

WILLIAM & MARY  
Department of History

**THE HISTORIAN'S CRAFT**

Instructors: History 301  
Prof. Adrienne Petty Spring 2022  
Office: Blair 333 Class time: 5pm-6:20pm  
Office Hours: Blair 221  
Mondays, 11:30-1:30 and by appointment  
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This course offers you the opportunity to learn about historical writing and research, and to write a substantial research paper on a topic that intrigues and excites you. While we will focus broadly on how history has developed as a discipline, you will learn skills and approaches that are useful in other history classes, in your civic life, and in your future professional endeavors. With World War II as our thematic focus, we will explore what historians do and examine the myriad approaches they take to making sense of the past.

**Learning Objectives**

By the end of the course, students will be able to:

- Frame historical questions
- Find and analyze primary source documents that answer your questions
- Analyze historical arguments presented in secondary sources
- Produce a paper that reports the answers to your questions in a clear analytical essay
- Offer challenging, fair, and encouraging criticism to peers

**Course readings**

The required book, Mary Rampolla's, *A Pocket Guide to Writing in History*, 10<sup>th</sup> edition (ISBN: 9781319244415), is available for purchase through William & Mary Bookstore in either paperback or e-book form. We recommend the print edition. Use the link below to order the book:  
<https://www.wm.edu/offices/registrar/studentsandalumni/registration/ordertextbooks/index.php>.

If purchasing poses a financial burden, please reach out to either of us to borrow a copy. *A Pocket Guide to Writing in History* deals with several important topics: the nature of historical evidence and arguments, effective note-taking, writing a paper, using reference material, and proper footnoting. It will serve as a valuable handbook for you throughout the semester and the rest of your undergraduate career.

During the first two weeks of class, we have assigned two readings to provide you with a broad overview of the history of World War II. Please read the introduction to Williamson Murray and Allen Reed Millett's *A War to be Won*, available as an e-book at Swem Library, and pages 1 to 65 in *World War II: A Very Short Introduction*. Both readings appear on Blackboard under "Readings."

Web links or PDFs of all assigned readings, videos, music, and multimedia sites are available on Blackboard under "Readings." For your convenience, we also have included links to web-based readings and other materials on the syllabus. We have chosen essays that can serve as examples of the kind of analysis of primary sources and historiographic approaches that you should strive to achieve in your own paper. Although these articles and book chapters are longer than your paper will be, they are good models.

### **Assignments**

You will be evaluated based on the following:

Research paper: 60 percent (including research prospectus, annotated bibliography, and a rough draft)

Three short papers: 20 percent (article, document, and museum analyses)

Class participation and in-class exercises: 20 percent.

**Grading Scale:** 93-100 % (A); 90-92.99 % (A-); 87-89.99 % (B+); 83-86.99 % (B); 80-82.99 % (B-); 77-79.99 % (C+); 73-76.99 % (C); 70-72.99 % (C-); 67-69.99 % (D+); 63-66.99 % (D); 60-62.99 % (D-); 0-59.99 % (F)

### **Short Papers**

Descriptions of these assignments are at the end of the syllabus

**Museum Exhibit Analysis (due Feb. 9 by 11:59pm)**

**Personal History Assignment (due Feb. 28 by 11:59pm)**

**Primary Source Analysis (due April 4 by 11:59 pm)**

### **Research Paper**

You will have the opportunity to research a historical question that fascinates you and produce an eight-to ten-page paper (excluding the bibliography).

You will not receive letter grades on your preliminary work toward your paper: prospectus, annotated bibliography, and draft. However, the quality of your final paper will depend on your completing these projects on time and responding to the feedback from your peers and instructors. Late submission of this preliminary work will reduce your final research paper grade. For your own convenience and protection, please keep a copy of all work submitted.

**Due Dates** for all papers: Deadlines related to the research paper are in **bold**:

Feb. 9 by 11:59pm: Museum Exhibit Analysis

Feb. 28 by 11:59pm: Personal History Assignment

**March 7: Draft of prospectus due in class**

**March 10 by 11:59pm: Prospectus and Bibliography due**

**April 4 by 11:59pm: Primary Source Analysis**

**May 4: Draft of Research Paper due in class**

**May 10 by 11:59pm: Research Paper due**

You are expected to submit all written work on time. You should upload all written work to Blackboard. For the final paper, please also submit a hard copy no later than noon on May 11. Late work will be docked five points for each day you fail to submit it. Please note: **Late research papers will not be accepted** unless an extension has been granted in advance and for good and sufficient reason documented by the Dean of Students or other university officials.

### **Honor Code**

You are responsible for doing honest work in this class, which includes adhering to William & Mary's Honor Code. All work must be your own. Any instance of plagiarism or cheating is unacceptable, will result on a failing grade on that assignment and a report to the Honor Council for Arts and Sciences.

### **Michael and Kathleen Clem History Writing Center**

The Michael and Kathleen Clem History Writing Center, located in 347 James Blair Hall, offers free consultations for students working on research and writing assignments for history courses. They work with students at all levels, from those new to writing about history to advanced students working on their honors theses. The Center is staffed by Ph.D. students from the department, all of whom have served as instructors in the department. They have extensive experience in writing, researching, and editing all types of history papers and look forward to working with you on yours. See website below, email [writel@wm.edu](mailto:writel@wm.edu), and follow the Center on Twitter @Wmhistorwriting. For more information and to schedule appointments, see <https://www.wm.edu/as/history/undergraduateprogram/hwrc/>

### **Participation**

This is a discussion-based class that relies on your active, energetic, and in-person attendance and participation. We will allow virtual attendance at class sessions only if you have documentation from university authorities, such as the Dean of Students' office, verifying that in-person attendance is not possible. During class, we will either discuss readings or participate in activities that develop skills that will serve you as you embark on your own historical research. To receive full credit, your class participation should be consistent and of high quality. Characteristics of active participation include, but are not limited to, expressing views in class informed by careful reading of the assigned material, responding to our questions, having questions and comments of your own to share, and providing supporting material from the readings for your questions and arguments. If speaking up in class makes you feel nervous or self-conscious, feel free to write down your thoughts in advance and read them to the class. Please also feel free to approach either of us if you are worried about speaking up in class, as we can offer strategies and work together throughout the semester to ensure your intelligent thoughts are shared to the group!

As we experience a fifth surge of the pandemic with the highly transmissible omicron variant, we must be prepared for the possibility that either the instructors or you will need to miss class. Because of the high possibility of any number of us contracting COVID, please try your very best not to miss class for non-health related reasons.

During this extraordinary time, many of us are experiencing challenges to our mental and emotional well-being. It is not uncommon to feel exhausted and overwhelmed. If you encounter any personal struggles that prevent you from attending class on a regular basis, please reach out to us immediately. Your well-being is the most important thing. There is more information on resources below.

We will handle attendance and absences in the following way:

- Please arrive to class on time and remain for the duration of the class.
- All absences due to illness are excused.
- As a courtesy, please email one of us in advance if you need to miss class so that we don't unnecessarily hold up the start of class anticipating your arrival.
- More than three unexcused absences will result in your overall participation grade dropping by a third. Excessive unexcused absences will lower your grade in the course by at least a third.
- If one of us becomes sick but feels well enough to teach, we will hold class over Zoom. In the unlikely (we hope!) event that we both become ill and feel too awful to hold class, we will provide you with activities to complete while we recover.
- If you miss part or all of class for any reason, please assume that you have missed important material. Please first ask a classmate for notes. If you still have questions after speaking with a classmate, please see one of us during office hours.

### **Classroom Decorum and COVID-19 Contingencies**

In consideration of classmates and the instructors, everyone must adhere to basic rules of classroom decorum. Students are expected to behave with courtesy and respect toward each other and the instructors. Anyone expressing their views courteously and on the basis of conscientious preparation is entitled to a respectful hearing, even—indeed, especially—when expressing views at odds with majority opinion in the class or with the judgments of the instructors.

Considering the ongoing pandemic, we ask that you adhere to William & Mary's continued requirement that we wear masks indoors. We recommend KN95 or N95 ones. Please do not eat during class and put your mask back in place quickly if you need a drink of water. If we need to move class to Zoom temporarily because of illness, we will make available rules regarding Zoom etiquette.

### **Mental and Physical Well-Being**

William & Mary recognizes that students have many different responsibilities and can face challenges that make learning difficult. There are many resources available at W&M to help students. Asking for help is a sign of courage and strength. Please reach out to us if you or someone you know are facing problems inside or outside the classroom, and we will do our best to guide you to appropriate resources on campus. Those resources include:

--For psychological/emotional stress, there is the W&M Counseling Center (757-221-362), 240 Gooch Dr. 2<sup>nd</sup> floor, <https://www.wm.edu/offices/wellness/counselingcenter/>). Services are free and confidential.

--For physical/medical concerns, there is the W&M Health Center (757-221-4386), 240 Gooch Drive, <https://www.wm.edu/offices/wellness/healthcenter/>

--For other additional support or resources, please contact the Dean of Students by submitting a care report (757-221-2510) or by email at deanofstudents@wm.edu

<https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>

### **Accessibility**

We want you to have the resources you need to get the most out of taking this class. If you have a diagnosed learning, psychiatric, physical diagnosis or chronic disability, please contact the staff of Student Accessibility Services at 757-221-2509 or at sas@wm.edu to obtain an official letter of accommodation.

### **A Note on Requirements**

Please note that the course syllabus is a general plan for the course. It is possible that deviations announced to the class may be necessary. This means that course readings and requirements are subject to change at the instructors' discretion.

## **Course Schedule**

### **Week 1 Jan. 26 Welcome!**

### **Week 2 Jan. 31 What is History? Why History? Why does History matter? How/Why will WWII help us think about these questions?**

- Mary Rampolla, *A Pocket Guide to Writing in History*, 1-8
- Zachary M. Schrag, "Defining History"
- Barbara J. Fields, "So You Want to be a Historian?"
- ShawnaKim Lovey-Ball, "History by Text and Thing"

### **Feb. 2 Public History**

- Johnny Cash, "The Ballad of Ira Hayes" [Lyrics](#); [Spotify Link](#).
- Karal Ann Marling and John Wettenhall, *Iwo Jima: Monuments, Memories and the American Hero*, introduction and ch. 4

### **Week 3 Feb. 7 Nationalism, National Identity, and National Myth**

- FDR December 8, 1941 address to Congress: <https://millercenter.org/the-presidency/presidential-speeches/december-8-1941-address-congress-requesting-declaration-war>
- Hitler first speech as Chancellor, February 1, 1933: [https://ghdi.ghi-dc.org/sub\\_document.cfm?document\\_id=3940](https://ghdi.ghi-dc.org/sub_document.cfm?document_id=3940)
- Stephan Jaeger, *The Second World War in the Twenty-First Century Museum: From Narrative, Memory, and Experience to Experientiality*, chapter 4
- National Mall Virtual Tour: <https://www.washingtonpost.com/graphics/lifestyle/the-evolution-of-the-national-mall/>
- Benedict Anderson, *Imagined Communities*, introduction

**Feb. 9 Political History and Social History – Where is power? Do we gain anything historically from looking at “ordinary” people? How about political leaders?**

- Look at how the New Orleans WWII Museum discusses Big Three:  
<https://www.nationalww2museum.org/war/articles/big-three>
- Christopher Browning, “One Day in Jozefow”
- Tosh, “Themes of Mainstream History,” chapter 5

**Museum Exhibit Analysis due**

**Week 4 Feb. 14 Workshop**

- Schrag, “Asking Questions”
- Rampolla, TBD

**Feb. 16 Oral History/Individual Testimony**

Guest speaker, **Andre Taylor**, Oral Historian, on the personal stories of two Tuskegee Airmen, African American military pilots who fought during World War II

- Samuel Hynes, *The Soldier’s Tale*, chapter 4
- Karen Fields, “What cannot be remembered mistakenly?”
- Prof. Taylor will recommend a short reading on Tuskegee Airmen

**Week 5: Feb. 21 Special Collections visit with Ute Schechter**

Please meet at Special Collections, located on the first floor of Swem Library.

**No assignment. Begin reading for Wednesday**

**Feb. 23 Racism and the War**

- “Liberators and Survivors: The First Moment” (about 15 minutes)  
<https://www.yadvashem.org/education/educational-videos/video-toolbox/hevt-liberators-survivors.html>
- John Dower, *War Without Mercy*, chapters 1-3
- Weitz, *A Century of Genocide*, introduction

**Week 6: Feb. 28 Library Session with Mary Oberlies**

Today’s class will meet in the Ford Classroom at Swem Library, located on the ground floor.

**Personal History essay due**

## March 2 Gender and Sexuality

- Marilyn E. Hegarty, *Victory Girls, Khaki-Wackies, and Patriotutes: The Regulation of Female Sexuality during World War II*, chapter 5

## Week 7 March 7 Prospectus Workshop

- **Bring a printed draft of your prospectus and bibliography to class. You will exchange drafts with a partner.**

## March 8 Individual Conferences

## March 9 Individual Conferences

## March 10 Individual Conferences

## Prospectus Due by 11:59pm

## Week 8: SPRING BREAK

## Week 9 March, 21: Workshop: Moving from Prospectus to Research Paper

By the end of this week, you should have collected all of your primary sources.

## March 23 Labor History

- “Should I Sacrifice to Live ‘Half-American?’” <https://perspectives.ushmm.org/item/should-i-sacrifice-to-live-half-american/collection/african-americans-and-world-war-ii>
- Letter from A. Philip Randolph to Walter White, <https://www.loc.gov/static/classroom-materials/naacp-a-century-in-the-fight-for-freedom/documents/randolph.pdf>
- Joseph Abel, “African Americans, Labor Unions, and the Struggle for Fair Employment in Aircraft Manufacturing Industry of Texas, 1941-1945”

## Week 10 March 28 Spain and the Spanish Civil War: Was the United States ever an isolationist country?

- Mark S. Byrnes, “‘Overruled and Worn Down’: Truman Sends an Ambassador to Spain,” *Presidential Studies Quarterly* 29, no. 2 (1999): 263-79.
- Decision of the U.S. Court of Appeals for the District of Columbia in *Re Edward Barsky et al., Appellants v. United States of America, Appellee* (Committee on Un-American Activities, House of Representatives, March 24, 1948).
- Franklin Roosevelt to Norman Armour, “President Roosevelt to the Ambassador in Spain (Armour),” March 10, 1945.  
(<https://history.state.gov/historicaldocuments/frus1945v05/d495>)

### March 30 Independent Research and Individual Consultations

Begin reading Binjamin Wilkomirski, *Fragments*

By 11:59pm, please provide a two- to three-sentence update on Blackboard about how you spent today's class period.

### Week 11 April 4 Living History with special guest Mary Griffiths

#### April 6 Environment

- Primary Source: Manhattan Engineer does not want Truman to drop bomb  
<http://www.dannen.com/decision/45-07-03.html>
- Manhattan Project Oral Histories: <https://www.manhattanprojectvoices.org>
- J. Samuel Walker, *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan*, chapters 5-7
- Building renewable energy sources on old Japanese American internment camp:  
<https://www.hcn.org/issues/53.12/north-wind-energy-wind-turbines-proposed-near-a-japanese-american-incarceration-camp-prompt-outrage>

### Week 12 April 11 Remembering and Forgetting

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, introduction
- Binjamin Wilkomirski, *Fragments: Memories of a Wartime Childhood*
- Savage, *Monument Wars*, introduction

#### April 13 Cultural History

- Susan Carruthers, *The Good Occupation*, introduction and chapter 8
- John Tosh, "Theories of Meaning"

### Week 13 April 18 Public History II

Sarah Hodgkinson, "The concentration camp as a site of 'dark tourism'"

<https://journals.openedition.org/temoigner/272>

- Susan Neiman, "There Are No Nostalgic Nazi Memorials. Americans could learn from how drastically German society has moved away from the nadir of its history."  
<https://www.theatlantic.com/ideas/archive/2019/09/germany-has-no-nazi-memorials/597937/>

### April 20 What happened in the post-WWII period? Human Rights and Genocide

- Universal Declaration of Human Rights (1948) <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

- Convention on the Prevention and Punishment of the Crime of Genocide (1948)  
[https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1\\_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf](https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf)
- Mary Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*, introduction, chapter 3
- Mary Ann Glendon, *The World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*, chapter 1

#### **Week 14 April 25 Japanese Internment**

- Restitution for World War II Internment of Japanese-Americans and Aleuts,  
<https://uscode.house.gov/view.xhtml?path=/prelim@title50/chapter52&edition=prelim>
- Civil Liberties Act of 1988, <https://www.govinfo.gov/content/pkg/STATUTE-102/pdf/STATUTE-102-Pg903.pdf>
- Hui Wu, "Writing and Teaching Behind Barbed Wire: An Exiled Composition Class in a Japanese-American Internment Camp"

#### **April 27 Individual Meetings and Independent Research**

#### **Week 15 May 2 Writing Workshop**

Please bring a paper copy of your paper draft.

#### **May 4 Writing Workshop**

Please bring a paper copy of your paper draft.

#### **Final Paper Due May 10 by 11:59pm**

### Assignments

#### **Short Paper #1: Museum Exhibit Analysis (due Feb. 9 by 11:59 pm)**

Peruse a World War II-themed museum exhibit online. Write a 250-word analysis of the exhibit. What types of narratives does this museum seek to tell? What narratives are being forgotten simultaneously?

#### **Short Paper #2: Personal History Assignment (due Feb. 28 by 11:59pm)**

Do any of your family members have knowledge about any ancestors' experiences of living during World War II? Did any of your family members serve in the military during the war, work in wartime industries, or have stories about surviving on the homefront? Conduct an informal interview with a family member or elderly family friend about your family's or your family friend's experience of World War II and write a 250-word summary of what you find.

If you prefer, you can listen to oral history interviews from the Shoah Foundation and/or the HistoryMakers Digital Archive and write a 250-word summary and analysis of one or more interviews.

#### **Short Paper #3: Primary Source Analysis (due April 4 by 11:59pm)**

Engage with any cultural production from World War II (war posters, films, newspapers, etc.) What can we learn from this source? What kinds of questions should we be asking of this source? Write one historical question. Explain in two or three sentences why you think this is a good historical question based on the criteria that Schrag outlines in "Asking Questions."

### Research Paper

Your main assignment in this class is to write an eight- to ten-page original research paper that answers an important historical question related to World War II that you can complete during the semester.

At a minimum, your paper must include:

- A clear analytical argument
- A title that encapsulates the argument of the essay
- A brief (one page) discussion of the existing scholarly literature with which the essay engages and how your project compares with it
- A development of your argument based on primary sources.
- Clear and engaging prose free of spelling and grammatical errors
- Footnotes or endnotes that follow the *Chicago Manual of Style* Notes-Bibliography format (rather than the Author-Date format). You can find these guidelines in the Rampolla book and on the Clem History Writing Center site.
- A bibliography that includes separate sections for primary and secondary sources, and that conforms to the *Chicago Manual of Style* guidelines.

Over the course of the semester, you will complete the research paper in stages:

#### **1. Prospectus**

A prospectus is a detailed proposal that maps out your research project. In a prospectus of no more than three double-spaced pages, you will introduce your topic and define a central question or set of questions that you intend to answer. At the prospectus stage, your thesis should already be well developed and clearly articulated. Your prospectus also should explicitly engage the existing research and clearly explain how your project will relate to these efforts. What have been the most significant discoveries, assumptions, trends in the literature on the historical question you're exploring? How does your study relate or contribute to this literature? Will you be extending, disputing or reconceiving the topic or writing something original about a topic that has not received scholarly attention? Most importantly, what is the significance of your topic? Why should readers care? So what? Your prospectus also should describe your sources. What sources are you using and why will they be fruitful in addressing the questions you intend to ask?

## 2. Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and documents. But rather than just including the title, author, and publication information, in an *annotated* bibliography, each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the “annotation.”

You should include a section on Primary Sources and a section on Secondary Sources. Each source should be listed according to the appropriate bibliographic format set forth in the *Chicago Manual of Style*. You should include at least five books by academic historians and five articles by academic historians.

The purpose of the annotation is to reflect on the argument of the source and its reliability and usefulness for your project. Possible questions to answer in your discussion of primary sources: What are its origins and context? What do you find revealing or interesting? What questions has the material raised for you? How might it be useful for your project?

Possible questions to address in your discussion of secondary sources: What historical questions is the author asking? How does the author answer those questions? Are there assertions that are unconvincing? Are there questions that the author raises for you that remain unanswered? How might a researcher go about answering those questions? How does this book or article help inform the direction of your research?

## 3) Draft of paper

On May 4, please come to class with a draft of your paper. By this date, you should have a detailed outline at the very least and a full draft at best.