

Fall 2017  
History 499 003: Senior Seminar  
**War & Remembrance**  
Thursdays 7:20-10 PM, Buchanan Hall D005

DR. LAIR  
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OFFICE HOURS  
Thursdays 5-6:30  
& by appointment



### IMPORTANT DATES

Aug. 31:	First Day of This Class	Sept. 29:	Last Day to Drop (66% tuition penalty)
Sept. 5:	Last Day to Drop (no tuition penalty)	Oct. 2-27:	Selective Withdrawal Period
Sept. 19:	Last Day to Drop (33% tuition penalty)	Dec. 7:	Last Day of This Class

### COURSE DESCRIPTION

Saying that something is “etched in stone” is a way of expressing its permanence. In commemorating their wars, Americans literally etch a social or collective memory of the past in stone in memorials throughout the United States and especially in the nation's capital, yet interpretations of past conflicts vary among social groups and have changed dramatically over time. In this class, course lectures, readings, and student projects will address war and collective memory in the United States—how groups or communities have reflected on their warring past at a particular moment in history. Students will learn to think and write like historians by examining primary- and secondary-source materials related to the study of war and collective memory, including text-based sources but also non-traditional sources like landscapes, monuments, film, and material culture (stuff). Skills developed in the course include research methods, analyzing sources, interpreting and contextualizing historical documents, framing questions, critical thinking, historical writing and citation, and preparing and delivering an oral presentation.

### COURSE READINGS

The following readings are required for this class. Other readings may be assigned during the semester.

- David Kieran, *Forever Vietnam: How a Divisive War Changed American Public Memory*
- Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
  - You need a style manual that will help you with Chicago style. The University Library subscribes to the Chicago Manual of Style online, but it's nice to have a desk copy for quick reference.
- The articles that will be provided on Blackboard.

### COURSE ASSESSMENT

Assesment will be based on the following assignments. Students must complete every assignment, including the oral presentation, in order to pass the course,.

- |                                       |   |
|---------------------------------------|---|
| • Research paper proposal (5%)        | • Peer review assignment (10%)            |
| • Annotated bibliography (15%)        | • Oral presentation of research (10%)     |
| • Outline of research paper (5%)      | • Final draft of research paper (20%)     |
| • Rough draft of research paper (30%) | • Class preparation, & participation (5%) |

**A Note about Grades:** Grades represent an assessment of your work, not an assessment of you as a person, and the are not a reward or a sanction. A's are reserved for truly excellent work; B's are assigned to accomplished work; C's are assigned to average work; D's are assigned to below average work; and F's are reserved for work that demonstrates a lack of comprehension or care. There will be no curve in the class, so any distribution of final grades is possible.

Students must pass HIST 499 with a C or better in order to graduate.

## HIST 499 LEARNING OUTCOMES & SPECIAL DESIGNATIONS

### **Learning Outcomes**

This course is the capstone course of the History major. As such, it has one central requirement—a major research paper based on original research in primary sources on a topic of your choosing. There are a number of preliminary requirements along the way, but the writing of the final essay is the point of the course. It is through this essay that you will be able demonstrate the ability to:

1. Select a research topic.
2. Frame a research question.
3. Conduct research in relevant primary & secondary sources that span a variety of disciplines.
4. Evaluate the quality, credibility, and limitations of the arguments presented by scholars working on similar topics.
5. Situate your findings within the scholarly literature of your topic.
6. Craft a historical argument that is appropriately supported by the evidence you compile through your research.
7. Connect issues in your topic to larger intellectual or social concerns; that is, to appreciate and convey the broadest significance of your research.
8. Effectively communicate your research findings orally and in writing.

### **Synthesis Requirement**

This course meets the synthesis requirement of the Mason Core. The goal of the synthesis requirement is to help ensure that students draw on the skills and knowledge base attained through their general education courses and demonstrate advanced skills in oral and written presentations.

Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.).
2. Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines.
3. Apply critical thinking skills to evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence.

### **RS Designated Courses**

This class is designated as a *Students as Scholars* Research and Scholarship (RS) Intensive Course, which means that students are given the opportunity to actively participate a research or creative project and make a significant contribution to the creation of a disciplinary-appropriate product. To learn more about *Students as Scholars*, visit <http://oscar.gmu.edu>.

By the time they have finished this course, students should be able to:

- Articulate and refine a focused and manageable question, problem, or challenge that may contribute to the field.
- Design a project that has the potential to make contributions to knowledge, appropriately adapt research or design strategies as the project progresses, and complete the project.
- Clearly communicate the results of a scholarly or creative project through publishing, presenting or performing, consistently employing conventions appropriate to the audience and context.
- Acquire information or data using effective, well-designed strategies; consistently use appropriate criteria to judge the credibility of the evidence.
- Consistently analyze or synthesize new and previous evidence to make important contributions to knowledge.

Towards the end of the semester, all students enrolled in RS courses will receive a survey about their experience in the course. The survey collects information for the purposes of learning outcomes assessment and program evaluation for the OSCAR program.

### **Writing Intensive Course**

This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill part of the Writing Intensive requirement in the History major. It does so through the many, many, many words you will have to write in the various deliverables, including your final research paper. Students will receive feedback on their writing. Please see the course schedule for specific deadlines.

## COURSE POLICIES

Please read these policies and make sure you understand them. If you have questions, please ask. You are expected to know these policies and to plan your work schedule, transportation, etc. accordingly.

### **Academic Integrity**

Mason students are bound by an Honor Code (<http://oai.gmu.edu/mason-honor-code/full-honor-code-document/>), which states, "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." The principle of academic integrity is taken very seriously, and violations are treated gravely. In this course, academic integrity means that:

- When you are responsible for a task, you will perform that task.
- When you rely on someone else's work in any aspect of the performance of that task, you will give full credit in the proper, accepted form.
- All aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions.
- You will tell the truth about the status of your work.

For a discussion of plagiarism, go here: <http://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>

If you have questions, please ask for guidance and clarification. Academic dishonesty will not be tolerated. I will report students suspected of dishonesty to the University's Honor Board for disciplinary action, including failure of the course and even expulsion.

### **Attendance, Punctuality, and Coming to Class Sick**

Regular attendance is required; you can't participate if you're not in class. Also, please arrive to class on time. If you need to arrive late or leave early, please sit near the door to minimize the disruption. Please do not come to class if you have a serious illness, especially a fever or an uncontrolled cough.

### **Communication & Office Hours**

I encourage you to meet with me to discuss any facet of the course. Quick questions can be addressed before/after class or in email. More substantive conversations are best reserved for a meeting. Please email me if you would like to set something up. **I will only be using GMU email addresses to communicate with students. Please write to me from your GMU account, and check your GMU account regularly or forward your email.**

### **Decorum**

Students are expected to be physically and intellectually present in class, to behave in a professional way, and to be respectful of others. Please refrain from eating, sleeping, talking when others have the floor, passing notes, multitasking, or anything else that demeans our class. Please silence your phones and put them away before class.

### **Disabilities**

If you are a student with a disability and need academic accommodations, please see me privately and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office. If you anticipate needing any type of accommodation in this course or have questions about physical access, please talk to me as soon as possible (though you can wait until office hours, in the interest of privacy). <http://ods.gmu.edu>

### **Diversity**

George Mason University strives to maintain a quality environment for work, study and personal growth. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. **If you feel uncomfortable or unwelcome in class for any reason, please come and talk to me.**

### **Inclement Weather**

On bad-weather days, consult the University's homepage for cancellation information. If the University is open, we will be having class.

### **Late Assignments**

Writing assignments will be accepted late, but a grade penalty will attach.

### **Submitting Your Work**

Your written work will be submitted using Microsoft Word via Blackboard unless otherwise indicated.

### **Using Laptops in Class**

I want my students to be intellectually present in class, and it is my responsibility to forge a productive classroom culture that encourages best-practices for learning. Studies have shown that students retain more information when they take notes by hand. Further, laptops with Internet connections provide intense temptation to multitask, dividing the user's attention. The screens' contents are distracting to other students, and the glazed look of disengaged students staring at said screens is distracting to me. If you have to use a laptop to take notes, you should be prepared to send me your notes on a moment's notice via Mason's wireless. If you plan to multitask during class, you should stay home. Please join me in creating a space for learning and discussion, in which we are all focused on this important topic, our own learning and improvement, and each other.

## USEFUL CAMPUS RESOURCES

**Advising Tips for History Majors:** <http://historyarthistory.gmu.edu/undergraduate/history-advising>

**Blackboard:** <https://mymasonportal.gmu.edu/>

**Citing Sources in Chicago Style:** <http://vle.credoreference.com/george-mason/citing-sources-chicago>

**Counseling and Psychological Services (CAPS),** SUB I Room 3129, 703-993-2380, <http://caps.gmu.edu>

**Free Academic Skills Workshops:** <http://learningservices.gmu.edu/>

**Human Subjects Training:** <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/>

**Library Info Guides:** <http://infoguides.gmu.edu/>

**Mason Alerts:** Sign up at <https://ready.gmu.edu/masonalert/> for alerts related to emergencies & closings.

**Office of Research Development, Integrity and Assurance:** <http://oria.gmu.edu/>

**Patriot Web:** <https://patriotweb.gmu.edu/>

### **University Policies**

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other relevant policies are available at <http://chss.gmu.edu> and on the History Department's website. All members of the university community are responsible for knowing and following established policies.

**Writing Center,** Robinson A114, 703-993-1200, <http://writingcenter.gmu.edu>

## CLASS SCHEDULE

The following schedule is subject to change. The shaded areas indicate days when we do not have class. However, you may still have items due on non-class days. "Due" = submitted via Blackboard by 7 PM.

Wk	Date	Topic	Reading	Deliverable(s)
1.	Aug. 31	Introductions & Expectations	The course syllabus.	<ul style="list-style-type: none"> <li>• <b>Due:</b> CW memorial editorial</li> <li>• Any questions you might have!</li> </ul>
	Sept. 5	<b>Last Day to Add &amp; Drop (no tuition liability)</b>		
2.	Sept. 7	History, Historiography, & Memory	<ul style="list-style-type: none"> <li>• "Making Memories One Lie at a Time"</li> <li>• Thelen, "Memory and American History"</li> <li>• Introduction to <i>Forever Vietnam</i></li> </ul>	<ul style="list-style-type: none"> <li>• Thoughts &amp; questions!</li> <li>• Start brainstorming project ideas!</li> </ul>
3.	Sept. 14	<ul style="list-style-type: none"> <li>• Framing Questions</li> <li>• Brainstorming Topics</li> </ul>	• <i>Forever Vietnam</i> , Ch. 1-3	<b>Due:</b> 1-para. on a project idea
	Sept. 19	<b>Last Day to Drop (33% tuition liability)</b>		
4.	Sept. 21	<ul style="list-style-type: none"> <li>• The Importance of Historiography</li> <li>• Research Proposals</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Forever Vietnam</i>, Ch. 5-6</li> <li>• A related book on war &amp; memory.</li> <li>• "How to Read a History Book"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due:</b> Summary of a related book on war &amp; memory</li> <li>• Keep researching &amp; reading!</li> </ul>
5.	Sept. 28	<ul style="list-style-type: none"> <li>• Discuss Projects</li> <li>• Citation</li> </ul>	N/A	<b>Due:</b> Research Proposal
	Sept. 29	<b>Final Day to Drop (67% tuition liability)</b>		
	Oct. 2	<b>Selective Withdrawal period begins.</b>		
6.	Oct. 5	Individual meetings, time TBD	N/A	N/A
7.	Oct. 12	Dr. Kieran at Fall for the Book, 7:30-8:45, JC Rm F	Finish/Review <i>Forever Vietnam</i>	<b>Due:</b> 2-3 Questions for Dr. Kieran
8.	Oct. 19	<ul style="list-style-type: none"> <li>• Discuss Projects</li> <li>• Prepping an Outline</li> </ul>	N/A	<b>Due:</b> Annotated Bibliography
9.	Oct. 26	Drafting a Research Paper	N/A	N/A
	Oct. 29	<b>Selective Withdrawal period ends.</b>		
10.	Nov. 2	<b>No Class: Writing Night!</b>	N/A	<ul style="list-style-type: none"> <li>• <b>Due:</b> Outline</li> <li>• Email me a project update.</li> </ul>
11.	Nov. 9	<ul style="list-style-type: none"> <li>• Discuss Projects</li> <li>• Introductions &amp; Conclusions</li> </ul>	N/A	N/A
12.	Nov. 16	<ul style="list-style-type: none"> <li>• Revising a draft</li> <li>• Peer Review</li> <li>• Effective Use of PowerPoint</li> </ul>	N/A	<b>Due:</b> Rough Draft of Paper
13.	Nov. 22	<b>THIS IS A WEDNESDAY!</b>	Read one of your peer's papers.	<b>Due:</b> Peer Review
	Nov. 23	<b>No Class—Happy Thanksgiving!</b>		
14.	Nov. 30	<ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Workshop Introductions</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <b>Due:</b> Oral Presentation</li> <li>• Bring the intro to your paper.</li> </ul>
15.	Dec. 7	<b>No Class: Writing Night!</b>	N/A	Email me a project update.
16.	Dec. 13	<b>Due: Final drafts by 7 PM!</b>		