aug 26 | First day of class:  
☐ Roll & introductions  
☐ Taking stock & finding your intention  
☐ Syllabus  
☐ Read & discuss "Finding and Narrowing a Research Topic" assignment  
☐ Sakai  
☐ i>Clickers & Quizzes  
☐ Research journals (hand out composition books)  
☐ Ideas for research projects (handout) | | In-class journal entry |
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<th>Week 2</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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| M Aug 31 | ☐ Academic honesty  ☐ American isolationism and interventionism  ☐ The idea of "the Good War" | 1) Alvah, HIST 473-01 syllabus (entire)  
- 1: “Introduction: Why Study History?”  
- 3a: Reading actively in history  
- 3f: Taking history exams  
- 6: “Plagiarism: What It Is and How to Avoid It”  
- Quotations on p. vii  
- Acknowledgments (pp. xi-xii)  
- World War II Timeline (skim pp. xiii-xvii)  
- Introduction (pp. 1-7)  
- Ch. 1, "Fairness, Savagery, Delight, Trauma, and Vice" (pp. 11-43) | Quiz (including on the syllabus!) |
| W Sept 2 | ☐ Fighting the War Abroad & at Home  ☐ Introduce Special Collections assignment | 1) Rose, *MGG*  
- Ch. 2, "Combat Remembered" (pp. 45-60)  
- Ch. 3, "Why We Fight" (pp. 61-77)  
2) Rampolla, *A Pocket Guide to Writing in History*, Ch. 2: “Working with Sources” | Research journal reflection (discuss in class) |
<p>| F Sept 4 | | | Ideas for research project due by noon today: Please post these in the designated Sakai topic forum by noon today. |</p>
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<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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| M Sept 7| **Meet in ODY Library today**  
Special Collections visit:  
  - 3c: Using primary sources  
  - Ch. 4: “Following Conventions of Writing in History” |                |
| W Sept 9| □ Discuss sources selected by students from Special Collections  
□ War at Home and Abroad, continued  
□ Film as a historical source | 1) Rose, *MGG*:  
  - Ch. 4, "Gearing Up for War" (pp. 81-104)  
  - Ch. 5, "The Home Front and Its Discontents" (pp. 105-128)  
  3e: Writing about film | ■ Quiz  
■ Research journal entry |
<p>| F Sept 11|                                                                        |                                                                        |                 |</p>
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<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
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| M Sept 14 | **Meet with Rhonda Courtney in ODY Library, Room 140A:**  

- Narrowing your research topic  
- Using Encore, CNY, & New England Express  
- Evaluating internet sites & obtaining sources from credible sites  
  ➤ Please bring your laptop.  

  Rampolla, *A Pocket Guide to Writing in History:*  
  - Ch. 5: “Writing a Research Paper”  
  - Ch. 7: “Quoting and Documenting Sources”  ➤ You can skim 7b, 7c, and 7d for now. Please refer to them when writing papers.  
  ➤ Please watch the video documentary *The Life and Times of Rosie the Riveter* (1980; 65 min.) on Sakai before Wednesday’s class. | |
| W Sept 16 | □ War at Home and Abroad, continued  

- Hand out poem for Monday  

  1) *Rose, MGG*, Ch. 6, "Life at the Margins" (pp. 129-159)  
  2) *The Life and Times of Rosie the Riveter* (1980; 65 min.)—please watch this on Sakai before today’s class. | ▪ Quiz  

- Research journal entry (research project description + list of sources); turn in journal to Prof. Alvah (you can pick this up from PK 211 starting Friday morning at 9:00 a.m.) | |
<p>| Friday Sept. 18 | | | Special Collections source analysis due today: Please upload to Sakai Assignments by noon. |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| M Sept 21 | Films, Music, Books, & Poetry of the War | 1) Rose, MGG:  
   - Ch. 7, "Popular Culture" (pp. 163-183)  
   - Ch. 8, "The Literature of War" (pp. 185-204)  
  2) James Dickey poem, "The Firebombing" (handed out in class/available on Sakai)  
    3b-2: Annotated bibliographies  
  4) Review the "Research question & annotated bibliography of scholarly sources" assignment |                     |
| W Sept 23 | Horrors of War               | Rose, MGG, Ch. 9: "Haunted Forests and Death Camps, Kamikazes and Atomic Bombs" (pp. 207-224) | Quiz  
  Research journal entry |
<p>| F Sept 25  |                              |                                                                        |                 |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Topic</th>
<th>Reading/Video</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Sept 28</td>
<td>Meet with Rhonda Courtney in ODY Library, Room 140A: Finding scholarly sources (articles in academic print and online journals; chapters in edited books; etc.).</td>
<td>➡️ Remember to watch on Sakai the movie <em>The Best Years of Our Lives</em> (1946; 172 min.) before Wednesday's class.</td>
<td>Research topic description &amp; bibliography of sources due: Please upload this to Sakai Assignments before the start of class.</td>
</tr>
</tbody>
</table>
| W Sept 30 | Each student will introduce and briefly explain her/his research topic to the class (3 to 5 minutes each) | 1) Rose, MGG  
 o Ch. 10: "Going Home" (pp. 225-250)  
 o Conclusion (pp. 251-255)  
 2) Movie *The Best Years of Our Lives* (1946; 172 min.) | Quiz |
<p>| F Oct 2 | | | |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>M Oct 5</td>
<td>□ Writing a Historiography</td>
<td>1) Rampolla, <em>A Pocket Guide to Writing in History:</em></td>
<td>(updated) Research topic description &amp; list of scholarly sources for annotations due today: Please bring two printouts to class for peer review (give one copy to Professor Alvah before class ends)</td>
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<td>□ Student peer review of sources for annotated bibliography &amp; historiography</td>
<td>3d-2: Historiographic essays</td>
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<td>2) Brundage chapter on writing a historiography (handout)</td>
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<td>3) Sample student historiography (read on Sakai)</td>
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<td></td>
<td>4) Review HIST 473 instructions for writing the historiography</td>
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<tr>
<td>W Oct 7</td>
<td>□ Remembering World War II</td>
<td>1) Bodnar, <em>The &quot;Good War&quot; in American Memory:</em></td>
<td>Quiz</td>
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<tr>
<td></td>
<td>□ Novels as Historical Documents</td>
<td>o Acknowledgments (pp. ix-x)</td>
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<td></td>
<td>□ Sign up to meet with Professor Alvah next week</td>
<td>o Introduction (pp. 1-9)</td>
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<td>o Ch. 3, &quot;No Place for Weaklings&quot; (pp. 60-84)</td>
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<td>2) Kurt Vonnegut, <em>Slaughterhouse-Five: A Novel:</em></td>
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<td>o Front matter: Blurbs, title page, copyright page, dedications, and opening quotation</td>
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<td>o Chapters 1 – 4 (pp. 1 – 109)</td>
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<tr>
<td>Week 8</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<td>W Oct 14</td>
<td>Individual meetings with Professor Alvah (Piskor 211–my office)</td>
<td>Vonnegut, <em>Slaughterhouse-Five</em>, chapters 6-8 (pp. 173-232)</td>
<td>Turn in research project journal at meeting with Professor Alvah</td>
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**Mid-semester Break** Thurs Oct 15 – Sun Oct 18

<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 19</td>
<td>Novels as Historical Documents, continued</td>
<td>Vonnegut, <em>Slaughterhouse-Five</em>, chapters 9 &amp; 10 (pp. 232-275)</td>
<td>Quiz</td>
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<tr>
<td>W Oct 21</td>
<td>□ Remembering the War, continued □ Review &amp; discuss &quot;Thesis, outline, &amp; updated bibliography of primary and scholarly sources&quot; assignment</td>
<td>1) Bodnar Ch. 4, “Monuments and Mourning” (pp. 85-129, and photos between page 84 and page 85) 2) Review the instructions for the &quot;Thesis, outline, &amp; updated bibliography of primary and scholarly sources&quot; assignment</td>
<td>Draft historiography due: bring two print copies to class for peer review</td>
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<td>F Oct 23</td>
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<td>Historiography due: Upload to Sakai Assignments by noon today.</td>
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<tr>
<td>Week 10</td>
<td>Topic</td>
<td>Reading/Video</td>
<td>Assignment Due</td>
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<td>M Oct 26</td>
<td>Historiography Presentations</td>
<td>➡️Remember to watch the movie <em>The Thin Red Line</em> (1998; 170 min.) on Sakai before Wednesday's class.</td>
<td>If you are using a PowerPoint that clearly outlines the required information for the presentation, please upload this to Sakai Assignments before the start of class. Otherwise, please upload to Sakai Assignments a Microsoft Word document of the presentation outline.</td>
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### Week 11

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>M Nov 2</td>
<td>Draft thesis statement &amp; primary sources peer review</td>
<td></td>
<td>Bring printouts (2 copies) of your draft thesis statement &amp; bibliography of primary sources to class for peer review; give one to Prof. Alvah before the end of class.</td>
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<tr>
<td>W Nov 4</td>
<td>□ Remembering World War II, continued</td>
<td>Bodnar Ch. 6, &quot;The Outsiders&quot; (pp. 166-199)</td>
<td>Quiz</td>
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<td></td>
<td>□ Please sign up to meet with Professor Alvah on Monday Nov. 9</td>
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<td>Friday</td>
<td></td>
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<td>Thesis, outline, &amp; updated bibliography of primary sources and scholarly secondary sources due today at noon: Please upload this <strong>all in one document</strong> to Sakai Assignments</td>
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<td>Nov. 5</td>
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### Week 12

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M Nov 9</td>
<td>Individual meetings with Professor Alvah (Piskor 211)</td>
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<tr>
<td>W Nov 11</td>
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<td>Bodnar:</td>
<td>Quiz</td>
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<td>□ Ch. 7, &quot;The Victors&quot; (pp. 200-234)</td>
<td>Research journal entry</td>
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<td>□ Conclusion (pp. 235-242)</td>
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<td>□ “Postscript on Iraq&quot; (pp. 243-247)</td>
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<tr>
<td>Week 13</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<td>M Nov 16</td>
<td><strong>Meet with Rhonda Courtney in ODY Library, Room 140A:</strong> Finding high-quality images for research project presentations; citing images and other presentation aids.</td>
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</table>
| W Nov 18 | □ No class today. Wrap up the draft and write the cover letter.  
□ I will be in my office from 2:30-4:00 today (and during my regular office hours this week) if you need to talk with me. | | |
| Th Nov 19 | | Full draft of research paper + cover letter due today by noon: Please upload to this to Sakai Assignments, all in one document | |

*Thanksgiving recess Sat Nov 21 – Sun Nov 29*
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M Nov 30</td>
<td>The Revision Process</td>
<td>Rampolla, <em>A Pocket Guide to Writing in History</em>: Review 5g, “Revising and editing your paper”</td>
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<td></td>
<td>□ Review instructions for revising &amp; submitting the research paper</td>
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<td>□ Handouts &amp; exercises on clarity &amp; omitting unnecessary words</td>
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<td>W Dec 2</td>
<td>Presentations</td>
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<td>Presentations</td>
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<td>— Today’s presenters: If you are using a PowerPoint, please upload this to Sakai Assignments before the start of class. Please also check to make sure that your PowerPoint images, videos, and any other presentation aids work with the classroom technology. — If you are not using a PowerPoint, please upload an outline of your presentation to Sakai Assignments before the start of class, or turn in a printout of your outline to Prof. Alvah</td>
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<td>Week 15</td>
<td>Assignment Due</td>
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<tr>
<td>M Dec 7</td>
<td>Presentations</td>
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<td>Presentations (see “Assignment due” for W. Dec. 2 for additional info.)</td>
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<tr>
<td>W Dec 9</td>
<td>Presentations</td>
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<td></td>
<td>Presentations (see “Assignment due” for W. Dec. 2 for additional info.)</td>
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<tr>
<td>F Dec 11</td>
<td>No class (Reading day)</td>
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<thead>
<tr>
<th>Finals week</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>W Dec 16</td>
<td>- <strong>Revised research paper and cover letter</strong> due by noon today: Please upload this <strong>all in one document</strong> to Sakai Assignments.</td>
</tr>
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<td></td>
<td>- Please turn in your research project journal today (so I can grade it): You can leave this in my mailbox in the main office (1st floor of Piskor), or you can put it in the bin next to my office door (Piskor 211).</td>
</tr>
</tbody>
</table>

Wishing all of you safe travels & happy holidays!