



University of North Carolina,
Department of History

HIST 490 (undergraduate / graduate seminar):

MILITARY, WAR AND GENDER IN COMPARATIVE PERSPECTIVE:

The Age of World Wars

(Britain, Germany, Russia and the United States)



Syllabus – Spring 2014

Instructor: Prof. Karen Hagemann

Course Hours: Tuesday, 3:30 - 6:00 pm
Room: Stone Center 0201

Office Hours: Tuesday 11:00 am – noon and Thursday 2:00 – 3:00 pm or by appointment

Office: Hamilton Hall 566

Email: hagemann@unc.edu

AIMS OF THE SEMINAR

Focusing on the Age of the World Wars, the seminar explores the interrelations between changing military systems, types of warfare, the gender order as well as political, social and cultural currents. The concentration on the period before, during and after two world wars allows the identification of historical continuities and changes in this period of rapid transformation not

only in economy, politics and society, but also in the military system and the conduct of warfare. The comparative perspective on Britain, Germany, Russia and the United States enables us to identify which developments depended, on the one hand, on particular national economic, social, political and military developments, and on the other, on transnational trends in the transformation of military systems and the conduct of warfare. The comparison will thus sharpen our understanding of both national peculiarities and cross-national commonalities in the interrelationship of military, war and gender. Two main questions will frame the course:

1. How did major changes in the military system and warfare affect civil society and the gender order, that is, the norms and concepts of femininity and masculinity, the legal gender system, the economic and social relations of men and women and the cultural practices of everyday lives of men and women?
2. In which ways did the gender order—especially concepts of femininity and masculinity—shape military systems and the conduct of warfare.

FORMAT OF THE SEMINAR

The course is designed as a seminar class for both undergraduate and graduate students. Class discussions and group and partner work will be deployed. The sessions will center on discussions of assigned reading. Students are expected to attend all class sessions, to carefully do the assigned reading for each session, and to participate actively in class. Moreover, the class seeks to introduce students to the methods of historical research.

REQUIRED AND RECOMMENDED READINGS

Over the course of the semester, students will be required to read book chapters and journal articles, which will be posted on SAKAI under “Resources”.

The following two books give you an excellent introduction into the theme of **military, war and society in twentieth century Europe and the United States**. I expect that all students read them to get the necessary historical background knowledge:

- Nicholas Atkin (ed.), *Daily Lives of Civilians in Wartime Twentieth-century Europe* (Westport, CT: Greenwood Press, 2008).
- David S. Heidler and Jeanne T. Heidler (eds.), *Daily Lives of Civilians in Wartime Modern America: From the Indian Wars to the Vietnam War* (Westport, CT: Greenwood Press, 2007).

You can find these books for purchase in the *UNC Student Bookstore*.

If you want to explore more on the **history of military and war in Europe and the United States in the age of the world wars** I recommend the following books:

- R.A.C. Parker, *The Second World War: A Short History* (Oxford: Oxford University Press, 2002).
- David Stevenson, *Cataclysm: The First World War as Political Tragedy* (New York: Basic Books, 2005).

- Hew Strachan, *European Armies and the Conduct of War* (London and Boston: Allen & Unwin, 1983).
- Hew Strachan, *The First World War* (New York: Penguin, 2004).
- Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge: Cambridge University Press, 2005).

You can find these books on *reserve at the UNC Undergraduate Library*.

The following readings will introduce you more intensively in the **theme of gender, military and war in twentieth century history**:

- Nicole Ann Dombrowski (ed.), *Women and War in the Twentieth Century: Enlisted with or Without Consent* (New York: Garland, 1999).
- Claire Duchon and Irene Bandhauer-Schöffmann (eds.), *When the War Was Over: Women, War, and Peace in Europe, 1940-1956* (London and New York: Leicester University Press, 2000).
- Stefan Dudink, Karen Hagemann and John Tosh (eds.), *Masculinities in Politics and War: Gendering Modern History* (Manchester and New York: Manchester University Press, 2004).
- Karen Hagemann and Stefanie Schüler-Springorum (eds.), *Home/Front: The Military, War and Gender in Twentieth-Century Germany* (Oxford: Berg, 2002).
- Karen Hagemann and Sonya Michel (eds.), *Gender and the Long Postwar: Reconsiderations of the United States and the Two Germanys, 1945-1989* (Baltimore and Washington DC: Johns Hopkins University Press/Wilson Center Press, 2013).
- Dagmar Herzog (ed.), *Brutality and Desire: War and Sexuality in Europe's Twentieth Century* (Basingstoke and New York: Palgrave Macmillan, 2009).
- Margaret R. Higonnet et al (eds.), *Behind the Lines: Gender and the Two World Wars* (New Haven, 1987).
- Robert Nye, "Western Masculinities in War and Peace," *American Historical Review* 112.2 (2007): 417-438.
- Joanna Regulska and Bonnie G. Smith (eds.), *Women and Gender in Postwar Europe: From Cold War to European Union* (Abingdon, Oxon and New York : Routledge, 2012).
- Ingrid Sharp and Matthew Stibbe (eds.), *Aftermaths of War: Women's Movements and Female Activists, 1918-1923* (Boston: Brill, 2011).
- Nancy M. Wingfield and Maria Bucur (eds.), *Gender and War in Twentieth-century Eastern Europe* (Bloomington: Indiana University Press, 2006).

You can find these books on *reserve at the UNC Undergraduate Library* .

ASSIGNMENTS

- **Class Participation (25% of the grade):**

Your participation grade will be based on your general attendance and your active participation in class discussion. You are expected to complete the reading before the date it is listed on the syllabus. **Each student has to post three questions/comments**

on the required reading on the "Forum" on SAKAI until 5:00 pm on the day before the Seminar Session for seven classes.

- **Written and Oral Article Report and Preparation of Seminar Discussion (25% of the grade):**

*All students are expected to prepare three class discussion together with two other students. One student of this team is asked to write an *article report* on the weeks reading and prepare an *introductory oral report*. The *written article report* should be not longer than *10 pages* (including cover and bibliography), typed, double-spaced on standard-size paper with 1-inch margins. While writing, you should follow the Chicago Manual of Style. **Please submit the written article report by email to the instructor until 5:00 pm on the Sunday before the class.** The *oral article report* should not be longer than *15-20 minutes*.*

The written and oral article report should both give a brief introduction of all authors, the place of publication of the journal articles and book chapters we read in this class (i.e. the books/journals they were published in) and their relevance for our theme, summarize the main questions of the individual journal articles and book chapters and their main thesis. Furthermore it should compare and relate them and place them in the historical context of the week's theme. At the end they should present three to five questions for the discussion that will help us to explore the week's theme.

Students must select the class, which they would like to prepare by signing up on the list that will circulate in the second sessions of the course. Please note two choices and rank them.

- **Proposal and Bibliography of the Research Paper (for undergraduate students) or Historiographical Essay (for graduate students) (10% of the grade):**

Please submit your suggestions for the topic of the research paper / historiographical essay latest until February 2, 2014, 5:00 pm by email to the instructor and set up a meeting for a conversation about your idea for the topic with the instructor during office hours after you submitted your proposal, latest in early February 2014.

In preparation for the research paper (for undergraduate students) or historiographical essay (for graduate students), students are required to prepare a bibliography (with monographs, anthologies, book chapters and journals articles) with up to 10-15 titles for the research paper to be written by undergraduate students and up to 20-25 titles for the historiographical essay written by the graduate students. In addition they have to submit a proposal for the planned paper with a draft title of the paper. The proposal should define the main research interest/theme of the paper and the two to three research questions that will guide the analysis and interpretation. At the end please describe the basic structure of the paper.

Proposal and bibliography for the research paper / historiographical essay are due at 9:00 am on Tuesday, March 18. Students have to email me their proposal and

the bibliography as one word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

- **Research Paper** (for undergraduate students) **or Historiographical Essay** (for graduate students) **(40% of the grade):**

Every undergraduate student is required to write a *10-15-page research paper* (including cover page and bibliography), every *graduate student* will have to write a *historiographical essay of 20-25 pages* (including cover page and bibliography). The text should be typed, double-spaced on standard-size paper with 1-inch margins. While writing, you should follow the Chicago Manual of Style.

The paper is due on April 29, 2014, 23:00 pm. Students have to email me their paper as a word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

You will find a guide on how to prepare an outline, a bibliography and the research paper/historiographical essay on SAKAI.

IMPORTANT DATES FOR THE ASSIGNMENTS

- January 26, 2014:** Submission of a topic for the research paper / historiographical essay.
March 18, 2014: The outline and bibliography of the research paper / historiographical essay are due.
April 29, 2014: The research paper / historiographical essay is due

CLASS SCHEDULE

I: INTRODUCTION

Week 1:

Tuesday, January 14, 2014: Introduction I: Welcome to the Seminar

Week 2:

Tuesday, January 21, 2014: Introduction II: Gendering the History of Military and War

- ***Required Readings:***
 - Michael S. Neiberg, "War and Society", in *Palgrave Advances in Modern Military History*, ed. Matthew Hughes and William J. Philpott (Basingstoke: Palgrave Macmillan, 2006), 42-60.
 - Joanna Bourke, "New Military History", in *Palgrave Advances in Modern Military History*, ed. Matthew Hughes and William J. Philpott (Basingstoke: Palgrave Macmillan, 2006), 258-280.
 - Sonya Rose, *What is Gender History?* (Malden: Polity, 2010), 1-16.

- Margaret Randolph Higonnet and Patrice L.-R. Higonnet, "The Double Helix," in *Behind the Lines: Gender and the Two World Wars*, ed. Margaret Randolph Higonnet et al (New Haven: Yale University Press, 1987), 31-49.
- *Additional Recommended Reading for Graduate Students:*
 - Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis," in Joan Wallach Scott, *Gender and the Politics of History* (New York: NYU Press, 1988), 28-50.
- *Doing Research I: How to find a good research theme/subject?*

Please send an email with your suggestions for the topic of the research paper / historiographical essay to me until Sunday, January 26, 2014, 5:00 pm.

Week 3:

II: WORLD WAR I

Tuesday, January 28, 2014: Mobilizing Men for World War I

- *Required Readings:*
 - Marcus Funk, "Ready for War? Conceptions of Military Manliness in the Prusso-German Officer Corps before World War One," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 43-68.
 - Joshua A. Sanborn, *Drafting the Russian Nation: Military Conscription, Total War, and Mass Politics, 1905-1925* (DeKalb: Northern Illinois University Press, 2003), 132-164.
 - Nancy K. Bristow, *Making Men Moral: Social Engineering During the Great War* (New York and London: NYU Press, 1997), xvii-xx, 1-17.
 - Sonya O. Rose, "'Fit to Fight but Not to Vote?' Masculinity and Citizenship in Britain, 1832-1918," in *Representing Masculinity: Male Citizenship in Modern Western Culture*, ed. Stefan Dudink, Karen Hagemann and Anna Clark (Basingstoke: Palgrave Macmillan, 2007), 131-150.
- *Additional Recommended Reading for Graduate Students:*
 - Robert Nye, "Western Masculinities in War and Peace," *American Historical Review* 112.2 (2007): 417-438.

Week 4:

Tuesday, February 4, 2014: Mobilizing Women for World War I

- *Required Readings:*
 - Susan Zeiger, *In Uncle Sam's Service: Women Workers with the American Expeditionary Force, 1917-1919* (Ithaca, NY: Cornell University Press, 1999), 11-25.

- Bianca Schönberger, "Motherly Heroines and Adventurous Girls: Red Cross Nurses and Women Army Auxiliaries in the First World War," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 87-113.
- Melissa K. Stockdale, "'My Death for the Motherland Is Happiness': Women, Patriotism, and Soldiering in Russia's Great War, 1914-1917," *The American Historical Review* 109 (2004): 78-116.
- Janet S. K. Watson, "Khaki Girls, VADs, and Tommy's Sisters: Gender and Class in First World War Britain," *International Historical Review* 19:1 (1997): 32-51.
- *Additional Recommended Reading for Graduate Students:*
 - Elizabeth Domansky, " Militarization and Reproduction in World War I Germany," in *Society, Culture, and the State in Germany, 1870-1930*, ed. Geoff Eley (Ann Arbor, MI: Michigan University Press, 1996), 427-463

Week 5:

Tuesday, February 11, 2014: The Home Front During World War I

- *Required Readings:*
 - Angela Woollacott, "'Kaki Fever' and its Control: Gender, Class, Age and Sexual Morality on the British Homefront in the First World War," *Journal of Contemporary History* 19:2 (1994): 325-347.
 - Ute Daniel, "Women's Work in Industry and Family: Germany 1914-1918," in Richard Wall and Jay Winter, *The Upheaval of War Family, Work and Welfare in Europe, 1914-1918* (Cambridge: Cambridge University Press, 1988), 267-295.
 - Alfred G. Meyer, "The Impact of World War I on Russian Women's Life," in *Russia's women: Accommodation, Resistance, Transformation*, ed. Barbara E. Clements et al (Berkeley, CA: University of California Press 1991), 208-247.
 - Susan Zeiger, "She Didn't Raise Her Boy to Be a Slacker: Motherhood, Conscriptioin, and the Culture of the First World War," *Feminist Studies* 22:1 (1996): 6-39.
- *Additional Recommended Reading for Graduate Students:*
 - Belinda Davis, "Homefront: Food, Politics and Women's Everyday Life during the First World War," in *Home/Front: The Military, War and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 115-137.

II: THE INTERWAR YEARS

Week 6:

Tuesday, February 18, 2014: Damaged Bodies – Damaged Minds – Challenged Sexualities

Special Guest: STEFAN DUDINK (Radboud University Nijmegen, Institute for Gender Studies)

- *Required Readings:*
 - Joanna Bourke, "Effeminacy, Ethnicity, and the End of Trauma: The Sufferings of 'Shell Shocked' Men in Great Britain and Ireland, 1914-39," *Journal of Contemporary History* 35:1 (2000): 57-69.
 - Sabine Kienitz, "Body Damage: War Disability and Constructions of Masculinity in Weimar Germany," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 181-203.
 - Catherine Merridale, "The Collective Mind: Trauma and Shell-shock in Twentieth-century Russia," *Journal of Contemporary History* 35 (2000): 39-55.
 - Caroline Cox, "Invisible Wounds: The American Legion, Shell Shocked Veterans, and Mental Illness, 1919-1924," in *Traumatic Pasts: History, Psychiatry, and Trauma in the Modern Age, 1870-1930*, ed. Mark S. Micale and Paul Lerner (New York: Cambridge University Press, 2001), 280-305.

- *Additional Recommended Reading for Graduate Students:*
 - Joanna Bourke, "The Body in Modern Warfare: Myth and Meaning, 1914-1945", in Stanley G. Payne, David J. Sorkin, and John S. Tortorice (eds.), *What History Tells. George L. Mosse and the Culture of Modern Europe* (Madison: University of Wisconsin Press, 2004), 202-19

- *Doing Research II: How Give the Research a Focus, Compile a Bibliography and Write an Outline? I*
 - How to formulate a research interest and research question
 - How to compile a bibliography
 - How to write an outline

Thursday, February 20, 2014

2:00 - 5:00 pm, Institute for the Arts and Humanities, Hyde Hall

PUBLIC WORKSHOP: "GENDER, WAR AND EMPIRE IN A GLOBAL PERSPECTIVE" with:

- **MARILYN LAKE** (The University of Melbourne, Department of History)
The British Empire and the Making of the Notion of White Men
- **ANGELA WOOLLACOTT** (Australian National University, School of History)
Sexual Violence: Locating the Nexus of Gender, War and Colonialism
- **SONYA ROSE** (University of Michigan, Ann Arbor and Birkbeck, University of London, Department of History, Classics and Archaeology)
The Politics of Service and Sacrifice in WW I Ireland and India
- **And a ROUNDTABLE ON COMPARATIVE PERSPECTIVES** with **AMY S. GREENBERG** (Penn State University, Department of History), **MISCHA HONECK** (German Historical Institute, Washington D.C.), **DON REID** (UNC-Chapel Hill,) and **SUSAN PENNYBACKER** (UNC- Chapel Hill, Department of History)

For more information see the website: <http://gwc.web.unc.edu/>

7:00 - 9:00 pm, UNC Gerrard Hall

PUBLIC LECTURE (UNC-Chapel, Institute For Arts And Humanities Reckford Lecture in European Studies):

- **MICHAEL GEYER** (The University of Chicago, Department of History)
Rewriting War: New Perspectives on the History of World War I

For more information see the website: <http://gwc.web.unc.edu/>

Week 7:

Tuesday, February 25, 2014: Women's Postwar Experience in Comparison

- **Special Guest: SONYA ROSE** (University of Michigan, Ann Arbor and Birkbeck, University of London, Department of History, Classics and Archaeology)
- *Required Readings:*
 - Lucy Noakes, "Demobilising the Military Woman: Constructions of Class and Gender in Britain after the First World War," *Gender & History* 19:1 (2007): 143-162.
 - Erika Kuhlman, "American Doughboys and German Fräuleins: Sexuality, Patriarchy, and Privilege in the American-Occupied Rhineland, 1918-23," *The Journal of Military History* 71 (2007): 1077-1106.
 - Laurie Stoff, *They Fought For the Motherland: Russia's Women Soldiers in World War I and the Revolution* (Lawrence, KA: University Press of Kansas, 2006), 11-22 and 140-162.
 - Susan Zeiger, *Women Workers With the American Expeditionary Force, 1917-1919* (Philadelphia, PA: University of Pennsylvania Press, 2004), 137-174.

III: WORLD WAR II

Week 8:

Tuesday, March 4, 2014: Militarized Masculinity in World War II

- *Required Readings:*
 - Joanna Bourke, "Männlichkeit, Krieg und Militarismus in Großbritannien 1914-1939," *Osterreichische Zeitschrift Fur Geschichtswissenschaften* 9 (1998), 31-49.
- **Alternative:**
 - Rose, Sonya O., "Sex, Citizenship and the Nation in World War II Britain", *American Historical Review* 103 (1998): 1147-76.
 - Thomas Kühne, "Gender Confusion and Gender Order in the German Military, 1918-1945," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 233-254.
 - Mark von Hagen, "Soviet Soldiers and Officers on the Eve of the German Invasion: Toward a Description of Social Psychology and Political Attitudes," in *The People's War: Responses to World War II in the Soviet Union*, ed. Robert W.

Thurston and Bernd Bonwetsch (Urbana Champaign, IL: University of Illinois Press, 2000), 187-210.

- Christina S. Jarvis, *The Male Body at War: American Masculinity during World War II* (DeKalb, IL: Northern Illinois University Press, 2004), 56-85.
- *Additional Recommended Reading for Graduate Students:*
 - Annette F. Timm, "Sex with a Purpose: Prostitution, Venereal Disease, and Militarized Masculinity in the Third Reich," in *Sexuality and German Fascism*, ed. Dagmar Herzog (New York and Oxford: Berghahn Books, 2005), 223-255
- *Doing Research III: How Give the Research a Focus, Compile a Bibliography and Write an Outline? II*
 - How to formulate a research interest and research question
 - How to compile a bibliography
 - How to write an outline

Week 9:

Tuesday, March 11, 2014: Spring Break – No Class!

Week 10:

Tuesday, March 18, 2014: Meeting Week – No Class!

Outline and bibliography for the research paper / historiographical essay are due on Tuesday, March 18, at 9:00 am. Students have to email me their outline and the bibliography as one word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

This week, I will meet with students individually during special office hours to discuss their outline and bibliography.

Week 11:

Tuesday, March 25, 2014: Recruiting Women for World War II

- *Required Readings:*
 - Goodman, Phil, "'Patriotic Femininity': Women's Morals and Men's Morale during the Second World War", *Gender & History* 10:2 (1998): 278-93.
 - Karen Hagemann, "Mobilizing Women for War: The History, Historiography, and Memory of German Women's War Service in the Two World Wars," *Journal of Military History* 75 (2011): 1055-1093.
 - Euridice Cardonna and Roger Markwick, "'Our Brigade Will Not Be Sent to the Front': Soviet Women under Arms in the Great Fatherland War, 1941-1945," in *The Russian Review* 68 (2009): 240-262.

- Michaela Hampf, *Release a Man for Combat: The Women's Army Corps During World War II* (Cologne: Böhlau, 2010), 64-97.
- *Additional Recommended Reading for Graduate Students:*
 - Elizabeth Heineman, "Whose Mothers? Generational Difference, War, and the Nazi Cult of Motherhood," *Journal of Women's History* 12.4 (2001): 138-163.
- *Doing Research III: How to Write a Good Research Paper / Historiographical Essay I:*
 - How to formulate a thesis statement
 - Introduction—Main Part—Conclusion

IV: POSTWAR SOCIETIES

Week 12:

Tuesday, April 1, 2014: Returning Corpses – Returning Heroes

Part I:

- *Required Reading:*
 - Frank Mort, "Social and Symbolic Fathers and Sons in Postwar Britain," *Journal of British Studies* 38:3 (1999): 353-384.
 - Frank Biess, "Men of Reconstruction, the Reconstruction of Men. Returning POWs in East and West Germany," in *Home/Front: The Military, War, and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 335-58.
 - Rosalinde Sartorti, "On the Making of Heroes, Heroines and Saints," in Richard Site, *Culture and Entertainment in Wartime Russia* (Bloomington, IA: Indiana University Press 1995), 176-193.
 - Miriam G. Reumann, *American Sexual Character: Sex, Gender, and National Identity in the Kinsey Reports* (Berkeley: University of California Press 2005), 17-53.
- *Additional Recommended Reading for Graduate Students:*
 - Margot Canaday, "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill," *Journal of American History* 90 (2003): 935-957

Part II:

- *How to Write a Research Paper / Historiographical Essay II:*
 - Good Quotation—Right Citation
 - A Question of Style

Week 13:

Tuesday, April 8, 2014: Gendered Postwar Communities

- *Required Readings:*

- Wendy Webster, "Reconstructing Boundaries: Gender, War and Empire in British Cinema, 1945-1950," *Historical Journal of Film, Radio and Television* 23:1 (2003): 43-57.
 - Elizabeth Heineman, "The Hour of the Woman: Memories of Germany's "Crisis Years" and West German National Identity," *The American Historical Review* 101 (1996): 354-395.
 - Anna Krylova, "Neither Erased nor Remembered: Soviet "Women Combatants" and Cultural Strategies of Forgetting In Soviet Russia, 1940s-1980s," in *Histories of the Aftermath: The Legacies of the Second World War in Europe*, ed. Frank Biess and Robert G. Moeller (New York: Berghahn Books, 2010), 83-101.
 - Miriam G. Reumann, *American Sexual Character: Sex, Gender, and National Identity in the Kinsey Reports* (Berkeley, CA: University of California Press, 2005), 128-164.
- *Additional Recommended Reading for Graduate Students:*
 - Irene Stoehr, "Cold War Communities: Women's Peace Politics in Postwar West Germany, 1945-1952," in *Home/Front: The Military, War and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 311-334

Week 14:

Tuesday, April 15, 2014: Brief presentations of the research of the students 1

Week 15:

Tuesday, April 22, 2014: Final Class: Brief presentations of the research of the students 2

- Review of the course and evaluation.

The final research paper / historiographical essay is due on April 29, 2014, 23:00 pm. Students have to email me their paper as a word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

RULES OF THE ROAD

1. **Read this syllabus carefully.** You should consider it a contract between you and the professor. Your enrollment in the course signifies your agreement to adhere to it. Keep it for reference.
2. **Read the email and announcements on SAKAI carefully and regularly.** I will communicate with you by email and announcements on SAKAI during the course. Please read your email and check the SAKAI announcements
3. **Communicate with your professor appropriately.** Learning how to write a professional email and address a professor, TA, supervisor or administrators appropriately is an important skill. As a starting point, when you email any professor or

instructor, please have a subject line and begin with "Dear Professor..." or "Dear Dr. ..." and end with "Thank you" and "Sincerely," or "Best regards". Please read over the handout from the UNC Writing Center on email etiquette and effective communication at colleges and universities:

<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

4. **Attendance** will be taken in every class. *Not more than three missed classes will be accepted. After three missed classes, your participation grade will go down ten points for every day you miss class.* Thus, if you have a B+, your participation grade will fall to a C+ or if you have a C, your grade will fall to a D. If you have to miss more classes in the case of documented emergencies you can make them up with a 5-page response paper to the assigned readings.
5. **No late papers or other written work will be accepted except in the case of documented emergencies.** Remember to make back-up copies of your drafts and papers; a hard disk crash a day or two before papers are due is not an acceptable excuse for turning in a late paper. For lateness your grade will go down ten points. Thus, if you have a B+, your grade will fall to a C+ or if you have a C, your grade will fall to a D.
6. **Plagiarism:** to take or pass off as one's own the ideas, key writings, etc. of another; to copy the exact words or to use key phrases from another author; to steal key ideas, even if you put them in your own words. If you do any of these things, without using a footnote to indicate your source, you are guilty of plagiarism. The exact words of another author must be put in quotation marks. Be forewarned that it is extremely easy to trace sources of plagiarism with software and on the web. If you plagiarize a paper you will receive a zero on that piece of work, and you will be subject to prosecution under the UNC Honor Code. It is your responsibility to familiarize yourself with the Honor Code (<http://instrument.unc.edu>).
7. **Finally - Electronics:** I support "old school" communication and note-taking during classes, however, I will allow laptops in seminar sessions as a tool for your class work. Cell phones are *not* allowed during classes. Please turn off all electronic devices including, but not limited to, iPhones, cell phones, iPods or any other devices that ring, buzz or ding. These devices should be properly secured *in your backpack* and may not be used to make or take calls or for notation during discussion.

HONORS CODE

Papers and exams must bear either the full honor code pledge ("On my honor, I have neither given nor received unauthorized aid on this assignment.") or the word "Pledge" followed by your name as a shorthand way of communicating your adherence. Otherwise, no grade will be recorded. More information is also available at <http://instrument.unc.edu> and at:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.