I Course Description

This upper-division “topics” course explores the social history of WWII, the Red Scare and early Cold War (1939-1963) with a particular focus on race, class, gender and the state. Course lectures and readings will also consider major trends in historiography and methodology. This accelerated four-week course strives to cultivate a learner-centered environment that fosters active and collaborative learning, and encourages student participation and peer interaction. Regular discussions of assigned readings combined with contextual lectures and collaborative exercises will emphasize learning through the comprehension of ideas and cause-and-effect relationships, rather than the sole rote memorization of factual data. The instructor will distribute “guided notes” containing specific information before each lecture on Blackboard to assist students with focusing on the “big-picture”–the broader contexts, themes, concepts, and trends discussed that day.
II  Readings

Barenblatt, Daniel  
A Plague Upon Humanity: The Hidden History of Japan’s Biological Warfare Program  
Harper; 2005

Gruenewald, Mary Matsuda  
Looking Like the Enemy: My Story of Imprisonment in Japanese-American Internment Camps  
New Sage Press; 2005

Haynes, John Earl & Harvey Klehr  
In Denial: Historians, Communism & Espionage  
Encounter Books; 2003/Paper

May, Elaine Tyler  
Homeward Bound: American Families in the Cold War Era  
Basic Books; 1999/Reprint.Paper

III  Evaluation

1.  **Response Papers**  (2 @ 15 points each; total of 30 possible points)

   **Do NOT Submit Papers via Email!**

   Students will prepare a response paper for *A Plague Upon Humanity* and *Looking Like the Enemy*. Hard copies will be submitted to Gail Merydith, or Diane Pritchard in class on the due dates and times specified in the schedule below.

   Response papers will be typed in 12 font, double-spaced, a minimum of two pages in length, and assume the form of a book review published in a scholarly journal. Response papers should therefore present a critique of the authors’ theses, themes, sources, and/or methodologies; they will avoid a descriptive summary and opinions in the first person voice (e.g. “I think”, “I feel”, “I did not like...” etc.) of the books’ content. Students may also offer some comparative analysis with other course readings. Successful sample response papers from past courses are provided as a general guideline.
2. **Group-Moderated Discussion & Written Questions.**  
(30 possible points)

To engage students in the reading discussions, the class will be divided into eight reading groups, each comprising 2 students. Each student will join two different groups. Each group will be assigned a specific portion of the readings (usually about 100-125 pages of material). For each scheduled discussion, the moderating group for that day will deliver a brief introduction that frames the major themes, arguments, sources, and methodology of their particular author. Each member of the moderating group will prepare two historical questions to pose to the class. Moderating groups are welcomed to incorporate multi-media elements such as music, video, or PowerPoint slide-shows into their presentation. EACH GROUP MEMBER WILL POST THEIR QUESTIONS ON BLACKBOARD THE DAY BEFORE THEIR DISCUSSION.

After the introduction, students will divide into small groups (depending on enrollment) to discuss the historical questions posed by the moderators. The class will re-convene before the end of class and share their answers. All students must complete all the reading for every discussion, however, the designated leading group will be the “experts” for that day.

** Once you are assigned to groups for the “Oral Presentation” requirement of the course, inform the instructor if you foresee that you will be unable to attend class the day of your presentation. You will be reassigned to another group. **

3. **Primary Source Analysis Exercises (2 @ 15 points each)**

Students will work in small groups of two to perform hands-on historical inquiry projects interpreting primary-source materials. Unfortunately, the accelerated nature of the course prevents the class from conducting field research at regional archives and special collections, hence, these in-class collaborative exercises allow a brief apprenticeship in the historian’s craft and enables students to create their own “secondary sources.” Students will hone their skills of thinking critically, framing historical questions, analyzing primary sources, and writing explanatory narratives by reconstructing the: 1) the decision to drop the atomic bomb; and the cultural landscape of 1960s Cold War-era America.

Students will have read the primary sources on-line prior to the in-class exercise, and will have at least 90 minutes of class time to examine the documents collectively and compose a written thematic and expository analysis of the materials. Groups will submit their work product at the end of class. Groups will also share their interpretation of a particular historical question(s) and/or theme(s) with class.
4. **Book and Movie Review Quiz** (30 possible points)

Students will write *three short essay answers* comparing the historical themes of family, gender, sex, and anxiety, in the context of the Red Scare and Cold War, as examined in Elaine Tyler May’s monograph *Homeward Bound* and portrayed in Stanley Kubrik’s film *Dr. Strangelove*, shown on the day of the quiz. Responses should be a minimum of three paragraphs in length and cite specific evidence. Test is open book.

5. **Class Attendance & Participation in Class Discussions** (30 possible Points)

Your regular attendance, and thoughtful contributions to general and group-led class discussions are vital to your success in this class. Any unacceptable, non-documented absences (see section “VI Policy on Missed Deadlines, Absences & Incompletes” below) of three sessions and above will result in the reduction of your final course grade by one complete grade.

For example, a student earns a total of 150 points (B) after the end of the course, but s/he was absent for three classes without any acceptable and documented excuses. Hence, the final course grade reported to the Registrar’s will be a C.

6. **Final Examination** (total of 40 possible points)

**Section 1: Primary Source Analysis. Image-Based Question.** (10 points)
Students will perform a critical and thematic comparative analysis of two images (photographs, editorial cartoons, paintings, graffiti, etc.) Students will examine the images through the thematic lenses of the course, considering both authorial intent (the purpose or meaning of the creator) and contemporary viewer perception (the interpretations or meanings assigned by the original viewers).

**Section 2: Primary Source Analysis: Document-Based Question.** (10 points)
Student will critically examine a short (two to three page) textual document through the course themes and respond to a specific questions.

**Section 3: Analytical Essay.** (20 points)
Students will write *one essay*, selected from a list of three questions. Students will incorporate specific evidence drawn from the lectures, class discussion, films, assigned readings (primary and secondary) to support a coherent and clearly expressed answer to the question.

Students also need to establish an accurate chronology to demonstrate your understanding of cause-and-effect relationships and the broader context. Although specific dates are not mandatory, you should clarify the sequence of historical events. The evaluation of essays is largely based on peer performance
within the group dynamic of each particular course. Hence, no “absolute” or “abstract” key will be applied to the essays. Despite this approach, those essays incorporating the most specific evidence and articulating the most coherent reasoning will receive the highest marks, and those with comparatively less substance and clarity will be graded accordingly. Errors in spelling and grammar (within reason) will not undermine your performance, however, a lack of specific content and well-reasoned arguments will.

Total Possible Points for Entire Course = 190 points

Final Course Grade Breakdown

Points: 177 and above = A
171 – 176 = A-
165 – 170 = B+
157 – 164 = B

Points: 152 – 156 = B-
146 – 151 = C+
139 – 145 = C
133 – 138 = C-
133 – 138 = C-

Points: 127 – 132 = D+
119 – 126 = D
114 – 118 = D-
113 and below = F

IV    Blackboard

Course Materials: The instructor will post the syllabus, lecture outlines, printer-friendly PowerPoint slides shows, film synopses, and other class handouts on Blackboard.

Scores: Assignment scores will be posted on the Blackboard Grade Book throughout the term. You can monitor your progress and see the class average, high and low for each assignment.

Discussion Forums: A discussion forum for each moderating group will provide a place for posting questions.

V    University Academic Honesty Policy

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others. Violations are taken seriously and are noted on student disciplinary records.

VI    Policy on Missed Deadlines, Absences & Incompletes

I. Exceptional Emergency Situations:
The following are unforeseen/incontrollable exceptional emergency situations that are acceptable excuses for missed deadlines or absences without penalty, and issuance of incomplete (I) final grades at the end of the course:
ACCEPTABLE:

- Documented serious illness/injury;
- Documented death in the immediate family;

UNACCEPTABLE:

Personal Reasons:
- weddings; family visits or special occasions (e.g. birthdays, anniversaries etc.);
- work and school conflicts; “I was unable to get off work/I have to work”, “I have a huge research paper due in my other class...”;
- childcare issues (e.g. babysitter did not show up; unable to arrange for babysitting etc.);
- job interview; leaving early to start a job;
- vehicle broke down; missed the bus;
- regular dental/medical appointments;
- being generally “busy” or “I have a lot going on right now...”;
- “I got the due date/exam time mixed up/wrong/confused”.

Technological Reasons:
- no access to computer or printer;
- assignment completed on computer is “missing”/was accidentally erased;
- inability to access saved and/or completed assignment;
- printer ran out of ink or paper; printer cannot print file.

To ensure equitability in the evaluation of all students, the following policies will be strictly adhered to:

1. All written assignments will be submitted, and examinations will be taken on the dates and times listed in this syllabus. Any changes in due dates and examination times can only be initiated by the instructor.

   Early examinations will NOT be given under any circumstances; please plan your term accordingly.

2. All assignments must be submitted in hardcopy format. They are due in class, or in the instructor’s office by the deadlines as specified in “IV Schedule and Written Assignments”.

   Any assignments submitted via email will be deleted and receive a grade of 0.

3. Should a student be unable to meet a deadline for an assignment, participate in the Group-Led Oral presentation, or take an examination as scheduled due to an exceptional, unanticipated and incontrollable emergency (see above):

   a. contact the instructor as soon as possible,
   b. arrangements to complete and/or submit an assignment, presentation or examination in an alternative format can be permitted dependent on the
situation,
c. submit hard copy documentation of the emergency as soon as possible, or before the last day of class.

It is the student’s responsibility to initiate contact with the instructor. In all other cases—unexplained/undocumented absences, missing assignments or late submissions of work—the final grade reported to the registrar will be based upon the work the student has completed by the end of the term, which may well result in a failing grade.

II. Issuance of an Incomplete Grade:
In accordance with the policy of the University of Oregon, a mark of I (incomplete) may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed.

An “incomplete” will be granted in-lieu of letter grades only in exceptional emergency situations as stipulated above, to students who have completed at least 85% of all course requirements with a grade of C+ and above, as well as 100% attendance (exceptions will be granted for acceptable absences due to documented excuses [see above]). Students must inform the instructor and also submit documented proof before the end of the term to obtain an incomplete for the course. The instructor will then negotiate with the student to draft a contract on the requirements and deadline for completion that will be necessary to clear the incomplete grade.

VII Policy on Accommodating Disabilities

If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hard of hearing, or sensory, you may be eligible for academic accommodations through Disability Services. Contact the Disability Services at 541-346-1155 or disabsrv@darkwing.uoregon.edu.

VIII Succeeding In The Course

At any time during the term, please consult the instructor if you have any questions or concerns about the requirements, policies or material covered in this class. Successful students have regular attendance, complete readings before attending classes, participate actively in discussions and make use of office hours. Your overall effort and any improvements demonstrated throughout the course will be considered when deciding your final course grade.

“I look forward to an engaging four weeks, and to learning about the different perspectives and ideas you have regarding the topics we will cover in this course.”

~ Kevin
# IX Schedule and Assignments

*Note: It is imperative that students complete the weekly assigned reading before our in-class discussions.

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<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
<th>Agenda</th>
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<tr>
<td><strong>WK 1</strong></td>
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<tr>
<td>M 07/23</td>
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<td>Introductions &amp; Syllabus</td>
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<td>Lec: The Road to War, FDR &amp; the New Deal Order</td>
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<td>Film: Neville Chamberlain -- &quot;This Country is at War with Germany&quot; (9/1/39)</td>
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<td>Film: Sir Winston Churchill -- &quot;The First Month of the War&quot; (10/1/39)</td>
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<td>T 07/24</td>
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<td>Lec: The Homefront: Economic Transformation</td>
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<td>Case Study: Kaiser Shipyards, Vanport &amp; the Modernization of the West</td>
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<td>Film: The Big Changeover (1942) 8 min.</td>
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<td>Film: America's Hidden Weapon (1944) 10 min.</td>
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<td>Film: Conquer by the Clock (1943) 11 min.</td>
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<td>W 07/25</td>
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<td>Lec: The Homefront: Contested Race, Class &amp; Gender Lines</td>
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<td>Dis: <strong>Group A</strong></td>
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<td></td>
<td>Rea: Barenblatt, <em>A Plague Upon Humanity</em>: Intro thru Chapter 5 (pp. xvii-113)</td>
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<td>Film: <em>Glamour Girls of 1943</em> (1943) 9 min.</td>
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<td>Film: <em>No Exceptions</em> (1943) 10 min.</td>
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<td>Film: <em>Women in Defense</em> (1941) 11 min.</td>
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<td>Th 07/26</td>
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<td>Lec: Hollywood Goes to War: Ideology &amp; Propaganda</td>
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<td>Dis: <strong>Group B</strong></td>
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<td>Rea: Barenblatt, <em>A Plague Upon Humanity</em>: Chapters 6 thru 10 (pp. 114-236)</td>
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<td>Film: <em>Hollywood Goes to War</em></td>
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<td><strong>WK 2</strong></td>
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<td>Dis: <strong>Group C</strong></td>
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<td>Rea: Gruenewald, <em>Looking Like the Enemy</em>: Prologue thru Chapter 11 (pp. ix-110)</td>
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<td>Film: <em>Japanese Relocation</em> (1943)</td>
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<td>Film: <em>Challenge for Democracy</em> (1943)</td>
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<td>Film: Frank Capra's <em>Know Your Enemy</em> (excerpts)</td>
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<td><strong>DUE: A Plague Upon Humanity Response Paper</strong></td>
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<td>-- Due in class, Monday July 30th.</td>
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<td>T 07/31</td>
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<td>Lec: The Bomb: From Manhattan to the Decision</td>
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<td>Dis: <strong>PRIMARY SOURCE EXERCISE 1</strong></td>
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<td>Rea: Truman Presidential Museum &amp; Library &quot;The Decision to Drop the Atomic Bomb&quot; Collection, 1945-1964 (manuscripts, photographs, oral hist)</td>
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<td>Group source analysis and argument composition</td>
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<td><strong>BRING MOBILE COMPUTERS</strong></td>
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<td>W 08/01</td>
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<td>Lec: The Early Cold War &amp; Emergence of Superpower World Order</td>
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<td>Dis: <strong>PRIMARY SOURCE EXERCISE 1</strong></td>
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<td>Group presentation of arguments</td>
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<td>Film: News Reports of A-Bomb Dropping on Hiroshima / President Truman Announcing A-Bomb Dropping on Hiroshima / Japan Surrender</td>
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<td>Th 08/02</td>
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<td>Lec: Truman's Fair Deal &amp; the Anti-New Deal Coalition</td>
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<td>Dis: <strong>Group D</strong></td>
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<td>Rea: Gruenewald, <em>Looking Like the Enemy</em>: Chapter 12 thru Afterward (pp. 111-221)</td>
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| WK 3 | M 08/06 | * | Lec: The Atomic Environment & the "Downwinders"  
Dis: Group E  
Rea: May, Homeward Bound: Introduction thru Chapter 4 (pp. ix-99)  
Film: Operation Cue (1955)  
DUE: Looking Like the Enemy Response Paper  
— Due in class, Monday August 6th. |
|      |        |   | T 08/07 | Dis: Group F  
Rea: May, Homeward Bound: Chapters 5 thru 9 (pp. 100-204)  
Film: Dr. Strangelove: or How I Learned to Stop Worrying and Love the Bomb (1964) |
|      |        |   | W 08/08 | MIDTERM: Real v. Reel History: Homeward Bound and Dr. Strangelove  
Film: Dr. Strangelove (2nd half) |
|      |        |   | Th 08/09 | Lec: 1950s: Consensus, Conformity & Counterculture  
Film: Kerouac |
| WK 4 | M 08/13 | * | Lec: Red Scare, Part I  
Dis: PRIMARY SOURCE EXERCISE 2  
Commercial Evidence: Analyzing Ephemera  
Composition & Presentation of Interpretations  
Bring Mobile Computers |
|      | T 08/14 | * | Lec: Red Scare, Part II  
Dis: Group G  
Rea: Haynes & Klehr, In Denial: Introduction thru Chapter 3 (pp. 1-140)  
Film: Point of Order (McCarthy) |
|      | W 08/15 |   | Lec: The Space Race & New Frontier  
Dis: Group H  
Rea: Haynes & Klehr, In Denial. Chapters 4 thru Conclusion (pp. 141-233) |
|      | Th 08/16 |   | FINAL EXAMINATION: |