

**Florida International University  
Department of History**

Professor Terrence G. Peterson

**WOH 6933: Research Seminar in World History II  
WAR, SEX, AND GENDER**

Spring 2022

Wednesdays, 5:00-7:40 PM in DM 392

Office DM 390  
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Office Hours via Zoom  
Weds. Noon-2:00pm or by appointment

This course comprises the second half of a two-semester research seminar. This semester, we will build upon the preparatory work we carried out last semester to research and write a primary source driven paper of approximately 8,000 to 9,000 words. At the end of the semester, you will present your work for colleagues in the department as part of a mini conference.

In the Fall 2021 semester, we examined theoretical and methodological approaches to using gender as a category of historical analysis in the study of war, we identified how gendered imagery and norms structured popular memory and public debates, and we assessed how war and conflict have transformed sexual and gender norms over the course of the past century. This semester, you will extend that work by analyzing primary sources and engaging secondary literature as you complete the research projects you proposed last semester.

### **Course Objectives**

By the end of the semester students will be able to:

- ✓ Develop a research question and proposal for a primary source driven project (completed in Part I of the course).
- ✓ Identify and analyze primary sources related to your research question.
- ✓ Situate your primary source research and findings within a broader historiographical conversation, explaining what contribution your work makes to that conversation.
- ✓ Produce an argument-driven paper based on primary source research and engagement with the recent historiography of your topic.
- ✓ Provide critical, constructive feedback to your peers on their research and incorporate the feedback of those peers into your own work.

### **Seminar Structure**

This semester, we will meet only periodically to discuss our ideas, share our progress, and offer each other feedback. Additionally, students will occasionally meet one-on-one with the professor for guidance and assessment. A full schedule of meetings is located below.

## Coursework

Descriptions of the assignments are located after the Weekly Schedule below.

Assignment	Due Date	Weight
Research + Writing Timeline	Mon. 1/24	5%
Paper Outline	Mon. 2/7	5%
Paper First Rough Draft for Peer Review	Mon. 3/7	10%
Feedback to Peers	Mon. 3/14	10%
Paper Second Rough Draft to Dr. Peterson	Fri. 3/25	10%
Paper Final Draft to Dr. Peterson	Fri. 4/8	50%
Final Presentation	Wed. 4/20	10%
<b>Total</b>		<b>100%</b>

## Grading Scale

A: 93-100	A-: 90-92	B+: 87-89	B: 83-86	B-: 80-82	C+: 77-79
C: 73-76	C-: 70-72	D+: 67-69	D: 60-66	E: 0-59	

## Standards of Conduct, Accessibility, and Accommodations

For guidelines relevant to all courses at FIU, review FIU's [Standards of Conduct](#). Plagiarism in particular is a serious concern and you should familiarize yourself with the university's most recent policy update on the matter.

I am committed to making this class as inclusive and accessible as possible. If you have concerns, preferred pronouns, or need accommodation of any type in this course, please reach out to me. Students with disabilities may also wish to contact the [Disability Resources Center](#).

We are still in a global pandemic, and it continues to be tough on all of us. If you need to miss a meeting, submit a paper late, or any other kind of help, just reach out. For full information on the university's COVID-19 policies, please visit the [Campus Repopulation Website](#).

## Recommended Readings

For insights on how to design, conduct, and write an effective research project, I highly recommend Wayne C. Booth, *The Craft of Research* (Chicago: The University of Chicago Press, 2016). It is [available online here](#) through the FIU Libraries Catalog.

## WEEKLY SCHEDULE

- Week 1 (1/12)** Class Meeting. We will discuss the coursework, timelines, and the MA Report Option Requirements.
- Week 2 (1/19)** Optional Class Meeting to discuss setting a research timeline.
- Week 3 (1/26)** Class meeting. **Research + Writing Timelines due Monday 1/24 at midnight.** In class, we will discuss our timelines / plans for completing research and writing.
- In preparation for beginning your outline, please read:
- Wendy Laura Belcher, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (Chicago: The University of Chicago Press, 2019), pages 60-84.
- Week 4 (2/2)** No class meeting. Work on your research and outline and reach out to Dr. Peterson for any assistance.
- Week 5 (2/9)** Class meeting. Paper **Outline due Monday 2/7 at midnight.** In class, we will present and discuss our outlines.
- In preparation for beginning to write in earnest, please read:
- Lynn Hunt, "How Writing Leads to Thinking," *Perspectives on History* (February 2010),  
<http://www.historians.org/publications-and-directories/perspectives-on-history/february-2010/how-writing-leads-to-thinking>
- Anne Lamott, "Shitty First Drafts," in Paul Eschholz, Alfred Rosa, and Virginia Clark, eds., *Language Awareness: Readings for College Writers* (Boston: Bedford/St. Martin's, 2005): 93-96.
- Week 6 (2/16)** No meeting this week. Work on your paper draft.
- Week 7 (2/23)** Individual Check-in meetings with Dr. Peterson to discuss progress on your draft. Continue to work on your draft.
- Week 8 (3/2)** No meeting this week– enjoy your Spring Break and/or work on wrapping up a rough draft for peer review on Monday.
- Week 9 (3/9)** No meeting this week. **Paper First Rough Draft due to your peers by Monday 3/7 at midnight.** In preparation for reading your colleagues' drafts and offering peer review comments by next Monday, please read:
- "How to Write a Peer Review," *PLOS*,  
<https://plos.org/resource/how-to-write-a-peer-review/>
- "Statement on Peer Review for Historical Research," *American Historical Association*, 2005, <https://www.historians.org/jobs-and-professional-development/statements-standards-and->

[guidelines-of-the-discipline/statement-on-peer-review-for-historical-research](#)

<b>Week 10 (3/16)</b>	Class Meeting. <b>Feedback due to your peers by Monday 3/14 at midnight.</b> Please read the feedback on your work before Wednesday so that we can discuss it in class.
<b>Week 11 (3/23)</b>	No meeting this week. <b>Paper Rough Draft due to Dr. Peterson by Friday 3/25 at midnight.</b>
<b>Week 12 (3/30)</b>	Optional class meeting: Discuss feedback received by peers + Dr. Peterson and plans moving forward.
<b>Week 13 (4/6)</b>	No meeting this week. <b>Paper Final Draft due to Dr. Peterson by Friday 4/8 at midnight.</b>
<b>Week 14 (4/13)</b>	Class meeting: Discuss final drafts and feedback; plan conference.
<b>Week 15 (4/20)</b>	Class meeting: <b>War, Sex, and Gender Mini-Conference:</b> Conference paper-style student presentations of 15 minutes each.
<b>Finals Week</b>	No meeting this week. Any Report Option MA students planning to graduate in spring 2022 who do not receive an A- or better on the final paper draft must revise their paper and submit it to the Graduate Committee by Wednesday, April 27 <sup>th</sup> .

## ASSIGNMENT DETAILS AND EXPLANATIONS

### **Research & Writing Timeline (due 1/24)**

Successful research projects require a good question, solid primary sources, and engagement with the secondary literature. They also require planning. Drawing on the due dates listed in the syllabus for guidance, map out a week-by-week work plan to accomplish your research and writing for the semester. As you do, try to reflect on how you might meet your weekly goals, and what you will do if you don't, so that you can stay on track.

This Research & Writing Timeline can take whatever form you find most useful. Please submit it by **Monday 1/24 at midnight** so that we can discuss each other's' timelines in class on Wednesday.

### **Paper Outline (due 2/7)**

Write a comprehensive outline of your paper. Your outline can take any form you prefer – map, flowchart, storyboard, or motivation outline (we will discuss the types). Whatever form it takes, however, you should reflect on and incorporate the following elements:

- Introduction, question, and argument(s).
- Evidence and analysis (what specific sources will you discuss and where?).
- Engagement with the secondary literature (including your specific historiographical intervention, which is not necessarily exactly the same as your argument).
- Structure and Subheadings: Are you building your paper chronologically, around a problem and solution, around a causal relationship, etc.?

You should think of this outline not as a definitive map you must follow when writing your paper, but as a chance to experiment and assess how the elements of your research might fit together into a cohesive whole. As you mock-up an outline, you may want to look back at some of the short articles we read last semester: can you reverse-engineer them to see how the author laid out the elements above?

In preparation for beginning your outline, please read:

Wendy Laura Belcher, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (Chicago: The University of Chicago Press, 2019), pages 60-84.

Please submit your outline by **Monday 2/7 at midnight** so that we can discuss each other's' outlines in class on Wednesday.

### **Paper First Rough Draft for Peer Review (due 3/7)**

Scholarship is both an individual and collective effort: individual because the research and ideas are yours, and collective because that research and those ideas only achieve their full realization through dialogue with other scholars. With that in mind, we will read and offer constructive feedback to one another on the first drafts of our papers. These drafts do not need to be entirely complete or spit-polished; rather, you should think of your first draft as something that will inherently need revision – revision that you will base on review that you will receive from your peers.

For this draft, you should aim to write or at least sketch out the majority of your paper so that you can receive substantive feedback from your peers. It does not matter if you have everything 'right' or completely clear even to yourself at this stage. What matters is having what writer Anne Lamott calls a "shitty first draft" that gets your basic ideas on the page so that you can clarify them, augment them with evidence, etc. in subsequent drafts.

Please **submit** your First Rough Draft **and circulate it to your peers by Monday 3/7 at midnight**.

### **Feedback to Peers (due 3/14)**

Peer review isn't just a useful task for improving our research papers, it's also an essential element of academic research and writing. To get a sense of both, we will offer feedback to one another in the form of a peer review comment. These comments usually consist of a general comment on the paper's strengths and areas for improvement, followed by a discussion of more

specific issues in the text. Often, peer reviewers aim to answer some iteration of the following questions:

1. What intervention or argument does the author make? Is the focus of the paper clear, and is its logically and persuasively developed?
2. What contribution does this paper make to a greater historical understanding of its subject?
3. Is the paper well-developed in terms of its evidence and the secondary literature?
4. What rewriting, editing, or formatting revisions do you suggest?

In preparation for reading your colleagues' drafts and offering peer review comments, please read:

“How to Write a Peer Review,” *PLOS*, <https://plos.org/resource/how-to-write-a-peer-review/>

“Statement on Peer Review for Historical Research,” *American Historical Association*, 2005, <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-peer-review-for-historical-research>

Please **submit your feedback and circulate it to your peers by Monday 3/14 at midnight**, and then read the feedback on your own paper before class on Wednesday.

### **Paper Second Rough Draft to Dr. Peterson (due 3/25)**

Revise, expand, and refine your draft according to the feedback you have received from your peers and in seminar, and **submit by 3/25 at midnight** to Dr. Peterson.

### **Paper Final Draft to Dr. Peterson (due 4/8)**

The final draft of your research paper for this class should run 8,000-9,000 words (not including footnotes, so right around 20 pages) and do the following:

- Articulate a clear and original argument that structures the paper.
- Draw on and analyze primary sources as evidence that supports and explains those arguments in a logical and persuasive way.
- Engage the broader historiography of your topic and explain your contribution to it.
- Follow the style and citation guidelines of the Chicago Manual of Style – in other words, you should provide citations in the proper format and submit a final draft written in active, comprehensible, properly punctuated prose.

Alongside your final draft, please include a title page with a title, your name, and a brief abstract of no more than 300 words summing up the argument. For guidance on how to write an effective abstract, please see this guide from the [University of Wisconsin-Madison's Writing Center](#).

The final draft of your paper is due on **Friday 4/8 at midnight**.

If you are completing the MA Report Option, you will receive a grade by 4/12. You must receive an **A- or better** to satisfy the report option. If you receive a grade on this final paper lower than

an A-, you will be asked to revise your paper to address feedback you receive on the final draft. These revisions must be submitted to the Graduate Committee by Wednesday, April 27<sup>th</sup> (though be warned: they have the discretion to impose an earlier due date – we will discuss as the end of the semester approaches).

### **Final Presentation (4/20)**

On April 20<sup>th</sup>, we will meet one final time to present our work to one another and to any students and faculty from the department who wish to attend. One of the aims of these presentations is to share all that you've accomplished. Another is to get a feel for what it's like to present your research in an academic setting such as a conference. With that in mind, we will organize the session into a mini-conference panel, complete with an introduction and comment by Dr. Peterson, and a period for questions afterward.

Student presentations will last around 15 minutes and should be accompanied by slides. Your presentation should highlight your findings and their importance and explain how your work intervenes in the current literature.