

Rhodes College Digital Archives - DLynx

HIST 105-03, World War II America, Spring 2010

| | |
|---------------|--|
| Item Type | Syllabus |
| Authors | Saxe, Robert F. |
| Publisher | Memphis, Tenn. : Rhodes College |
| Rights | Rhodes College owns the rights to the archival digital objects in this collection. Objects are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. For additional information please contact archives@rhodes.edu . Fees may apply. |
| Download date | 2026-03-16 17:44:47 |
| Link to Item | http://hdl.handle.net/10267/15501 |

HIST 105 WWII America

Saxe - Section #20147, Buckman 214, 9-9:50 MWF

E-mail - saxer@rhodes.edu; Phone – 843-3249

Office Hours – MF 10-11 or by appointment, 307 Clough

World War II America – Writing Intensive Section

Course Description:

This course will provide an introduction to the American experience in World War II. In addition to military history, students will also examine topics on the role of women and minorities in the armed forces and on the homefront, developments in domestic politics during the war years, and the impact that World War II had on American culture. In the course, students will look at a diverse range of historical evidence, including novels and films, in order to understand World War II from a variety of perspectives. This class will also focus on the development of students' writing skills and will dedicate significant class time to discussions of effective composition.

Required Texts:

Stephen E. Ambrose, *Citizen Soldiers*

Paul Fussell, *Wartime: Understanding and Behavior in the Second World War*

Joseph Heller, *Catch-22*

George Roeder, *The Censored War: American Visual Experience during World War II*

Ronald Takaki, *Double Victory: A Multicultural History of World War II*

Course Requirements:

Essays

The hard copy of all essays should be typed, double-spaced, and have page numbers. Essays should be affixed with either a clip or staple. They should also have the following at the top of the first page: name, a meaningful title, date, and the word count. Ex:

Robert Saxe

WWII: The Best Class Ever

February 1, 2009

680 words

Also, an email copy of your essay must be sent to the professor on the due date. The title of the document should be your last name and the number of the essay. Ex: "Saxe2"

In addition, any use of sources must be cited using Chicago-style footnotes (see http://www.chicagomanualofstyle.org/tools_citationguide.html for help or you may ask the instructor). A title page and works cited page are not necessary. At the end of each essay, the Rhodes pledge should be printed and signed.

Failure to follow these guidelines will result in a penalty on the essay's grade.

Essay 1 – 5% of grade. Due January 27

Please go to the library and photocopy two advertisements for war bonds from 1942-1945. The advertisements may be just for war bonds or they may be ads for other products that also mention war bonds. While newspapers have ads, magazines like *Time*, *Life*, and *Fortune* have the best ones.

If you would like to avoid the library, please go to:

http://scriptorium.lib.duke.edu/dynaweb/adaccess/war/@Generic_CollectionView?DwebQuery=%27War--War+Bonds%27

This is a Duke University ad history website which has a database of over 200 war bond ads that you can print out. If you use this web site, please do not just select the first ones on the list or the selections a classmate has printed out. Look at several examples and pick the ones that you find most interesting. I want to see a variety of ads when we discuss this in class.

After completing your search, please write a 500-750 word essay analyzing the advertisements. What messages are they trying to send? How are they trying to appeal to their audience? What can we learn about the time from the ads?

Essay 2 – 25% of grade

The grade for this essay includes a rough draft submitted to the professor and a peer review.

For this essay, students must find an oral history or memoir from an American in which the author or subject describes his or her experience during World War II. Students may also interview an American about his/her experience during WWII. Another good resource is the Library of Congress Veterans History Project (<http://www.loc.gov/vets/>), which contains many interviews online. Students will focus on two or three specific parts of the history or memoir that are the most interesting. After doing so, students will then have to look at periodical accounts (newspapers, magazines, etc.) from the World War II years that also describe the most interesting parts of the history or memoir. Students should try to use at least two different periodicals in the essay.

After reading both the first person account and the periodical account of the same events, students will compare and contrast the portrayals of these events. Students will make conclusions about why similarities or discrepancies between the accounts exist. They must also answer the following question: **which are more reliable for historians – memoirs from participants in historical events or periodical accounts of the time?**

Students are encouraged to make appointment with the instructor to find sources, discuss ideas, etc.

The essay should be 1600-2000 words in length, double-spaced with normal font and margins.

Deadlines:

Rough draft to Saxe – Feb. 5

Peer review – Feb. 12

Final Draft to Saxe – Feb. 19

Essay 3 – 5% of grade. Due March 1

In his 1992 article “The Good War,” historian Richard Polenberg asserts that popular perceptions of WWII do not understand homefront developments as truly threatening “democratic values,” but instead popular notions reinforce a picture of a unified nation that came together to defeat fascism.

After viewing a 2000 ABC News/History Channel documentary on the American homefront (which many historians feel reflects popular perceptions about American history), **is Polenberg’s assertion still accurate?**

In 500-1000 words, answer the previous question. Provide specific examples from Polenberg and the homefront documentary to justify your conclusions.

If popular perceptions have changed about the war and democratic values, speculate on why this change has occurred. What are the implications of this change for our understanding of WWII?

If perceptions have **not** changed, why not? What has kept the popular perception of the war immune from the effects of histories like the ones detailed in Polenberg’s piece? Is this lack of change a bad thing?

Essay 4 – 5% of grade. Due March 29

Students will debate the dropping of the atomic bomb on Hiroshima in class and write up their findings. The class will be broken up into two teams – one against the dropping of the bomb, the other justifying Truman’s decision. Teams are encouraged to use any information that will help them win the debate. Each student will then write up a 300-600 word essay on what they feel is the most important piece of evidence or argument that supports his/her team’s position. A portion of the grade for this essay will also reflect each student’s active participation in the debate.

Essay 5 – 10% of grade. Due April 12

Students will read reviews of *Saving Private Ryan*. Included are selections from historians (*The Journal of Military History*, *The Journal of American History*, and *The American Historical Review*), the mainstream media (*Time* and *The New York Times*), the political right (*The Washington Times*), and the political left (*The Progressive*). All offer their own interpretation of the film and its importance. In 1000-2000 words, summarize the various viewpoints found in the reviews and analyze why certain reviewers have such strong opinions about the film. In the end, decide which reviewer is most accurate in his/her assessment.

Essay 6 – 25% of grade. Due April 26

In this essay, students will compare and contrast Stephen Ambrose's *Citizen Soldiers* and Paul Fussell's *Wartime*. Students will discuss each author's approach and evidence, and will then answer the question: **Which author provides the most accurate assessment of the American experience in World War II?**

In order to answer this question completely, students must deal with some of the themes and primary and secondary sources that have been provided throughout the class. Students should not limit their essay to just the military aspects of the war, but also discuss how Ambrose and Fussell's work should be understood in the context of the entire American war experience, including what happened on the homefront. In particular, themes relating to the "Good War" debate will be appropriate for this essay.

Students are encouraged to make appointments with the instructor to discuss ideas, look at rough drafts, etc.

The essay should be 1600-2000 words in length, double-spaced with normal font and margins.

Exams

Final Take Home Exam, pick up April 28 – 15% of final grade

Class Participation

Active participation in class discussion is the best way to achieve a good class participation grade. Class participation also includes good conduct. Failure to participate in class, neglecting to do the reading for the day, sleeping or leaving during class, playing games on your laptop or doing text messaging during class may all have a negative impact on your grade – 10% of final grade.

Course Policies:

Class attendance is mandatory. Students are allowed three absences without penalty. Students are required to find out what they missed in class on the day of their absence. If students miss more than three classes, they are required to meet with the professor to discuss their absences. Failure to do so will result in the lowering of a student's final grade by one third grade point for every absence over three. Please consider this policy when planning for extracurricular activities (sports, mock trial, etc.) Absences for extracurricular activities are counted towards the total number of absences.

Due dates and times for writing assignments are fixed. All assignments are due in class, not in the professor's mailbox. To avoid last minute printer problems, please print out your paper well before class. Late assignments will receive a failing grade. All of the assignments for this class must be completed. Failure to complete an assignment will result in a failing grade for the class.

The professor supports the Rhodes College Honor Code. To demonstrate commitment to the Code, each student must write "pledged" and sign his/her name on every assignment.

If you have questions about plagiarism, please talk to me directly (we will also discuss plagiarism during class).

Course Calendar:

Wednesday, January 13

Introduction

Friday, January 15

Before the Day of Infamy:

The Origins of America's Entry into World War II

(Takaki, Ch. 1-2)

Monday, January 18

MLK Day - no class

January 20, 22

Changing America:

War and the Homefront

The Good War?:

Historians Assess World War II

(Takaki, Ch. 6; Polenberg, "The Good War?")

January 25, 27, 29

Assault on Fortress Europe:

The GI and the Coming of D-Day

(Ambrose, Prologue, Ch. 1-5)

Essay 1 - due in class January 27

February 1, 3, 5

"Taking it to them":

G.I.'s and Understanding the Enemy

Catch-22 I

(Ambrose, Ch. 6-9; Heller, Preface, Ch. 1-15)

Essay 2, Rough draft – due to Saxe in class February 5

February 8, 10, 12
Gays and WWII

Rosie the Riveter and GI Jane:
Women and WW II

February 12: See film *The Life and Times of Rosie the Riveter*
Essay 2, Peer Review – due in class February 12

February 15, 17, 19
War and Information

(Roeder, all)
February 19: See ABC News/History Channel documentary, *This Century: The Home Front*
Essay 2, Final Draft – due in class February 19

February 22, 24, 26
Life on the Frontlines:
Military Culture in WWII

Winning the War:
American Military Success

“We’re all in this together”:
Diversity at home and abroad

(Ambrose, Ch. 10-19 [except pg. 345-350]; Takaki, Ch. 4, 5)

March 1, 3, 5
America and the Holocaust

(Takaki, Ch. 4, 8)
Essay 3 – due in class March 1

March 8, 10, 12
Double Victory:
African Americans and World War II

Catch-22 II

(Takaki, Ch. 3; Ambrose, pg. 345-350; Heller, Ch. 16-27)

March 15, 17, 19
Spring Break

March 22, 24, 26

Another View of Battle:

Fussell and Reinterpreting the Combat Experience

(Fussell, Ch. 1-14)

March 29, 31

No Easy Answers:

Hiroshima and Internment

(Takaki, Ch. 7; Handout on Hiroshima)

Debate on Hiroshima and Essay 4 – due in class March 29

April 2

Easter Break

April 5, 7, 9

See film *Saving Private Ryan*

April 12, 14, 16

Discussion of Film Reviews

Catch-22 III

(Finish Heller)

Essay 5 – due in class April 12

April 19, 21, 23

Coming Home - The Veteran Returns

Fact, Myth, Legend:

Assessing WWII America

(Ambrose, epilogue; Fussell, 15-18; Takaki, Ch. 9)

April 19: see documentary *Let There Be Light*

April 26, 28

Final Thoughts

Assignment on Ambrose/Fussell – Due April 26

Receive Take Home Final – April 28

April 30

URCAS