Arizona State University
Master’s Program in World War II Studies
(WWII Studies MA)
Student Handbook

2020 - 2021

School of Historical, Philosophical, and Religious Studies
Arizona State University
P.O. Box 874302
Tempe, AZ 85287-3902
Phone: (480) 965-5778
Fax: (480) 965-0310
https://sites.google.com/asu.edu/shprsgrad
**Table of Contents**

1. Introduction .................................................................................................................................................. 3  
2. Disclaimer .................................................................................................................................................... 4  
3. SHPRS Organization ................................................................................................................................... 4  
4. Program Description and Overview ................................................................................................................ 5  
5. Community .................................................................................................................................................. 5  
6. Academic Integrity ........................................................................................................................................ 5  
7. Research Integrity and Assurance .................................................................................................................. 6  
8. Safety, Discrimination, and Harassment ......................................................................................................... 6  
9. Enrollment, Tuition and Financial Assistance ................................................................................................. 7  
10. University Resources .................................................................................................................................... 8  
11. Graduate Financial and Wellness Resources ................................................................................................. 9  
12. Program Outcomes ....................................................................................................................................... 9  
13. Admission Requirements and Application Process .......................................................................................... 9  
14. Course Requirements .................................................................................................................................... 10  
15. Course Sequence .......................................................................................................................................... 11  
16. Course Descriptions for Key Courses ........................................................................................................... 11  
17. Culminating Experience .................................................................................................................................. 14  
18. Supervisory Committee ................................................................................................................................ 15  
19. Interactive Plan of Study (iPOS) ...................................................................................................................... 16  
20. GPA and Grade Requirements ........................................................................................................................ 16  
21. Transfer Courses .......................................................................................................................................... 17  
22. Grades ......................................................................................................................................................... 17  
23. Satisfactory Academic Progress ...................................................................................................................... 18  
24. Graduation Procedures .................................................................................................................................... 19  
Appendix 1: WWII Studies MA Milestones ........................................................................................................ 20
1. Introduction

The objective of this handbook is to provide information on degree requirements to ensure consistency in program objectives, maintain the quality of the degree program, and enable students to progress through the program efficiently. The handbook also provides information about policies and procedures set by Arizona State University, the Graduate College, and the School of Historical, Philosophical, and Religious Studies (SHPRS) regarding academic standards. Students with questions concerning progress toward the degree should contact their Advisor, the Director of Online Programs, and/or the Academic Success Advisor. All past and present SHPRS Handbooks can be found on our Resource page.

It is the responsibility of the student to be familiar with policies and regulations of the Graduate College and Arizona State University and meet deadlines for registration and payment of fees. Information is available through the ASU Graduate College Website and ASU Catalog.

All university-related emails are sent to the student’s ASU email address. Students are required to have an active ASU e-mail account and check it frequently. For assistance with matters regarding your ASU email account, visit https://contact.asu.edu/.

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<thead>
<tr>
<th>Resource</th>
<th>Email/URL</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>WWII Studies Program Lead, Yan Mann</td>
<td><a href="mailto:Yan.Mann@asu.edu">Yan.Mann@asu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Academic Success Advisor, Kathy O’Malley</td>
<td><a href="mailto:Kathy.OMalley@asu.edu">Kathy.OMalley@asu.edu</a></td>
<td>480-727-2179</td>
</tr>
<tr>
<td>Director of Online Programs, Peter Van Cleave</td>
<td><a href="mailto:pvancelae@asu.edu">pvancelae@asu.edu</a></td>
<td>480-727-9648</td>
</tr>
<tr>
<td>Associate Director of Online Programs, Matthew Casey</td>
<td><a href="mailto:Mpcasey1@asu.edu">Mpcasey1@asu.edu</a></td>
<td>480-965-5778</td>
</tr>
<tr>
<td>SHPRS Director, Richard Amesbury</td>
<td><a href="mailto:Richard.Amesbury@asu.edu">Richard.Amesbury@asu.edu</a></td>
<td>(480) 965-5778</td>
</tr>
<tr>
<td>Associate Head of Graduate Studies, History, Christopher Jones</td>
<td><a href="mailto:CJones36@asu.edu">CJones36@asu.edu</a></td>
<td>(480) 965-5778</td>
</tr>
<tr>
<td>Graduate College</td>
<td><a href="http://graduate.asu.edu">http://graduate.asu.edu</a></td>
<td>(480) 965-6113</td>
</tr>
<tr>
<td>ASU Academic Catalog</td>
<td><a href="https://catalog.asu.edu">https://catalog.asu.edu</a></td>
<td></td>
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<tr>
<td>University Registrar</td>
<td><a href="https://students.asu.edu/registration">https://students.asu.edu/registration</a></td>
<td>(480) 965-3124</td>
</tr>
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2. Disclaimer

This handbook is designed to clarify procedures and requirements relating to graduate work in the World War II Studies (WWII Studies) MA. It will be regularly revised and updated. If you discover any errors, omissions, or inconsistencies, please notify the Director of Online Programs.

3. SHPRS Organization

The School of Historical, Philosophical and Religious Studies (SHPRS) is housed in The College of Liberal Arts and Sciences and comprises the discipline faculties of History, Philosophy, and Religious Studies. The director of SHPRS is the school’s chief administrative officer responsible for the overall operation of the school (i.e. faculty, budget, facilities, university policies and school standards and procedures). The director establishes an executive committee made up of the associate directors (Undergraduate Studies, Graduate Studies, and Research) and heads of faculty for each discipline to advise administration on the needs and resources of their academic groups.

The School Director, in collaboration with the Associate Director of Graduate Studies (ADGS), assigns a faculty member from each academic discipline to serve as Program Lead for Strategic Initiatives in their discipline. The role of the AHGS is to work with the discipline’s faculty to develop new programs, monitor and ensure program integrity, determine program requirements, and resolve various student issues.

The **Director of Online Programs** is responsible for the development and delivery of online programs and supervises the advising of students in the program. The Director of Online Programs
works closely with the Program Lead for Strategic Initiatives and serves on the Graduate Studies Committee to ensure the integrity of the WWII Studies MA.

The Program Leads are responsible for the development and delivery of the WWII Studies program, and serves as the primary academic advisor for students in the program. In consultation with the Associate Head of Graduate Studies, determines program requirements and resolves issues related to the program.

The Associate Head of Graduate Studies monitors and ensures the integrity of the WWII Studies MA. In collaboration with the Program Leads, the AHGS determines program requirements and resolves issues related to the program.

The Academic Success Advisor ensures the accuracy and accessibility of program forms and monitors student progress through the program. The Academic Success Advisor serves as a liaison between the Director of Online Programs, the Program Lead for Strategic Initiatives of WWII Graduate Studies, and the student.

4. Program Description and Overview

The focus of the Master of Arts degree in WWII Studies is to develop students’ understanding of the nature and impact of World War II, as well as their advanced inquiry, research, analytical, communication, and writing skills. These skills can advance careers and achievement in a number of areas, including higher education, secondary education, military service, human rights work, public relations, diplomacy, international relations, and law.

The curriculum for the online WWII Studies MA degree program consists of:

- Required courses
- Elective courses
- Capstone culminating experience

Students enrolled in the program should be able to complete program requirements and receive their degree within two years. Students must complete all degree requirements and graduate within six years. There is no extension and students who fail to complete within six years must reapply to the program. The count begins from the first semester of admission to the student’s academic program.

5. Community

Connecting with others is an essential component of any intellectual enterprise. Such connections are important regardless of the modality of instruction. To help build community among WWII Studies master’s students, the program maintains a closed group on Facebook where students and professors can share WWII-related or graduate-school-related information. This informal site is designed to help students engage in peer-to-peer mentoring, grow intellectually, and develop personal connections with other students and faculty. Students are encouraged to request to join by visiting https://www.facebook.com/groups/ASUWW2Studies/.

6. Academic Integrity

The School of Historical, Philosophical, and Religious Studies strongly supports the high standard of
academic integrity set by Arizona State University. Failure of any graduate student to meet these standards, either in academic coursework or related research activities, may result in serious consequences including suspension or expulsion from the university or, if discovered after a degree is awarded, may result in the university revoking that degree.

Violations of academic integrity include the obvious offenses of cheating, fabricating information or results, falsifying academic records, tampering, and plagiarism, but also include aiding and/or facilitating such activities and, in some cases, failing to reference one’s own work. It is extremely important that students become familiar with what academic integrity entails so they do not inadvertently violate University policy. The Graduate College recommends several websites to help students with academic integrity:

- [ASU Academic Integrity Policy (Office of the Provost)]
- [The College of Liberal Arts and Sciences Academic Integrity Webpage]

Students should also become familiar with the Statement on Standards of Professional Conduct on the American Historical Association [website](https://www.aha.org/about-professional-conduct). Students must take an academic integrity training on MyASU before beginning their first semester in the program.

### 7. Research Integrity and Assurance

The Office of Research Integrity and Assurance’s Institutional Review Board (IRB) oversees all research at ASU that involves living human or animal subjects. Students should plan to contact the IRB in the planning stages of their research to get approval, if necessary, prior to initiating research. More information can be found on their website: [Institutional Review Board](https://asu.edu/research/irb/).

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**Violations of academic integrity include the obvious offenses of cheating, fabricating information/results, tampering and plagiarism, but also include aiding and/or facilitating such activities and, in some cases, failing to reference one’s own work. It is each student’s responsibility to become familiar with and uphold University policies.**

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### 8. Safety, Discrimination, and Harassment

All ASU students and student organizations are bound by the University’s [Code of Conduct](https://asu.edu/offices/policies/code-conduct/), which promotes an educational environment that encourages respect, honesty, safety, and collegiality. This extends to online class and social environments hosted by ASU. The Code of Conduct and directions for filing a report can be found on the [Dean of Students webpage](https://asu.edu/offices/policies/code-conduct/). Students are encouraged to report any breach of the Code of Conduct or any concerns about other students or members of the ASU community to the Academic Success Advisor or AHGS. Anonymous reports of misconduct may be filed with the Dean of Students using the [Campus Community Incident Report form](https://asu.edu/offices/policies/code-conduct/). Additionally, ASU takes sexual violence seriously and aims to prevent sexual violence. More information and directions for handling incidents of sexual violence can be found on the [Sexual Violence Prevention website](https://asu.edu/offices/policies/code-conduct/).

Institutions of higher education have a large community of people with a variety of backgrounds and beliefs and a large international presence. Arizona State University welcomes diversity among students,
staff, faculty and visitors and has strict policies against discrimination based on race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status. Providing a safe environment, free from harassment (sexual, religious, racial, etc.), is a priority concern for ASU and should be reported immediately when it occurs or is witnessed. For further information on ASU’s policy on discrimination, harassment, and retaliation, visit https://www.asu.edu/aad/manuals/ssm/index.html

There are different types and levels of discrimination and harassment. Students should become aware of them so they are careful not to cause an offense and to recognize when they have become a victim. Descriptions can be found at the Office of University Rights and Responsibilities. Students who witness offensive behavior or experience inappropriate and unwelcomed responses should contact the Office of Equity and Inclusion. This is the office that monitors and manages reports of discrimination and harassing behavior: 480-965-5057. All information is kept confidential and it is the responsibility of everyone to report instances when observed. Retaliation against those who report such behavior is not tolerated and every effort will be made to protect those involved.

9. Enrollment, Tuition and Financial Assistance

A. Registration and Tuition
Graduate students register for courses through MyASU according to their enrollment appointment dates. Details regarding registration and course drop/add procedures are provided in the Registration and Tuition Payment Guide.

A guide to tuition, tuition estimator, tax forms, and information about payment plans can be found on the Student Business Services website.

B. Continuous Enrollment
Once admitted, students must enroll continuously, each fall and spring semester, until all requirements for the degree have been met. Students who have completed all course requirements may enroll in WWS 595 Continuing Registration credits. Continuing Registration meets the continuous enrollment requirement but is not graded. A “Z” is assigned as the final grade.

A student may apply for a leave status with the Graduate College; however, this leave status cannot exceed a maximum of two semesters during the student’s enrollment in their program. A student on leave is not required to pay fees but is not permitted to place demands on university faculty or use any university facilities, e.g., the library. An application for leave status (for reasons including the birth of a child or military leave) must be endorsed by the student’s Advisor and the SHPRS Director of Online Programs before submission to the Graduate College for final approval. This request must be filed prior to the beginning of the term in which the student will take a leave of absence. The Request to Maintain Continuous Enrollment form can be found on the Graduate College website.

Students who fail to maintain continuous enrollment without obtaining an official leave approval from the Graduate College will be removed from the graduate program by the Graduate College. The student may reapply for admission; however, the student must pay reapplication fees and re-admission is not guaranteed.
C. Full-Time & Half-Time Status
To achieve full-time enrollment status, students must enroll in nine credit hours each semester. Most students in this program enroll in half-time study, which entails five to six hours each semester.

International F-1 and J-1 Visa students must maintain full-time enrollment status. Any exception to full-time enrollment must be previously approved by the International Student and Scholars Center. More information can be found in the Graduate Policies and Procedures Manual, published by the Graduate College.

To obtain an Enrollment Verification for financial aid, military, visa, or other purposes, go to My ASU > My Classes > Grades & Transcripts > Transcripts & Test Scores > Enrollment Verification.

D. Enrollment Verification Requests
Students who have completed coursework and are enrolled in WWS 595: Continuing Registration, but who wish to be considered half- or full-time for insurance or loan deferral purposes can submit an Enrollment Verification Request to the Academic Success Advisor, who will obtain the SHPRS Director’s signature and submit the form to the Registrar on the student’s behalf.

E. Withdrawal Requests
Before considering complete withdrawal, students should explore the possibility of “Incomplete” grades, which allow a student additional time to complete coursework based upon a documented agreement signed by the professor, student, and AHGS. More information can be found in section 19 of this handbook. Questions should be directed to the Academic Success Advisor.

A student may apply for a leave status with the Graduate College in an extraordinary case in which serious illness or injury (medical leave), significant personal situation (compassionate leave) prevents a student from continuing classes, or in the case of military activation. This leave status cannot exceed a maximum of two semesters during the student’s enrollment in their program. A student on leave is not required to pay fees but is not permitted to place demands on university faculty or use any university facilities including the library. An official Leave of Absence is requested in the iPOS system – Interactive Plan of Study. For further details, please access the Graduate College’s Leave of Absence Policy.

More information on withdrawals can be found on the Graduate College Registration webpage. The Medical/Compassionate Withdrawal webpage is also an excellent resource. The “Master’s/Certificate Request to Maintain Continuous Enrollment” form can be found on the Graduate College website. Students requesting leave who are on financial aid are strongly encouraged to consult Financial Aid and Scholarship Services prior to requesting the leave. International students with an F1/J1 visa must consult with the International Students and Scholars Center to discuss the immigration consequences that may result from their withdrawal from ASU.

F. Financial Assistance
Please visit ASU’s Financial Aid and Scholarship Services for opportunities. Also, students can apply for Fellowships and Awards by visiting the Graduate College’s Pay for your Graduate Education Site.

10. University Resources
ASU Libraries, Graduate Student Writing Centers, Graduate & Professional Student Association,
11. Graduate Financial and Wellness Resources

Money Moments: https://students.asu.edu/moneymoments
iGrad: a website for financial literacy: https://asu.igrad.com/
ASU Graduate College Funding Opportunities: https://graduate.asu.edu/current-students/funding-opportunities
Live Well to Succeed – employee wellness program: https://wellness.asu.edu/student-employee-wellness
ASU Student Business Services – billing, payments & payment plans: https://students.asu.edu/tuitionandbilling
EMPACT’s 24 hour ASU-dedicated crisis hotline: 480-921-1006
Crisis TEXTLINE: Text HOME to 741741
Center for Mindfulness, Compassion and Resilience: https://mindfulnesscenter.asu.edu/
Live Well @ASU: https://wellness.asu.edu/
Sun Devil Fitness Complex: https://fitness.asu.edu/home
Sexual Violence Awareness, Prevention and Response: https://sexualviolenceprevention.asu.edu/
SunDevilSync – a resource for more information on Grad Student Organizations: https://asu.campuslabs.com/engage
ASU Police [non-emergencies]: 480-965-3456, https://cfo.asu.edu/police
10 Best Practices in Graduate Student Wellbeing: https://graduate.asu.edu/sites/default/files/student_well_being_best_practice.pdf

12. Program Outcomes

Graduates of the WWII Studies MA program will be able to:

- Evaluate the global, social, cultural, economic, and/or political legacy of World War II since 1945, with particular attention to differing narratives.
- Analyze the contingent nature of historical events.
- Analyze how factors such as race, class, and gender shaped World War II, including the lived experiences of combatants and noncombatants.
- Generate public-facing projects that communicate the historical importance and/or legacy of World War II.
- Compose evidence-based arguments grounded in source analysis.

13. Admission Requirements and Application Process

An applicant must have the minimum of a bachelor’s degree (or equivalent) or master’s degree from a regionally accredited college or university. Students from any field, who demonstrate potential, will be considered for admission. Applicants’ potential for success is determined by the quality of writing and clarity of thought demonstrated in the letter of intent and responses to the application questions. Letters of recommendation that describe a student’s ability to deliver high-quality academic work and
An applicant whose native language is not English (regardless of current residency) must provide proof of English proficiency.

During the application process, applicants will be prompted to write two short written responses; 750-1000 words to World War II-related questions. While the admissions form can be completed within 30 minutes, applicants for World War II Studies should devote additional time to the writing prompts. These responses will serve to demonstrate to the committee a student's writing ability and potential for thoughtful participation in degree coursework. Applicants are encouraged to allocate additional time, at least a few hours, to think and write out their responses while making sure they produce coherent answers with evidence to support their arguments.

**Application deadlines:** April 15, July 15 and September 15 – Fall Admission
December 1 and February 1 – Spring Admission

### 14. Course Requirements

There are seven required courses and three electives in the WWII Studies MA Program. Students enter the program as a cohort and are advised into a 2-year sequence of courses. Students must complete Block 1 before enrolling in Block 2 courses.

#### A. Degree Map

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<thead>
<tr>
<th>BLOCK</th>
<th>COURSES</th>
<th>CREDITS</th>
<th>NOTES</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>HST/WWS 460 World War II Studies</td>
<td>9</td>
<td>Block 1 must be completed prior to enrolling in Block 2 courses.</td>
</tr>
<tr>
<td></td>
<td>WWS 561 Decision Points I</td>
<td></td>
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<tr>
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<td>WWS 562 Decision Points II</td>
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</tbody>
</table>
| 2     | WWS 563 The Lived Experience of WWII | 9       | Must take:
|       | WWS 564 Global War               |         |   · WWS 563: Lived Experience |
|       | HST 454 History of Genocide      |         |   · WWS 566: WWII Today |
|       |                                    |         |   · Either HST 454 or WWS 564 |
Once a student reaches 27 hours in the program, they must obtain an override from the Academic Success Advisor to take any additional course that isn’t WWS 597 Capstone.

### 15. Course Sequence

Students enter as a cohort and follow a prescribed 2-year sequence of courses. Click on the link below that corresponds to when you began the program. Cohort course sequence links can also be found on the SHPRS’ Graduate Programs Resources page: [https://sites.google.com/asu.edu/shprsgrad](https://sites.google.com/asu.edu/shprsgrad)

**Spring A Session 2020 Cohort**
**Spring B Session 2020 Cohort**
**Fall A Session 2020 Cohort**
**Fall B Session 2020 Cohort**
**Spring A Session 2019 Cohort**
**Spring B Session 2019 Cohort**

### 16. Course Descriptions for Key Courses

#### A. Required Courses:

**WWS/HST 460: World War II**
This course explores questions related to the multiple explanations of the causes of the war in Asia and Europe and the contingency of Allied victory. It explores the war as both a total and a global war in which perceptions of race, class, and gender shaped the experience of combatants and noncombatants many of whom died in indiscriminate bombing campaigns. Racial ideologies also led to the brutalization of soldiers, which in turn fueled the violence against civilians, as exemplified by the Holocaust and Japanese war crimes. Finally, the course turns to the global order emerging after the war and the different narratives that emerged from it.

**WWS 561: Decision Points I**
This course focuses on the contingent nature of historical events by examining key decision points in the lead up to the outbreak of war and in the early years of World War II. Students will critically examine key decisions in strategy, diplomacy, and military planning. The course will also focus on
how key decisions reflected the values, historical legacies, and aspirations of the societies involved in the war, as well as the impact those decisions had on societies and individuals around the world.

WWS 562: Decision Points II
This course focuses on the contingent nature of historical events by examining key decision points during the latter part of the war and in its immediate aftermath. Students will critically examine key decisions in strategy, diplomacy, and military planning. The course will also focus on how key decisions reflected the values, historical legacies, and aspirations of the societies involved in the war, as well as the impact those decisions had on societies and individuals around the world.

WWS 563: The Lived Experience of WWII
Using the vast oral history collection of the National World War II Museum in New Orleans, Louisiana, this course examines how individuals experienced the war. A number of factors shaped how people experienced the war—whether one was a soldier, non-combatant, resistor, or collaborator. The course will focus on how ordinary people made sense of their experiences during the war. In addition, students will explore the theory and practice of collecting and using oral histories.

WWS 566: World War II Today
This course explores the new global order that emerged after the end of World War II in 1945. While the war had immediate impacts in the postwar era, the legacy of the war continues to inform current conflicts across the globe and resonates in the current social and political order. This is especially apparent in how contemporary narratives situate, remember, and memorialize the war. In this course, we will use themes to help us think historically and uncover the historical roots of the present order.

HST 454: History of Genocide
Students must take either HST 454 or HST 564. Students may take both and count one as an elective. This course examines the individuals and institutions responsible for the most infamous episodes of state-sanctioned violence in the 20th century, with special emphasis on the Holocaust.

WWS 564: The Global War
Students must take either HST 454 or HST 564. Students may take both and count one as an elective. The course places particular emphasis on the WWII experiences of people in China and East Asia, South Asia, Southeast Asia, the Middle East, and various regions in Africa. The course will ask how the war looked from the point of view of peoples living under colonial rule and in borderland regions, how people around the world collaborated and how they resisted, how colonialism and anti-colonial nationalism shaped the war’s outcome and aftermath, and how the decisions and actions made by people outside of Europe, the United States, and Japan fundamentally influenced the nature and progress of the war.

WWS 597: Capstone
In this course, students draw on the experiences, skills, and competencies they developed throughout the WWII Studies MA program to generate a digital portfolio that showcases the breadth and depth of their MA experience. Students refine and extend work they produced in previous WWS courses and also develop reflective essays that critically assess their performance in the program, as well as essays that articulate the transferable value of the degree to potential
employers or admissions committee members. Through required components in the portfolio students will demonstrate competency in source analysis, comparative analysis, and argumentation, as well as the ability to effectively communicate to scholarly and public audiences.

B. Elective courses (a working list that will grow over time):

WWS 598: Leadership and Diplomacy in World War II, 1940-1945
This course will examine how political, diplomatic, and military leaders arrived at key diplomatic decisions throughout World War II, including decisions made prior to the outbreak of hostilities and after the war at the various major wartime conferences. Students will focus on two areas of inquiry: How the changing fortunes of war affected diplomacy and the ultimate peace settlement of World War II; and, How leaders impacted events. Students will examine leaders from a range of nations involved in World War II, including Germany, Italy, Japan, China, the Soviet Union, Britain, France, and the United States focusing on diplomatic relations and the balance of national interests. Students will evaluate and debate the war’s changing contexts, as well as the policies and actions of individual political and military leaders with the aim of understanding why events unfolded as they did.

WWS 598: Ethics of Mental Health in World War II
This course looks at the ways in which WWII led to psychiatric problems in soldiers and also persons with a more indirect connection to the battle ground, e.g., family members and political leaders. It considers the ethical implications therein, for example, stigmas associated with mental illness, the lingering effects of psychological trauma on soldiers more than 50 years down the road, our moral responsibilities to provide care for those afflicted, and the mitigation of moral responsibility when psychiatric illness is intertwined with unethical behaviors. In addition to acquiring an understanding about these issues, students will engage in critical writing, thinking, and discussion.

WWS 567: World War II in Film
Using a transdisciplinary approach, this course will ask students to study how films from the time of the Second World War to the present have portrayed that conflict. We will compare different perspectives on the causes and results of the War, as well as engage in analysis of how important issues such as international political and economic relationships, religion, gender, ethnicity, class, race, technology and the psychological effects of violence get shown in movies about World War II.

WWS 568: World War II in Literature
Using a transdisciplinary approach, this course will ask students to study real life and fictional narratives from and about the time of the Second World War to show the moral/ethical, aesthetic and political challenges involved in that conflict and its portrayal. We will compare different perspectives on the causes and results of the War. We will also engage in analysis of how fiction and film reflects and predicts international relations, geopolitical conflicts, collaborations and conflicts, social class, propaganda, and the philosophical problems of loyalty, trust and betrayal, corruption, idealism, heroism and treason in World War II-era fiction and film.

WWS 569: Memory and Monuments
Students in WWS 569 will study the historical memory of World War II by examining the processes of commemoration, monument building, and memorialization. Students will explore theories of how societies remember and forget and how they create collective memory. Readings will provide
insight into commemorative practices of World War II by exploring different comparative contexts. Readings will also explore how monuments emerge in quite different forms—from the formal sculpture with which we are so familiar to more vernacular expressions. Finally, students will explore how Americans have remembered other wars—specifically World War I or the Cold War—through both historical podcasts and monographs that explore the ways that memorial landscapes are politically contested.

HST 591: Framing WWII: Propaganda, Public Opinion, and Diplomacy

World War II was fought not only on land, sea and in the air, but also in the minds of people. “Why we fight” was the title of a series of propaganda films created by Frank Capra and others to justify the war for American audiences, but Japanese and German writers, film-makers, and artists equally sought to explain the war to their audiences. In defiance of the reality of German and Japanese aggression, they often described the war as defensive and justified their actions by making reference to perceived previous injustices such as the Treaty of Versailles or the Washington Naval Treaty, which did not fall on deaf ears as far as public opinion in these countries was concerned. Similar ideas of overcoming a seemingly strangulating treaty system also informed diplomatic attitudes, which we will explore in the framework of Japanese and American diplomacy before Pearl Harbor. As such, the course will offer a view on how the war was frames, explained and distorted in propaganda, public opinion, and diplomacy from the various perspectives of several major combatant nations.

17. Culminating Experience

The culminating experience in the WWII Studies MA program is a Capstone course designed to help students build a graduate-level professional digital portfolio. The Capstone allows students to showcase the breadth and depth of their MA experience and to articulate the value of the degree to potential employers or admissions committee members.

A. Capstone Components

Once a student completes all other course requirements, the student enrolls in WWS 597: Capstone (3 credit hours). The outcome of this course will be the production of a digital portfolio consisting of six required components. Some of the components will be work from previous courses that the student has significantly revised and polished. The Capstone Portfolio must include the following:

1. WWS 566 Course Project
   The major assignment the student completed in WWS 566: World War II Today. The student will need to consider any recommendations and editorial suggestions made by the original instructor, address any methodological shortcomings, and copy-edit the work prior to submission. The final product must be of the quality one might submit to a scholarly journal or for presentation at a professional conference.

2. Position Paper from WWS 561 or WWS 562
   An analytical paper the student produced in either WWS 561: Decision Points I or WWS 562: Decision Points II. The student will need to consider any recommendations and editorial suggestions made by the original instructor, address any methodological shortcomings, and copy-edit the work prior to submission. The final product must be of the quality one might submit to a scholarly journal or for presentation at a professional conference.
3. WWS 563: Lived Experience Course Project
The major assignment the student completed in WWS 563: The Lived Experience of WWII. The student will need to consider any recommendations and editorial suggestions made by the original instructor, address any methodological shortcomings, and copy-edit the work prior to submission. The final product must be of the quality one might submit to a scholarly journal or for presentation at a professional conference.

4. Global or Comparative Component
A paper or course project that focuses either on the global dimension of World War II or looks at an aspect of World War II comparatively. Students are encouraged to fulfill this requirement using work from either HST 454: The History of Genocide or WWS 564: The Global War. The student will need to consider any recommendations and editorial suggestions made by the original instructor, address any methodological shortcomings, and copy-edit the work prior to submission. The final product must be of the quality one might submit to a scholarly journal or for presentation at a professional conference.

5. Assignment-specific Reflective Essays
As part of the Capstone Portfolio, students will produce an essay of no more than 700-words for each of the required components listed above. After a brief description of the topic, the essay should examine its significance, offer a short discussion of the conclusions the student drew, as well as reflect on what the student could have done differently. The essay should conclude with what the student found to be valuable in the experience. How did the experience strengthen the student’s skills and how can they be utilized in the future?

6. Program Reflection
It is the hope of the WWII Studies faculty at Arizona State University that each student will graduate with knowledge and competencies that transcend narrow disciplinary concerns. As part of the Capstone Portfolio, students will produce an essay, 500-750 words, that reflects on the two most important things the student learned in the WWII Studies MA program. In addition to identifying what those two things are, the student should explain why they are important and how they will be useful to the student after graduation.

B. Evaluation of the Capstone
The student’s Capstone will be evaluated by the WWS 597 instructor and the WWII Studies Program Committee to determine whether a student’s portfolio meets unit standards. The Instructor will first make a recommendation, which the WWII Studies Program Committee will either accept or reject. Students who produce portfolios deemed unacceptable by the committee will not be permitted to graduate. Those students may request an incomplete and will have one calendar year to revise the portfolio for resubmission to the committee.

18. Supervisory Committee
Students will automatically be assigned a Supervisory Committee consisting of the members of the WWII Studies Program Committee and, thus, do not need to submit a Committee Selection Form.

For the 2020-2021 Academic year, the committee will be:
Christopher Jones – Chair
Kimberly Allar – Member
19. Interactive Plan of Study (iPOS)

Students enrolled in the WWII Studies MA program are required to file and maintain an online Plan of Study (hereafter iPOS) with the Graduate College. The iPOS is accessed through the student’s MyASU, under the “My Programs and Degree” section. The iPOS serves as an agreement between the student, academic unit, and the Graduate College to verify the type, quality, and acceptability of the coursework required for the degree. The iPOS should be completed before the student reaches 15 credit hours within the program.

Student should follow the steps below to complete the iPOS process:

1. Submit iPOS to Academic Success Advisor in an email (with screenshot) or as a hard copy. The Academic Success Advisor obtains AHGS approval on behalf of the student.
2. Submit final iPOS through MyASU once notified by the Academic Success Advisor of AHGS approval.

Since students are required to identify courses for future semesters, they should enter courses that best match program requirements. Course changes may be needed as a student moves through the program, but these are easily requested through the iPOS system. All iPOS changes must be submitted to the Academic Success Advisor for approval.

Once a student reaches 27 hours in the program, they must obtain an override from the Academic Success Advisor to take any additional course that isn’t WWS 597: Capstone.

20. GPA and Grade Requirements

Graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA’s (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA).

- The iPOS GPA is calculated on all courses that appear on the student’s approved iPOS (with the exception of LAW and Transfer credits).
- Cumulative ASU GPA represents all courses completed at ASU during the graduate career.
- The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor’s/master’s program.

Courses with grades of “D” (1.00) and “E” (0.00) cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an “I” grade cannot appear on the iPOS.

If the GPA falls below 3.0, the student is automatically placed on a WWII Studies program academic probation for one semester with the expectation that the GPA will improve and meet the requirement by the end of the following semester. Failure to raise the GPA and meet other terms set in the academic probation letter may result in dismissal from the program. The Program Lead for Strategic Initiatives of
Graduate Studies, WWII Studies may also recommend a student for dismissal from the program if the following situations occur:

- The student has received three Cs or lower or incompletes in graduate-level (500 or above) courses taken after admission to the program.
- A student’s Cumulative GPA, Plan of Study (iPOS) GPA, or semester GPA falls below 3.0 for two consecutive semesters.
- It becomes impossible for a student to graduate with a 3.0 iPOS GPA.

21. Transfer Courses

Students may request that graduate credit earned at ASU or another accredited university be used toward program requirements if the coursework was completed within three years of the first semester of admission in the WWII Studies program. The courses may not have been used toward a previous degree. Up to 12 credit hours, may be used upon the approval of the student’s advisor and the AHGS, WWII Studies.

An official transcript showing the final grade for the course(s) needs to be on file with the Graduate Admissions Office. The student submits a written request with a copy of the syllabus and a statement from their advisor in support of the request to the Academic Success Advisor. The Academic Success Advisor will present the request to the AHGS, WWII Studies and notify the student of the decision.

22. Grades

A. Overview

Graduate students are expected to maintain high grades in all courses in order to show mastery of course material and skills. ASU’s grading scale can be found on the Grades and Grading Policies webpage. Translations of numerical grades (1-100) into letter grades (“A” through “E”) can be acquired from instructors. In rare cases, graduate courses are offered on a Pass/Fail basis, in which case a student will earn either a “Y” to indicate passage or an “E” to indicate failure. A grade of “Y” contributes to a student’s earned hours but does not affect GPA. A failing grade of “E” is calculated into a student’s GPA. Courses with grades of “D”, “E”, or “W” and audited courses (graded as “X”) cannot be included on an iPOS. Students may be required to re-take core courses if earned grades are below the standard set by their program.

Students who wish to dispute a grade should refer to the Academic (Grade) Grievance webpage for instructions.

B. Incomplete Grades

If a student doing acceptable work in a course needs additional time to complete coursework after the end of a term because of extenuating circumstances (illness or other circumstances beyond a student’s control), an “Incomplete Grade Request” form must be completed by the student and instructor and filed with the Academic Success Advisor at the end of the term in which the “I” is entered. The form can be found on the on the SHPRS Graduate Blackboard and on ASU’s website.

Graduate students should avoid taking a grade of “I” (Incomplete) for any graded course work. SHPRS strongly encourages students to finish any coursework for incompletes in a timely manner, preferably
within one month of the end of the term. Per university policy, coursework for classes marked “Incomplete” must be completed, and the grade must be changed, within one calendar year. The instructor is responsible for entering the student’s final grade. If the “I” grade is not replaced with a final grade within one year of the official end of the course, it will remain permanently incomplete.

No student may accumulate more than two incompletes at any one time. Should this situation occur, the student may be barred from taking a full load of course work until one or more of the incompletes are removed, which can affect the student’s ability to apply for SHPRS and ASU funding. Students accruing two incompletes in one semester will automatically be placed on academic probation. Students with three incompletes on a graduate transcript can register for no more than one course and will be placed on probation. Students violating these conditions or who fail to meet the requirements of probation will be recommended for dismissal from the program.

23. Satisfactory Academic Progress

All graduate students are expected to make steady progress towards completion of their degree. Students must meet the standards and deadlines of the Graduate College as well as the requirements established by the WWII Studies program as stated in this handbook to maintain satisfactory progress. Students who fail to meet requirements will receive written notice from the AHGS identifying the deficiency and given the opportunity to meet with the AHGS to discuss difficulties the student may be having in reaching goals of the program. The student’s advisor and the Online Director may be included in this meeting. A written plan will be set in place by the AHGS, giving the student specific steps to remedy the deficiency and a time period to complete the plan, during which the student will be placed on academic probation for a specific period identified in the letter. Students placed on probation may be restricted from being employed in the department and may lose any funding the student has received from the department.

When the student satisfactorily remedies the deficiency, the probation will be lifted and a new letter issued stating that the student is back in good standing. Failure to resolve the issue as directed will result in one or more of the following options:

- Revocation of funding (if applicable).
- Recommendation from the Director of School of Historical, Philosophical and Religious Studies to the Dean of Graduate College to dismiss the student from their degree program.

A recommendation of immediate dismissal may occur under certain circumstances such as:

- Violation of academic integrity policies.
- Unprofessional or threatening behavior in a the classroom, professional experience, or any public setting in which the student is representing their degree program, the School of Historical, Philosophical and Religious Studies or Arizona State University.
- A student’s cumulative GPA falls below a 3.0.
- Failure to follow proper procedure set by the office of Research Integrity and Assurance.

The student will be notified in writing that he/she is recommended for dismissal and will be given 10 business days to appeal the dismissal decision or complete a voluntary withdrawal. Withdrawal from the program will avoid the notation of a dismissal on the student’s record. To appeal a recommendation for dismissal, the student should follow guidelines set out in the dismissal letter and contact the Director of the School of Historical, Philosophical, and Religious Studies in writing by the specified date. All mail and
email will be sent to the addresses on file for the student. The student is responsible for checking mail regularly. A student may appeal any action concerning dismissal by following directions outlined in the dismissal letter(s).

24. Graduation Procedures

It is important for students to closely follow graduation deadlines and procedures set by the Graduate College. Links to the graduation process are also on the MyASU website under the “My Programs and Degree Progress” section. The iPOS should be reviewed with the WWII Studies Academic Success Advisor to be sure courses have been recorded appropriately.

Once the graduation semester has been determined and the iPOS has been reviewed, the first step is to apply for graduation. Clicking the “Graduation” tab in MyASU will link students to an online graduation application and information on how to apply for the graduation ceremony.

The student should check the progress of their application to graduate periodically and refer any questions to the Academic Success Advisor or Graduate College as appropriate.
## Appendix 1

### WWII Studies MA Milestones

<table>
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<th>Credit Hours</th>
<th>Milestones</th>
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| 1-15 credit hours  | • Complete Block 1 coursework  
                      • Begin Block 2 and Block 3 coursework                                    |
| By 15 credit hours | • Create an Interactive Plan of Study (iPOS)                               |
| 15-27 credit hours | • Complete Block 2 and Block 3 coursework                                   |
| Final semester     | • Register for and complete WWS 597  
                      • Apply for graduation  
                      • Finalize iPOS                                                           |