

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

2021-2022

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1. Welcome to the Program

Welcome to the World War II Studies Online MA Program at Arizona State University! We are excited to have you as part of our program. The objective of this handbook is to help you navigate your time at ASU, outlining resources intended to help you succeed and policies that will help keep you in good academic standing and on schedule for graduation. Our hope is that much of the information you need is in this handbook, and that you will consult it first when questions arise. If you can't find the answer here, you should always reach out to your program lead Yan Mann and/or your Academic Success Advisor Kathy O'Malley. We're here to help, and know that not every topic can be covered in these pages.

Our program is first and foremost about studying World War II through an interdisciplinary lens that is facilitated by our collaboration with The National WWII Museum in New Orleans—learning from amazing professors and peers and uncovering the insights, tragedies, ironies, and lessons from one of the most defining events of the twentieth century. You will not read much about that here, however. This handbook is mostly about the bureaucracy needed to keep you in good standing. Please treat this seriously. It is important that you understand the program resources and requirements. When you are in good standing, you will be free to follow your intellectual passions!

2. Student Success

ASU is one of the largest—if not the largest—research universities in the United States. That means there is a wide range of resources available to help you succeed as a graduate student. We encourage you to take advantage of these resources. Here we highlight some of the resources we expect you to find most useful, though you should be aware that this is necessarily a partial list and you may find useful information elsewhere as well.

Your Peers: One of the wonderful things about this program is you will meet dozens of peers just as curious and eager to learn about World War II in all of its complexities. Introduce yourself! Exchange email addresses! Form study groups! Draw on each other's knowledge and expertise!

Your Advising Team: The World War II Studies MA Program has multiple people who can help answer your questions. Your program lead should be your first point of contact for questions about academic matters, and your Academic Success Advisor can help answer administrative questions.

ASU Online Resources: [ASU Online](#) has gathered a collection of the most important resources for online students, including financial aid, tutoring, library services, and more. You will find much of the information you need about ASU services at this page.

ASU Writing Center: ASU Writing Centers offer a dynamic, supportive learning environment for currently enrolled ASU graduate students at any stage of the writing process. Tutors from a wide range of majors help students hone writing skills and gain confidence in their writing. ASU students can schedule a 30-minute appointment for one-on-one writing tutoring live via Zoom. Writing tutoring for drop-ins are limited and is subject to tutor availability. Please call (480) 965-9072 if you need help scheduling, changing, or canceling an appointment. Online Graduate Writing Tutoring: Monday-Friday: 11:00 a.m. - 5:00p.m. Arizona time <https://tutoring.asu.edu/student-services/>.

Financial Aid/Scholarships: [ASU Online Resources](#) offers the most up-to-date information from ASU. SHPRS offers a few graduate fellowships for MA students (online and onground) that can be found [here](#).

Graduate College Resources for Wellbeing: ASU's Graduate College has compiled a list of [Graduate Wellness Resources](#) and "[10 Best Practices in Student Wellbeing](#)" that offer helpful resources and advice.

Mental Health: Graduate school is challenging and those who are most successful typically attend to their mental health. [360 Life Services](#) offers counseling and topic-specific support for online students, including counselors who are licensed in all 50 states.

3. The Big Picture: Building Toward Your Capstone Portfolio

During your time in the WWII Studies M.A. program at ASU, you will develop skills and abilities that translate across disciplines and career fields. We have designed our program to showcase the breadth of your accomplishments through our culminating experience, the WWII Studies M.A. capstone course. The capstone is the final course you will take to earn your degree. You will spend your time in this course crafting and compiling a digital portfolio that includes a multi-media presentation, an essay from one of your Decision Points courses, a Global or Comparative project, and a series of reflections. It is not an option to write a M.A. thesis as your culminating experience. We believe that students are better served by the Capstone portfolio as it translates more easily to a range of post-graduation goals.

4. An Inclusive Student Community

The World War II Studies MA Program is committed to creating an inclusive student community in which students from all backgrounds can thrive. We uphold the [ASU Charter](#) which states that we are "measured not by whom we exclude, but rather by whom we include and how they succeed." We work in solidarity with the [SHPRS Anti-Racism Committee](#) which urges us to recognize that "to be anti-racist is to reimagine anti-racist futures based on justice, liberation and freedom--futures that we hope ASU students, staff and faculty, and our broader communities, will join us in imagining, creating and enacting."

We act on these goals in this program through a curriculum that ensures a wide range of historical actors are studied, including those who have historically been underrepresented. We also cultivate community norms of civic discussion. The history and legacy of the Second World War is often messy and contested, and our interpretations will not always align. But we can talk and write about it openly, civilly, and honestly.

We also know that learning is richer and more rewarding when there are meaningful connections with one's peers. 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/>.

As a student in this program, you are part of the much broader ASU Sun Devil community. There are numerous opportunities for students to attend talks, connect with students in other programs, and join

student organizations. Many of these opportunities can be found at [Sun Devil Sync](#).

5. Key Personnel

Several SHPRS faculty and staff work together to oversee and implement the World War II Studies MA program. The following is a quick description of roles and responsibilities.

The **Program Lead** manages the WWII Studies M.A. program. They advise students, help develop the course schedule, and work to maintain the quality and rigor of 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 Associate Head of History Graduate Studies, and the student.

The **Director and Associate Director of Online Programs** is responsible for the development and delivery of the Online World War II Studies MA. The Director of Online Programs works closely with the Associate Head of History Graduate Studies and serves on the Graduate Studies Committee to ensure the integrity of the Online World War II Studies MA.

The **Associate Head of History for Graduate Studies (AHGS)** monitors and ensures the integrity of all graduate programs in History. The AHGS determines program requirements and participates in the resolution of issues related to the programs.

Resource	Email/URL	Phone
WWII Studies Program Lead, Yan Mann	Yan.Mann@asu.edu	(480) 965-5778
Academic Success Advisor, Kathy O'Malley	Kathy.OMalley@asu.edu	(480) 727-2179
Director of Online Programs, Peter Van Cleave	pvancea@asu.edu	(480) 727-9648
Associate Director of Online Programs, Matthew Casey- Pariseault	Mpcasey1@asu.edu	(480) 965-5778
SHPRS Director, Richard Amesbury	Richard.Amesbury@asu.edu	(480) 965-5778
Associate Head for Graduate Studies, History, Christopher Jones	CJones36@asu.edu	(480) 965-5778

6. Situating the World War II Studies MA Program in ASU

ASU is an enormous enterprise, and it will help you navigate your time here to have a quick orientation of the major branches of the university that touch on this program. The World War II Studies MA is run by the History faculty, who are all members of the School of Historical, Philosophical, and Religious Studies (SHPRS). SHPRS faculty manage degree programs at the undergraduate and graduate level in all three disciplines. SHPRS is housed within The College of Liberal Arts and Sciences, which oversees programs ranging from English to Physics. As an online program, this degree works in collaboration with ASU Online, which oversees all of ASU's online offerings. And as a graduate program, this degree is also overseen by ASU's Graduate College. Each of these organizations—History, SHPRS, The College, ASU Online, Grad College—sets policies on different matters. You will receive emails and notifications from contacts in each of these organizations at various times, including your enrollment advisors and success coaches. Please read these messages carefully; whenever you have questions, remember that your first point of contact should always be your program lead and/or Academic Success Advisor.

Here are some links for resources outside of SHPRS for students to be aware of:

Graduate College	http://graduate.asu.edu	(480) 965-6113
ASU Academic Catalog	https://catalog.asu.edu	
University Registrar	https://students.asu.edu/registration	(480) 965-3124
360 Life Services (Counseling)	https://goto.asuonline.asu.edu/360lifeservices/	Crisis Hotline: (833) 223-9883
International Students & Scholars Center	https://students.asu.edu/international/issc	
Student Accessibility & Inclusive Learning Services (SAILS)	https://eoss.asu.edu/accessibility	(480) 965-1234
Online Student Resources	https://asuonline.asu.edu/student-resources/faq/	
ASU Online Community	Online Community	
Pat Tillman Veterans Center: Active Duty Military, Reserve & Veterans' Support Services	https://veterans.asu.edu militaryonline@asu.edu	(480) 884-1906
Technical Support: ASU Help Center Live Chat	Online Chat	1 (855) 278-5080

7. 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. All past and present SHPRS handbooks can be found on our [resources page](#).

8. 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.

9. 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 persist to an academic goal will receive priority. An applicant's GPA and academic performance, particularly in humanities coursework, will also indicate potential.

A minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program is required. A minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program is required.

Applicants are required to submit:

Graduate admission application and application fee
Official transcripts
Proof of English proficiency
Three letters of recommendation
Letter of intent/written statement
Written responses to unit-developed prompts
Resume

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.

10. 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

BLOCK	COURSES	CREDITS	NOTES
1	HST/WWS 460 World War II	9	Block 1 must be completed prior to enrolling in Block 2 courses.
	WWS 561 Decision Points I		
	WWS 562 Decision Points II		
2	WWS 563 The Lived Experience of WWII	9	Must take: · WWS 563: Lived Experience · WWS 566: WWII Today · Either HST 454 or WWS 564
	WWS 564 Global War		
	HST 454 History of Genocide		
	WWS 566 World War II Today		
3	WWS 567 WWII in Film	9	· Elective course topics may vary · HST 454 or WWS 564 may serve as an elective if not taken in Block 2
	WWS 568 WWII in Literature		
	WWS 569 WWII: Memory and Monuments		
4	WWS 597 Capstone	3	Must have completed 24 credit hours to enroll in WWS 597
TOTAL CREDIT HOURS		30	

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.

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>

[Spring 2019 Session A Cohort](#)

[Spring 2019 Session B Cohort](#)
[Fall 2019 Session A Cohort](#)
[Fall 2019 Session B Cohort](#)
[Spring 2020 Session A Cohort](#)
[Spring 2020 Session B Cohort](#)
[Fall 2020 Session A Cohort](#)
[Fall 2020 Session B Cohort](#)
[Spring 2021 A Session Cohort](#)
[Spring 2021 B Session Cohort](#)
[Fall 2021 A Session Cohort](#)
[Fall 2021 B Session Cohort](#)
[Spring 2022 A Session Cohort](#)
[Spring 2022 B Session Cohort](#)
[Fall 2022 A Session Cohort](#)
[Fall 2022 B Session Cohort](#)

11. 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 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 appeared in response.

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 HST454 or HST564. Students may take both and count one as an elective. The course places particular emphasis on the WWII experiences of people in Latin America, 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. 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.

WWS 598: Human Vice at War: Sex, Drugs, and Alcohol in World War II

Human Vice at War will explore the often overlooked, but troubling history of how different vices shaped the broader history of World War II. Looking specifically at the history of alcohol, drugs, and sex, this course will approach each subject as its own topic of study. While there will be some overlap in this history of these subjects, examining each in isolation will help bring forth the unique ways each played a significant role throughout the duration of the war.

WWS 591: Genocide, War, and Memory

This is a research seminar with a concentration on an individual research paper. The course will have a rotating focus under broader themes of genocide, war and memory, but the first iteration of the class will be on the social history of war and genocide in one geographic location, Poland, which became the epicenter of the genocide of more than 5.7 million Jews; half of them Polish. Social history means that this is not a course on military or diplomatic history but on social/ethnic relations on the ground, among ordinary people, who experienced the war first-hand. Students will be introduced to the experiences of multiethnic Polish society under the German and Soviet occupations (1939-1945). Additionally, there will be a focus on the history of the Holocaust and the memory of Polish-Jewish relations in that period. Students will then be asked to conduct their own research based on published primary and secondary sources (in English; knowledge of Polish or any other language is not required), which will result in a final research paper.

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

This is a research seminar with a focus on an individual research paper. 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 framed, explained and distorted in propaganda, public opinion, and diplomacy from the various perspectives of several major combatant nations.

12. 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.

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 five 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:

EITHER:

1. WWS 566: World War II Today 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 and by the capstone instructors, 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.

OR

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 and by the capstone instructors, 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 and by the capstone instructors, 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. 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 and by the capstone instructors, 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. 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?

5. 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.

13. Capstone 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. The committee members for the 2021-2022 school year are:

- Chair: Christopher Jones
- Member: Yan Mann

14. 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.

15. 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 for 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.

16. 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.

17. 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).

18. 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.

19. 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 program lead and the AHGS.

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 program lead and AHGS, and notify the student of the decision.

20. 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 \(Office of the Provost\)](#)
- [ASU Student Academic Integrity Resources](#)
- [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](#). Students must take an academic integrity training on MyASU before beginning their first semester in the program.

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

21. 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. (Note: most oral history interviews [no longer require IRB review](#).) 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](#).

22. Safety, Discrimination, and Harassment

All ASU students and student organizations are bound by the University's [Code of 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](#). 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](#). 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](#).

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.

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.

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/

23. Enrollment Requirements

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 HST 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 HST 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](#).