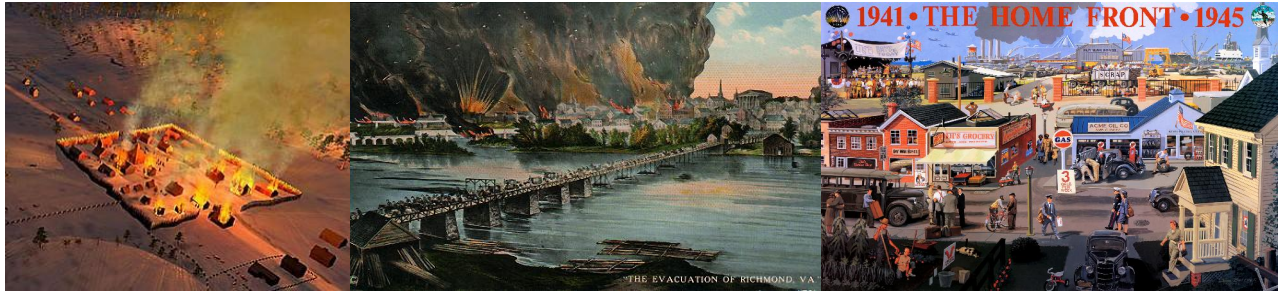


The University of Southern Mississippi, Department of History
Spring 2006
History 400: Senior Research Seminar in



American Communities at War, 1600-2000
Mondays, 4-6PM 455 LAB

Dr. Kyle F. Zelner

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Office Hours: 10--11AM Mondays and Wednesdays, 4-5PM Tuesdays and by appointment.

Statement of Purpose:

As the capstone class for history majors at USM, History 400, the senior research seminar, challenges students to perform at the height of their abilities, mimicking the atmosphere of a graduate seminar. This section of History 400 will be split into two segments: an intensive reading and discussion segment, followed by a research, writing, and oral presentation intensive second section. As per the requirements set down by the faculty of the History Department, this class requires students to excel at both halves of class in order to pass and thus fulfill their capstone requirement. In addition to the pedagogical requirements of the course, students will master a certain set of historical materials from the course's theme of American Communities at War, one of the most important sub-fields of the study of War and Society.

In the early 1960s, the academic study of military history had been on the decline for decades. Only a few universities offered courses in the subject. All the battles and tactics had been studied and while amateur historians debated strategy, most professional historians ignored the field, lest they be relegated to "amateur" status. "Flag and Trumpet" military history was (and is, for the most part), a wasteland in the professional study of history.

However, in the late 1960s and early 1970s, the study of history took on a new shape in America. The "new social history," which started in France and Britain, changed in a fundamental manner the way American historians looked at the past. With a new, social perspective, historians retraced the steps of their professional ancestors and took a fresh look at topics long thought dead. One of these topics was military history. Instead of focusing on battle movements, "new military historians" or students of "War and Society" look at war and the military "from the bottom up"-- they study war's effect on communities, soldiers, non-combatants, societies, and cultures.

We will study the impact of war on American communities, from the colonial period to the present. In addition to gaining an in-depth comprehension of the influence of war on American towns, cities, and citizens, we will evaluate the findings of the historians working in the field in an attempt to

identify trends or conflicts within the school. We will endeavor to highlight areas for future study and methods or models which may be usefully employed to take a closer look at the experiences of war on Americas at home.

Disclaimer:

Although this is a course on War and Society, it is NOT a course in military operations. While we will discuss selected military operations in an illustrative fashion, if you simply want descriptions of battles, THIS IS NOT THE COURSE FOR YOU!

Mechanics of the Course:

As stated before, the course is divided into two sections. In the early part of the course, through Week #9, each class period will be devoted to class discussion. It is IMPERATIVE that students have the reading done before class because the entire class period will be devoted to class discussion. Lively and thoughtful participation in the deliberations is a requirement of the course and will account for a large percentage of your participation grade. Usually, the professor will take responsibility for leading discussions and making sure all students have a chance to be heard and ask pertinent questions. At times, students will be asked (in advance) to offer their own discussion questions (in writing) which the professor will use to guide the class through the material. Read the class schedule below and listen for class announcements or email from the instructor for changes in this general format.

The last part of class will be set aside for students to work individually on their research projects. It is HIGHLY encouraged that students use the time normally set aside for class to study and do research in one of USM's libraries. If there is enough student interest, the instructor may offer office hours in Cook Library in order to be available to students to help with research. The class will reconvene during the last two weeks of the term to submit their oral presentations and final papers—all students are required to attend both these sessions.

Required Texts:

This course is reading intensive. All journal articles, book chapters, and other assigned documents, are available either on JSTOR (see schedule for hyperlinks) or on electronic reserve at Cook Library. For reserves: see the library homepage (<http://www.lib.usm.edu/>) and look up the instructor on the reserves page. Materials can be accessed on and off campus, read on screen, or printed (the preferred method) for reading. If you have questions, ask for help at the reserve desk at Cook Library.

In addition, the following books have been ordered and should be available at the university's textbook center. All books are available in paperback and the course has no "textbook" thus reducing student costs. Students are also encouraged to search out used or cheaper new copies via alternative booksellers to keep costs down (one good source is Amazon.com's used books which are listed to the right of the web screen for most Amazon books). Copies of most of assigned books will also be on reserve at Cook Library.

Required:

Richard Melvoin. *New England Outpost: War and Society in Colonial Deerfield*. New York: Norton, 1989. [ISBN: 0393308081](#)

Gary B. Nash. *The Urban Crucible: The Northern Seaports and the Origin of the American Revolution*. abridged ed. Cambridge: Harvard Univ. Press, 2005. [ISBN: 0674930592](#)

Robert Gross. *The Minutemen and their World*. New York: Hill & Wang, 2001. [ISBN: 0809001209](#)

Wayne K. Durrill. *War of Another Kind: A Southern Community in the Great Rebellion*. New York: Oxford University Press, 1990. [ISBN: 0195089235](#)

J. Matthew Gallman. *Mastering Wartime: A Social History of Philadelphia During the Civil War*. Philadelphia: Univ. of Pennsylvania Press, 1990. [ISBN: 0812217446](#)

Roger W. Lotchin. *The Bad City in the Good War: San Francisco, Los Angeles, Oakland, and San Diego*. Bloomington: Indiana Univ. Press: 2003. [ISBN: 0253215463](#)

Highly Recommended (but not required):

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 4th ed. Boston: Bedford/St. Martins, 2004. [ISBN: 0312403577](#)

Assignments, Attendance, & Grading:

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class readings is necessary for the satisfactory completion of the course.

Attendance at ALL classes is MANDATORY. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” DO NOT qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean’s office, athletic coaches, doctors, etc.). Please note: If you stop attending class, but do not withdraw from the course at the Registrar’s Office, the instructor reserves the right to issue a failing grade for the course.

The omission of any class requirement will result in automatic failure for the course— in other words; you must turn in every assignment in order to pass the course.

As stated above, the heart of the first half of this course is the outside reading and subsequent discussions of those course readings. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. **Students are required to bring all assigned reading materials (books, articles, etc.) to**

class discussion. High-quality class discussion is vital to the success of the course and as such, thorough reading and lively participation will be rewarded. Class participation will account for 15% of the final grade.

There will be two short papers for this class. The first paper, **due on Monday, 6 February 2006** will be a critical book review of Gary Nash’s *Urban Crucible*. With a maximum word count of 1400 words and using the format and style of a professional book review found in a scholarly journal such as *The Journal of Military History*, the *William & Mary Quarterly*, or *Reviews in American History*, students will critically evaluate the Nash monograph and evaluate the author’s thesis, methodology, evidence, findings, and the place of the book in the field. Students are encouraged to read as many book reviews as possible to acquaint themselves with the form and tone of the scholarly book review. This paper will be worth 10% of the final course grade. The second paper will be a critical review of one of the three web sites assigned to the class (see course schedule) and **will be due on Monday, 13 March 2006**. With a maximum word count of 1000 words, and using the format and style of a professional web site review found in a scholarly journal such as *The Journal of American History* or the *William & Mary Quarterly*, students will critically evaluate the site’s thesis, methodology, evidence, findings, and the place of the web site in the field of history. Students are encouraged to read as many web site reviews as possible to acquaint themselves with their form and tone. This paper will also be worth 10% of the final course grade

The major assignment for any HIS 400 class is the major research paper. Students will perform primary and secondary historical research on an American community during a war or conflict and report their findings in a fifteen (15) page research paper, with appropriate footnotes and bibliography. The community and period of study is the student’s decision, but it must be reached in consultation with the instructor. Because of the holdings of nearby libraries and the Center for Oral History at the McCain Archives on campus, students might find that working on a local topic (Mississippi or nearby states) might be the most productive choice. Students are **HIGHLY** urged to get in the library early and begin searching out primary documents they can base their research on—the reference librarians at Cook Library will be a great help in this area. During the course of the class, students will turn in 1.) their research topic and period, due on 13 February 2.) a formal annotated bibliography of ten works (at least four must be primary documents), due 6 March and worth 10% of their final grade, 3.) a detailed outline of their paper, due on 17 April and worth 10% of their final; grade, and finally, 4.) the research paper itself, **on 24 April 2006**, for 30% of the course grade. Students will also report their findings in a formal oral presentation (the day and order to be determined on the first day of classes) which will be 15 minutes long and count for 15% of their final grade.

Grading Breakdown:

Discussion/Participation.....	15% (150 Points)
Book Review.....	10% (100 Points)
Web Site Review.....	10% (100 Points)
Final Paper-(see below)	
Annotated Bibliography.....	10% (100 Points)
Detailed Outline.....	10% (100 Points)
Research Paper.....	30% (300 Points)
Oral Presentation on Research Paper.....	15% (150 Points)
<hr/> Total	100% (1000 Points)

Class Grading Scale:

A=1000-900 points;

B=899-800 points;

C=799-700 points;

D=699-600 points;

F=below 600 points.

A Note about Office Hours:



I will hold office hours (see page one) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I can not attend my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk, ask questions, or make comments about the class, history, writing, the university, or whatever (including "The West Wing"). It is a great time to come in and discuss paper topics or questions. If you're interested in

majoring in history or even thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours--we're not just available in the classroom.

Course Policies:

1. Class Climate: This course is mainly a seminar, designed to give you a chance to explore an academic area of interest through intensive reading, writing, and discussion. Accordingly, most class periods will be filled by discussion of the assigned reading. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone's ideas can be heard.

2. Pagers and Cell Phones: All pagers and cell phones must be turned to silent mode (vibrate) or off when in class! If you must take or make an EMERGENCY call, leave the classroom (and re-enter) quietly so you will not disturb others. The second time a cell phone rings in class, and any time thereafter, the instructor reserves the right to give an immediate quiz on the current book.

3. USM Email and WebCT: All students must check their USM email and our class WebCT site regularly—students who do not set up their accounts or respond to USM email will lose participation points and suffer a lower grade. I will use these online resources to post assignments, post readings, and keep you up-to-date on class activities. Each student will be enrolled on the WebCT class roll for this class. Simply go to:

<http://www.usm.edu/de/studentresources/firststep.htm>

and follow the instructions to set up your student account. After that, students should simply go log in at:

http://distancelearning.usm.edu/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea/

4. Papers: Students are required to hand in TWO COPIES of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to www.turnitin.com under the correct class and assignment. More information on Turnitin.com is below.

5. Support and Documentation in Papers: Support your paper arguments with specific text references. You must use footnotes for all papers. Follow the *Chicago Manual of Style* format and documentation; also know as the Turabian method. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> and Mary Lynn Rampolla's *A Pocket Guide to Writing in History* for information.

6. Paper Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

*Sample heading for papers (Note: Right-hand placement):

Student Name
History 400
Paper One
March 3, 2006

7. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I--A) misplace the hard copy and B) delete the electronic copy of the same paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

8. Late Papers: Papers submitted between one and four days (weekend days count) after the due date will be penalized one full letter grade. Papers submitted five to seven days after the due date will be penalized two full letter grades. Papers submitted more than one week after the due date WILL NOT BE ACCEPTED (NOTE—ALL CLASS ASSIGNMENTS MUST BE TURNED IN AND ACCEPTED TO PASS THE COURSE). Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation are within the sole purview of the instructor.

9. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam

or plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the college. The instructor reserves the right to use electronic resources, such as turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

10. Students with Disabilities: If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities Covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: <http://www.ids.usm.edu/ODA/default.asp>

11. A Resource for Improving Writing: While I am available to discuss ideas and look over drafts well before paper due dates, I encourage students to use the following resource:

History students at USM have a special opportunity to get help writing history papers, studying for history exams, and/or doing historical research. The History Department sponsors a History Writing Lab (HWL). The HWL is staffed by advanced graduate students who can assist at any stage of studying or writing, from generating ideas to polishing final drafts, and with any type of history writing project, from book reviews to research papers to preparing for exams. Be aware, the HWL does not provide an editing service where the consultants only correct grammatical errors and typos—the goal of every consultation is to help students become better writers, a process that happens gradually and that occurs through the active participation of students in consultations. If you need some help or guidance, call or email to make an appointment or just stop by for a free, friendly consultation. The History Writing Lab; Room 453, Liberal Arts Building (LAB); phone: 601-266-4121; email: historywritinglab.usm@gmail.com. Opens: 23 January 2006.

12. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.



Plagiarism Detection Service

What is Turnitin? USM has have recently purchased a subscription to the Web-based plagiarism detection software Turnitin. Colleges and universities around the world have found that using Turnitin helps stop and prevent plagiarism of Internet material.

Here's how it works:

- Students (or their instructors) submit electronic copies of assignments to the Web site <http://www.turnitin.com>.
- Turnitin compares the student's paper to a range of other sources, including a large database of other students' writing, the Web in general, and many common full-text journals that are available through USM Libraries' online databases.
- Turnitin then generates an Originality Report for each paper submitted, which shows the percentage of text within that paper that matches text taken from one or more other sources. Using the reports, instructors can compare the text of the student's paper side-by-side with the secondary source. When a substantial amount of text in a student paper matches texts in one or more other sources, this may be an indicator of plagiarism.

The main purpose of Turnitin is:

- to ensure that students do their own work
- to keep students from relying too heavily on secondary sources.
- to deter intentional or unintentional plagiarism in the future - either by making students aware that they are submitting electronic copies of their work to be checked, or by providing them with an opportunity to learn about what constitutes plagiarism.

Turnitin is not a surefire way to detect plagiarism: it simply points out where text in a submitted paper closely resembles text from other sources. Once Turnitin has identified any discrepancies, it is up to the instructor to determine whether the student has properly cited the source.

Class Information for History 400—Sec.01 Spring 2006, Dr. Zelner:

Class ID Number: 1437873 Class Password (case sensitive): town

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Monday, 30 January 2006. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

Course Schedule

Week #1—Class Introduction

Reading Assignment: Marvin W. Schlengel, “Writing Your Community’s War History” in *Bulletin of the American Association of State and Local History*, Vol. 1 no. 11 (Oct. 1946), pgs. 305-333 distributed in class.

Monday, January 23--Class Introduction

Week #2—The Colonial “Frontier” at War

Reading Assignment: Richard I. Melvoin, *New England Outpost*, pgs. 71-292 and peruse “The Raid on Deerfield: The Many Stories of 1704” at <http://1704.deerfield.history.museum/>

Monday, January 30—Class Discussion

****Students must register with Turnitin.com**

Week #3—War begets War: Communities & Imperial Warfare in the 18th Century

Reading Assignment: Gary B. Nash, *Urban Crucible*, pgs. entire book.

Monday, February 6—Class Discussion

****Critical Book Review on Nash’s *Urban Crucible* due**

Week #4—The Revolutionary War and American Communities

Reading Assignment: Robert Gross, *Minutemen and Their World*, pgs. 3-170 and Joseph S. Tiedemann, “Patriots by Default: Queens County, New York, and the British Army, 1776-1783” in *The William and Mary Quarterly*, 3rd Ser., Vol. 43, No. 1. (Jan., 1986), pgs. 35-63; at: <http://links.jstor.org/sici?sici=0043-5597%28198601%293%3A43%3A1%3C35%3APBDQC%3E2.0.CO%3B2-T> [also on WebCT].

Monday, February 13—Class Discussion

****Topic of Research Paper Due**

Week #5—The Civil War in a Small Town

Reading Assignment: Wayne K. Durrill, *War of Another Kind*, entire book and peruse “The Valley of the Shadows: Two Communities in the American Civil War” at <http://valley.vcdh.virginia.edu/> .

Monday, February 20—Class Discussion

Week #6— Mardi Gras

Reading Assignment: The back of a box of Alka-Seltzer.

Monday, February 27—No Class, Mardi Gras Holiday!

Friday, March 3-- Last day to drop full-semester classes without academic penalty.

Week #7-- The Civil War in a Big City

Reading Assignment: J. Matthew Gallman, *Mastering Wartime*, pgs. 1-10, 54-145, 170-298, 329-340.

Monday, March 6—Class Discussion

****Annotated Bibliography Due**

Week #8—War and Community in the Twentieth Century

Reading Assignment: Read a selection (and be ready to discuss them) of material from the “North Carolina and the Great War: Home Front” web site at <http://docsouth.unc.edu/wwi/home.html> and Arvarh Strickland, “Remembering Hattiesburg: Growing Up Black in Wartime Mississippi,” pgs. 146-189; Wesley Philips Newton, “Montgomery in the Good War” pgs. 96-120 and 141-167; and James C. Juhnke, “Clashing Symbols in a Quiet Town: Hesston in the Vietnam War Era” pgs. 143-153 [all three on Electronic Reserve at Cook Library].

Monday, March 13—Class Discussion

****Critical Web Site Review Due**

Week #9—The Good War and the “Classic” American Home Front

Reading Assignment: Roger Lotchin, *The Bad City in the Good War*, entire book.

Monday, March 20—Class Discussion

Week #10—Individual Study in Library/Archives

Reading Assignment: Re-read Marvin W. Schlengel, “Writing Your Community’s War History” in *Bulletin of the American Association of State and Local History*, Vol. 1 no. 11 (Oct. 1946), pgs. 305-333 distributed in class.

Monday, March 27 –Individual Study

Week #11—Individual Study in Library/Archives

Monday, April 3–Individual Study

Week #12—Spring Break

Monday, April 10—Spring Break, No class!

Week #13—Individual Study in Library/Archives

Monday, April 17—Individual Study

****Detailed Outline of Research Paper due via Email to Dr. Zelner (4PM)**

Week #14—Oral Presentations

Monday, April 24—Scheduled Oral Presentations

****Research Papers Due**

Week #15—Oral Presentations

Monday, May 1—Scheduled Oral Presentations

***A NOTE ON THE FOLLOWING RUBRICS:** Per state law, because HIS 400 is the capstone course for all History majors at USM, a set of grading rubrics is used to grade the two major assignments of the course, the research paper and oral presentation. Below are the rubrics that will be used to grade your paper and oral presentation—use them to see what points the instructor is looking at when grading these items.

DEPARTMENT OF HISTORY
HIS 400

Grading Rubric for Oral Presentation

This grading rubric is intended to assess students' oral presentation skills. This rubric can be used by the students themselves to identify strengths and weaknesses in order to work toward the improvement of their oral presentation skills.

Student's Name:

Student's ID Number:

Licensure Student (circle one): yes no

Campus (circle one): Hattiesburg Gulf Park

Semester/Year:

Title:

_____/ 40 pts. **Professionalism of Presentation:** Quality of speaking skills. Eye contact with the audience. Strong speaking voice.

_____/ 20 pts. **Structure of Presentation:** Conceptualization, organization, and structure of the student's oral presentation project.

_____/ 40 pts. **Quality of Analysis:** Demonstration of strong knowledge of specific area of inquiry and of broader themes and context. Analysis of literature. Strong and clear presentation of analysis and argument, with supporting evidence.

_____ / **100 points x 1.5=150 points**

Comments:

DEPARTMENT OF HISTORY
HIS 400

Grading Rubric for Research Paper

This grading rubric is intended to assess students' critical reading, writing, and analytical skills. It also assess the degree to which students have successfully acquired the skills necessary to present effective and persuasive arguments in written form. This rubric can be used by the students themselves to identify strengths and weaknesses in order to work toward the improvement of their writing and analytical skills.

Student's Name:

Student's ID Number:

Licensure Student (circle one): yes no

Campus (circle one): Hattiesburg Gulf Park

Semester/Year:

Title:

_____/ 35 pts. **Writing:** Proper grammar, correct use of words, clear sentence structure, and good paragraph structure. Correct incorporation into paper of direct quotations and paraphrased material. Overall structure and organization of paper.

_____/ 15 pts. **Format:** Proper formatting of paper (font, margins, title, page numbers, etc.). Proper use of citations for evidence from primary and secondary sources (i.e., footnotes/endnotes, bibliography).

_____/ 25 pts. **Quality of Research:** Identification of appropriate primary and secondary sources; variety of sources. Use of sources in a logical, analytical, and constructive manner in order to support the argument.

_____/ 25 pts. **Quality of Analysis and Strength of Argument:** Articulation of clear, coherent, and forceful thesis statement. Analysis of the primary and secondary sources and proper use of secondary literature to situate the analysis of primary sources. Successful proof of thesis statement.

_____/ 100 points (x 3) =300 points

Comments: