

HIST 40883
War and Memory in American Culture
Fall 2018 TR 12:30-1:50
Scharbauer Hall 4002



Professor

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Course Description

In her testimony before the U.S. Senate in 1988, Vietnam veteran Diane Carlson Evans posed the question: “Who decides whom America will remember?” This course will answer her question by considering how Americans have remembered the wars of our history. What do we remember about wars, and conversely, what do we forget? Whose participation have we celebrated, and whose have we ignored? How and why have our memories of war often differed from the reality of what happened? And, who has decided the answers to these questions, policymakers or the people? To answer these questions, this course will examine the ways in which memorials and monuments, commemorative activities, and historical sites create public memories of wars and the challenges inherent in creating these memories. It will also consider to what degree these memories have been accepted and rejected in different time periods as well as the changing nature of memory. Thus, it will consider not only how wars have been remembered, but also how they have been interpreted by different people at different times.

Course Objectives

- Students will analyze the differences between history and memory and discern the ways in which social and cultural factors have framed war memories at particular moments in U.S. history.
- Students will develop skills in evaluating primary sources, analyzing cultural materials, and in effective written and oral communication.

- Students will practice effective research techniques by locating appropriate sources, interpreting various perspectives, and constructing an analytical argument.

Required Readings

- G. Kurt Piehler, *Remembering War the American Way* (Washington, D.C.: Smithsonian Books, 2004).
- Additional readings in course schedule

Assignments and Grading

- **Participation** (200 points) I expect not only that you attend class, but also that you take an active role in our discussion and activities. Your discussion and active participation in each class meeting is crucial to everyone's learning in the course. You should come to each class ready to engage in discussion—simply showing up and sitting quietly in your seat for the duration of class will not earn you anything more than a zero participation grade. Students who always (more than once per class) actively and insightfully contribute to discussion of key themes of the day's reading will earn A grades. Those who usually (once per class) contribute to discussion or whose contributions are not critically engaged in the readings will earn B marks. Students who often (during most, but not all classes) participate or whose comments are only sometimes critically engaged in the readings will earn C grades. Students who seldom or never participate in class discussion or whose participation does not critically engage the readings will earn D and F grades.
- **Discussion Questions** (200 points) Everyone must submit three (typed) discussion questions on every day that we have a common reading. These questions are designed to elicit discussion, so do not ask questions that have a straightforward factual answer. Ask questions that are open-ended, that will encourage us to think critically about the authors' arguments, use of evidence, and method of analysis. Insightful, thought provoking questions that stimulate constructive discussion of the reading's themes and/or connect it to other course materials will earn A marks. Questions that ask good questions directly related to the readings will earn Bs. Straightforward questions answered easily by the readings will earn C grades, while questions that are not based in a critical, historical approach to the day's reading will earn Ds. Failing to submit questions will result in an F grade.
- **Texas Civil War Museum analysis** (100 points) Everyone will visit the Texas Civil War Museum in Fort Worth (<http://www.texascivilwarmuseum.com/#/welcome>) and write a 1000 word response that analyzes some aspect of the museum's presentation of the war. How does the museum commemorate the war, its participants, effects on the home front, or its broader significance in American history? In light of our readings on memory and the Civil War, how do you evaluate the museum's approach to the war's history? Museum is open Tuesday-Saturday, 10-5 and costs \$6 until September 1. After September 1, the museum is open Thursday-Saturday, 10-5 and costs \$7.
- **The Last Act analysis** (100 points) In the mid-1990s, the Smithsonian's Air and Space Museum planned an exhibit on the dropping of the atomic bombs at the end of World War II. The exhibit attracted much public attention and debate, and ultimately, the final exhibit differed substantially from the initial plans. In a 1000-word essay, you will analyze one portion of the initial and final scripts for the exhibit to determine what changed and how those changes shaped the overall meaning and message of the exhibit.

- **Research Project** (475 points total) This course seeks to answer the question described in the course description: who decides whom America remembers? Over the course of the semester, everyone will answer that question by examining the origin, design, and meaning of a particular war memorial or commemorative practice. The project should address such issues as the historical information or perspective presented, any public discussion or debate about the design or practice, as well as your evaluation of the site, exhibit, or practice. What competing influences shaped the memorial's design and meaning? Has its public meaning changed and in what ways? Does it mean something different to various interest groups? To answer these questions, you will need to outline the origin and history of the memorial or practice, describe its public reception, and consider the various influences that have shaped its meaning in American culture in light of the course readings and discussion. See the instructions at the end of the syllabus for more detailed instructions and information on how your work will be evaluated.
- **Final Grade:** Final grades are assigned letter grades according to the following scale. Grades are not rounded.

100-93=A	89-87=B+	79-77=C+	69-67=D+	59 and
92-90=A-	86-83=B	76-73=C	66-63=D	below=F
	82-80=B-	72-70=C-	62-60=D-	

Important Class Notes

- **Class Materials** – All class handouts, including the syllabus, additional readings, and assignment instructions, are available on Pearson Learning Studio.
- **Attendance** – Everyone is allowed two absences (beyond official excused university absences), and leaving class early counts as an absence. Additionally, playing with your cellphone, texting, using your computer for non-classroom activities (surfing the web, updating your Facebook status, or any other such shenanigans), disrupting the class, or any other disrespectful or rude behavior will constitute an absence. Beginning with your third absence, you will lose one percentage point off your final grade for each absence.
- **Late Assignments** – All assignments are due at the beginning of class on the day they are due. I do not accept late work for any reason, nor do I offer make-up assignments or exams. Thus, if you fail to submit an assignment on time, you will receive a zero. If you know you will miss class, you must submit any assignment due that day prior to the beginning of class. If an unexpected, documented emergency causes you to miss class the day an assignment is due, you must contact me as soon as possible to discuss your situation and submit the work you have completed so far. I may assign your grade based on the work completed before the absence.
- **Written Assignments** – All written assignments must be typed, double-spaced, with one-inch margins and twelve point, Times New Roman font. Please print all assignments on both the front and back sides of your paper and staple all pages together. Assignments not conforming to these guidelines will not be accepted.
- **Grammar** – Because a significant part of your liberal arts education involves the development of good communication and writing skills, I will pay particular attention to the grammar and clarity of all written assignments and expect that you write in an academic style. More than three spelling and/or grammar errors on any assignment will result in a five-point deduction for each error. If you need help at any point during the semester in

developing your writing skills or in understanding the rules of citation, please visit the Writing Center or see me.

- **Writing Center** – The William L. Adams Center for Writing is an academic service available to all TCU students. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419 and from 6:00 p.m. to 9:00 p.m. Sunday through Thursday in Tom Brown Pete Wright Hall, 2nd floor, commons. Online tutorials are also available. To make an appointment or to access the online tutorial service, please visit the Center for Writing web site at <http://www.wrt.tcu.edu/> for further information.
- **Academic Misconduct** – Neither I nor TCU will tolerate any kind of academic dishonesty in this class. If I determine you to have violated the university's policies on academic misconduct in any way (intentionally or unintentionally)—whether by copying another's work, cheating on an assignment, plagiarizing a source, or any other dishonest or deceptive activity—you will, at minimum, receive a zero on the assignment. I will report you to the academic dean, the dean of your college, your department chair, and the dean of campus life. Additionally, I will recommend to the academic dean that you be dropped immediately from the course with a grade of F. There will be NO exceptions to this policy. If you are unsure of what constitutes a violation of the Academic Conduct Policy, please see me or consult the undergraduate catalog (<https://tcu.codes/policies/academic-affairs/475-2/>). Your registration in this course serves as your acknowledgement of and agreement to these terms.
- **Statement on TCU's Discrimination Policy** – TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: <https://titleix.tcu.edu/title-ix/>.
- **Statement on Title IX at TCU** - As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be

made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

- **Students with Disabilities** – Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Course Schedule

*** I may make minor adjustments to the schedule as the semester progresses. To be certain that you have the most updated information on readings and assignment due dates, attend class. Missing the class when an assignment was changed will not serve as a legitimate excuse for missing an assignment due date. ***

Tuesday, August 21

- Course Introduction

Memory, War, Culture, and America

Thursday, August 23

- Piehler, “Introduction,” in *Remembering War the American Way*, 1-9.
- Kirk Savage, “Introduction,” in *Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape* (Berkeley: University of California Press, 2009), 1-22. [e-book/TCU Online]
- **Discussion Questions due**

Revolutionary War

Tuesday, August 28

- Piehler, Chapter 1 “The Memory of a Nation Forged in War” in *Remembering War the American Way*, 10-37.
- **Discussion Questions due**

Thursday, August 30

- **Workshop Day**—Bring ideas for your research project and a laptop

Civil War

Tuesday, September 4

- Piehler, Chapter 2 “The Divided Legacy of the Civil War,” in *Remembering War the American Way*, 47-86.
- **Discussion Questions due**

Thursday, September 6

- James M. McPherson, “Long-Legged Yankee Lies: The Southern Textbook Crusade,” in *The Memory of the Civil War in American Culture*, eds. Alice Fahs and Joan Waugh (Chapel Hill: University of North Carolina Press, 2004), 64-78. [e-book]
- David W. Blight, Chapter 6 “Quarrel Forgotten or a Revolution Remembered? Reunion and Race in the Memory of the Civil War, 1875-1913,” in *Beyond the Battlefield: Race, Memory, and the American Civil War*, 120-152. [TCU Online]
- Tony Horwitz, “The Mammy Washington Almost Had,” *The Atlantic*, May 31, 2013 <<http://www.theatlantic.com/national/archive/2013/05/the-mammy-washington-almost-had/276431/>>
- **Discussion Questions due**

Tuesday, September 11

- John M. Coski, Chapter 1 “Emblem of a Separate and Independent Nation” and Chapter 7 “Symbol of the White Race and White Supremacy,” in *The Confederate Battle Flag: America’s Most Embattled Emblem* (Cambridge: Harvard University Press, 2005), 2-27, 132-160. [e-book]
- Mitch Landrieu, speech on removal of New Orleans Confederate Monuments, <<https://nyti.ms/2qTgzmx>>
- **Discussion Questions due**

Thursday, September 13

- **Texas Civil War Museum response paper due**

Tuesday, September 18

- **Workshop Day**—be prepared to present your project, questions, and research plan to the class
- **Research Proposal due**

World War I**Thursday, September 20**

- Piehler, Chapter 3, “Remembering the War to End All Wars,” in *Remembering War the American Way*, 92-125.
- The United States World War I Centennial Commission Website <<http://www.worldwar1centennial.org/index.php/competition-overview.html>>
- “The Weight of Sacrifice” design submission <<https://www.worldwar1centennial.org/index.php/stage-ii-design-development/the-weight-of-sacrifice.html>>
- Blake Paterson, “Washington’s Battle for a World War I Memorial,” *Politico*, May 28, 2018 <<https://www.politico.com/magazine/story/2018/05/28/washington-world-war-i-memorial-218543>>
- **Discussion Questions due**

Tuesday, September 25

- Lisa M. Budreau, “The Politics of Remembrance: The Gold Star Mothers’ Pilgrimage and America’s Fading Memory of the Great War,” *The Journal of Military History* 72 (April 2008): 371–411. [FrogScholar]
- Roger A. Bruns, “Known but to God” *American History* 31:5 (November/December 1996): 38-42, 73. [FrogScholar]
- Steven Lee Myers, “Arlington Yields to Science: No More ‘Unknowns’ Likely,” *New York Times*, February 25, 1999. [FrogScholar]
- **Discussion Questions due**

World War II***Thursday, September 27***

- Piehler, Chapter 4 “The ‘Good War’ and Modern Memory,” in *Remembering War the American Way*, 126-153.
- **Discussion Questions due**

Tuesday, October 2

- Robert S. Burrell, Chapter 6, “Making Heroes into Legends,” and Chapter 8 “The Ghosts of Iwo Jima,” in *Ghosts of Iwo Jima* (College Station: Texas A&M University Press, 2006), 129-156, 189-196. [e-book]
- **Discussion Questions due**

Thursday, October 4

- **Workshop Day**—bring one primary source and be prepared to present it to the class
- **Annotated Bibliography due**

Tuesday, October 9

- Bodnar, Chapter 4, “Monuments and Mourning” in *The “Good War” in American Memory* (Baltimore: Johns Hopkins University Press, 2010), 85-129. [e-book]
- **Discussion Questions due**

Thursday, October 11

- Bodnar, Chapter 7, “The Victors” in *The “Good War” in American Memory*, 200-234. [e-book]
- **Discussion Questions due**

Tuesday, October 16

- No class—Fall Break

Thursday, October 18

- Richard H. Kohn, “History and the Culture Wars: The Case of the Smithsonian Institution’s *Enola Gay* Exhibit,” *Journal of American History* 82:3 (December 1995): 1036-1063. [FrogScholar]
- **Discussion Questions due**

Tuesday, October 23

- “The Last Act: The Atomic Bomb and the End of World War II”
<<http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/history/post-cold-war/smithsonian-controversy/index.htm>>
- **“The Last Act” essay due**

Vietnam War***Thursday, October 25***

- Piehler, Chapter 5 “From the Korean War to the Vietnam Veterans Memorial” in *Remembering War the American Way*, 154-182.
- **First Draft due to peer review partner**
- **Discussion Questions due**

Tuesday, October 30

- Kristin Ann Hass, Chapter 1 “Making A Memory Of War: Building The Vietnam Veterans Memorial,” in *Carried to the Wall: American Memory and the Vietnam Veterans Memorial* (Berkeley: University of California Press, 1998), 7-33. [e-book]
- Ari Shapiro, “Human Ashes Left at the Vietnam Memorial Find a Not-Final Resting Place,” *NPR*, May 28, 2018 <<https://www.npr.org/2018/05/28/612980545/human-ashes-left-at-the-vietnam-memorial-find-a-not-final-resting-place>>
- **Peer review due to peer review partner**
- **Discussion Questions due**

October 31-November 7

- **everyone must go to the Writing Center (in person)**

Thursday, November 1

- Kara Dixon Vuic, Chapter 7 ““Not All Women Wore Love Beads in the Sixties: Postwar Depictions of Vietnam War Nurses,” in *Officer, Nurse, Woman: The Army Nurse Corps in the Vietnam War* (Baltimore: Johns Hopkins University Press, 2010), 161-186. [e-book]
- **Discussion Questions due**

Tuesday, November 6

- **Workshop Day—bring draft**

Thursday, November 8

- **First Draft due**

Tuesday, November 13

- Christian Appy, Chapter 8 “Victim Nation” and Chapter 9 ““The Pride is Back”” in *American Reckoning: The Vietnam War and Our National Identity* (New York: Penguin Books, 2015), 221-274. [TCU Online]
- **Discussion Questions due**

Thursday, November 15

- United States of America Vietnam War Commemoration website
<<http://www.vietnamwar50th.com/>>
- **Discussion Questions due**

The Gulf Wars and 9/11***Tuesday, November 20***

- Piehler, Chapter 6 “Conclusion,” in *Remembering War the American Way*, 183-91.
- Linda Pershing and Margaret R. Yocum, “The Yellow Ribboning of the USA: Contested Meanings in the Construction of a Political Symbol,” *Western Folklore* 55:1 (Winter 1996): 41-85. [FrogScholar]
- **Discussion Questions due**

Thursday, November 22

- No class—Thanksgiving Break

Tuesday, November 27

- Patrick L. Smith, “American Exceptionalism and American Innocence: The Misleading History and Messages of the 9/11 Memorial Museum,” *Salon*, June 9, 2014.
<http://www.salon.com/2014/06/09/american_exceptionalism_and_american_innocence_the_misleading_history_and_messages_of_the_911_memorial_museum/>
- Michael Kimmelman, “Finding Space for the Living at a Memorial,” *NYT*, May 28, 2014.
<<https://nyti.ms/2psaVmT>>
- **Discussion Questions due**

Thursday, November 29

- **Final Papers Due**
- **Research Presentations**

Tuesday, December 4

- **Research Presentations**

Tuesday, December 11, 11:00 AM - 1:30 PM

- **Research Presentations**

Research Project Instructions

In each of these assignments, your grade will be determined by how well you follow the instructions for the particular task, how clearly you convey your ideas, and how thoroughly you respond to my feedback.

The [University of North Carolina Writing Center](#) has many handouts with helpful information and suggestions on the writing process. I encourage you to read through these as you research, take notes, begin outlining and drafting your entry, and then revise it.

Proposal (50 points)

Due Tuesday, September 18

Your proposal should outline the topic you seek to investigate, the questions you will ask, and the sources you will use to answer your questions.

The majority of your research should be based on primary sources, so you will need to find at least six primary sources for your paper. Explain how these sources will help you answer the questions you are asking. What kind of sources are they? Why do you need to consult this type of source? Where did you find these sources?

You must also include at least two monographs and describe how they help you contextualize your research. How will these books help you better understand your topic and questions?

Your final paragraph should then establish your research plan. What have you completed, and what do you have left to do? Finally, explain the significance of your research. Why should historians want to know the answers to the questions you are asking?

Annotated Bibliography (50 points)

Due Thursday, October 4

Your annotated bibliography should include all of the sources you will use in your research and explain how each source helps you answer your questions. Separate your sources into primary and secondary sources, cite each properly, and then provide a brief description (at least 300 words) for each. For secondary sources, your description should provide a summary of the work's argument and an explanation of how it helps you understand your topic. For primary sources, your description should explain why the source was created, by whom, and its point of view. How does it help you answer your research questions?

Peer Review (25 points)

Due to partner Thursday, October 25; comments due Tuesday, October 30

Everyone will exchange their entry draft with a peer review partner. Peer review partners should read drafts as any editor would: please mark any grammatical or spelling errors and comment on the organization and style. Does the essay make sense? Is it organized in a clear and logical manner? Is it written in an engaging style that conveys both the specificity of the topic and the broader context? Helpful suggestions are always welcome.

First Draft (100 points)

Due Thursday, November 8

Your first draft must be a *complete* draft of your research paper, be free of spelling and grammatical errors, include correct footnotes for all reference, and include a complete bibliography. A first draft is *not* a few pages of notes, nor twelve pages of a fifteen page paper. Incomplete drafts will be graded accordingly, which means that if you submit 75 percent of the assignment, 75 points are the maximum number of points you can receive.

In the first page of your paper, begin with an interesting “hook” that draws the reader into the historical topic your paper investigates. The reader should very quickly understand what topic you are writing about, the questions you will address, and how you will go about answering them. You should also then clearly explain the thesis of your research. You need to do much more than tell a story—you need to answer a specific historical question with a thesis statement that derives from your evidence. The majority of your work will consist of your evaluation of the primary and secondary sources. Organize the material in a clear manner so that the reader can see the links you are making between evidence and conclusions and so that the reader has a clear understanding of the organization of the paper.

End the paper with a brief summary of the evidence and thesis, as well as a justification for your work. Why does your research matter? How does your research fit into the larger story of how Americans remember war? Do historians learn something new about war and memory because of your work?

Final Paper (200 points)

Due Thursday, November 29

Your final paper will be evaluated based on how effectively you utilize your sources to establish your thesis. Your thesis should be clear and logical, and the body of your paper must demonstrate how the evidence you use proves your argument. I will also grade the paper according to how completely you have responded to my comments in the first draft, as well as how carefully you have followed the given instructions. Simply resubmitting an unrevised first draft (or one that merely corrects misspellings and similar errors) will result in a significantly lower grade than you received on the draft. You must submit all of your work on the project (proposal, annotated bibliography, first draft with peer review comments, first draft with my comments) along with your final paper.

Research Presentation (50 points)

Due Thursday, November 29, Tuesday, December 4, and Tuesday, December 11

Everyone will deliver a ten minute presentation that describes her/his research. Keep in mind that you will not be able to cover every word of your paper in your presentation, but the audience should come away with a clear idea of your topic, thesis, and evidence. Be creative in your presentation but also be thoughtful and serious. Sloppy presentations and errors in Power Point presentations will be graded accordingly.

Citations/Bibliography

An essential part of the ethical and professional practice of history is documenting your work so that readers can check and trace your sources. Thus, all of your information must be correctly cited according to the Chicago Manual of Style. The book is available for library use in the Reference Section. The [online quick guide on the library's website](#) will also be a good place to start.

Writing Center Appointments

Everyone must visit the [Writing Center](#) in person before submitting the first draft. If necessary, I will require a second appointment before the final draft. The tutors can help you clarify your thoughts, organize your work in a clear and efficient manner, and watch for errors that will detract from your overall score.

Important Dates

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|--|---------------------------------|
| • Tuesday, September 18 | Proposal due |
| • Thursday, October 4 | Annotated Bibliography due |
| • Thursday, October 25 | Draft to Peer Review Partner |
| • Tuesday, October 30 | Comments to Peer Review Partner |
| • Thursday, November 8 | First Draft due |
| • Thursday, November 29 | Final Papers due |
| • Thursday, November 29, Tuesday, December 4, and Tuesday, December 11 | Research Presentations |

Research Techniques in History

Getting started

- Library's "[Research Guides in American History](#)"
- Encyclopedias - consult the "for further reading" sections
- Read a standard college textbook and look at the "for further reading" sections in chapters on your topic
- Find a collection of essays on your historical topic and read the "state of the field" essays
- The more recent a publication, the better – at least within the last 10 years

Books

- types of secondary sources (books)
 - synthesis – based only on secondary source research
 - monograph – based on primary source analysis, argues a thesis – what professional historians strive to write
 - book reviews – look for book reviews in historical journals (*American Historical Review*, *Journal of American History*, H-Net Reviews - <http://www.h-net.org/reviews/>) to see if a book has been treated seriously by scholars
- University presses – books published by university presses have gone through peer review, meaning that other scholars who do research in similar fields have read the work and judged it good scholarship; if a book is published by a small vanity press (University Press of America) it has not been peer reviewed, so its reliability is in question. Being sold on Amazon doesn't make a book a good source.
- When you find a good secondary source, look at the bibliography or endnotes for sources that the author used – this will help you find similar works, including primary sources
- Library of Congress subject headings – on copyright page in book and on "Subject" in the TCU catalog listing—best way to find other similar sources (random keyword searches can get you started, but then find a few valuable books and start searching based on their LOC subject headings). You can also virtually browse nearby books through the "Browse Shelf" link in the catalog.
- WorldCat – TCU does not have every book ever published, but you can search for every book ever published on WorldCat, then request any book that TCU does not own through [Interlibrary Loan](#).

Articles

"Databases" – "History"

- 3 most important databases for historical research – JSTOR, America: History and Life, Academic Search Complete – some repeats within them
- again, you want a peer-reviewed journal (generally, the ones in these databases should be)
- can search for articles by using LOC headings, but generally if you find a good one, it should have clickable subjects in the citation that will take you to other similar articles
- you may also find that particular journals have frequent works on topics about your field – if so, you should look specifically at that journal's table of contents
- trial and error!

Primary Sources

- [Guide for Researching War Memorials](#) (from Britain, but has good suggestions and tips)
- See “Reading and Writing about Primary Sources” on the College of William and Mary History Department homepage – <http://www.wm.edu/as/history/undergraduateprogram/historywritingresourcecenter/handouts/primarysources/>
- Guides to interpreting different kinds of sources – <http://historymatters.gmu.edu/browse/makesense/>
<https://www.loc.gov/teachers/usingprimarysources/guides.html?loclr=blogtea>
- Government documents
 - See [Government Information Research Guide](#) on TCU’s library page
 - Catalog of U.S. Government Publications – <http://catalog.gpo.gov/F>
 - National Archives – www.archives.gov – Many government documents are available online, through the ARC database. It is a bit tricky to use, but can be quite helpful.
- Newspaper Articles
 - TCU has several [newspaper databases](#) that will allow you to access papers such as the Fort Worth *Star-Telegram* and the Dallas *Morning News* as well as national newspapers such as the *New York Times*, *Chicago Tribune*, *Chicago Defender*
 - TCU also has access to several [magazine databases](#), including the *Saturday Evening Post* and *Time*
- Miscellaneous
 - [HathiTrust](#) (all time periods)
 - [Valley of the Shadow](#) (Civil War Memory)
 - [American Battlefields Trust](#) (mostly Revolutionary War and Civil War)
 - [Understanding Sacrifice](#) (WWII cemeteries)
 - [Kent State Shootings Collection](#)
 - [9/11 Memorial and Museum](#)