

Introduction to HIST 3158 War & Society

Welcome to HIST 3158 War & Society: A Global Perspective. We will look at the various aspects of the war experience across history from the Ancient World to the present day, covering as much of the world as we can. We will look at how civilians, women, soldiers, propaganda, film, public history, memory, and the like, experience war as well as how culture, nationhood, and other factors influence warfare and how war is experienced.



This is a reading-intensive participatory course - in other words, you will read, a lot. You will also write, a lot. You will also participate in class, a lot. If you are truly interested in the history of warfare and how war affects societies, you will enjoy every aspect of this course, including the readings and assignments. It will NOT seem like work!

Students in this course will:

- Analyze war experience through the lens of time, culture, and perspective;
- Compare scholarly approaches to the study of war and society;
- Evaluate primary sources describing war experience;
- Create written products, including book briefs essay exams, a film review, and brief research project;
- Orally present findings on a brief research project;
- Engage in in-class discussion

And, this course meets the following Student Learning Objectives for the BA in History:

- To demonstrate knowledge of history and apply that knowledge to understanding history's relevance to the present, History Majors:
 - SLO-1 interpret events, themes, or cultural practices within a broader historical context.
- History Majors create thesis-driven research products that are:
 - SLO-2A placed in appropriate historical context;
 - SLO-2B substantiated by primary sources;

- SLO-2C situated in relevant secondary literature and historiographic context.
- To communicate research findings and engage with historical stakeholders, History Majors:
 - SLO-3A present a historical interpretation in an accessible and logical manner;
 - SLO-3B apply best practices of the historical profession in written, oral, or visual (includes digital) forms of presentation

Course Structure - Read Carefully!

This course utilizes FOLIO - In addition to the Course Basics modules (Syllabus, Daily Course Schedule, etc.), the Assignments modules include guidance for Book Briefs, the Film Review, and the American Soldier in World War II project, as well as expectations for Class Participation. All exams will be taken on FOLIO and all assignments submitted via DropBox on FOLIO unless otherwise noted.



The Tower of London Poppy Installation for the Great War Centennial (CameraPress).

Getting Started

Before the first day of the Spring 2022 semester, you should review each module within the Course Basics section as well as the Assignments modules. Make sure you understand all course requirements, policies, and the Daily Course Schedule. You need to either purchase the required books or obtain them through the Georgia Southern University Library before the course begins. The [Daily Course Schedule](#) outlines what we will be doing each week - topics, readings, and assignments. All assignments will be submitted via DropBox in FOLIO. Be sure to set your FOLIO settings to forward News items and FOLIO email to your Georgiasouthern.edu email to

not miss important announcements, reminders of due dates, etc. Also, please make sure you complete First Day Attendance Verification for this and all of your classes!

Graded Activities

Graded activities for this course include:

- Briefs on the three books (2 pages each). For assignment directions, please go [here](#).
- A Film Review that includes:
 - A 3-4 page review of a film approved by the instructor;
 - A brief oral presentation on your film and review.
 - For assignment directions, please go [here](#).
- The American Soldier in World War II Project, which includes:
 - A project proposal of one page;
 - A 7-8 page research paper using materials from the American Soldier in World War II Project;
 - An oral presentation on your paper.
 - For assignment directions, please go [here](#).
- Class Participation - for guidelines on Class Participation, please go [here](#).
- Two written exams (Mid-Term and Final), as scheduled.



All assignments are outlined in the Assignments modules as well as in the [Course Syllabus](#).

Snoop Dogg says read the syllabus



Source: Snoop Dogg says to read the Syllabus! (YouTube, 2020).

Course Syllabus - HIST 3158 War & Society: A Global Perspective

Catalog Course Description: This course examines the relationship between warfare and societies from a global perspective.

Instructor Name and Contact Information

- Name: Prof. Bill Allison
- Department: History
- Campus Office: Statesboro, IAB 3006
- Email: billallison@georgiasouthern.edu - please use your georgiasouthern.edu email in all correspondence and include the course number and section in the subject heading - this way, I know who you are and what class you are in. I will NOT respond to emails from addresses I do not recognize.

Office Hours

- Tuesdays and Wednesdays from 10:00 AM to 11:00 AM
- Virtually via Zoom or Google Hangouts by appointment;
- Email anytime - I will respond as soon as possible.

Course Time and Place

This course meets Mondays and Wednesdays from 2:30-3:45 PM in IAB 2026.

Holidays/No Class Days

- Martin Luther King, Jr., Holiday - January 17
- Spring Break - March 14-18

Course Themes and Objectives

We will look at the various aspects of the war experience across history from the Ancient World to the present day, covering as much of the world as we can. We will look at how civilians, women, soldiers, propaganda, film, public history, memory, and the like, experience war as well as how culture, nationhood, and other factors influence warfare and how war is experienced.

Students in this course will:

- Analyze war experience through the lens of time, region, culture, and perspective;
- Compare scholarly approaches to the study of war and society;
- Evaluate primary sources describing war experience;
- Create written products, including book briefs, essay exams, a film review, and brief research project;
- Orally present findings on a brief research project;
- Engage in in-class discussion

And, this course meets the following Student Learning Objectives for the BA in History:

- To demonstrate knowledge of history and apply that knowledge to understanding history's relevance to the present, History Majors:
 - SLO-1 interpret events, themes, or cultural practices within a broader historical context.
- History Majors create thesis-driven research products that are:

- SLO-2A placed in appropriate historical context;
- SLO-2B substantiated by primary sources;
- SLO-2C situated in relevant secondary literature and historiographic context.
- To communicate research findings and engage with historical stakeholders, History Majors:
 - SLO-3A present a historical interpretation in an accessible and logical manner;
 - SLO-3B apply best practices of the historical profession in written, oral, or visual (includes digital) forms of presentation

Prerequisites

There are no prerequisites for this course.

Required Materials

The following books are **required** for this course:

- Matthew Muehlbauer and David J. Ulbrich, eds. *The Routledge History of Global War and Society*. Routledge. ISBN 978-0-367-73517-3.
- John Keegan. *The Face of Battle*. Penguin. ISBN 0-14-004897-9 (any paperback edition).
- Karen Cox. *Dixie's Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture*. University Press of Florida. ISBN 978-0-8130-6413-0.
- David W. Lloyd. *Battlefield Tourism: Pilgrimage and the Commemoration of the Great War in Britain, Australia, and Canada, 1919-1939*. Bloomsbury. ISBN 1-85973-179-1.
- Materials as assigned in FOLIO.

All books can be purchased through the Georgia Southern University Bookstores but are also available on Amazon new or used and in electronic form. Each book can be purchased directly from the publisher in print or electronic format. Also, check with the Georgia Southern University Library for availability.

Course Requirements

This is an upper-level undergraduate course in History. As such, students are EXPECTED to attend, participate, and prepare for every class. Students are also expected to complete all

readings and other assignments as assigned and scheduled. Graded deliverables will include:

- Briefs on the three books (2 pages each). For assignment directions, please go [here](#).
- A Film Review that includes:
 - A 3-4 page review of a film approved by the instructor;
 - For assignment directions, please go [here](#).
- The American Soldier in World War II Project, which includes:
 - A project proposal of one page;
 - A 6-8 page research paper using materials from the American Soldier in World War II Project;
 - An oral presentation on your paper.
 - For assignment directions, please go [here](#).
- Class Participation - for guidelines on Class Participation, please go [here](#).
- Two written exams, as scheduled, taken via FOLIO.

Guidelines and rubrics for the above can be found in the appropriate modules.

Grade Calculations

Your grade for the course will be calculated as follows:

Activity	Number	Percentage of Final Grade
Book Briefs	3	15% (5% each)
Film Review	1	15%
Class Participation	1	20%
American Soldier in WW2 Project	1	30%
Exams	2	20% (10% each)

Final Grade Distribution

Final grades for this will be assigned as follows:

Grade	Score
A	90%-100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Less than 60%

Policies

FOLIO

The syllabus, course materials, grades, assignment submissions, and announcements are posted on FOLIO. Students are responsible for checking FOLIO regularly for this and similar information. **Please make sure that you have FOLIO News items forwarded to your Georgia Southern email address.**

Cellphones and Laptops in Class - NO!

Please be aware:

- **NO Cell Phones in Class** - Please keep your cell phones turned off and put away during class. It's distracting to your classmates and discourteous to the instructor to text, etc., during class, so please keep them put away. You can survive being cut off from "the world" for an hour and fifteen minutes. Thank you for your cooperation on this.

- **NO Laptops in Class** - you retain more information by writing notes by hand, the old-fashioned way. Like cell phones, laptops are a distraction to your fellow students. Too many students do other things during class on pads and laptops - that's not why you are in class.

Illness

Please take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do to either continue working in class or make-up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

CARES/COVID

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center COVID-19 self-reporting form (through the MyGeorgiaSouthern portal under "COVID-19 Information & Resources"). You may also reach the CARES Center using the MyGS mobile app, calling 912-478-CARE (M-F 8:00 AM-5:00 PM), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911. Once you have registered with cares, NOTIFY THE INSTRUCTOR IMMEDIATELY! If you do not do so, then the instructor will NOT know you are registered with CARES. It is your responsibility to get notes from a classmate and turn in any assignments as scheduled while you are registered with CARES unless otherwise arranged with the instructor. Again, this is YOUR responsibility.

ADA/SARC Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating an appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus or at (912) 344-2572 on the Armstrong and Liberty campuses.

Late Assignments

Late assignments - papers, briefs, etc. - will not be accepted, and no credit given for the missed assignment.

Make-Up Exams

There are NO make-up exams given. Exams are scheduled per the Daily Course Schedule.

Grades

Grades are **not** negotiable. Your exam and quiz grades and your grade for the course are final and not subject to discussion. Grades will be posted promptly on FOLIO.

Incomplete Grades

Incompletes are given only in extreme circumstances (medical, family, etc.) per University policy.

Extra-Credit

There is no extra credit for this course.

Withdrawal

The last date to withdraw without penalty from any course in the Spring 2022 semester is March 7. See the Policy for Limiting Individual Course Withdrawals for additional information (<http://em.georgiasouthern.edu/registrar/students/withdrawal/>).

Academic Integrity

The course adheres to University statements on Academic Dishonesty in the Faculty Handbook and the Student Code of Conduct and has a “Zero-Tolerance” approach to Academic Dishonesty. Any student violating Academic Dishonesty provisions will be withdrawn from the course and given a failing grade for the course.

Student Conduct

Please refer to the [Student Code of Conduct](#) for a full list of student conduct expectations.

Civility

All class members are expected to communicate civilly in their professional interaction at all times, both in and out of the online classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward peers and professors. Students are expected to behave appropriately. The Student Code outlines inappropriate behavior, which will not be tolerated and will result in the offender being removed from the class roll.

Support

Student Support

[Academic and student support services](#) and [Online Learning Resources](#) are available to all students, online or on campus.

Student Accessibility Resource Center

The Student Accessibility Resource Center ([SARC](#)) is committed to providing an equal educational opportunity for all qualified students with disabilities. If you wish to request an accommodation, please contact the SARC as soon as possible.

Technical Support

Your instructor cannot provide technical support for this course. Information about technical support for FOLIO is located in the *Technology Requirements* section of the *Course Basics* module.

Statement of Compliance

Remaining registered in this course indicates your agreement to abide by the policies outlined in the syllabus and your acceptance of responsibility for knowing and following those policies.

Confidentiality

Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of FOLIO. Accordingly, when accessing FOLIO course materials, please respect the privacy and personal information of

faculty, staff, and other students in academic work such as class lists, exams, quizzes, discussion board postings, drafts of papers, and other work produced in the course.

HIST 3158 Daily Course Schedule

Your Daily Course Schedule is below. The schedule for each day of class includes:

- Topic
- Required readings and extra materials
- Discussion Leader Assignment
- Assignment or Exam dates, if applicable

Any changes to the Daily Course Schedule will be posted via NEWS and updated in the Schedule.

Block 1: The Experience of War January 10 - March 2

Monday, January 10

- Introduction to the Course

Wednesday, January 12

- What is the study of War and Society?
- Reading:
 - Keegan, Chapter 1, in *The Face of Battle*
 - ["Introduction," in War and Society](#)
 - H.R. McMaster "[George C. Marshall Lecture](#), American Historical Association Annual Meeting, 2020

Monday, January 17

- **NO CLASS** - Martin Luther King, Jr., Holiday

Wednesday, January 19

- Combat - What does it mean to be in battle?

- Reading:
 - Klinek, "The Combat Experience," in *Global War and Society*
 - Wintermute, "War, The Body, and Health," in *Global War and Society*

Monday, January 24

- Understanding Combat
- Reading:
 - Keegan, Chapter 2 - Agincourt, in *The Face of Battle*
 - Whitt, "Religion, Ethics, and War," in *Global War and Society*
- Watch: Brannagh as Shakespeare's Henry V

Henry V - Speech - Eve of Saint Crispin's Day - HD



- **Assignment Due:** By 11:59 PM, Monday, January 24, email the instructor (billallison@georgiasouthern.edu) three film choices, per the guidelines for the [Film Review](#).

Wednesday, January 26

- Understanding Combat
- Reading:
 - Keegan, Chapter 3 - Waterloo, in *The Face of Battle*
 - Tauschweizer, "Militarism and Nationalism," in *Global War and Society*

- Watch: Historian Dan Snow on Marshall Ney at Waterloo

Marshall Ney's Big Mistake at the Battle of Waterlo...



The Battle Of Agincourt



Monday, January 31

- Combat and War
- Reading:
 - Keegan, Chapter 4 - The Somme, in *The Face of Battle*
 - Smith, "War and the Environment," in *Global War and Society*

- Watch:

Lego WW1 - The Battle of the Somme - stopmotion



Wednesday, February 2

- Prisoners of War
- Reading: Springer, "Prisoners of War and Repatriation," in *Global War and Society*
- **Assignment Due:** [Book Brief](#) on The Face of Battle due in DropBox by 12:00 PM, Wednesday, February 2.

Monday, February 7

- War Memory and Commemoration
- Reading:
 - Dolski, "Memory and Memorialization," in *Global War and Society*
 - Lloyd, Introduction through Chapter 3, in *Battlefield Tourism*
- Watch: Tony Robinson (Blackadder's Baldrick) at Thiepval

Tony Robinson's World War I: Thiepval Memorial



Wednesday, February 9

- War Memory and Commemoration
- Reading:
 - Lloyd, Chapter 4 through Conclusion, in *Battlefield Tourism*
- **Assignment Due:** [Book Brief](#) on *Battlefield Tourism* due in DropBox by 12:00 PM, Wednesday, February 9.

Monday, February 14

- War Crimes and Atrocities
- Reading:
 - Earl, "War, Atrocity, and Genocide," in *Global War and Society*
- Watch: Rules of War (Red Cross)

Rules of war (in a nutshell) | The Laws Of War



- Watch: A survivor of My Lai

The My Lai Massacre Is Retold By Only Survivor



Wednesday, February 16

- Media and War and Terrorism
- Reading:
 - Lockenour, "Media and War," in *Global War and Society*
 - Connor, "War and Terrorism," in *Global War and Society*
- Watch: Women War Correspondents

THE WAR CORRESPONDENTS



Monday, February 21

- War Experience - Race, Ethnicity, Gender, Sexuality
- Reading:
 - Ulbrich, "Race and Ethnicity," in *Global War and Society*
 - Stur, "Gender and Sexuality," in *Global War and Society*
- Watch: Women in World War I

How WWI Changed America: Women in WWI



Wednesday, February 23

- Discussion of Film Reviews
- **Assignment Due:** Your Film Review is due in DropBox by 12:00 PM, Wednesday, February 23.

Monday, February 28

- The Home Front
- Reading:
 - Adams, "Home Fronts," in *Global War and Society*
- Watch: Steve Heimler on the Homefront in WWI

WORLD WAR I: On the Homefront [APUSH Unit 7 To...



Wednesday, March 2

- **Mid-Term Exam.** You will take the Mid-Term Exam on FOLIO during the class meeting time but NOT in class. You may take the exam anywhere you like but make sure you have a reliable internet connection. You must begin the exam at 2:30 - if you begin late, that's lost time. The exam will close promptly at 3:45 PM. The exam is open book/open note.

Block 2: Societies and War March 7 - April 27

Monday, March 7

- War and Culture
- Reading:

- Muehlbauer, "War and Culture," in *Global War and Society*
- Cox, Preface through Chapter 4, in *Dixie's Daughters*

Wednesday, March 9

- War and Culture - The Case of the Confederacy
- Reading:
 - Cox, Chapter 5 through Epilogue, in *Dixie's Daughters*
- **Assignment Due:** Book Brief of *Dixie's Daughters* due in DropBox by 12:00 PM, Wednesday, March 9.

Monday, March 14

- **NO CLASS** - Spring Break

Wednesday, March 16

- **NO CLASS** - Spring Break

Monday, March 21

- War in the Ancient Western World and Early Modern Europe
- Reading:
 - Trundle, "War and the Ancient Mediterranean," in *Global War and Society*
 - Graham, "War and Society in Early Modern Europe," in *Global War and Society*
- Watch: Thucydides and the Peloponnesian War

Peloponnesian War by Thucydides



- **Assignment Due:** American Soldier in World War II Project Proposal due in DropBox by 11:59 PM.

Wednesday, March 23

- War in Modern Europe
- Reading:
 - Seipp, "War and Society in Modern Europe," in *Global War and Society*
 - Sankey, "War and Society in England, Ireland, Scotland, and Wales," in *Global War and Society*
- Watch: The Fallen of World War II



Monday, March 28

- War and North America
- Reading:
 - Muehlbauer, "War and Society in North America to 1877," in *Global War and Society*
 - Echevarria, "War and Society in North America since 1877," in *Global War and Society*

- Watch: How Guerilla (not Gorilla!) Warfare began in North America

What is Guerrilla Warfare?



Wednesday, March 30

- War and Society in Oceania
- Reading:
 - Dean and Moss, "War and Society in Australia, New Zealand, and Oceania." in Global War and Society
 - Roy, "War in South Asia," in Global War and Society
- Watch: ANZAC Day

What is Anzac Day?



Monday, April 4

- War and Society in East and Southeast Asia

- Reading:
 - Swope, "War and Society in East Asia," in *Global War and Society*
 - Ruth, "War and Society in Southeast Asia," in *Global War and Society*
- Watch: Sun Tzu's *The Art of War*

The 33 Strategies of War (Animated)



Wednesday, April 6

- War and Africa and the Middle East
- Reading:
 - Ryan, "War and Society in the Middle East and North Africa," in *Global War and Society*
 - Vandervort and Zilli, "War and Society in Sub-Saharan Africa," in *Global War and Society*
- Watch: Tom and Jerry explain the 1967 Arab-Israeli War

Arab-Israeli War (1967) explained by Tom and Jerry.



Monday, April 11

- Individual Meetings with Instructor on American Soldier in World War II Project

Wednesday, April 13

- Individual Meetings with Instructor on American Soldier in World War II Project

Monday, April 18

- American Soldier in World War II Project - Oral Presentations

Wednesday, April 20

- American Soldier in World War II Project - Oral Presentations

Monday, April 25

- American Soldier in World War II Project - Oral Presentations

Wednesday, April 27

- American Soldier in World War II Project - Oral Presentations
- **Assignment Due** - American Soldier in World War II Project paper due in DropBox by 11:59 PM.

Friday, May 6

- **Final Exam** - Your Final Exam is available on FOLIO 3:00-5:00 PM per the Final Exam Schedule. You must begin the exam at 3:00 - if you begin late, that's lost time. The exam will close promptly at 5:00 PM. You may take the exam anywhere you like but make sure you have a reliable internet connection. The exam is open book/open note.

Questions?

Ask your professor or a classmate!

Guidelines for Class Participation

Key to the success of this course is your active participation in class discussion. While you may not participate in each class day, the quality of your participation is more important. To prepare for class, then, you should:

- Read the assigned readings well before each class.
- Take notes on the readings - a page on each: main argument, purpose, supporting points, what stands out to you.
- Also add to your notes a few questions that you think might stimulate discussion with your classmates.
- In class, engage with your classmates and the instructor.
- If you are shy - this might help:

PARTICIPATING IN CLASS WHEN YOU'RE SHY



It also helps to regularly attend class!

Participation Expectations and Grading Criteria

After each class, the instructor will make notes for each student according to the [Rubric for Class Participation](#). Generally, you are expected to:

- Proactively contribute by offering ideas and/or asking questions;

- Listen when others talk, and incorporate or build off of the ideas of others;
- Never display disruptive behavior during class;
- Always be prepared for class with assignments and required class materials.
- Basically, be engaged with the course and your classmates. That's the main way learning happens.

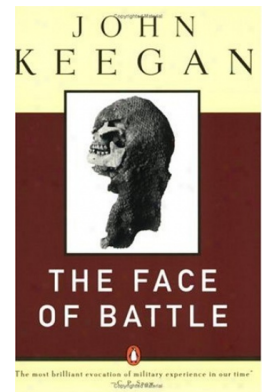
At the end of the semester, the instructor will review these notes and determine your Class Participation grade. Participation is 20% of your final grade.

Please note - roll will be taken each day, but simply attending class does not substitute for active participation.

Guidelines for Book Briefs

The book/article brief exercise gets you into the habit of writing a two-page "brief" on every book or article you read for a history course or any course! This exercise will help you:

- Identify argument and purpose of a work of history;
- Assess supporting elements of the main argument and how the author uses evidence, including primary and secondary sources;
- Develop your opinion of a work of history and how that work fits with other scholarship on the topic.



The assignment is straightforward. Read SMART - read the introduction and concluding parts first, then go back and read the first and last bits of each chapter, then go back and fill in to give you a good gist of the work. Take notes concerning the questions below as you read. Then, in two double-spaced pages (anything past two pages will not be graded), answer the three following questions:

- What are the author's purpose and primary argument? Think of "purpose" as why is the author writing this piece? Think of "argument" as making a claim or conclusion that is supported by evidence.
- What are the three main supporting points of the main argument? Does the author make the case?
- And So What? What is the significance of the work to understanding the topic under consideration?

Some helpful suggestions:

- Be clear that you are addressing each question: "The author's purpose is"; "The three main supporting points are"; etc. You must address each of the three questions.
- Do not begin your paper with "This paper is about" That is poor writing.
- Do not use first-person: i.e., do not say "I think the author claims" (this, too, is poor writing). Say instead, "The author claims"
- Be sure to cite any information you use from the book or article - direct quotes, ideas, etc. You may use a parenthetical reference (Keegan, p. 2) for Book Briefs.
- Make sure you also set Word to NOT add the extra space between paragraphs.

- Make sure you review the Rubric for Book Briefs under the Assessments tab before you write the brief.
- Make sure you review the TurnItIn report and correct your brief accordingly.

Submit your brief as a Word document into the appropriate Drop-Box folder according to the due date and time on the Course Schedule. Make sure that you review the Turn-It-In report on your brief and adjust as necessary.

Assignment Expectations and Grading Criteria

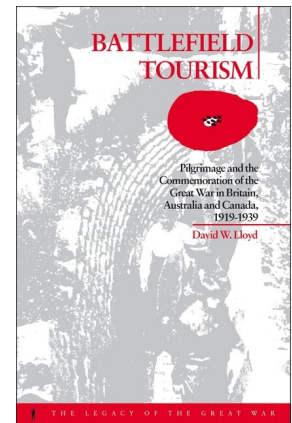
Overall, your brief should be clearly written, clearly answer the questions of the assignment, and devoid of any proofreading errors. You can find the Book/Article Brief grading rubric under the [Assessments - Rubrics](#). Each Book Brief counts 5% of your grade, for a total of 15% for the three briefs.

You will complete briefs on the assigned readings as listed below.

Assignment Due Dates

Please note the due dates and times:

- Keegan (*Face of Battle*) Brief - Wednesday, February 2, at 12:00 PM.
 - [Keegan Brief DropBox](#)
- Lloyd (*Battlefield Tourism*) Brief - Wednesday, February 9, at 12:00 PM.
 - [Lloyd Brief DropBox](#)
- Cox (*Dixie's Daughters*) Brief - Wednesday, March 9, at 12:00 PM.
 - [Cox Brief DropBox](#)



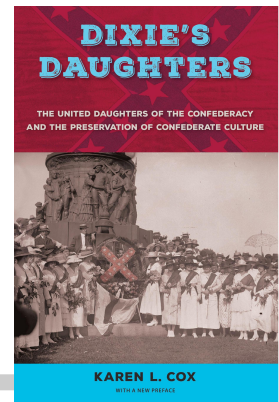
Assignment Submission Instructions

Save and name your file

1. Save your assignment in the appropriate file format.
2. Include your name inside the document.
3. Name the file: *Brief Name_LastName*. For example, *Keegan_Smith*.

How to Submit the File

1. From the *Assessments* dropdown menu, choose *Dropbox*.
2. Select the appropriate dropdown.
3. Submit your assignment. Double-check your submission to be certain you submitted the correct file.

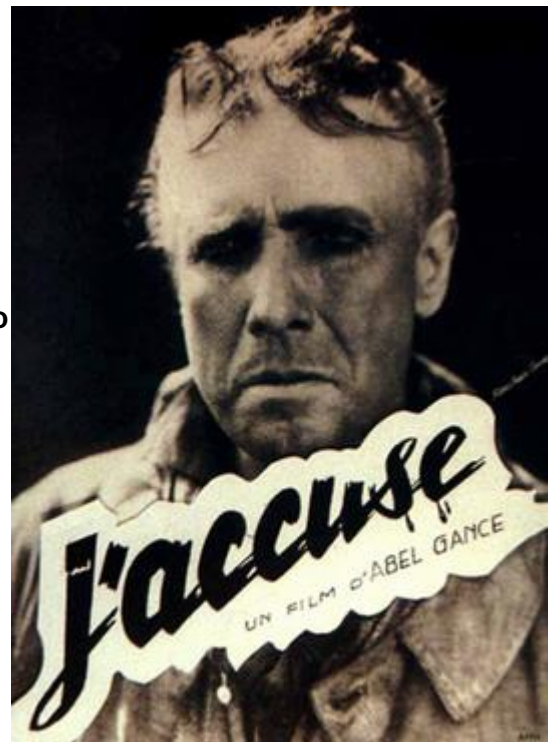


Guidelines for the Film Review

Who doesn't like a good war film? Ever wonder why we like them? After all, they are often glorified and romanticized depictions of various aspects of war that are often disconnected from reality and historical accuracy. War films also usually have a message, be it political, social, or the like. So, what makes a good war film? We all will differ on that to one degree or another. Generally, we want a compelling story, good production value, and an accurate historical setting for the film. Innumerable films focus on the homefront, women in the war (especially nurses - *Crimson Fields* and *ANZAC Girls* are good examples), combat culture, and other aspects of conflict. Films made in the 1920s and 1930s, as well as the 1960s, often had an anti-war bent, especially in depicting the brutality of warfare, its impact on soldiers, and the disconnect between homefront and war-front (*All Quiet on the Western Front*, *J'Accuse*, and *Oh What A Lovely War*, for example). Use Google - search "Best War Films - Homefront," for example.

With this in mind, you will do the following:

- Pick a film on any aspect of war. There are dozens, many of which are available on YouTube, on DVD in the GSU Library, or via Netflix or Amazon Prime if you have access. If you need an idea, let your instructor know. **Your choice must be approved, so email (billallison@georgiasouthern.edu) with your top three options, and I'll help you decide. Please do so by Monday, January 24, at 11:59 PM.**
- Watch your film - take good notes as you do so with the Assignment questions below in mind.
- Assignment: Film Review - 3-4 pages, answer the following:
 - What is the main storyline of the film? Is it based on a true story, or is the storyline fiction?
 - What is the film's purpose?
 - Do you think the film is an accurate depiction? Its production value?
 - What do others say about the film? Use the GSU Library's Discover search to look up film reviews and scholarly articles on your movie. Be sure to cite what you use



with footnotes.

- Lastly, what is your opinion of the film? Was it plausible or believable? Would you recommend it?

Make sure you review the [Rubric for Film Reviews](#) under the Assessments tab before you write the brief. Submit your brief as a Word document into the appropriate [DropBox](#) folder by **Wednesday, February 23, at 12:00 PM.**

We will discuss the Film Reviews in class on Wednesday, February 23.

Some helpful suggestions:

- After your name at the top of the first page, use as your title the film's title, year of release, and director's name.
- Make sure your paper is double-spaced.
- Be clear that you are addressing each question: "The film's purpose is"; "The main storyline is"; etc. You must address each of the five questions.
- Do not begin your paper with "This paper is about" That is poor writing.
- Do not use first-person: i.e., do not say "I think the film is" (this, too, is poor writing). Say instead, "The film is"
- Be sure to cite any other source you use in the review with an endnote, such as a scholarly article about the film or a review of the film. If you unsure how to do a Turabian-style endnote, watch the



following:



- Make sure you also set Word NOT to add the extra space between paragraphs.
- Make sure you review the [Rubric for the Film Review](#) under the Assessments tab before writing the review.
- And proofread, proofread, proofread - sloppy and poorly written papers will hurt your grade. Share papers to proofread each other's work - that's a good habit to get into for graduate study.

Assignment Due Dates

- Shortlist of films due via email by Monday, January 24, at 11:59 PM.
- Film Review is due in [DropBox](#) by Wednesday, February 23, at 12:00 PM.

Assignment Submission Instructions

Save and name your file

1. Save your assignment in the appropriate file format.
2. Include your name inside the document.
3. Name the file: *Film Review_LastName*. For example, *Film Review_Smith*.

How to Submit the File

1. From the *Assessments* dropdown menu, choose *Dropbox*.

2. Select the [DropBox](#) for this assignment.
3. Submit your assignment. Double-check your submission to be certain you submitted the correct file

Submit your brief as a Word document into the Film Review folder in DropBox by Wednesday, February 23, at 12:00 PM. Make sure that you review the Turn-It-In report on your review and adjust as necessary.

Questions?

As your Professor!

Guidelines for The American Soldier in World War II Project

As a requirement for this course, you will write a reflection paper using documents from [The American Soldier in World War II](#) project. This online resource includes thousands of transcriptions of American soldier surveys and other materials from World War II. It is an amazing resource and reveals personal stories and reflections on the experience of this global conflict.

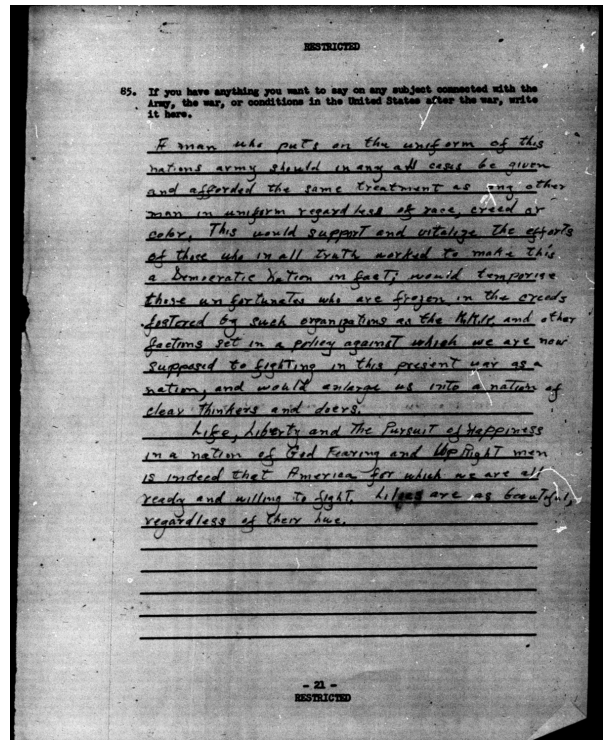
The purpose of this assignment is to:

- Experience researching and analyzing primary sources;
- Pull relevant primary sources together to support a cohesive and sound thesis and argument;
- And reflect on what you learned from reading these materials.

Your project is in two parts - a proposal and a reflection paper.

Follow these directions:

- For the Proposal:
 - Visit [The American Soldier in World War II](#) website.
 - Select one of the six categories listed on the homepage:
 - Information, Education, and Media
 - Entertainment
 - Race and Ethnicity
 - Women and Gender
 - Ground Combat
 - Medical Care and Mental Health
 - Read the essay and view the attached video clips for the topic you selected. These will include samples from the relevant soldier surveys, so you will get an idea of what is in the documents.
 - At the end of the essay, you will see two sections: "Tags" and "Select Surveys and Publications." Here you can proceed in two directions. "Tags" will open surveys for



- that particular topic. "Surveys and Publications" will lead you to a specific question. Both may be of use to you, so explore!
- After exploring these selections and reviewing several surveys questions and responses, decide on a topic on which to focus your reflection paper.
 - Submit a one-page proposal as a PDF to [DropBox](#) by Wednesday, March 21, at 11:59 PM. This proposal must include:
 - Topic;
 - Main argument or question you are analyzing;
 - Which collection you are using.
 - For your Reflection Paper:
 - Choose at least five responses to include in your analysis. You will need to "Download Data" for each document, keeping the PDF version. See this [Example](#).
 - In addition to the topic essay, you must also use **two** of the "Further Reading" suggestions at the bottom of the essay to add context and support your reflection essay.
 - Set up the format of your paper, according to this guide. Failure to follow this guide will result in a reduction in points for not following directions:

Chicago Style Format (17th) - Manuscript, Footnotes & End...



- In **seven to eight content pages**, your essay should include:
 - A cover sheet that includes your name and title of the paper. The title page **DOES NOT** count toward the five content page requirement.
 - A clear introduction that gives the reader a roadmap of what is to come -
 - What is your topic;
 - What is your main argument.

- Context for your topic from the two "Further Reading" selections. i.e., give an overview of what the topic is.
- An analysis of each document and what in the document supports your argument. So, if you are looking at how soldiers viewed WACS and your main argument is that soldiers viewed WACS as a welcomed distraction from training, etc., look for survey responses that say that and quote them. Be sure to cite those responses (Document title and web address, include PDF of the document data download as instructed). You should use, as appropriate, the [What the Soldier Thinks](#) study and/or the [Adjustment During Army Life](#) study - both are located at the bottom of [The American Soldier in World War II](#) homepage.
- A conclusion that summarizes your findings and offers your reflection on what this means; i.e what did you learn?
- You do NOT need a Bibliography page.
- A Works Cited page IS NOT acceptable - **your citations must be specific endnotes**. You must cite with an endnote whatever you use from another source, for example the topic essay, your selected documents, and the two "Further Reading" selections. There is a suggested citation at the bottom of the topic essay that you can simply cut-and-paste into your endnote. You may also cut-and-paste your "Further Reading" selections. You **MUST** include the page number from the books used in each citation. Books can be found in the Georgia Southern Library or through GIL on the library's website. Remember, failure to cite or give credit for the work of others is an act of academic dishonesty, so always err on the side of caution and cite direct quotes, ideas, and even what you paraphrase from another source. Failure to do so in this assignment will result in a serious deduction of points. If you do not know how to do an endnote according to the Chicago

Manual of Style in Word, view the YouTube clip below:

Citing - How to Cite in Chicago/Turabian Style: A Three Min...



- Upload your paper and associated documents in the appropriate [DropBox](#) folder as a single PDF file by April 15, per the instructions below.
- Get in touch if you have questions.

Assignment Expectations and Grading Criteria

You are expected to complete is part of the assignment by the due dates indicated.

Your paper must be double-spaced, using a 12-point font, with one-inch margins, and clearly written and free of grammatical/proofreading errors, and address the questions listed above. The file must include downloaded images of the documents used in the paper from [The American Soldier in World War II](#) website. Points will be deducted according to the [Rubric](#) for the assignment.

The American Soldier in World War II Project counts 30% of your final grade. Each part of the assignment is graded on a 100-point scale:

- Proposal - Counts 10% of the American Soldier in World War II Project grade.
- Paper - Counts 75% of the American Soldier in World War II Project grade.
- Oral Presentation - Counts 15% of the American Soldier in World War II Project grade.



Assignment Due Date

- You must upload to [DropBox](#) a one-page proposal as a Word file on your paper topic and main argument by 11:59 PM, Wednesday, March 21.
- Your Project Paper must be uploaded to [DropBox](#) as a PDF by 11:59 PM, Wednesday, April 27.

Assignment Submission Instructions

Save and name your file

1. Save your assignment in the appropriate file format.
2. Include your name inside the document.
3. Name the file: *Proposal_Last Name/Paper_LastName*. For example
Proposal_Allison.doc/Paper_Allison.pdf.

How to Submit the File

1. From the *Assessments* dropdown menu, choose *DropBox*.
2. Select the appropriate DropBox Folder for the [Proposal](#) or [Paper](#).
3. Submit your assignment. Double-check your submission to be certain you submitted the correct file.