

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Syllabus

**Course Title, Number, and Section:** HIST 5348: VC01 – The Twentieth Century: The American People in the 1940's--World War II and Its Aftermath

**Term:** Spring, 2020

**Instructor:** C. Gwin Morris, Ph.D.

**Office Phone Number and WBU Email Address:** Virtual Campus. Gwin.Morris@Wayland.WBU.EDU

**Office Hours, Home Email and Phone:** Office Hours, 9:00-10:00 Monday-Thursday, Home Email-- gwinmorris@tx.rr.com; Home Phone--469.656.1129

**Class Meeting Time and Location:** Online/asynchronous via Blackboard

**Catalog Description:** Selected topics and issues in the history of American, Western, and/or Third World societies and their scholarly thought; may be repeated for credit when the topic changes.

Selected social, cultural and intellectual topics and issues in the history of the United States from 1939-1949. Focus on issues, events and influences during the World War II and its aftermath, the people and institutions that influenced the decade and were influenced by it, the results of the thoughts, actions and activities on the decade and following, and the comparisons between that decade and the current decade(s) through which we are living.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

1. Lewis A. Erenberg and Susan E. Hirsch, **The War in American Culture: Society and Consciousness During World War II.** Chicago: University of Chicago Press, 1996.
2. John Morton Blum, **V Was for Victory**
3. Emily Yellin, **Our Mothers’ War**
4. Students will also access assigned readings and videos from primary source materials posted online.

**Optional Materials:**

1. Turabian, Kate L., ***A Manual for Writers of Research Papers, Theses, and Dissertations***, 7th edition, University of Chicago Press: 2007. ISBN: 9780226823379
2. William Strunk, Jr., and E. B. White, **The Elements of Style**. New York: Longman Press, 2000
3. The **Wayland Writing Center** provides assistance to all students preparing research assignments. Access the Center via a link from Wayland's web page at www.wbu.edu or email WC@wbu.edu (806) 291-3670.
4. The **Wayland Learning Resource Center** provides assistance to all students. Access the LRC via a link from Wayland's web page at www.wbu.edu or email LRCREF@wbul.edu (806) 291-3708.

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

1. Understand and explain the political, economic, religious, geographical and intellectual factors that shaped the American People during World War II and its aftermath, 1939-1949, as well as the key events, turning points and policy decisions of the period.
2. Identify and understand the significance of persons and events during the decade of the 1940's.
3. Identify and demonstrate a knowledge of the historiography of the period;
4. Demonstrate the ability to compare and contrast the decade of the 1940's with previous and subsequent eras, demonstrating an understanding of the influence of the Gilded Age, the Progressive Era, the 1920's, and the Great Depression on the American People during World War II and its aftermath, and, in turn, the 1940's on subsequent decades, particularly the first decades of the 21st Century.
5. Demonstrate an understanding of the effects of myth and reality, facts and opinions, time, geography and experience on the interpretation of the historical period under discussion.
6. Demonstrate the ability to exchange facts, ideas and opinions within the class discussion setting.
7. Demonstrate the ability to perform graduate level historical research.
8. Demonstrate the ability to write graduate level essays, reports and research papers.

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

**Course Requirements**

1. On-line Discussion(s) (700 points)

* Based on assigned readings in texts and internet, and
* Additional questions posed by the instructor

1. Research Development Project 1: Book Report or Document Analysis (50 points)
2. Research Development Project 2: Research Synopsis (50 points)
3. Research Development Project 3: Annotated Bibliography (50 points)

* Annotations of the four to ten sources utilized for the historiography essay research project (below);
* Based on a template supplied by the instructor.

1. Research Project 4: Historiography Essay or Teaching Unit (100 points)

* Six to ten-page essay on sources addressing a historical issue during the period under study, based on four to ten sources representing opposing points of view,
* Five to Seven day teaching unit on a topic approved by the instructor.

1. Summary Essay (Optional; 50 points)

* Essay selected from a topic or topics provided by the instructor

**Grading Criteria**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Instructor's Grading Scale

900-1000 Points A

800-899 Points B

700-799 Points C

600-699 Points D

Below 600 Points F

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Instructor's policy on intellectual ethics**

* The pursuit of truth and intellect is a noble and ethical quest. The work that is attempted and completed within this course is part and parcel of that pursuit. It is personal and it is ethical. The instructor expects that each person is committed to the pursuit of truth and is guided by a code of intellectual honesty. The failure to work in this manner is a personal failure and an ethical failure.
* The hallmark of graduate level research and writing is working independently and meticulously citing all sources consulted in the execution of that research.
* All research papers will be submitted through Blackboard's "Safe Assignments" procedure.
* Academic dishonesty will result in a grade of F and removal from the course.

**Additional Information:**

[**http://catalog.wbu.edu**](http://catalog.wbu.edu/)

**History 5348**

**Spring, 2020**

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| Week | Date | Topics and Assignments |
| 1 | February 24-March 1 | **Term begins February 24**  **Research Topic due March 1 (see guidelines in Course Information)**  Reading Assignment: Blum, Prologue; Erenberg, Introduction; Yellin,  Forum 1: “While the Giant Slept: The Coming of the War in Europe, 1933-1939, and What We Should Have Learned” |
| 2 | March 2-8 | Forum 2: The Road to War: the myths, realities and agonies of American neutrality  Reading Assignments: Selected topics from the Miller Center at the University of Virginia (see Discussion Forum 2 on Blackboard)  Forum 2: The Road to Way: Myths and Realities of Neutrality |
| 3 | March 9-15 | **Preliminary Bibliography due March 9**  Reading Assignment: Blum, Chapter 1; Erenberg, Chapters 2 & 3  Forum 3: And then there was Pearl Harbor, “A Day That Shall Live in Infamy”: War Comes to America and the Sleeping Giant Awakens |
|  | March 16-20 | **SPRING BREAK** |
| 4 | March 23-29 | Reading Assignment: Erenberg, Chapters 1, 4 & 5; Yellin, Chapters 2, 4, 5 & 6  Forum 4: Our Father’s (and Mothers') War: The Home Front, Part 1 |
| 5 | March 30-April 5 | **Research Synopsis Due April 1**  Reading Assignment: Blum, Chapters 3 & 4  Forum 5: No Ordinary Time: The Home Front, Part 2 |
| 6 | April 6-12 | Reading Assignment: Blum, Chapters 7 & 8; Erenberg, Chapter 13  Forum 6: Parties and Politics as Usual: The Home Front, Part 3—Politics in the Elections of 1940, 1942 and 1944 |
| 7 | April 13-19 | **Book Report Due April 15**  Reading Assignment: Blum, Chapters 5 & 6; Erenberg, Chapters 7, 8, 9, 10 & 11; Yellin, Chapters 7,9, 11 & 12;  Forum 7: 100% Americans...or Not: The Home Front, Part 4 |
| 8 | April 20-26 | Reading Assignment: Internet topics as noted for Discussion Forum 8 on Blackboard.  Forum 8: The Final Solution and Other Things We Did Not Want to Know: The Holocaust, Treatment of Prisoners of War, War Crimes |
| 9 | April 27-May 3 | **Annotated Bibliography Due April 29**  Reading Assignment: Blum, Chapter 9  Forum 9: Victory and the Dawn of the Nuclear Age |
| 10 | May 4-10 | Reading Assignment: Blum, Epilogue; Yellin, Epilogue  Forum 10: The Greatest Generation at Home and Abroad—The World that World War II Made |
| 11 | May 11-16 | **Historiography due May 13 (see guidelines in Course Information)**  **Final Essay due May 15**  **Term Ends May 16**  **Grades Posted May 19** |