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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 690

Independent Study

Never Beaten In Spirit: The Story of General Jonathan M.
Wainwright

3 Credit Hours

16 Week Course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

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Course Description (Catalog)

Many authors have written extensively about the fall of the Philippines and the aftermath of the American surrender, particularly the infamous “Death March of Bataan.” Several authors have examined the actions of General Douglas MacArthur, who was charged with the defense of the islands prior to the opening of hostilities. Generally the focus of these writings have been on the failures of MacArthur to mount any significant defense of the beaches, his air forces being

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destroyed on the ground after advance warning of the Pearl Harbor attack, and his subsequent escape to Australia as his forces withdrew to the Bataan Peninsula and Corregidor. Despite the plethora of material centering on MacArthur, there has not been significant discussion with regards to General Jonathan M. Wainwright, who was left behind to courageously lead the beleaguered forces against hopeless odds. The purpose of this research project will be to explore the extraordinary life and career of General Wainwright.

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Course Scope

The student will examine the following aspects: Wainwright's career preceding his assumption of command in the Philippines, his command of the Northern Luzon Forces, his supplanting of MacArthur's command after his departure for Australia, his decision to surrender, his subsequent period in captivity as a POW, his participation at the surrender of Japanese forces at the conclusion of the war, his triumphant return to the U.S. and being awarded the Medal of Honor, his complicated relationship with MacArthur, and postwar life.

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Course Objectives

After successfully completing this course, you will be able to:

1. Master and summarize the literature related to the history of General Wainwright.
2. Analyze and critique the content of Wainwright's autobiographical work when compared to other sources.
3. Compile and synthesize the historic military events during the time Wainwright was in the Philippines between Dec 8, 1941 and May 8, 1942.
4. Evaluate and analyze the effectiveness and impact of the defensive strategy derived by General MacArthur and executed by General Wainwright.
5. Evaluate General Wainwright's surrender and its implications to the men that served as POWs after the Death March of Bataan.
6. Evaluate the Japanese perspective over this period and its implications for Wainwright's actions.
7. Research, construct, and present a persuasive, original research paper on this topic.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Resources) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include discussion board questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this 16-week course.

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Course Materials

Recommended Course Readings:

Bartsch, William H. *December 8, 1941: MacArthur's Pearl Harbor*. College Station: Texas A&M University Press, 2003.

Linn, Brian M. *Guardians of Empire: The US Army and the Pacific, 1902-1940*. Chapel Hill: University of North Carolina Press, 1997.

Schultz, Duane P. *Hero of Bataan: The Story of General Jonathan M. Wainwright*. New York: St. Martin's Press, 1981.

Wainwright, Jonathan M. *General Wainwright's Story*. New York: Doubleday, 1946.

MacArthur, Douglas. *Reminiscences*. New York, N.Y.: McGraw-Hill, 1964.

Miller, J. Michael. *From Shanghai to Corregidor: Marines in the Defense of the Philippines*. Washington, D.C.: Marine Corps Historical Center, 1997.

Morton, Louis. *The Fall of the Philippines*. Washington, D.C.: Center of Military History, United States Army, 1993.

Astor, Gerald. *Crisis in the Pacific: the battles for the Philippine Islands by the men who fought them*. New York, N.Y.: Dell, 1996.

Beck, John J. *MacArthur and Wainwright: Sacrifice of the Philippines*. Albuquerque, NM: University of New Mexico Press, 1974.

Whitman, John W. *Bataan: Our Last Ditch: The Bataan Campaign, 1942*. New York: Hippocrene Books, 1990.

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Other articles as applicable. Primary source research is emphasized in this course and should be the primary resource for the paper.

Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
World War II in the Philippines	http://philippinesfreepress.wordpress.com/2006/04/09/world-war-ii-in-the-philippines/
Reports of General MacArthur: The Campaigns of MacArthur in the Pacific, Vol. 1 & 2	http://www.history.army.mil/books/wwii/MacArthur%20Reports/MacArthur%20V1/index.htm#contents
US-Japan War Talks as Seen in Official Documents	http://www.jacar.go.jp/english/nichibei/index2.html

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Evaluation Procedures

FORUMS

Format: Using paragraphs of 300 - 500 words, answer the Forum question. When you post an answer to the Forum question, points will be given only for the discussion portion of the grade.

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Grading Criteria: This assignment will be graded on adhering to the above format and the following provisions: The forums will be focused on utilization of your resources. We will discuss the differences in the sources as we go. This means including an in-text citation for any section of the text or another source used for developing ideas and including a full reference citation for all sources below the post. An in-text citation includes the publisher(s) name and the year of publication; for a direct quote the page number should also be included. **See Resources** for Forum Grading Rubric.

Submission: Access the “Forums” link on the course navigation menu.

RESEARCH PAPER PROPOSAL

Overview: Provide a short explanation of a historical question, working thesis, and preliminary annotated bibliography for your research paper.

Subject: The topic of your research paper is described above and tentatively titled: “Never Beaten In Spirit: The Story of General Jonathan M. Wainwright.” Gather at least 30 academic sources for your preliminary bibliography to support your thesis.

Grading Criteria: This assignment will be graded on the proposed topic for the research paper, the historical question posed, preliminary thesis statement, and preliminary annotated bibliography. **See Resources** for Research Paper Proposal Grading Rubric.

Format: The Research Paper Proposal will be 6 text pages long using Times New Roman 12 point font and double-spaced throughout.

Submission: Access the “Assignments” link on the course navigation menu and submit your Research Paper Proposal.

SCHOLARLY ARTICLE REVIEW

Overview: Complete one scholarly article review related to your research paper topic.

Subject: The scholarly article you select for review must cover a major concept, event, or person associated with your research paper topic. The purpose of this assignment is to assist you in the preparation of the final, research paper assignment. For this assignment you must select an article published in a peer-reviewed, scholarly journal that contains footnotes or endnotes citations. Some examples of these are the *Journal of Military History*, *International Review*, *Diplomatic History*, *Journal of American History*, and the *American Historical Review*.

WWII History and *World War II Magazine* are NOT scholarly publications and should not be selected for this assignment.

Grading Criteria: The scholarly article review will be graded according to the following essential elements: 1) brief synopsis of the subject material; 2) brief synopsis of the article’s central themes; and,

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3) analysis of the primary / secondary sources utilized and the historical significance of the scholarly article. **See Resources** for Scholarly Article Review Grading Rubric.

Format: The article review will be 3 text pages long using Times New Roman 12 point font and be double-spaced throughout. Include a cover page with your name, author, article title, and publication, volume number, and date. Your review should have a substantive introduction and conclusion.

Style: The scholarly article review must be written as a “historical narrative.” Transitions from one paragraph to another should be facilitated through strong topical and transitional sentences. Do not create sub-titles, number, or double-space between paragraphs.

Submission: Access the “Assignments” link on the course navigation menu and submit your Scholarly Article Review.

HISTORICAL WEBSITE REVIEW

Overview: Complete one Historical Website Review related to your research paper topic. You may draw upon reviews you have done in MILH554.

Subject: The Historical Website you select for review must cover a major concept, event, or person associated with your research paper topic.

Grading Criteria: The website review will be graded according to the following essential elements: 1) Content: Is the scholarship sound and current? What is the interpretation or point of view? 2) Form: Is it clear and easy to navigate? Is it accessible to all users? Does it have a clear, effective, and original design? Does it have a coherent structure? 3) Audience/Use: Is the audience clear? Will it serve the needs of that audience? 4) New Media: Does it make effective use of the web? Does it do something that could not be done in print, an exhibition, or a film? **See Resources** for Historical Website Review Grading Rubric.

The purpose of this assignment is for you select an academic historical website which will assist you in the preparation of your research paper.

Format: The Historical Website Review will be 3 pages long using Times New Roman 12 point font and be double-spaced throughout. Include a cover page citing the student's name, name of website/title (Italics), URL, Who created the website? Who maintains it (if different)?, Dates when you reviewed the website. Lastly, your historical website review should have a substantive introduction and conclusion.

Format Examples:

Joe Student, *Immigration to the United States, 1789 - 1930*, <http://ocp.hul.harvard.edu/immigration/>. Created and maintained by the Open Collections Project, Harvard University Library. Reviewed May to Aug. 2007.

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Jane Student, *Presidential Recordings Program*, <http://www.whitehousetapes.org/>. Created and maintained by the Miller Center of Public Affairs, University of Virginia, Charlottesville. Reviewed Sept. to Nov. 2006.

Style: The Historical Website Review must be written as a “historical narrative.” Transitions from one paragraph to another should be facilitated through strong topical and transitional sentences. Do not create sub-titles, number, or double-space between paragraphs.

Submission: Access the “Assignments” link on the course navigation menu and submit your Historical Website Review.

RESEARCH PAPER

Overview: Complete a research paper on General Wainwright described above. Your research paper must reflect your own original thoughts, even though the issues may have been previously presented elsewhere. Please make sure to focus more on the primary sources and analyze their compatibility to Wainwright’s work.

Grading Criteria: The research paper will be graded according to the following essential elements: 1) **introduction** providing a thesis statement; 2) **body** providing a discussion of central themes supported by primary / secondary sources; 3) **conclusion** drawing together the themes of the paper in a succinct, organized, and persuasive manner; and, 4) **citations** that are properly annotated as footnotes or endnotes. **See Resources** for Research Paper Grading Rubric.

Format: The research paper will be 25 - 30 text pages using Times New Roman 12 point font and double-spaced throughout. The cover page, bibliography, footnotes/endnotes do not apply as text pages. Include a cover page with the title of the paper and your name. The research paper must include a bibliography of at least 40 academically critical sources, to include secondary and primary sources. If there is a question about whether a source meets the academic criteria, contact the instructor. The student is encouraged to use as many sources as appropriate. However, a huge bibliography will not compensate for a weak or poorly-constructed paper. Review the “Citation and Reference Style” section of this syllabus.

Submission: Access the “Assignments” link on the course navigation menu and submit your Research Paper.

Graded Instruments	Points
Forums	300
Research Paper Proposal	100
Scholarly Article Review	100
Historical Website Review	100
Research Paper	400
TOTAL POINTS	1000

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Weekly Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#)

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
Week 1	Course Introduction	LO-1: Class introduction and course overview.	Course Syllabus	Forum #1: Please comment on the relevance of your research topic to the broader objectives of your major course of study. Forum #2: Please acknowledge that you have read the AMU/APUS Honor Code. Forum #3: Acknowledge that you have read and understand the course syllabus.
Week 2	Review of the Literature	LO-1: Master and summarize the literature related to the history of General Wainwright.	Student Directed Readings	Research Topic Due
Week 3	Review of the Literature	LO-1: Master and summarize the literature related to the history of General Wainwright.	Student Directed Readings	Continue Research Efforts
Week 4	Review of the Literature	LO-1: Research, construct, and present a persuasive, original research paper on	Student Directed Readings	Scholarly Article Review Due

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		this topic		
Week 5	Review of the Literature	LO-1: Analyze and critique the content of Wainwright's autobiographical work when compared to other sources.	Student Directed Readings	Forum #1: Given your research to date, compare Wainwright's autobiography to the other sources. Does it paint him in a more favorable light? Less favorable? What discrepancies do you see?
Week 6	Review of the Literature	LO-1: Research, construct, and present a persuasive, original research paper on this topic	Student Directed Readings	Historic Website Review Due
Week 7	Review of the Literature	LO-1: Compile and synthesize the historic military events during the time Wainwright was in the Philippines between Dec 8, 1941 and May 8, 1942.	Student Directed Readings	Continue Research Efforts
Week 8	Philippine Campaign	LO-1: Evaluate and analyze the effectiveness and impact of the defensive strategy derived by General MacArthur and executed by General Wainwright.	Student Directed Readings	Forum #1: Discuss Wainwright's influence on the events between 1941 and 1942 in the Philippines. Which had the greatest affect on the outcome -Mac Arthur's directive or Wainwright's actions?
Week 9	Death March of Bataan Prisoner of War Status	LO-1: Evaluate General Wainwright's surrender and its implications to the men that served as POWs after the Death March of	Student Directed Readings	

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		Bataan.		
Week 10	Death March of Bataan Prisoner of War Status	LO-1: Evaluate General Wainwright's surrender and its implications to the men that served as POWs after the Death March of Bataan.	Student Directed Readings	
Week 11	Death March of Bataan Prisoner of War Status	LO-1: Evaluate General Wainwright's surrender and its implications to the men that served as POWs after the Death March of Bataan.	Student Directed Readings	Forum #1: Discuss Wainwright's surrender and its implications to the men that served as POWs after the Death March of Bataan. Evaluate the sources you used to come to these conclusions.
Week 12	Japanese Perspective	LO-1: Evaluate the Japanese perspective over this period and its implications for Wainwright's actions.	Student Directed Readings	
Week 13	Sources	LO-1: Research, construct, and present a persuasive, original research paper on this topic	Student Directed Readings	Forum #1: Evaluate your sources. Which were more helpful? Why? Were you able to access suitable primary sources? Did they support your secondary sources? Did you visit a museum or library? Describe the experience. Were oral histories used? Did you find the Japanese sources helpful? Were the perspectives substantially different?

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Week 14	Finalize Paper	LO-1: Research, construct, and present a persuasive, original research paper on this topic	Student Directed Readings	
Week 15	Research Paper	LO-1: Research, construct, and present a persuasive, original research paper on this topic		Research Paper Due
Week 16	Research Paper	LO-1: Research, construct, and present a persuasive, original research paper on this topic		Forum #1: Critique your experience writing the research paper. Respond to instructor comments.

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of

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illustrations or tables, acknowledgements, [abstract](#).

2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

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Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emojicons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography: See Resources

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