Key Concepts from Today’s Lecture – Professor Fahs’s Conclusion

• Think about this lecture as a reflection on a research journey – Prof. Fahs reflecting on how a personal revelation has become a scholarly research project.

• Public memory (ways in which memories of war are embedded in politics and culture) vs. private memory (ways in which memories of war are embedded in personal histories, family secrets, etc.). When does the personal become public? When does the personal become political?

• How is the space for dissidence or pacifism historically contingent? What kind of space for pacific protest was available in the 1930s and 1940s?

• How might our understanding of gender and sexuality be historically contingent? What kind of space was available for gays and lesbians in public life in the early twentieth century? See Michel Foucault.
What I think can be asserted as a starting point is that only one devotion can be held by a human being a creative life and expression, and that is a devotion to human freedom, toward the liberation of human love, human conflicts, human aspirations. To do this one must disown all the special groups (nations, religions, sexes, races) that would claim allegiance. To hold this devotion every written word, every spoken word, every action, every purpose must be examined and considered. The old fears, the old specialties will be there, mocking and tempting; the old protective associations will be there, offering for a surrender of one’s humanity congratulations upon one’s special nature and value. It must be always recognized that the others, those who have surrendered their humanity, are not less than oneself. It must be always remembered that one’s own honesty, one’s battle against the inhumanity of his own group (be it against patriotism, against bigotry, against, in this specific case, the homosexual cult) is a battle that cannot be won in the immediate scene. The forces of inhumanity are overwhelming, but only one’s continued opposition can make any other order possible, will give an added strength for all those who desire freedom and equality to break at last those fetters that seem now so unbreakable.
Building a credible academic ethos

• The introduction to the essay should command the reader’s attention, not with truisms (statements that are so obviously true that they say nothing new or interesting) or overgeneralizations about war or human nature, but rather with a specific, convincing argument and a compelling sense of purpose.

• The introduction anticipate the reader’s need for information, explanation, and context. In the genre of historical analysis, this is about specificity and detail you are able to provide. You should do the research necessary to situate your claims not only in the Civil War more generally, but in the specific dimensions of the conflict that your image is in reference to.

• The introduction and early body paragraphs should succinctly provide key historical details of who/what/where/when/why and then suggest in the thesis statement how the image is key to those contexts.
What should my thesis statement in Essay 3 accomplish?

• What does the image want? Thesis should identify the agenda of the image: does it attempt to represent or critique? What aspect of the American Civil War does it aim to represent? Documentary truth? A political agenda? A popular ideology (e.g. sentimental domesticity or “the good death”)?

• Thesis should make an explicit argument about how the image represented the Civil War to its contemporary audiences. When possible should specify what kinds of audience would have seen this image in terms of region, class, race, political orientation, etc. What meanings of the Civil War did this image create for this group of people? This claim must be specific and debatable.

• Thesis should roadmap the analysis to follow, giving your reader a sense of what is to come. This is particularly important if there is an important “reveal” later in the essay, a point of contradiction or contrast, or a change/shift in representational politics (this would be particularly important if you are taking up a collection of images).
Verb tenses in historical research writing

- Use simple past tense to describe well-established historical events.

Example:

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

- Use simple present or present continuous tense to describe the claims of scholars in secondary sources.

Example:

Smithsonian curator of prints Wendy Wick Reaves argues that Thomas Nast was a key propagandist for the Union effort during the Civil War. Art historian Baird Jarman, in “The Graphic Art of Thomas Nast: Politics and Propriety in Postbellum Publishing,” contends that Nast’s post-war tension with the publishers of Harper’s Weekly was the result of an increasing culture of propriety and politesse in the public sphere.
Chapters 6 and 7 in the *HCC Writer’s Handbook* give a model approach for constructing paragraphs in argumentative academic essays.

Each body paragraph of an essay should be composed of four specific parts:

1. An **arguable claim**, or topic sentence, that does specific conceptual work to advance the overall thesis of your essay.

2. Quality **evidential support**. For Essay 3, this would mean close explication of the visual components of the image, information on historical context drawn from reliable sources and cited accordingly, or arguments drawn from **scholarly/academic secondary sources**.

3. Clearly articulated **warrants** that establish a vital connection between the claim you assert and the evidence you offer in support. The warrants are a roadmap that will enable your reader to understand how your evidence links back to the thesis of your essay.

4. A **transition** that articulates your sense of how the claims of two paragraphs are intrinsically linked.
Warrants establish a vital connection between your claims and the evidence you offer in support. The warrants are a roadmap that will enable your reader to understand how you evidence links back to the thesis of your essay.

One way to build the logical glue between your argumentation and evidence from scholarly secondary sources is through the varied use of signal phrases (i.e., phrases that signal the argumentation or ideas of others).

Even experienced academic researchers can fall into ruts when it comes to their use of signal phrases by over-relying on “argues,” “states,” or “contends.” While these are useful verbs when introducing the ideas of others, there are a lot of other dynamic phrases that can be used in their place.

I have given you a list of signal phrases for academic writing. These are not all synonymous with one another, but they will give you a starting list to build your style and precision in introducing citations.
Changes in the vernacular of race / Citing what is now regarded as racist discourse from the Civil War era

• While many of the texts we have read in class use the term “colored people” to refer to black people, it is inappropriate nowadays for you to use that term in your own writing.

• “Colored people” is now considered derogatory and part of a dated racist discourse, as is the word “Negro.” “Colored people” is NOT the same thing as “person of color” or “people of color,” which is a politically appropriate term used by scholars and activists to refer to non-white people.

• When referring to people of color of African descent, you can use either “black people” or “African-Americans.” You may of course use “colored person” when quoting historical texts (e.g. Douglass) that use that term.
What other resources exist to help me as I revise my essay?

• Humanities Core Course has **Peer Writing Tutors** available for scheduled, one-on-one appointments. You can sign up using the link from the HCC course website at [http://hcc.humanities.uci.edu/humcore/Student/PeerTutoring.html](http://hcc.humanities.uci.edu/humcore/Student/PeerTutoring.html)

• **The Center for Excellence in Writing and Communication** also has a staff of writing tutors who are well-versed in the assignments and curriculum of the HCC. They have drop-in hours, scheduled appointments, and online consultations available. For more information, visit [http://www.writingcenter.uci.edu](http://www.writingcenter.uci.edu).

• If you are struggling with this assignment, think about visiting with a tutor once you have had a chance to try and address my comments on your essay. Make sure to bring the prompt for our section, a copy of my comments on your rough draft, a current draft of your essay, and a copy of the image. These are especially useful resources if I have made comments about problems with grammar and mechanics or with organization. You can consult tutors about specific problems as they recur in your writing.
MLA review!
Titles in MLA format

-Italicize titles of artwork/photographs, periodicals, and academic journals


- Place the titles of academic articles in quotation marks

Examples:

“Fugitive Obscura: Runaway Slave Portraiture And Early Photographic Technology”

“‘Terrible Fascination’: Civil War Stereographs Of The Dead”
Incorporating and Captioning Images in MLA Format

- All images/illustrations are labeled Figure or Fig. Below the figure, provide a label name and its corresponding arabic numeral (no bold or italics), followed by a period (e.g. Fig. 1.). Here, Figure and Fig. are capitalized. Beginning with the same line as the label and number, provide a title and/or caption as well as relevant source information in note form. The caption will appear much like standard MLA bibliographic entries with a few exceptions:

  - Author names are in First Name Last Name format.

  - Commas are substituted for periods (except in the case of the period that ends the entry).
Incorporating and Captioning Images in MLA Format Example:

In-text reference:

Particularly important to the postbellum white supremacist imagination were popular minstrel shows that adapted the story of *Uncle Tom’s Cabin* (see fig. 1).

Figure caption:

Fig. 1. Author unknown, *One-sided advertising card for “Geo[orge] E. Stevens’ Original Uncle Tom’s Cabin Comb[inatio]n”*, c. 1880, University of Virginia, Charlottesville, *Uncle Tom’s Cabin & American Culture*, Web, 25 January 2016.
Citing An Image (Including a Painting, Sculpture, or Photograph) from an electronic source

- Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, the medium of publication, and the date of access.

Examples:


Citing Speeches, Lectures, or Other Oral Presentations (including Conference Presentations)

- Provide the speaker’s name. Then, give the title of the speech (if any) in quotation marks. Follow with the name of the meeting and organization, the location of the occasion, and the date. Use the descriptor that appropriately expresses the type of presentation (e.g., Address, Lecture, Reading, Keynote Speech, Guest Lecture, Conference Presentation).

Example:

Citing An Article in an Online Scholarly Journal

- For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

1. Article in an Online-only Scholarly Journal

- MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation *n. pag.* to denote that there is no pagination for the publication.

Example:

Citing An Article in an Online Scholarly Journal

- For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

2. Article in an Online Scholarly Journal That Also Appears in Print

- Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, Web) and the date of access.

Example:

Citing An Article in an Online Scholarly Journal

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Example:

Schedule Changes / Reminders

• As many of your drafts are still in pretty rough shape and I am still working on my comments, the due date of the final draft of Essay 3 will be extended to Monday, February 1. One electronic copy of final draft should be uploaded to both the final EEE Dropbox and turnitin.com by 11:59 p.m.

• I will have additional drop-in office hours on Wednesday, January 27 from 10 a.m. to 12 p.m.

• We will be digging in to the readings for Prof. Lazo’s first lecture on Wednesday, so make sure you have completed the readings (esp. Dershowitz and Scarry) and bring your HCC Reader to section meeting.