

HIST 4P33
The United States and the Cold War

Brock University
Fall 2013



Mondays, 9 a.m.-12 noon, GL 212

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COURSE DESCRIPTION

What was—or is—the Cold War? To most people, it is defined by the nearly fifty-year standoff between two competing superpowers: the United States and the Soviet Union. Some see the Cold War as an ideological clash between freedom and totalitarianism, while others characterize it as an economic conflict between capitalism and state control. However we interpret the Cold War, surely we can agree that it had a profound impact not only on its principal protagonists but on the rest of the world as well.

This course will move forward chronologically, covering many key developments in the Cold War such as the Korean War and the Cuban missile crisis. At the same time, we will consider such themes in Cold War history as cultural diplomacy, sex and gender, and civil rights. We will explore some of the major scholarly debates surrounding the Cold War, including how and why it started (and ended), how it influenced U.S. relations with Third World countries, and how it played out within the United States.

We will focus mainly on secondary sources: writing by historians who have studied primary sources in order to understand and explain various aspects of the Cold War. A major goal of the course is to strengthen your ability to read and think critically about historical writing—to identify, contextualize, and compare historians’ arguments and perspectives, and to analyze and evaluate differing approaches to thinking and writing about the past. You will also refine your own research and writing abilities by using historical evidence to develop and articulate your own arguments. Finally, this course will help sharpen your verbal communication skills, as you engage in group discussion and work with a partner to organize and guide discussion yourself.

REQUIRED READINGS

The following **required texts** are available for purchase at the Brock University Campus Store. They are also on three-hour reserve in the James A. Gibson Library.

Robert J. McMahon, *The Cold War: A Very Short Introduction*. Oxford, U.K.: Oxford University Press, 2003.

Graham Greene, *The Quiet American*. London: Vintage, 2004.

Additional **required readings** (journal articles and book chapters) are on three-hour reserve (designated as R in the “Course Outline” section of this syllabus) in the library and/or available electronically (designated as E).

Strongly recommended

Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 7th ed. Boston: Bedford/St. Martin’s, 2012.

ASSIGNMENTS

20% Seminar participation While attendance is mandatory, attendance alone will not count significantly toward your seminar grade. This course is discussion-driven and student-led. As such, its success depends entirely on your level of preparation, attention, and engagement. You are expected to come to class having completed each week’s readings, and to participate actively and thoughtfully in discussions. For help preparing for seminar, see Rampolla, chapter 2; and seminar participation guidelines (handout).

15% Seminar facilitation You will co-facilitate one seminar discussion. You must work with your partner in advance to plan your seminar, preparing 1) a concise overview of the week’s readings, in essay form, that identifies central arguments and key themes in the week’s readings (to serve as a guide for introducing your seminar); and 2) a list of substantive discussion questions. You must provide me with a polished overview (1-2 pages, typed, double-spaced) and typed question list **no later than 12 noon on the day before “your” seminar meets**, so I can provide feedback. Failure to do so will negatively affect your facilitation grade. You are welcome (and strongly encouraged) to consult with me earlier – by email or in person – about

your plans. For more information, see seminar facilitation guidelines (handout) and assignment guidelines (attached to this syllabus).

5% Mini secondary-source analysis (2-3 pages) You will analyze any secondary source of your choice that we are reading in Weeks 2 or 3, **due in seminar on the day we are discussing your source**. See assignment guidelines.

15% Secondary-source analysis (4-6 pages) You will critically analyze any secondary source of your choice that we are reading after Week 3, **due in class on Oct. 7**. See assignment guidelines.

45% Research paper (15-20 pages) You will write a paper on any aspect of the Cold War that interests you (preferably one that has sparked debate among historians), in two parts: 1) proposal and annotated bibliography (10%) **due in class on Oct. 28**; and 2) final paper (35%) **due in my office on Dec. 5**. You *must* consult with me about your topic **no later than Oct. 10**. You cannot proceed with your proposal/annotated bibliography without approval of your topic, and you cannot proceed with your final paper without approval of your proposal/annotated bibliography. Late penalties will apply for failure to comply with these requirements. See assignment guidelines.

CLASS POLICIES

- You must complete all components of the course in order to pass the course (for seminar participation, this means you must attend at least 9 of the scheduled 12 seminars).
- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the instructor will not be accepted.
- Seminar absences will result in a grade of 0 for missed seminars (except for documented emergencies, at the instructor's discretion). There are no "free" missed seminars.
- To be excused from a missed seminar, late assignment, etc., for medical reasons, you must obtain an official medical certificate beforehand and submit it to the History Department; see <<http://www.brocku.ca/health-services/policies/exemption>> for details.
- You must keep backup copies of all written work you have turned in.
- You must keep all original assignments that have been graded and returned to you.
- Do not submit your work electronically unless authorized in advance by the instructor.
- Do not submit your work to the History Department drop box. If you cannot turn in an assignment as scheduled, you must contact me to make other arrangements.
- Do not bring laptops to class unless absolutely necessary. Instead, bring copies of printouts or seminar readings, or your detailed notes on the readings.

PLAGIARISM

If you use someone else's words or ideas, you must give credit! Otherwise, you are committing *plagiarism*—a serious form of academic misconduct that can have severe consequences for your

academic career. For more information, consult Rampolla, chapter 6; this web page: <http://www.brocku.ca/webcal/2013/undergrad/areg.html#sec68>; and the resources on this web page: <http://www.brocku.ca/library/help-lib/writingandciting/plagiarism>.

UNIVERSITY DEADLINES

Please note the following deadlines (and see the *Undergraduate Calendar* for other deadlines):

- **Mon., Sept. 16** – last day for late registration and course changes without instructor’s permission; last day to drop courses without financial penalty
- **Wed., Nov. 6** – last day for withdrawal without academic penalty; last day to change from Credit to Audit

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (ST 400, ext. 3240) so I can be informed of your needs.

COURSE OUTLINE

Week 1: Sept. 9 – *sign up for seminar co-facilitation*

Introduction

Week 2: Sept. 16

The origins of the Cold War

Reading

- McMahon, chapter 1 (“World War II and the Destruction of the Old Order”), 1-15; and chapter 2 (“The Origins of the Cold War in Europe, 1945-1950”), 16-34
- [R+E] Melvyn P. Leffler, “The American Conception of National Security and the Beginnings of the Cold War, 1945-1948,” plus “Comments” (John Lewis Gaddis and Bruce Kuniholm) and “Reply” (Leffler), *American Historical Review*, 89 (April 1984), 346-400
- [E] Geir Lundestad, “Empire by Invitation? The United States and Western Europe, 1945-1952,” *Journal of Peace Research*, 23 (Sept. 1986), 263-77
- [E] Frank Costigliola, “‘Unceasing Pressure for Penetration’: Gender, Pathology, and Emotion in George Kennan’s Formation of the Cold War,” *Journal of American History*, 83 (March 1997), 1309-39

Week 3: Sept. 23

Multiple battlegrounds – *last day to submit mini secondary-source analysis*

Reading

- McMahon, chapter 3 (“Towards ‘Hot War’ in Asia, 1945-50”), 35-55
- [R] Wendy L. Wall, “America’s ‘Best Propagandists’: Italian Americans and the 1948 ‘Letters to Italy’ Campaign,” in Christian G. Appy, ed., *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1966* (Amherst: University of Massachusetts Press, 2000), 89-109 (and notes, 292-97)
- [E] Greg Castillo, “Domesticating the Cold War: Household Consumption as Propaganda in Marshall Plan Germany,” *Journal of Contemporary History*, 40 (April 2005), 261-88

- [R] James I. Matray, “Civil War of a Sort: The International Origins of the Korean Conflict,” in Daniel J. Meador, ed., *The Korean War in Retrospect: Lessons for the Future* (Lanham, Md.: University Press of America, 1998), 3-36
- [R] Robert S. Prince, “The Limits of Constraint: Canadian-American Relations and the Korean War, 1950-1951,” *Journal of Canadian Studies*, 27 (Winter 1992), 129-52

Week 4: Sept. 30

Vying for the Third World

Reading

- McMahon, chapter 4 (“A Global Cold War, 1950-8”), 56-77
- [E] Michael Schaller, “Securing the Great Crescent: Occupied Japan and the Origins of Containment in Southeast Asia,” *Journal of American History*, 69 (Sept. 1982), 392-414
- [R] Cary Fraser, “An American Dilemma: Race and Realpolitik in the American Response to the Bandung Conference, 1955,” in Brenda Gayle Plummer, ed., *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988* (Chapel Hill: University of North Carolina Press, 2003), 115-40
- [R-book] Penny von Eschen, “Who’s the Real Ambassador? Exposing Cold War Racial Ideology,” in Appy, ed., *Cold War Constructions*, 110-31 (and notes, 297-304)
- [R+E] Douglas Little, “His Finest Hour? Eisenhower, Lebanon, and the 1958 Middle East Crisis,” in Peter L. Hahn and Mary Ann Heiss, eds., *Empire and Revolution: The United States and the Third World since 1945* (Columbus: Ohio State University Press, 2001), 17-47: <http://www.ohiostatepress.org>

Week 5: Oct. 7 – *secondary-source analysis due; consult with me about paper topic by Oct. 10*

Espionage: the Alger Hiss case

Reading

- McMahon, chapter 6 (“Cold Wars at Home”), 105-21
- [R] Ellen Schrecker, “Before the Rosenbergs: Espionage Scenarios in the Early Cold War,” in Marjorie Garber and Rebecca L. Walkowitz, eds., *Secret Agents: The Rosenberg Case, McCarthyism, and Fifties America* (New York: Routledge, 1995), 127-41
- [R] Ellen Schrecker, *The Age of McCarthyism: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 1994), “Communists in Government and the Big Spy Cases,” 26-31, and “Communist Spies in the State Department: The Emergence of the Hiss Case,” 121-37
- [R] Richard M. Nixon, *Six Crises* (New York: Doubleday, 1962), “The Hiss Case,” 1-76
- [E] Kai Bird, “The Mystery of Ales (Expanded Version),” *American Scholar* (Summer 2007): <http://theamericanscholar.org/the-mystery-of-ales-2>
- [E] John Earl Haynes and Harvey Klehr, “‘Ales Is Still Hiss: The Wilder Foote Red Herring,’” October 19, 2007: www.johnearlhaynes.org/page70.html

Oct. 14-18 Fall Break Week: NO CLASS

Week 6: Oct. 21

Domestic threats and counter-threats

Reading

- [E] Jon Lewis, “‘We Do Not Ask You to Condone This’: How the Blacklist Saved Hollywood,” *Cinema Journal*, 39 (Winter 2000), 3-30

- [R+E] Richard M. Fried, “Springtime for Stalin: Mosinee’s ‘Day Under Communism’ as Cold War Pageantry,” *Wisconsin Magazine of History*, 77 (Winter 1993-94), 82-108
- [R-book] Carol Anderson, “Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948-1952,” in Plummer, ed., *Window on Freedom*, 95-113
- [R+E] Ellen Schrecker, “Immigration and Internal Security: Political Deportation during the McCarthy Era,” *Science & Society*, 60 (Winter 1996-97), 393-426

Week 7: Oct. 28 – *proposal/annotated bibliography due*

Sex, gender, and the Cold War

Reading

- [E] K. A. Courdileone, “‘Politics in an Age of Anxiety’: Cold War Political Culture and the Crisis in American Masculinity, 1949-1960,” *Journal of American History*, 87 (Sept. 2000), 515-45
- [R] Elaine Tyler May, “Cold War—Warm Hearth: Politics and the Family in Postwar America,” in Steve Fraser and Gary Gerstle, eds., *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton: Princeton University Press, 1989), 153-81
- [E] Kathryn S. Olmsted, “Blond Queens, Red Spiders, and Neurotic Old Maids: Gender and Espionage in the Early Cold War,” *Intelligence and National Security*, 19 (Spring 2004): 78-94
- [R] Dee Garrison, “‘Our Skirts Gave Them Courage’: The Civil Defense Protest Movement in New York City, 1955-1961,” in Joanne Meyerowitz, ed., *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (Philadelphia: Temple University Press, 1994), 201-26

Week 8: Nov. 4

Superpower struggles, East and West (and South)

Reading

- [E] David Kaiser, “The Physics of Spin: Sputnik Politics and American Physicists in the 1950s,” *Social Research*, 73 (Winter 2006), 125-52
- [E] Joseph M. Turrini, “‘It Was Communism Versus the Free World’: The USA-USSR Dual Track Meet Series and the Development of Track and Field in the United States, 1958-1985,” *Journal of Sport History*, 28 (Fall 2001), 427-71
- [E] Louis A. Pérez, Jr., “Fear and Loathing of Fidel Castro: Sources of U.S. Policy toward Cuba,” *Journal of Latin American Studies*, 34 (May 2002), 227-54
- [E] Frank Costigliola, “Kennedy, the European Allies, and the Failure to Consult,” *Political Science Quarterly*, 110 (Spring 1995), 105-23

Week 9: Nov. 11

Film: *The Manchurian Candidate* (1962 – 127 minutes)

No reading!

Week 10: Nov. 18

Vietnam: a turning point

Reading

- McMahon, chapter 5 (“From Confrontation to Détente, 1958-68”), 78-104

- [E] Robert Buzzanco, “The United States and Vietnam, 1950-1968: Capitalism, Communism, and Containment,” in Hahn and Heiss, eds., *Empire and Revolution*, 94-120: <http://www.ohiostatepress.org>
- Greene, *Quiet American* [entire]

Week 11: Nov. 25

Détente and dissent

- McMahon, chapter 7 (“The Rise and Fall of Superpower Détente, 1968-79”), 122-42
- [E] Walter L. Hixson, “Containment on the Perimeter: George F. Kennan and Vietnam,” *Diplomatic History*, 12 (April 1988), 149-63
- [E] H. Bruce Franklin, “‘Star Trek’ in the Vietnam Era,” *Science Fiction Studies*, 21 (March 1994), 24-34
- [E] Jeremi Suri, “The Rise and Fall of an International Counterculture, 1960-1975,” *American Historical Review*, 114 (Feb. 2009), 45-68
- [E] Paul Boyer, “From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980,” *Journal of American History*, 70 (March 1984), 821-44

Week 12: Dec. 2

The end of the Cold War

Reading

- McMahon, chapter 8 (“The Final Phase, 1980-90”), 143-68
- [E] Beth A. Fischer, “The United States and the Transformation of the Cold War,” in Olav Njolstad, ed., *The Last Decade of the Cold War: From Conflict Escalation to Conflict Transformation* (New York: Frank Cass, 2004), 226-40
- [E] Robert D. English, “Sources, Methods, and Competing Perspectives on the End of the Cold War,” *Diplomatic History*, 21 (Spring 1997), 283-94
- [R+Ebook] Odd Arne Westad, “Beginnings of the End: How the Cold War Crumbled,” in Silvio Pons and Federico Romero, eds., *Reinterpreting the End of the Cold War: Issues, Interpretations, Periodizations* (New York: Frank Cass, 2004), 68-81
- [R] Thomas G. Paterson, “Why the Cold War Ended: The Latin American Dimension,” *Soviet and Post-Soviet Review*, 22, no. 2 (1995), 178-205.

****Final research paper due in my office on Dec. 5****

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ASSIGNMENT GUIDELINES

(For all written work, you must adhere to the logistical requirements in Section V.)

I. Seminar (co-)facilitation (15%)

- You must meet with your partner in advance and work together to prepare your seminar.
- The day before “your” seminar, you must provide me with 1) a concise overview that identifies central arguments and key themes in the week’s readings (to serve as a guide for introducing your seminar), and 2) a list of substantive discussion questions.
- However you divide up the work, you must submit *one* overview and *one* set of questions, representing your combined efforts.
- *Your overview should not simply be a detailed description of the contents of individual readings.* Give yourself enough time to meet the requirements of this assignment.
- Your overview and question list should reflect that 1) you have paid attention to all readings for your week, and 2) you expect students to demonstrate familiarity with all readings.
- Be sure you and your partner contribute equally to preparing for seminar and guiding discussion. How you divide up tasks in seminar is up to you. However, if it is clear that one partner did most of the work, co-facilitators may receive different grades.
- You are not expected to cover textbook material in seminar. However, feel free to ask a question or two pertaining to the textbook if this fits with your overall seminar plan.
- For further details, see the “Assignments” section of the syllabus.

II. Mini secondary-source analysis (5%)

For this assignment, choose any secondary source **from Weeks 2 or 3**, and critically analyze it in 2-3 pages. (Do not use McMahon.) Use the secondary-source worksheet (handout) as a guide.

III. Secondary-source analysis (15%)

For this assignment, choose any secondary source that we are reading in class **after Week 3**, and critically analyze it in 4-6 pages. (Do not use McMahon, Nixon, *Age of McCarthyism*, or Greene.). Use the secondary-source worksheet (handout) as a guide.

IV. Research paper (45%)

For this assignment, you will write a 15-20 page research paper on any aspect of the Cold War that interests you (and hopefully has sparked debate among historians). Your paper must relate to the United States somehow, but the United States does not have to be your main focus. In choosing a topic, course topics and readings are a good place to start, but there are many other possibilities.

Important: You *must* consult with me about your paper topic no later than **Oct. 10**. You will not be able to proceed with your proposal/annotated bibliography without approval of your topic, and you will not be able to proceed with your final paper without approval of your proposal/annotated bibliography. NOTE: Consultation involves an actual conversation or email exchange.

Once you have identified a general topic (e.g., U.S. cultural diplomacy, the Red Scare, civil rights, U.S.-Cuba relations, etc.), consider a specific question you'd like to explore. Here are a few examples:

- How effective was Cold War-era cultural diplomacy in garnering support for the United States overseas?
- What were Julius and Ethel Rosenberg guilty of?
- Did the Cold War advance the cause of African-American civil rights?
- How important is the Cold War in explaining U.S. hostility toward revolutionary Cuba?

The goal of your paper will be to answer your question. Your “answer” is your thesis.

Sources

You must use *a minimum of 12 sources* for your paper, drawing on both primary and secondary sources. At least three of your sources must be book-length. Of the three books, at least one must be a primary source (memoir, treatise, etc.), and at least one must be a secondary source (preferably by an historian). The other nine sources can be any combination of primary and secondary sources (scholarly books, journal articles, essays, memoirs, treatises, etc.). You are welcome to use more than 12 sources if you like. All of your sources should be in English; see me to discuss exceptions to this.

Of your 12 sources, one can be a source we are already reading in class (including one that you used for a previous writing assignment). You can certainly use other readings from class, but they will count as extra sources (above the minimum of 12).

Many of the authors whose work we are reading in class have written entire books on their subjects, which I hope you will consider using for your paper. But, if you use one of those books, you cannot also count as one of your 12 sources an article by the same author – if the article is also a chapter from that book or mainly summarizes content from the book.

Sometimes it is difficult to distinguish between primary and secondary sources, especially since many former U.S. government officials have, in later years, written about the Cold War from a scholarly perspective. Whether a source is primary or secondary may depend on the question you want to explore. If you're not sure how to classify a source, see me. And, please do your best to use secondary sources by *historians* (as opposed to political scientists, journalists, etc.).

Be sure to look for recent as well as older scholarship. Newer work is likely to be informed by new archival material (from the Soviet Union, China, etc.) that has become available in recent years. Older work is also very important, however, especially if it represented a noteworthy piece of scholarship for its time, continues to inform contemporary debates, etc.

Internet sources are acceptable if they are 1) legitimate primary sources, 2) published scholarly articles, or 3) books available in their entirety online (the latter would include E-books available through the campus library but would exclude many items on Google Books that are only partially available). When citing primary sources found online, please supply (along with the standard citation) the URL where you found the item and the date you accessed it.

You can use reference works, such as textbooks or encyclopedias, for background information—but these will count as extra sources (above your minimum of 12). Be sure to consult reference works whose authorship and accuracy can be verified (i.e., not Wikipedia).

Finding sources

For secondary sources, the best place to start is with an article on the syllabus that deals with your topic. See if the author has written other articles or books about the topic. Look at the notes and/or bibliography to see what other sources the author has used. Also, check the “Further Readings” suggestions in McMahon.

I have placed a number of books on one-day library reserve, so please look through these early on and see if anything grabs your attention.

You should conduct additional book searches using Brock’s online catalogue (try relevant subject and keyword searches, among others). But since Brock’s holdings are limited, it’s a good idea to look elsewhere too. Here are some recommendations:

- University of Toronto online library catalogue
- St. Catharines Public Library online catalogue
- Online bookseller websites (e.g., Amazon): back-cover reviews and excerpts can help you decide if a book will be useful
- Interlibrary Loan: You can borrow books from other universities if Brock doesn’t own them, and you can even obtain journal articles that are inaccessible through the Brock library.

For journal articles (and book reviews), look at databases available through the library such as “America: History and Life” and “Historical Abstracts.” (Note, however, that these are not all-inclusive.) An especially useful journal is *Diplomatic History* (on the library shelves and online). See also *Journal of Cold War Studies* and *Cold War History*.

Here are some useful Internet resources (some of the materials are also in the library):

- *Public Papers of the Presidents*: www.americanpresidency.org
- *Foreign Relations of the United States*: www.state.gov/r/pa/ho/frus/c1716.htm
- Center for the United States and the Cold War (New York University): www.nyu.edu/library/bobst/research/tam/coldwar/
- Cold War International History Project: www.wilsoncenter.org/program/cold-war-international-history-project
- German Historical Institute: www.ghi-dc.org

- National Security Archive: www.gwu.edu/~nsarchiv
- Society for Historians of American Foreign Relations: www.shafr.org (and see “Classroom Documents” under the “Teaching” section)

Finally, a very helpful resource is H-Diplo, a discussion list dedicated to the study of diplomatic and international history: www.h-net.org/~diplo/. You can browse discussion logs, read book reviews, find article commentaries, and more. (Note that H-Diplo is not limited to the study of U.S. foreign policy, however.).

Part 1: Proposal/annotated bibliography (10%)

Your *paper proposal* should be just a few paragraphs long. Be sure to include the following:

- A clear statement of your research question. What do you want to explain, understand, etc.?
- A hypothesis (the possible “answer” to your research question)
- A brief explanation of why your topic is significant. Why does it matter? What might your investigation help us explain or understand more fully? When you tell someone about your research and s/he says, “So what?” what will you say?

NOTE: Be sure to include historical context that will make your proposal make sense.

Your *annotated bibliography* will contain the sources you plan to use in your paper. (If you find more sources later, that’s fine.) For each source, provide the following:

- A complete, correct bibliographic citation (see Rampolla, chapter 7)
- A few sentences providing basic information about the source (what it is; who wrote it, when and why; what it is about, etc.)
- A brief explanation of why you are using the source. Be specific! How is it relevant to your paper? How will it be useful to you in writing your paper?

Your annotated bibliography must reflect the requirements for sources indicated on pp. 9-10.

For help preparing a proposal and bibliography, see relevant sections of Rampolla, chapters 3-5.

Part 2: Final paper (35%)

Your final paper should be 15-20 pages long (longer is okay, but talk to me first). You *must* attach your original proposal/annotated bibliography (with comments and grade) to the paper. Remember to prepare a regular (not annotated) bibliography to go with your paper.

For help with research papers, see relevant sections of Rampolla, chapters 4-5.

V. Logistical requirements for all written work

- Be sure to review relevant sections of Rampolla for help interpreting sources, writing history papers, quoting and citing sources, etc.

- Type and double-space your paper, using Times New Roman 12-point type and leaving 1-inch margins (please, no padding with extra spacing or giant margins!). *Yes, this applies to your proposal/annotated bibliography.*
- For your *proposal/annotated bibliography* and *final research paper*, include a separate title page with a title, your name, course number, and date. *NOTE: Give your paper a title that communicates your thesis.* (For other written work, include this information at the top of the first page; a title is optional in these cases but is still a good idea.)
- Number your pages and staple them together (the title page doesn't get a number).
- For your *two secondary-source analyses* and your *final research paper*, you can use footnotes or endnotes to cite your sources. For proper citation style, see Rampolla, chapter 7.
- For your *final research paper*, include a separate bibliography. The bibliography pages get numbered but aren't part of your official page count. For proper bibliographic style, see Rampolla, chapter 7.
- Before turning in any final written assignment, ask yourself:
 - Do I begin with a strong, clear introduction?
 - Does my introduction contain a strong, clear thesis?
 - Have I supported my assertions with concrete, relevant evidence and examples?
 - Is my paper well organized and clearly written?
 - Have I proofread my paper and corrected any grammar and spelling errors?
 - Are my sources properly quoted and documented? (See Rampolla, chapter 7.)

For help avoiding plagiarism, see Rampolla, chapter 6.