

History 4990

Fall 2009

MWF 11:15-12:05

The Image of the Enemy: The Portrayal of the Enemy in Wartime

Prof. Mattern

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office hours: M1:30-2:30 and W 10-11, sign up in advance (except for scheduled meetings, see below)

Description of the course: The primary purpose of this course is to produce a research paper that will serve as a senior thesis paper for the history major. A copy of departmental guidelines for this paper is attached to the end of the syllabus. In the first few weeks of class, students will be introduced to basic research techniques and will choose their topic and primary source material. Most work thereafter will be done independently. Each student will meet with the instructor every one to two weeks; these meetings will be scheduled at the beginning of term. Regular class meetings will resume at the end of term, when students will present their projects to the group.

Please budget at least 15 hours per week for independent work on the thesis.

It is highly recommended that students examine their calendars at the beginning of the semester and allocate the hours ahead of time.

Required texts:

- Kate L. Turabian, *Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press, 6th edition (1996).
- Jefferson Bates, *Writing with Precision*, Penguin 1978.
- Yaya R. Kamalipour and Nancy Snow, ed., *War, Media, and Propaganda: A Global Perspective*. Lanham, MD: Rowman and Littlefield, 2004.

Course requirements:

Paper: Completion of a satisfactory senior thesis is the main requirement for the course. See attached departmental guidelines for senior thesis papers.

Deadlines, class attendance, and meetings with instructor: Part of your grade will depend on prompt completion of all assignments, attendance at and participation in class meetings, and attendance at and preparation for individual meetings with the instructor. The schedule of meetings and assignments is carefully constructed to guide you on the path to completing a good-quality research paper in a timely and efficient manner. Any missed deadlines or sloppy work on these assignments will necessarily reduce the quality of the final product and thus harm your grade in that way as well. We are on a tight schedule and so all deadlines must be final and non-negotiable.

Your final paper is due Monday, December 14, at 3 PM. No exceptions whatsoever will be made, so plan ahead.

Presentation of your project: At the end of term you will be asked to present your project to the group in a 15-minute talk followed by a 10-minute discussion period. Students will put the second draft of their paper on reserve in the library for the class to read. They should then prepare a briefer talk suitable for oral presentation to deliver in class. Part of your grade will depend on how well you present your project to the group and handle questions about your project.

Minimum attendance: The instructor may drop students who miss the first two class meetings, or who miss more than one scheduled meeting with the instructor without prior notification and rescheduling.

Plagiarism: Plagiarism includes quoting an author directly without enclosing the passage in quotation marks and citing the source correctly, paraphrasing or summarizing another author's work without citing the source correctly, presenting an idea as your own that was formulated by someone else, reproducing information compiled by another author without citing the source correctly, buying papers, or copying papers. You must cite your sources in footnotes or in parenthetical references every time you refer to them, not just in a bibliography at the end of the paper. If I detect plagiarism university policy obligates me to report the incident to the Office of the Vice President for Instruction and the Academic Honesty Committee for review. Possible sanctions include a course grade of F, suspension from the university, and expulsion.

Grading:

3-page prospectus: 5%

Timely completion of assignments, preparation for meetings with instructor, and participation in class: 10%

In-class presentation of paper: 10%

Final paper: 75%

Week 1: Introduction to the course; introduction to the library.

- M Aug. 17. Discussion of syllabus. Sign up for a time to meet with the instructor each week.
- W Aug. 19. Library instruction. Meet in Main Library.
- F Aug. 21. Library instruction. Meet in Main Library.

Week 2: Working with primary sources. **For Monday**, choose one essay from *War, Media and Propaganda* for in-depth study. What primary sources is the author using? Make a list. Try to track down and examine at least one of these primary sources.

- M Aug. 24. Discussion of primary sources for articles in *War, Media and Propaganda* (see above).

- W Aug. 26. Continued discussion of primary sources for articles in *War, Media and Propaganda*.
- F Aug. 28. **Description of primary-source material and suggested topic due in class. No exceptions.** In-class discussion of projects

Week 3: The role of secondary sources in research. Begin preparing annotated bibliographies.

- M Aug. 31. Discussion: Choose an essay from *War, Media and Propaganda* (this may be the same essay as for week 2 or a different one). What kinds of secondary sources is the author using? Where and by whom are they published? What role do they play in the author's argument?
- W Sept. 2. Discussion: Pay attention to how you are using the article you chose for this week--what are you looking for in terms of background, introductory material, the title, the conclusions, etc? Is the article well-written in the sense that you are able to understand it easily? What features of its style and structure would be worth emulating in your own paper?
- F Sept. 4. Citation and plagiarism workshop. Reading: Browse Turabian 5.2 and chaps. 8-11; review the essay you chose to study for this week. Questions: a) When, why, and how does the author cite his or her sources? b) How will you cite your primary source? c) How will you cite your secondary sources? d) Does the author of your essay cite any secondary sources that might be useful for your own research?

Week 4, W Sept. 9-F Sept. 11: **Meetings with instructor.** Unfortunately, meetings regularly scheduled for Monday will have to be rescheduled because of the holiday. **Annotated bibliographies due this week. Please bring two copies to your scheduled meeting with the instructor.**

Week 5: M Sept. 14-F Sept. 18. **Meetings with instructor. Three-page prospectus due; see guidelines. Please bring two copies to scheduled meetings with instructor.** This week you must also begin systematic primary research on your topic. Compile notes on notecards, in notebooks, or on a computer database program--everyone has a different system, but think carefully about how you will organize and retrieve the information you are compiling. To facilitate this, begin forming an outline of topics you will discuss in your paper.

Week 6: M Sept. 21-F Sept. 25. Continue primary and secondary research on your topic.

Week 7: M Sept. 28 – F Oct. 2. Continue primary and secondary research on your topic

Week 8: M Oct 5 – F Oct 9. **Meetings with instructor; bring an outline of the argument you will make in your paper.** Try to be done with primary research by early in the week. By mid-week **you must begin writing** your paper. Plan to be

able to write about 2 pages per day and try to do this. Your paper should be about 20 pages long when finished (see guidelines at the end of this syllabus).

Week 9: M Oct 12 – F Oct 16. Continue writing your paper.

Week 10: M Oct. 19 – F Oct. 23. Continue writing your paper. **First draft of papers is due Friday, Oct. 23, at 1:30 PM.** Leave one copy in the instructor's mailbox in the History department office. Keep a copy for yourself and bring it to your next meeting with the instructor.

Th Oct. 22: **MID-TERM WITHDRAWAL DEADLINE**

Week 11: M Oct. 26 – W Oct. 18. Revise first draft independently.

Week 12: M Nov. 2 – F Nov. 6. **Meeting with with instructor to discuss first drafts.**

Week 13: M Nov. 9 – Fri. Nov. 13. Continue to revise first draft independently. Begin preparing a version of your paper for oral presentation.

- M Nov. 9. **Class meeting: some basics of style.** Reading: Jefferson Bates, *Writing with Precision*, browse. Questions: a) Pick out 3 useful rules you learned from this book. b) Pick out one paragraph from your first draft that needs editing for clarity. Schedule presentations for the final weeks of class
- W Nov. 11. **Class meeting: a peer review session.** Bring 2 clean copies of your paper in its current form.

Week 14: M Nov. 16 – Fri. Nov. 20. Continue to revise first draft independently. **Second drafts of all papers are due Friday, Nov. 20 by 1:30 PM. No exceptions.** Bring two copies: one for the instructor and one for the library. Keep a copy for yourself. Also hand in the first draft of your paper with the instructor's comments.

Week 15: M Nov. 30 – F Dec. 4. Presentations.

Week 16: M Dec. 7 and T Dec. 8. Presentations.

Mon., Dec. 14, 3PM: **All final drafts due. NO EXCEPTIONS.**

Guidelines for assignments:

Friday, Aug. 28: Description of primary-source material and suggested topic.

- Get started on this assignment and the next one as soon as possible; note that you may need to recall a book that is checked out, or order one from interlibrary loan. Both procedures usually take about a week but can take longer. You will need to spend a fair amount of time with your primary source to develop a good topic.
- Your primary source or sources will be the evidence upon which your argument rests and choosing it is the most critical part of your research. Your primary

source should be substantial enough to provide material for 20-page paper, but narrow enough to get through in the time available to you (ca. 2 1/2 weeks is budgeted for primary research on the syllabus). You must explain what edition or translation you will be using and how it will be available to you. Is it a print source in the library? Is it a database available on computer (if so, don't forget to investigate and explain exactly of what the database consists)? If it is not in the library, is it available at a nearby library, or readily available through interlibrary loan? You need to actually have your hands on the source before you can evaluate whether it meets your needs and what topics might be appropriate for it.

- Your primary source does not have to be a text or set of texts. It can be a corpus of films, artistic works (like Greek vase paintings or World War I propaganda posters), or other material-culture evidence, IF you can show that you have located a reasonably complete collection of this corpus in a form that is both accessible to you and usable for your purposes (e.g. a complete catalog with good-quality photographs).
- *Bring to class a typed, polished, one-page paragraph explaining what primary source(s) you will be using for your paper.* The paragraph should address all of the following:
 - Explain what the primary source is; explain when, how, why, and by whom the text was produced.
 - Explain what edition or translation you will be using and how it is available to you.
 - Suggest a topic for investigation using this primary source. It should be a fairly specific subject that has a good chance of being original to you (e.g. "The Portrayal of Trojan Weapons and Costumes in Greek Vase-Painting: Barbarians or Not?" or "Ancient Ethnography and the Portrayal of the Dacians on Trajan's Column"). It is useful to frame your topic in the form of a question or problem to be solved; remember that you will need to be able to prove your argument using the primary source you've chosen. Remember, if you are using Homer's *Iliad* as your primary source, you're not going to be able to prove anything about the conception of the Trojans in Greek culture, in Greek literature, or even in archaic Greek literature. You can prove something about the portrayal of the Trojans in Homer's *Iliad*.
- Once you have settled on a good topic, be prepared to do some "tweaking" as you become acquainted with the scholarship that's already out there and with the limitations of your source. All topics need work; it is best not to abandon a promising topic as you encounter difficulties with it. Sometimes a slight change of emphasis is all that's needed to make the topic viable. Your topic should be fully worked out by Week 5, when your prospectus is due.

Week 4: Annotated bibliography.

Departmental guidelines state that your paper MUST include an annotated bibliography or bibliographic essay. For this assignment, you will begin preparing the bibliography for your paper. Some procedures--such as recalling a book or requesting one through interlibrary loan--can take a week, so start early.

Some important websites for secondary research were covered in library instruction courses early in the semester. However, at some stage in your secondary research the web will become less useful than the bibliographies and footnotes of the secondary sources you have already found.

- Start your research by locating a few *recent* scholarly studies closely related to your topic and see what books and articles they cite that might be relevant to your subject.
- If you are using a modern edition of an older source, don't forget to look at the notes and bibliography to the editor's introduction for promising leads.
- The collection of articles assigned as required reading for this course contains many potentially useful references, especially if your topic is twentieth or twenty-first century history.
- *Get the most trustworthy and scholarly material you can find.* If you are unsure about the usability of a book, look up the reviews of it. Articles in major reviewed scholarly journals are usually reliable (though you may find other authoritative articles that disagree--evaluation of the debate on issues surrounding your topic is part of your job).
- Find sources that are *specific to your topic*. List two or three general scholarly works for reference and historical background, but be sure to track down the books and articles that focus on your specific topic or subjects closely related to it.

Please bring to the meeting with the instructor a typed list of the following, and keep a copy for yourself:

- First, state your paper topic as it now stands in a succinct paragraph, and provide your paper with a title that reflects the topic.
- Under a separate heading, list the editions and translations of the primary source(s) you will use, each followed by a brief description of the nature and contents of the source.
- List no less than 10 secondary sources, including BOTH books and articles. Each must be followed by a brief description (a few sentences) of the main argument or scholarly contribution of the work.
- Include items in all languages you can read.
- Consult Turabian's *Manual for Writers* for correct forms of citation.

Week 5: Three-page prospectus.

The purpose of your prospectus is to convince your reader that your topic is appropriate and feasible, and that you have a good plan for completing the paper. This assignment will be graded 1-10 and will count for 5% of your final grade.

- Your prospectus must have a title that accurately describes your topic.
- In the first paragraph, a) explain what your *subject* is--what issue are you investigating, what problem are you trying to solve? b) Also explain briefly what your *method* is--the primary source you are using, and how you'll be using it. c) Why is the topic important?

- Provide a *brief review of scholarship*. What are other scholars saying about this subject or closely related topics? How does your paper fit in to current scholarly trends or debates? *How is your topic original*--what are you doing that others haven't done?
- Introduce your primary source in more detail and deal with any methodological problems you foresee. What are the most important features of your primary source (how, when, why, and by whom was it produced and published, what is its intended audience, what does it mainly contain, etc.)? What are its strengths and weaknesses? How have you constructed your topic and approach to avoid the weaknesses of the source? Also, if you will be applying a formal theory to the evidence (e.g. psychoanalysis or feminist theory), explain what it is and how it will work.
- How will your project be organized? Describe your section headings and what will be included in each section.
- Include an annotated bibliography. First, list the editions and translations of all primary sources you will use, along with a brief description of the nature and content of these sources. Next, provide a list of no less than 10 secondary sources. Following each item, give a brief description of its main argument or scholarly contribution.
- Footnote your prospectus or otherwise cite sources to indicate clearly where you are getting your information or from what evidence you are drawing your conclusions. (Note: footnoting is easy with a word processing program. In Word, simply choose "footnote" from the "insert" menu.) Consult Turabian's *Manual of Style* for proper methods of footnoting.
- Format: double-space, margins 1.25", font 12 point, paginate, and staple.

Friday, Oct. 23, 1:30PM: First draft due. This should be a complete and coherent draft; all parts of the argument should be finished and all footnotes should be finished. Your instructor will be looking for evidence that you have done a thorough and complete job of primary and secondary research.

Introductory material: Aim to spend **about 3 pages and absolutely no more than 5 pages total** on the following issues; all of them must be addressed at the beginning of the paper, though not necessarily in this order.

- **Subject:** The **FIRST** part of your paper should state clearly what your subject is and how you are going to investigate it (the sources you will use and how you will be using them). Also, give the reader a sense of why the topic is important.
- **Historical background:** Include whatever historical background you think is necessary for the instructor to follow your argument and appreciate its significance.
- **Scholarship:** Explain the state of scholarship on the question you are investigating; fit your paper into the context of current scholarship, citing and discussing the most relevant works. Explain how your subject is original--what will you be contributing that hasn't been done?
- **Methodology:** Introduce your primary source in more detail (see instructions for prospectus, above) and discuss its strengths and weaknesses, any

methodological challenges it poses and how your paper avoids these problems. If you are using a formal method or theory for your research, devote some space to explaining what it is and how you will be using it. Be sure to cite and discuss the most important works about the method or theory.

- Be sure to cite your sources for EVERYTHING you say. *Please do not include unsupported generalizations of any kind.*

Argument:

- Your argument should proceed step by step in a logical progression that is easy for the reader to follow. Try to limit yourself to one main point per paragraph and make sure it's obvious what the main point is. PROVE your points with as much primary-source evidence as you can find. DO NOT expect the reader to accept or believe anything you say if you can't prove it.
- Cite secondary sources as appropriate whenever you touch on issues that have been discussed by others; you may also cite them to support any statements that you are not prepared to prove from primary evidence (these statements should be non-essential to your argument).
- Always address evidence that contradicts what you say and other obvious problems with the logic of your argument.

Citation: You will need to use footnotes and/or parenthetical citations extensively to support your points. Consult Turabian for proper citation procedures. She outlines two basic forms of citation (footnote-bibliography and author-date). Reasonable combinations of the two systems are also acceptable as long as they are used consistently. Chapter 11, "Comparing the Two Documentation Systems," will probably be the most important chapter for your purposes.

Why cite? Academic citation may seem like an arcane and complicated practice, but there are very good reasons for it. Keeping these reasons in mind will make the process seem less confusing. They are:

- To allow the reader to check your evidence and information *easily*. Arguments that cannot be checked are unconvincing and will probably be ignored by your readers.
- To give appropriate credit for words and ideas that are not your own. See guidelines on **plagiarism** in this syllabus.
- To make sure your information is correct. If you are citing from memory or from a general fund of "common knowledge," investigation may reveal that you have misremembered or that the information is wrong or out of date. Providing clear, accurate references prevents these problems.

When should I cite? You need to cite your source:

- Every time you refer to a specific passage or example from a source. You must do this to support every point in your argument.
- Every time you quote directly from any text. The passage or phrase must be enclosed in quotation marks and the author and/or translator given appropriate credit.
- Every time you refer to an idea or argument developed by someone else.

- Every time you offer a piece of information (such as "background" information).
- You must cite the source in a footnote or in the text every time you refer to it; citing the source only in the bibliography is insufficient.

Conclusion: At the end of your paper, go beyond summarizing the main points of your argument to bring out its broader implications; make sure the reader understands why what you've said is important. This is the best place for any interesting but unsupported speculations and comparisons that you can't resist including.

Style should be as clear and simple as possible. Your only goal is to communicate clearly with the reader. NO JARGON.

Bibliography: Include an annotated bibliography of all the sources referred to in your notes per departmental requirements. If you choose to write a bibliographic essay instead, please also append a bibliography of all the sources referred to in your notes; in this case the bibliography need not be annotated.

Proofreading: Proofread carefully and fix any problems with format before you submit your draft.

- Watch for grammar, syntax, and typographical errors. Make sure all your sentences read smoothly and make sense. Try to remember that nothing you write will be taken seriously if it contains grammatical errors.
- Check all quotations, all references, and the spelling of all names and foreign words to make sure you've got them right.
- Learn to paginate on the computer; always paginate. (In Word, choose "page numbers" from the "insert" menu.)
- Double-space, use 12 point font and 1 or 1.25" margins.
- *Staple.*

Friday, Nov. 20: Second drafts due.

- These should be coherent and polished drafts, complete with all footnotes and bibliographical annotations. There should be no major work remaining, but you will have an opportunity to revise your paper somewhat in light of discussion arising from the presentation of your project to the class. No further meetings with the instructor are scheduled; she may make recommendations for final revisions (e.g. about style or format), and you may meet her in office hours if you wish.
- Bring two copies to class: one for the instructor and one to put on reserve in the library. Keep a third copy for yourself.
- Also hand in today: the first draft of your paper with the instructor's comments.

Student presentations: You should prepare a 15-minute talk presenting your project to the class. State the problem you set out to investigate, the primary source(s) you used, the main points of your argument, and what you concluded. You

may write out a text or use notes instead; either way, bear in mind the differences between oral and written presentations. Be sure to practice your oral presentation in front of friends before you address the class; especially, time your presentation to be sure that it does not exceed 15 minutes, as you will be cut off after that amount of time. Be prepared to answer questions from the instructor and from other students about your project. A copy of your second draft will be on reserve in the library and will be required reading for all students for the day of your presentation.

Monday, Dec. 14, 3PM: final drafts due. The instructor will read these and assign a grade but will not make comments on them; this version of your paper will be kept on file with the department.