

WORLD WAR II IN HISTORY & MEMORY

AMST/HIST 2730W-80

FALL 2019

Instructor: Prof. Tom Guglielmo

Office Location: 2108 G Street NW, Room 302

Phone: 202-994-3170

Email: tgugliel@gwu.edu

Office Hours: Thursdays, 10:45-12:30 & by appointment

Course Day/Time: Tuesdays & Thursdays/9:35 a.m. – 10:25 p.m.

Course Location: Smith 114

TAs: Sara Awartani (sawartani@gwu.edu) & Colin Anderson (colinanderson@gwu.edu)

COURSE DESCRIPTION AND GOALS

This course examines Americans' World War II experiences and how those experiences have been studied, debated, understood, and "remembered"—officially, culturally, and personally. It focuses on six overlapping topics—GIs, the bombing of Hiroshima and Nagasaki, Japanese American internment, African Americans, the Holocaust, and women. By the end of the course, students should be able to:

- Think carefully, creatively, and critically about World War II – and about history more generally;
- Analyze and synthesize a diverse range of source material;
- Improve their writing through practice and revision.

REQUIRED READINGS

Available online at the GW Bookstore (<http://www.bkstr.com/georgewashingtonstore/home>) and at various websites.

- Bill Mauldin, *Up Front* (1945)
- Miné Okubo, *Citizen 13660* (1946)
- Readings available on Blackboard (<http://blackboard.gwu.edu/>) are marked with an asterisk (*) below

REQUIRED FILMS

Available as streaming video on Blackboard. You're responsible for viewing each of these films outside of class.

- *Indigenes* (or *Days of Glory*) (2006)
- *Life and Times of Rosie the Riveter* (1980)
- *Saving Private Ryan* (1998)
- *Since You Went Away* (1944)

OPTIONAL GENERAL TEXT

If you'd like more general information about Americans' wartime experiences, consult David M. Kennedy, *Freedom from Fear: The American People in Depression and War* (1999).

COURSE REQUIREMENTS (AND GRADE PERCENTAGES)

Fulfilling a "WID" (Writing in the Disciplines) requirement, this course will demand that you work intensively on your writing through drafting, revising, and peer review. Course requirements are as follows:

- Attendance & Participation (15 percent): Most class time will consist not of lectures but of conversations about readings, films, primary source documents, and so on. It is crucial, therefore, that you come to class prepared to discuss course material, to listen, and to learn. I will call on people in class to generate conversation and to encourage you to remain on-schedule with assigned reading. I also use this modified Socratic method as a tool to ensure that multiple voices

are heard in our classroom. At times, I might ask you what a reading or film argues. Other times, I might ask you how you react to a particular source. I am always invested in hearing your perspective on our course materials, and in creating a space for conversation -- even in a large lecture hall. Readings are due on the day they appear below. Come to class on Thursday, Aug. 29, for example, having read Bess, Novick, and Rosenberg. Each student is allowed two unexcused absences from class, after which each unexcused absence will reduce your attendance & participation grade by one third of a letter grade (e.g., B to B-). To receive an excused absence, please contact me and provide written documentation of an illness or other matters. Finally, please be punctual. Three late classes equal one absence.

- Three Essays and One Rewrite (20 percent each; 60 percent total): Each essay assignment, with details about requirements, is available on Blackboard now. The due dates for these essays, as listed below on the class schedule, are: Sept. 12, Oct. 10, Nov. 7. Essays are due as digital copies emailed to your TAs at the beginning of class. I will deduct one third of a letter grade each day the essay is late. Any essay passed in on its proper due date after the beginning of class will be counted one day late. You are required to revise one of your essays by Nov. 26. *I will not accept late rewrites*. Before revising, you may draw on class discussions and on comments on your original draft. Your final grade for your revised paper will be the average of your grades on your first and second drafts.
- Take-home Final (25 percent): This will be due on Dec. 12 at 12:20 PM.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

- Writing Center: Since this course will demand that you work intensively on your writing, I encourage everyone to take advantage of the writing centers either at Gelman (Suite 221) or at Eckles (on Mount Vernon). Tutors are on hand to help you with all aspects of your writing—developing and sharpening your ideas and arguments, organizing your thoughts, writing clearly and concisely, and so forth. Walk-ins and appointments are welcome at Gelman; appointments are necessary at Eckles. For more information, see: <http://www.gwu.edu/~gwriter/>
- Disability Support Services: Any student who feels she or he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. To establish eligibility and to coordinate reasonable accommodations, please contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242. For additional information, please refer to: <https://disabilitysupport.gwu.edu>
- Mental Health Services: MHS offers 24/7 assistance and referral to address students' personal, social, career, and study-skills challenges. Reach them at <http://counselingcenter.gwu.edu/> or at 202-994-5300.

ADDITIONAL INFORMATION

- Academic Integrity: I support the GW Code of Academic Integrity: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For more information: <http://www.gwu.edu/~ntegrity/code.html>
- GW's Security Policy: “In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.”
- Technology Policy: Unless you can make a compelling case to me in writing, all digital devices -- computers, phones, tablets, etc. -- may not be used in class.
- Religious Holidays: In accordance with University policy, students should notify me during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy: students.gwu.edu/accommodations-religious-holidays

- Course Time: Students will spend 2.5 hours per week attending class, for a total of about 37.5 hours of direct instruction and discussion over the fifteen-week semester. Reading, writing, and other out-of-class work will take up another 7 hours or so per week, sometimes more and sometimes less, for a total of about 105 hours over the course of the semester.

CLASS SCHEDULE

Aug. 27 (T) Introduction

Aug. 29 (Th) Key Concepts: History, Memory, History/Memory

- Michael Bess, *Choices Under Fire* (2006), 326-330*
- Peter Novick, *The Holocaust in American Life* (1999), 1-5*
- Emily Rosenberg, *A Date Which Will Live* (2003), 1-8*

Sept. 3 (T) Dominant Stories, I

- Visit the National World War II Memorial (17th Street and the National Mall)

Sept. 5 (Th) Dominant Stories, II

- Visit the Price of Freedom exhibition at the National Museum of American History (14th Street and Constitution)(info at <http://americanhistory.si.edu/exhibitions/price-of-freedom>)
- Bob Thompson, "A Tug of War," *Washington Post*, Nov. 7, 2004, N1*

I. GIs

Sept. 10 (T) Lecture & Primary Source, I

- Mauldin, *Up Front*

Sept. 12 (Th) Primary Sources, II

- Joe McCarthy, "GI Vision of Better America," *New York Times*, Aug. 5, 1945, 74*
- Marjorie McKenzie, "Pursuit of Democracy," *Pittsburgh Courier*, Feb. 10, 1945, 7*
- James Lee, "Sure, Mom..." *Washington Post*, June 3, 1945, B1*
- Ernie Pyle, *Brave Men* (1945), excerpt*
- *Essay #1 Due*

Sept. 17 (T) Scholarship, I

- Gerald Linderman, *The World Within War* (1999), 1-2, 263-299, 345-362*

Sept. 19 (Th) Scholarship, II

- Allan Berube, *Coming Out Under Fire* (1990), chap. 7*
- Gary Gerstle, *American Crucible* (2001), 210-237*

Sept. 24 (T) Movie

- *Saving Private Ryan**

II. Bombs

Sept. 26 (Th) Lecture & Primary Source

- Henry L. Stimson, "The Decision to Use the Atomic Bomb," *Harper's* 197 (Feb. 1947): 97-107*

Oct. 1 (T) Primary Source, II

- John Hersey, *Hiroshima*, *The New Yorker*, Aug. 31, 1946*

Oct. 3 (Th) Scholarship

- Max Hastings, *Retribution* (2007), chap. 19*
- Martin J. Sherwin, *A World Destroyed* (1973; 2003), chaps. 8-9*

Oct. 8 (T) Museum Exhibit

- Smithsonian Enola Gay Exhibit Script*

III. Internment**Oct. 10 (Th) Lecture & Primary Source**

- Okubo, *Citizen 13660*
- *Essay #2 Due*

Oct. 15 (T) Scholarship

- Roger W. Lotchin, "Japanese Relocation in World War II and the Illusion of Universal Racism," *Journal of the Historical Society* 11 (June 2011): 155-181*
- Greg Robinson, *By Order of the President* (2001), chap. 3*

Oct. 17 (Th) Memorial

- The Japanese American Memorial to Patriotism During World War II (Louisiana Ave. & D St. NW)

Oct. 22 (T) No Class; Fall Break**IV. African Americans****Oct. 24 (Th) Lecture & Primary Sources**

- Horace Cayton, "Fighting for White Folks?" *Nation* 155 (Sept. 26, 1942): 267-270*
- Roi Ottley, "A White Folks' War?" *Common Ground* 2 (1942): 28-31*
- J. S. Redding, "A Negro Looks at This War," *American Mercury* 55 (Nov. 1942): 585-592*
- James G. Thompson, "Should I Sacrifice to Live 'Half-American'?" *Pittsburgh Courier*, Jan. 31, 1942, p. 3*
- "We're at War!" *California Eagle*, Dec. 11, 1941, p. 8A*
- Bureau of Intelligence, Office of War Information, "Survey of Intelligence Materials, Supplement to Survey No. 25," July 14, 1942*

Oct. 29 (T) Scholarship

- Thomas Guglielmo, "A Martial Freedom Movement: Black GIs' Political Struggles during World War II," *Journal of American History* 104 (March 2018): 879-903*
- Kevin Kruse & Stephen Tuck, *Fog of War* (2012), 3-6*

Oct. 31 (Th) Comic Book

- Roberto Morales and Kyle Baker, "Truth: Red, White & Black," parts 1-7 (Marvel Comics, 2002-2009)*

V. Holocaust**Nov. 5 (T) Lecture & Primary Source**

- History Unfolded articles (<https://newspapers.ushmm.org>)*

Nov. 7 (Th) Scholarship

- Robert Breitman & Allan J. Lichtman, *FDR and the Jews* (2013), introduction*

- Peter Novick, *The Holocaust in American Life* (1999), chap. 3*
- David Wyman, *The Abandonment of the Jews* (1984; 1998), preface & chap. 15*
- **Essay #3 Due**

Nov. 12 (T) Museum Exhibit

- Visit “Americans and the Holocaust” exhibition at the United States Holocaust Memorial Museum (100 Raoul Wallenberg Pl. SW)(info at: <https://exhibitions.ushmm.org/americans-and-the-holocaust/main>)

VI. Women

Nov. 14 (Th) Lecture & Primary Source

- *Since You Went Away**

Nov. 19 (T) Scholarship

- Robert B. Westbrook, “I Want a Girl, Just Like the Girl That Married Harry James,” *American Quarterly* 42 (Dec. 1990): 587-614*

Nov. 21 (Th) Documentary

- *Life and Times of Rosie the Riveter**

VII. International Perspectives

Nov. 26 (T) Journalism

- George Packer, “Embers,” *New Yorker* (Feb. 1, 2010)*
- ***Rewrite Due***

Nov. 28 (Th) No Class; Thanksgiving

Dec. 3 (T) Movie

- *Indigenes* (or *Days of Glory*)*

Dec. 5 (Th) Conclusion

Dec. 12 (Th) Take-Home Final Exam Due 12:20 PM

GRADING RUBRIC FOR ESSAYS

The A Paper

- *Thesis*: Easily identifiable; plausible; novel; sophisticated; insightful; crystal clear.
- *Structure*: Crystal clear organization at paragraph and paper levels. Appropriate for thesis. Excellent transitions from point to point. Paragraphs support clear topic sentences.
- *Analysis and Argumentation*: Analysis is fresh and exciting, posing new ways to think of course material. Author considers counterarguments.
- *Evidence*: Author draws on a wide range of specific evidence from course material under review.
- *Writing*: Clear and concise sentences. Correct grammar, punctuation, diction, and citation style. Minimal spelling mistakes, run-on sentences, or awkward constructions.

The B Paper

- *Thesis*: Plausible and reasonable, but may be lacking in clarity, insight, and/or originality.
- *Structure*: Paper has clear organization at the paragraph and paper levels; though it may wander at points; may have a few unclear transitions or a few paragraphs with weak or unclear topic sentences.
- *Analysis and Argumentation*: Analysis is good, but perhaps not entirely original or nuanced. Author may consider counterarguments, but could be more persuasive.
- *Evidence*: Author draws on a good range of specific evidence from the course material under review.
- *Writing*: Most sentences are clear and concise. For the most part, correct grammar, punctuation, diction, and citation style. Minor spelling mistakes, run-on sentences, or awkward constructions.

The C Paper

- *Thesis*: May be unclear, overly general, and/or unoriginal.
- *Structure*: Hard to follow; author's paragraphs, and paper as a whole, wander without overall purpose. Few and/or weak transitions and topic sentences.
- *Analysis and Argumentation*: Little strong analysis. Author does not consider counterarguments or cites evidence without often explaining its connection to paper's overall argument.
- *Evidence*: Author draws on limited specific evidence from course material under review.
- *Writing*: Some sentences are clear and concise; many are not. More than a few errors in grammar, punctuation, diction, and/or citation style. More than a few spelling mistakes, run-on sentences, and/or awkward constructions.

The D Paper

- *Thesis*: Difficult to identify at all; may be a bland statement of obvious point.
- *Structure*: Hard to follow, since argument is weak or non-existent. Transitions confusing and unclear. Few topic sentences.
- *Analysis and Argumentation*: No strong analysis at all. For example, author does not consider counterarguments, never explains how evidence connects to the paper's overall argument, makes illogical and contradictory points, etc.
- *Evidence*: Little specific evidence from course material under review.
- *Writing*: Sentences are generally unclear. Major problems with grammar, punctuation, diction, spelling, and/or citation style.

The F Paper

Shows minimal effort or comprehension of the assignment. Very difficult to follow; major problems with writing mechanics, structure, and analysis. Has no identifiable or coherent thesis. Little if any evidence.