

HIST 30663
War and Society
Horned Frogs at War

Fall 2022 Palko 225
Tuesday/Thursday 3:30-4:50 PM

Professor

Kara Dixon Vuic
Office: Reed 304
k.vuic@tcu.edu / 817-257-4136
Office Hours: Tuesday, Wednesday,
10-11 AM and by appointment

Teaching Assistant

Ryan Poff
Office: Reed 406
r.poff@tcu.edu
Office Hours: Tuesday, Thursday, 2-
3 PM

Course Description

(Catalog description) This course examines the relationship between wars and societies. Course subject varies and could focus on specific wars, time periods, or nations. Additionally, the course could focus on such topics as the mobilization of militaries and civilian societies, the development of battlefield operations, the experiences of wartime societies and militaries, and the influence of such factors as culture, gender, technology, communication, and economics on wars. HT, WEM

(Fall 2022) Horned Frogs at War! This semester, we will focus on the ways World War I, World War II, and the Vietnam War shaped the TCU campus. We will work with the TCU Library's Special Collections to research the ways these wars impacted the TCU community and to build an online exhibit documenting TCU at war. How did the campus mobilize students for war and military service? How did these wars shape students' lives and the culture of TCU? Help answer these questions and more by digging in the archives and records left by your predecessor Horned Frogs.

Course Goals

- Understand the historical changes in wartime and military experiences and their relationship to broader American social and cultural changes.
- Analyze the ways social, cultural, gender, racial, and other factors framed the diversity of American wartime experiences, for women and men in the military, on the homefront, and in civilian support roles.
- Develop skills in evaluating primary and secondary sources, analyzing cultural materials, and in effective written and oral communication.

Texts

- Readings listed in course schedule

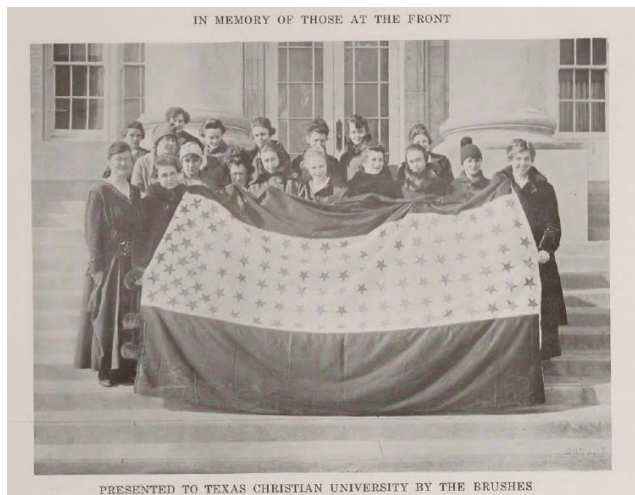
Assignments and Grading

- **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. Everyone will receive a midterm participation grade so that you can evaluate your performance, though you should feel free to discuss your participation with me at any point of the semester.
- **Discussion Questions** (150 points total, 10 points each) – Everyone must submit three (typed and printed) discussion questions on every day that we have a common reading. These questions are designed to elicit discussion, so 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. I will drop your lowest score.



- **Exhibit Entry** (700 points total) – Everyone will contribute one entry to the online TCU at War exhibit. You will have some latitude in choosing your entry, though all entries must be focused on TCU and have sufficient sources available in Special Collections. Although the final entry will be fairly concise in terms of its length, the work you will need to devote to this project will take place over the course of the semester and will require many hours of research, conceptualizing, writing, and revision. Additionally, you will complete the project in steps, due at various points of the semester noted on the syllabus and described in the “Exhibit Entry Instructions” at the end of the syllabus. We will have a public unveiling and celebration of the exhibit at the end of the semester as well as individual presentations of your work.
- **Book Review** (100 points) – Everyone will select a book by a historian to read and use for their research on their topic, then write a book review that analyzes the author’s argument. Please see the “How to Write a (Good) Book Review” handout for more specific instructions and information on how these assignments are evaluated. Due October 11.
- **Frog Culture** (150 points) – Everyone will write an analytical paper that connects an aspect of TCU wartime culture (during one of the wars about which you are not writing your entry) to the national events about which we have read in class. Papers should make use of the *Horned Frog* and the *Skiff*, and should include a discussion of at least two readings we have discussed in class. Papers should be 1500 words and cited according to the [Chicago Manual of Style](#). You will make a brief presentation of your findings on the day we discuss Frog Culture in class (either September 22 or October 27).
- **Final Grade** – Final grades are calculated as a percentage of the total points possible and assigned letter grades according to the following scale. They 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, readings, and supplemental materials, are available on TCU Online. TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in

transit or storage, is prohibited. The full policy can be found [here](#). Violating this policy is considered a violation of Section 3.2.15 of the [Student Code of Conduct](#) and may also constitute [Academic Misconduct or Disruptive Classroom Behavior](#). TCU

encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

- **[Special Collections](#)** – Mary Coats Burnett Library 3181, open 9-4:30 Monday-Friday; Mary Saffell (mary.saffell@tcu.edu, 817-257-7595)
- **Communication** – Any course announcements will come from me via your university email. Please check it! Also, it is best to contact me via email. On weekdays, I will respond to you within twelve hours. On weekends, when I am at conference, or during university breaks, it may take longer for me to respond.
- **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 (messaging, shopping, making the next greatest TikTok, 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.
 - Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.
- **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. 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 and hand in the work you have completed so far.
- **Written Assignments** – All written assignments must be typed, double-spaced, with one-inch margins and twelve point, Times New Roman font. Assignments not conforming to these guidelines will not be accepted. Please print all assignments on both the front and back sides of your paper and staple all pages together.
- **Grammar** – As a significant part of your 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 Center for Writing or see me.
- **Writing Center** – The [William L. Adams Center for Writing](#) is a free 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), 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](#). Your registration in this course serves as your acknowledgement of and agreement to these terms.

TCU Notices

- Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.
- **TCU's Non-Discrimination Policy** – TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct 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. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct, and retaliation.
 - Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).
 - To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or [Make a Report](#).
 - Learn about the [Campus Community Response Team \(CCRT\) and Report a Bias Incident](#).
- **Title IX** – TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.
- **Mandatory Reporters** – ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any



conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation concerns. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

- **Confidential On-Campus Resources**

Campus Advocacy, Resources & Education

www.care.tcu.edu

817-257-5225

Religious & Spiritual Life

www.faith.tcu.edu

817-257-7830

Counseling & Mental Health Center

www.counseling.tcu.edu

817-257-7863

- **On Campus Resources**

TCU Police

www.police.tcu.edu

817-257-8400 Non-emergency

817-257-7777 Emergency

- ◆ **Emergency Response Information** – Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. [TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation (**Rally Point #22 Sidewalk west of University Drive in front of Frohenge**) and the seek shelter location. In the event of an emergency, call the TCU Police Department at **817-257-7777**. Download the [Frogshield Campus Safety App](#) on your phone.



Course Schedule

*** I may make minor adjustments (including additional readings) to the schedule as the semester progresses. Missing the class when an assignment was changed will not serve as a legitimate excuse for missing an assignment due date. ***

Course Introduction

Tuesday, August 23

Historical Research and Archives

Thursday, August 25

- Bring your laptop to class!
- David E. Kyvig and Myron A. Marty, Chapter 4 “Published Documents” and 5 “Unpublished Documents” in *Nearby History* [TCU Online]

Tuesday, August 30

- Meet in Special Collections (room 3181 on the third floor of the Mary Coats Burnett Library)
- Introduction to Special Collections with Mary Saffell

TCU and the Great War***Thursday, September 1***

- Nancy Bristow, Chapter 1 “An Invisible Armor,” in *Making Men Moral* [e-book]
- Chris Capozzola, Chapter 1 “The Spirit of Selective Service: Conscription and Coercion,” in *Uncle Sam Wants You!* [TCU Online]
- **Discussion Questions due**

Tuesday, September 6

- Jennifer Keene, Chapter 1 “A Force to Call Our Own: Establishing a National Army,” in *Doughboys, the Great War, and the Remaking of America* [TCU Online]
- Nancy Bristow, Chapter 2 “Full Orbed Moral Manhood,” in *Making Men Moral* [e-book]
- **Discussion Questions due**

Thursday, September 8

- Field Trip! Meet at the [National Leadership Foundation](#) museum, 3149 S University Drive (corner of University and West Devitt, across from Kroger)
- <https://fortworthreport.org/2022/07/19/the-ultimate-sacrifice-for-our-freedom-fort-worth-banner-program-honors-veterans/>

Tuesday, September 13

- Research Day in Special Collections

Thursday, September 15

- Chris Capozzola, Chapter 3 “The Obligation to Volunteer,” in *Uncle Sam Wants You!* [TCU Online]
- Kimberly Jensen, Chapter 3 “Whether We Vote or Not—We Are Going to Shoot,” in *Mobilizing Minerva* [TCU Online]
- **Discussion Questions due**

Tuesday, September 20

- Colby D. Hall, Chapter 16 “Struggles with War and Finance 1916-1923,” in *History of Texas Christian University* [TCU Online]
- Katherine Kuehler Walters, “World War I,” *Handbook of Texas Online*, <https://www.tshaonline.org/handbook/entries/world-war-i>.
- Lonnie J. White, “Camp Bowie,” *Handbook of Texas Online*, <https://www.tshaonline.org/handbook/entries/camp-bowie-QCC03>.
- **Discussion Questions due**

Thursday, September 22

- **Frog Culture**—everyone needs to have perused the *Skiff* and *Horned Frog* to enable a discussion of life at TCU during WWI
- **Frog Culture papers and presentations due** (if you're doing your paper on WWI)

Tuesday, September 27

- **Exhibit Entry Proposal Due**

TCU and the World at War***Thursday, September 29***

- Kenneth D. Rose, Chapter 3 “Why We Fight” and Chapter 4 “Gearing up for War,” in *Myth and the Greatest Generation* [TCU Online]
- **Discussion Questions due**

Tuesday, October 4

- James T. Sparrow, “Introduction: War and the Mass Foundations of the Modern State” and Chapter 4 “Buying Our Boys Back,” in *Warfare State* [e-book]
- **Discussion Questions due**

Thursday, October 6

- No Class—Fall Break

Tuesday, October 11

- Michael C.C. Adams, Chapter 5 “Home Front Change,” in *The Best War Ever* [TCU Online]
- Colby D. Hall, Chapter 23 “T.C.U. in World War II,” in *History of Texas Christian University* [TCU Online]
- **Discussion Questions due**
- **Book Review due**

Thursday, October 13

- James T. Sparrow, Chapter 6 “Citizen-Soldiers,” in *Warfare State* [e-book]
- **Discussion Questions due**

Tuesday, October 18

- Ronald Takaki, Chapter 3 “Bomb the Color Line” and Chapter 5 “A Dream of El Norte,” in *Double Victory* [TCU Online]
- **Discussion Questions due**

Thursday, October 20

- Leisa D. Meyer, Chapter 1 “What Has Become of the Manhood of America?” Creating a Woman’s Army,” in *Creating GI Jane* [TCU Online]
- Megan K. Winchell, Chapter 3 “Wartime Socializing,” in *Good Girls, Good Food, Good Fun* [e-book]
- **Discussion Questions due**

Tuesday, October 25

- **Exhibit Entry Progress Report due**

Thursday, October 27

- **Frog Culture**—everyone needs to have perused the *Skiff* and *Horned Frog* to enable a discussion of life at TCU during WWII
- **Frog Culture papers and presentations due** (if you're doing your paper on WWII)
- **Author Bio and Photo due for website**

TCU and the Vietnam War***Tuesday, November 1***

- Maurice Isserman and Michael Kazin, Chapter 6 “The Rise of the Great Society,” in *America Divided* [e-book]
- Jeff Roche, “Cowboy Conservatism,” in *The Conservative Sixties* [TCU Online]
- **Discussion Questions due**

Thursday, November 3

- Maurice Isserman and Michael Kazin, Chapter 4 “Why Did the United States Fight in Vietnam?” and Chapter 14 “No Cease-Fire,” in *America Divided* [e-book]
- **Discussion Questions due**
- **First Draft due to Peer Review Partner**

Sunday, November 6 by 5 PM

- **Comments due to Peer Review Partner**

Tuesday, November 8

- James Fallows, “What Did You Do in the Class War, Daddy?” [TCU Online]
- Christian Appy, Chapter 1 “Working Class War,” in *Working Class War* [e-book]
- **Discussion Questions due**

Thursday, November 10

- Maurice Isserman and Michael Kazin, Chapter 8 “The Making of a Youth Culture” and Chapter 9 “The New Left,” in *America Divided* [e-book]
- **Discussion Questions due**
- **First Draft Due (that's everything: entry, further readings, photos, captions)**

Tuesday, November 15

- Beth Bailey, Chapter 3 “Responsible Sex,” in *Sex in the Heartland* [e-book]
- Mark Hamilton Lytle, Chapter 12 “The Rise of Gender and Identity Politics,” in *America's Uncivil Wars* [e-book]
- **Discussion Questions due**

Thursday, November 17

- Former AddRan Dean Andy Schoolmaster to talk about his experience at Kent State
- Christian Appy, Chapter 7 “The War at Home,” in *American Reckoning* [TCU Online]
- **Discussion Questions due**

Tuesday, November 22 and Thursday, November 24

- No Class—Thanksgiving Break

Tuesday, November 29

- **Exhibit entry final copy due**
- Exhibit preparation

Thursday, December 1

- **Frog Culture**—everyone needs to have perused the *Skiff* and *Horned Frog* to enable a discussion of life at TCU during the Vietnam War
- **Frog Culture papers and presentations due** (if you’re doing your paper on the Vietnam War)

Tuesday, December 6

- Exhibit Preparation

Friday, December 9, 2:00 PM

Library 3181/3182

- **Public Unveiling of Horned Frogs at War exhibit**

Thursday, December 15, 2:00-4:30

- Final Exam Period
- **Individual Presentations on Exhibit Entries**

How to Write a (Good) Book Review

An effective book review is a critical analysis of a book. It is not a book report, nor an extensive review of a book's subject. Instead, a good book review will clearly explain the book's subject, state the author's thesis or intention in writing the book, evaluate how well the author proves her or his thesis, and briefly provide your opinion about the work. Your grade will be determined by how well you accomplish these goals, how clearly you communicate your ideas, and how well you follow these instructions.

All reviews should be 800 words long. Please set your margins at one inch on all sides and use a twelve-point Times New Roman font. Include your name, the course number, and the date at the top of the page (do not submit a cover page), then number the following pages. Before the review, include the bibliographic citation for the book. The format for books is as follows:

Davis, Janet M. *The Circus Age: Culture and Society under the American Big Top*. Chapel Hill: University of North Carolina Press, 2006.

To write a good review, it is critical that you read the book. While that statement seems obvious, reading involves more than simply scanning a page and reading words. It will be nearly impossible for you to simply read the book and then write a good review from memory. You should take notes on what you read, paying careful attention to what the author argues in each chapter, the evidence given to support the thesis, and whether or not the author convincingly proves her or his point. It will be helpful in writing your review to write an outline of each chapter while reading. Then write your review based on the notes you made while reading. Be sure to organize your thoughts in a clear manner.

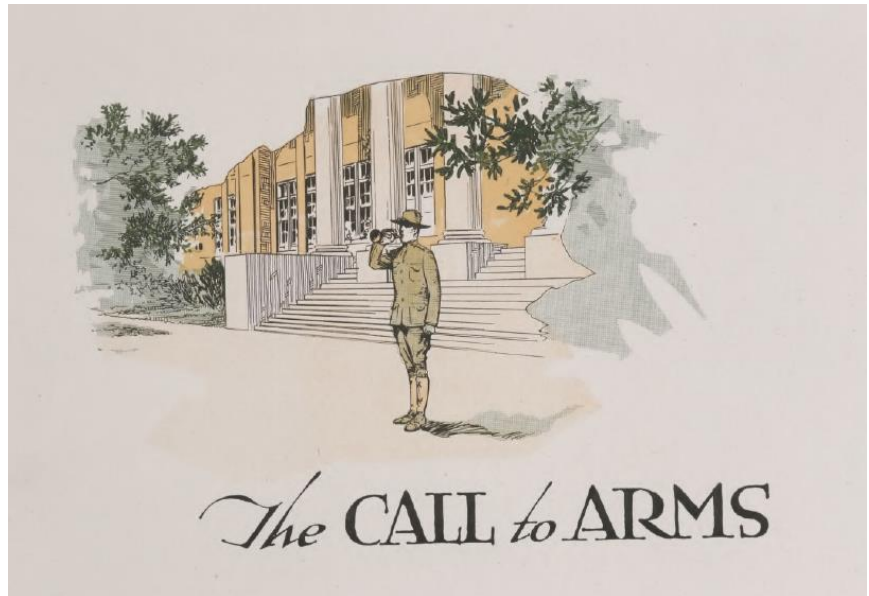
The first paragraph of your review should introduce the subject of the book. This paragraph should not be more than a few sentences but should give readers a general idea of what the book is about. Then explain the author's thesis and the major themes of the book. In historical monographs, the author will clearly explain the thesis in the introduction of the book. In other historical books, the author might not have a specific thesis. Instead, she or he will be trying to demonstrate a historical trend or theme by examining a particular topic. In either case, your first paragraph should clearly explain the author's purpose in writing the book.

In the next several paragraphs, evaluate how well the author demonstrates the book's thesis. What evidence does the author provide to prove the overall thesis? Your review will need to convey how the author links the evidence provided to the overall thesis or message of the book. Throughout, consider how well the author makes connections between claims and evidence. If you believe that the author does effectively demonstrate her or his thesis, explain why. If you believe that the author does not effectively demonstrate her or his thesis, explain why not. If you quote from the book, please be sure to include a parenthetical reference to the page number from which you take the quote. (xx) However, you should use quotes sparingly and only to illustrate a point that you cannot express in your own words.

In the final (and very brief) paragraph, offer your evaluation of the book. Did you like it, and why or why not? Did you have prior knowledge or opinions about the subject matter? Did the book reinforce or challenge your views? Does the book raise issues that relate to other areas of study? What broad lessons can readers learn from the book (aside from the obvious subject matter)?

Exhibit Entry Instructions

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



Useful starting points:

- Elspeth H. Brown of the University of Toronto, on writing about history: <https://advice.writing.utoronto.ca/types-of-writing/history/>
- CUNY Department of History website on research papers: <https://qcpages.qc.cuny.edu/writing/history/assignments/research.html>
- 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 (100 points)

Due Tuesday, September 27

Your proposal will describe the entry you will contribute to the Horned Frogs at War website, explain what questions you will answer about that topic, and outline your research plans. The majority of your research should be based on primary sources available in Special Collections, so you will need to have perused the records enough to know that sufficient materials exist that will allow you to answer your questions. Explain what collection/sources you will utilize in your entry and how they will help you answer your research questions. Additionally, include a brief description of the historical book you will read (and review) for context, as well as at least two additional books you will consult and utilize, as well as any other articles or materials you will consult.

Progress Report (100 points)

Due Tuesday, October 25

Your progress report will describe the research and other work you have completed so far. It should be at least 1000 words in length. What have you discovered and learned about your topic? How have your primary sources helped you answer your research questions? How do

your secondary sources help you contextualize your topic in the broad history of the United States at war? What remaining questions do you need to answer and how do you plan to answer them? Finally, what artifacts or images have you found that you are considering as possibilities to feature in your entry (1-3), and how will they help readers better understand your topic?

Peer Review (50 points)

Due Thursday, November 3 to partner; comments returned by Sunday, November 6 at 5 PM

Everyone will exchange their entry draft with a peer review partner who is writing about a topic during the same war. Peer review partners should read drafts as any editor would: please mark any grammatical or spelling errors and comment on the entry's organization and style. Does the entry 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 in which it occurred?

You will be scored on how thoroughly you read and respond to your peer review partner's work. I will not be checking to see that you found every comma splice, but I do expect that you comment on significant problems in the paper. For example, if it is clear that the paper suffers from significant grammatical errors, you should note this. You should note places in the paper that are not well developed, or that need to be better explained or analyzed, or parts of the argument that are not clear. Make helpful suggestions to your partner that you believe would help make her/his paper stronger.

Peer Review Draft (50 points)

The draft you submit to your peer review partner must be complete, not a portion of the final product. It must be fully and correctly cited. You will receive a grade on the completeness of your peer review draft.

First Draft (100 points)

Due Thursday, November 10

Your first draft must be a *complete* draft of your exhibit entry, be free of spelling and grammatical errors, and include correct footnotes for all references. Incomplete drafts will be graded accordingly.

Your exhibit entry should include a title designed to capture your readers' attention as well as describe your topic. The entry itself should be no more than 750 words. The brevity of the entry will demand that you be very concise and precise in your writing. In the first paragraph, you will need to explain your topic and its relevance, in an engaging fashion. Remember your audience and think about how to convey your information in a way that draws in the reader and makes her/him want to continue reading. The body of your entry, as in an academic paper, will provide additional information and supporting evidence. Think carefully about what information you need to include and in what order.

Also include photographs or copies of all visuals and captions that you will include (at least 1, maximum 3). Be sure that your captions convey how the images relate to your topic and why they matter.

Finally, include at least three secondary sources in a list of "Suggested Readings" that you have utilized for your research and would allow interested readers to explore it further. Along with a full citation for each title and link (to the publisher/journal), include a paragraph

description of the source, including its topic, argument, and brief explanation of what it would add to your readers' knowledge of the topic in question.

Final Exhibit (200 points)

Due Tuesday, November 29

Your final entry should be ready for publication on the Horned Frogs at War online exhibit. Thus, you need to have responded to all feedback gained from your peer review, instructor comments, and the Writing Center. Your final grade will reflect how completely you have addressed all criteria outlined in the instructions for the first draft and how well you have responded to feedback. Simply resubmitting an unrevised first draft will result in a significantly lower grade than you received on the draft. Please see this [handout](http://writingcenter.unc.edu/tips-and-tools/revising-drafts/) on revising drafts for additional suggestions (<http://writingcenter.unc.edu/tips-and-tools/revising-drafts/>). Submit the first draft with instructor comments, your progress report, and your proposal along with your final exhibit.

Exhibit Presentations (100 points total)

Due Friday, December 9, 2:00 PM and Thursday, December 15, 2:00-4:30 PM

Everyone will deliver two brief presentations on their topic, once at the public unveiling of the website and once during the final exam period. At the public unveiling, everyone who has written about the same war will introduce their topics together, and very briefly. The attendees will be interested to know what topics are covered in the exhibit and what they can learn, but time will prohibit a lengthy presentation. Thus, the war groups will need to coordinate their collective presentation in a way that will introduce the audience to the war and to each entry. Everyone's presentation score (which includes your contribution to the group presentation, as well as any singular role you have) is worth 50 points.

At the final exam period, everyone will have five to seven minutes to present their entry in greater detail for the class. Keep in mind that you will not be able to cover every word of your entry in your presentation, but the audience should come away with a clear idea of your topic, your entry's main point, and the sources you utilized. Your presentation is worth 50 points.

Both presentations will be graded according to your level of sophistication in style, organization, and communication. Your presentations should be clear, delivered in a manner that is easy to understand and follow, and in a way that conveys your command and comfort with the material.

Citations

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

I strongly encourage everyone to utilize the services of the Center for Writing throughout the semester. 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. If you have serious writing problems, I will make appointments a requirement, not an option.

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 (textbook)
 - monograph – based on primary source analysis, argues a thesis
 - 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. 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

- 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/>
- Special Collections at TCU
 - [Library Guide on TCU history](#) (direct links to common collections)
 - [TCU Collections](#)
 - [The Skiff](#)
 - [Horned Frog Yearbooks](#)
 - [Commencement Programs](#)
 - [TCU Vertical Files](#)
 - [Minutes of the Board of Trustees](#)
 - [Athletic publications](#)
 - [TCU Photograph Collection](#)
 - [Faculty Bulletins](#)
 - [Records of E.M. Waits](#) (president during WWI)
 - [Records of M.E. Sadler](#) (president during WWII)
 - [Records of James Moudy](#) (president during the Vietnam War)
- Local Sources
 - [Portal to Texas History](#)
 - Texas Digital Newspaper Program
 - African American Newspaper collection
 - Bell Helicopter Records
 - Camp Bowie Photograph Collection
 - Historical Collection WWI Materials, 1917-1919
 - KXAS-NBC 5 News Collection
 - [University of Texas Arlington digital archives](#) (photo archive, digital collections)
 - [Baylor University Oral History Project](#) (lots of Texas topics covered)
 - [Taliaferro Target newspaper](#) (WWI)
 - [Camp Bowie Texahoma Bugler newspaper](#) (WWI)
- 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*
 - If you're looking for a particular publication, type the title into the catalog search and click "journal name begins with..."
- Government documents
 - See [Government Information Research Guide](#) on TCU's library page
 - Catalog of U.S. Government Publications – <http://catalog.gpo.gov/F>
- Genealogy
 - Ancestry.com (access through TCU library databases for full access) is useful in tracking individuals through census and other records

Possible Topics for Exhibit Entries

Can't duplicate 2017 class projects:

<https://frogsatwar.tcu.edu/exhibits/show/frogsatwar/introduction>

World War I

- Student Army Training Corps
- Student volunteer efforts
- Women's work in Red Cross and YMCA
- Federated Women's Club, 1917-1918 (canning/rationing)
Physical collection at Fort Worth Public Library
- Taliaferro Field/Hicks Field and Camp Bowie
(Taliaferro Target newspaper:
<http://cdm16084.contentdm.oclc.org/cdm/landingpage/collection/p16084coll38>)
(Camp Bowie Texahoma Bugler newspaper:
<http://cdm16084.contentdm.oclc.org/cdm/landingpage/collection/p16084coll39>)

World War II

- War bond drives and other campus events to contribute to the war effort
- Navy's V5 and V12 training programs
- War's effects on campus culture
- Military draft and its effects on students/faculty
- Homefront defense/rationing
- TCU women in military service
- Wartime entertainment/amusements (USO/Red Cross clubs, dances)
- V-12 student letter collection (brand new to TCU)
- Robert Wear Papers (reporter for the Fort Worth *Star-Telegram* during WWII)
<https://archives.tcu.edu/repositories/2/resources/153>

Vietnam War

- Campus debates about the draft, war policies
- Peace/antiwar efforts—potential for work on religious opposition (Canterbury Club, Brite Divinity School)
- Cultural changes—lots of opportunities to evaluate change and consistency in campus culture
- Student protests/sit-ins
- Campus responses to national events—Gloria Steinem, LBJ, civil rights
- Debates about military service/the draft
- ROTC programs—Army and Air Force
- Women in the era—Corpdettes, Army nurses, Donut Dollies, “Girl on Scooter”
- Women Student Association—women facing disciplinary hearing for various rules violations
- Postwar Vietnamese refugees at TCU

Overall

- Memorial Arch/Veterans Plaza/War Memorials on campus
- Any student/faculty member/staff person with an interesting wartime story to tell