

2008/6/15

## Freedom from fear?

With regard to Franklin D. Roosevelt's four freedoms speech, I think it expressed the vitally crucial human ~~beings~~ freedoms and basic human privileges in the society. Furthermore, I completely agree with his statement-"Freedom means the supremacy of human rights everywhere." This is true due to the fact that everybody in the world desires freedom. <sup>FN!</sup>

President Roosevelt claimed "freedom from fear- everywhere in the world"; nonetheless, it was ~~not true~~ <sup>not true</sup> for American minority groups, especially for African Americans and Japanese Americans. Thesis

The image that I chose is Norman Rockwell's interpretation of "freedom from fear- everywhere in the world". There is a white father who is looking at his children and holding a newspaper. He seems to care for his children extremely. Meanwhile, the white mother is covering a quilt for her two kids, and the two white children are sleeping very well. It seems that their family is peaceful, safe, and harmonious. Absolutely, "freedom from fear- everywhere in the world" promotes the ideal that every person, involving minority groups in the U.S.A, should have the same peacefulness, personal security, and citizenship. In my opinion, the most important view is that whichever race you belong to, you should be treated as peaceful and secure. On the other hand, this image does not include other races in American culture. In fact, American minority

groups, such as African Americans and Japanese Americans, did not have peacefulness, personal security, and <sup>full</sup> citizenship. x

According to Takaki's *Double Victory*, American minority citizens were fighting against discrimination in their territory during 1930s and 1940s. Overseas, American government disseminated propaganda portraying the U.S.A as the "melting pot" of the globe. The truth, however, was definitely different from what they propagandized.

historian  
As Ronald Takaki writes,

In southern cities, African Americans were lynched or segregated. "More stressful than experiencing discrimination on army bases was facing the terrible threat of hate violence, especially in small Southern towns. In Beaumont, a Negro soldier was shot last summer following an altercation on a bus. In 1944, a black soldier was killed by a bus driver in Alexandria, Louisiana." Hence, they did not have freedom from fear, <sup>Footnote? Citation?</sup> even they did not have basic rights like <sup>those of</sup> ~~general~~ white American citizens. In other words, their lives are ~~definitely~~ not secure <sup>nor</sup> and peaceful, <sup>They were</sup> even hazardous.

<sup>During period</sup> ~~In the same time~~, Japanese-Americans were sent to the American concentration camps without due legal process after the <sup>Japanese</sup> attack on Pearl Harbor. "The assembly center was filthy, <sup>Takaki describes the horrible condition of the camps:</sup> smelly, and dirty. There were roughly two thousand people packed in one large building. No bed were provided, so they gave us gunny sacks to fill with straw, that was our bed." <sup>Citation?</sup> Americans of Japanese descent were hounded, brutalized and even segregated from the mainstream of American life during and following World War II.

In conclusion, Franklin D. Roosevelt asserted everybody everywhere in the world should have equal privileges in his four freedoms speech. <sup>AS</sup> Nevertheless, ~~which was totally~~ <sup>that</sup> ~~opposite to the situation in~~ Takaki's *Double Victory* demonstrates <sup>that</sup> African Americans and Japanese Americans were denied these freedoms.

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Citation Reference

Book

**Source:** Ronald Takaki, Double Victory (Back Bay Press, July 2001)

Website

**Source:** World Civilizations. Page created by Thomas Percy, Ph.D. and Mary Dickson. Direct questions or comments to Webmaster. Last revised February 4, 1997  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs36b.htm>.

**Project Grading Criteria:** The project is worth 150 points and 15% of your final AMS 110 grade. Papers will be evaluated in five areas or categories, each worth 30 points. These categories are:

		Score
<b>Content</b>	<p><input checked="" type="checkbox"/> Original and clear thesis with consistent, sufficient, persuasive, unified, and well-organized support and illustration. Ideas and points are original, significant, and well-developed (30 - 27)</p> <p><input type="checkbox"/> Clearly stated thesis, but the paper inadequately sustains the argument (26 - 24)</p> <p><input type="checkbox"/> Poorly stated thesis, inadequately supports argument, poor organization (23 - 18)</p> <p><input checked="" type="checkbox"/> No thesis or argument (17 - 0)</p>	28
<b>Double Victory</b>	<p><input checked="" type="checkbox"/> Convincing analysis of one of Rockwell's <i>Four Freedoms</i> using Takaki's <i>Double Victory</i>. Incorporates and analyzes at least two quotes from Takaki. Clear connections between points and supporting quotes (30 - 27)</p> <p><input type="checkbox"/> Analysis of one of Rockwell's <i>Four Freedoms</i> using Takaki's <i>Double Victory</i>, incorporates at least two quotes from Takaki but the connections between the points and supporting quotes are unclear (26 - 24)</p> <p><input type="checkbox"/> Analysis of one of Rockwell's <i>Four Freedoms</i> using Takaki's <i>Double Victory</i>, without incorporating and analyzing quotes from Takaki (23 - 18)</p> <p><input type="checkbox"/> Paper does not use Takaki's <i>Double Victory</i> to analyze one of Rockwell's <i>Four Freedoms</i> (17 - 0)</p>	28
<b>Writing Style and Mechanics</b>	<p><input type="checkbox"/> The paper has a tone and perspective appropriate to academic writing. The paper meets academic standards in punctuation, spelling, sentence structure, and overall appearance. The paper is typed in 12 pt., Times New Roman font, with 1" margins (30 - 27)</p> <p><input checked="" type="checkbox"/> The paper lacks one of these conventions (26 - 24)</p> <p><input type="checkbox"/> The paper lacks two of these conventions (23 - 18)</p> <p><input checked="" type="checkbox"/> The paper is incomprehensible due to errors in language or usage (17 - 0)</p>	24
<b>Four Freedoms</b>	<p><input checked="" type="checkbox"/> The writer offers a persuasive visual analysis one of Rockwell's <i>Four Freedoms</i> in reference to one of the provided prompts (30 - 27)</p> <p><input type="checkbox"/> The writer offers visual analysis of one of Rockwell's <i>Four Freedoms</i> in reference to one of the provided prompts, but it is unclear or unsupported (26 - 24)</p> <p><input type="checkbox"/> The writer references one of Rockwell's <i>Four Freedoms</i> but does not offer their analysis of the image (23 - 18)</p> <p><input type="checkbox"/> The writer makes no reference to one of Rockwell's <i>Four Freedoms</i> (17 - 0)</p>	25
<b>Citation Format</b>	<p><input type="checkbox"/> The paper correctly and consistently uses footnotes and the Chicago Manual of Style format when citing (30 - 27)</p> <p><input type="checkbox"/> The paper attempts to use footnotes and the Chicago Manual of Style format when citing but does so incorrectly (26 - 24)</p> <p><input checked="" type="checkbox"/> The paper uses a citation style used in another discipline, such as APA or MLA (23 - 18)</p> <p><input type="checkbox"/> Citation is unclear or missing: remember that lack of citation is plagiarism and may be grounds for failing the project or, in certain cases, the course (17 - 0)</p>	18

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