University of North Carolina,
Department of History

HIST 490 (undergraduate / graduate seminar):

MILITARY, WAR AND GENDER IN COMPARATIVE PERSPECTIVE:

The Age of World Wars
(Britain, Germany, Russia and the United States)

Syllabus – Spring 2014

Instructor: Prof. Karen Hagemann

Course Hours: Tuesday, 3:30 - 6:00 pm
Room: Stone Center 0201

Office Hours: Tuesday 11:00 am – noon and Thursday 2:00 – 3:00 pm or by appointment
Office: Hamilton Hall 566
Email: hagemann@unc.edu

AIMS OF THE SEMINAR

Focusing on the Age of the World Wars, the seminar explores the interrelations between changing military systems, types of warfare, the gender order as well as political, social and cultural currents. The concentration on the period before, during and after two world wars allows the identification of historical continuities and changes in this period of rapid transformation not
only in economy, politics and society, but also in the military system and the conduct of warfare. The comparative perspective on Britain, Germany, Russia and the United States enables us to identify which developments depended, on the one hand, on particular national economic, social, political and military developments, and on the other, on transnational trends in the transformation of military systems and the conduct of warfare. The comparison will thus sharpen our understanding of both national peculiarities and cross-national commonalities in the interrelationship of military, war and gender. Two main questions will frame the course:

1. How did major changes in the military system and warfare affect civil society and the gender order, that is, the norms and concepts of femininity and masculinity, the legal gender system, the economic and social relations of men and women and the cultural practices of everyday lives of men and women?
2. In which ways did the gender order—especially concepts of femininity and masculinity—shape military systems and the conduct of warfare.

**FORMAT OF THE SEMINAR**

The course is designed as a seminar class for both undergraduate and graduate students. Class discussions and group and partner work will be deployed. The sessions will center on discussions of assigned reading. Students are expected to attend all class sessions, to carefully do the assigned reading for each session, and to participate actively in class. Moreover, the class seeks to introduce students to the methods of historical research.

**REQUIRED AND RECOMMENDED READINGS**

Over the course of the semester, students will be required to read book chapters and journal articles, which will be posted on SAKAI under “Resources”.

The following two books give you an excellent introduction into the theme of military, war and society in twentieth century Europe and the United States. I expect that all students read them to get the necessary historical background knowledge:


You can find these books for purchase in the *UNC Student Bookstore.*

If you want to explore more on the history of military and war in Europe and the United States in the age of the world wars I recommend the following books:


You can find these books on reserve at the UNC Undergraduate Library.

The following readings will introduce you more intensively in the **theme of gender, military and war in twentieth century history**:

• Nicole Ann Dombrowski (ed.), *Women and War in the Twentieth Century: Enlisted with or Without Consent* (New York: Garland, 1999).
• Dagmar Herzog (ed.), *Brutality and Desire: War and Sexuality in Europe’s Twentieth Century* (Basingstoke and New York: Palgrave Macmillan, 2009).
• Margaret R. Higonnet et al (eds.), *Behind the Lines: Gender and the Two World Wars* (New Haven, 1987).
• Joanna Regulska and Bonnie G. Smith (eds.), *Women and Gender in Postwar Europe: From Cold War to European Union* (Abingdon, Oxon and New York : Routledge, 2012).

You can find these books on reserve at the UNC Undergraduate Library.

**ASSIGNMENTS**

• **Class Participation (25% of the grade):**

  Your participation grade will be based on your general attendance and your active participation in class discussion. You are expected to complete the reading before the date it is listed on the syllabus. Each student has to post three questions/comments...
on the required reading on the “Forum” on SAKAI until 5:00 pm on the day before the Seminar Session for seven classes.

• Written and Oral Article Report and Preparation of Seminar Discussion (25% of the grade):

All students are expected to prepare three class discussion together with two other students. On student of this team is asked to write an article report on the weeks reading and prepare an introductory oral report. The written article report should be not longer than 10 pages (including cover and bibliography), typed, double-spaced on standard-size paper with 1-inch margins. While writing, you should follow the Chicago Manual of Style. Please submit the written article report by email to the instructor until 5:00 pm on the Sunday before the class. The oral article report should not be longer than 15-20 minutes.

The written and oral article report should both give a brief introduction of all authors, the place of publication of the journal articles and book chapters we read in this class (i.e. the books/journals they were published in) and their relevance for our theme, summarize the main questions of the individual journal articles and book chapters and their main thesis. Furthermore, it should compare and relate them and place them in the historical context of the week’s theme. At the end, they should present three to five questions for the discussion that will help us to explore the week’s theme.

Students must select the class, which they would like to prepare by signing up on the list that will circulate in the second sessions of the course. Please note two choices and rank them.

• Proposal and Bibliography of the Research Paper (for undergraduate students) or Historiographical Essay (for graduate students) (10% of the grade):

Please submit your suggestions for the topic of the research paper / historiographical essay latest until February 2, 2014, 5:00 pm by email to the instructor and set up a meeting for a conversation about your idea for the topic with the instructor during office hours after you submitted your proposal, latest in early February 2014.

In preparation for the research paper (for undergraduate students) or historiographical essay (for graduate students), students are required to prepare a bibliography (with monographs, anthologies, book chapters, and journals articles) with up to 10-15 titles for the research paper to be written by undergraduate students and up to 20-25 titles for the historiographical essay written by the graduate students. In addition, they have to submit a proposal for the planned paper with a draft title of the paper. The proposal should define the main research interest/theme of the paper and the two to three research questions that will guide the analysis and interpretation. At the end, please describe the basic structure of the paper.

Proposal and bibliography for the research paper / historiographical essay are due at 9:00 am on Tuesday, March 18. Students have to email me their proposal and
the bibliography as one word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

• **Research Paper** (for undergraduate students) or **Historiographical Essay** (for graduate students) *(40% of the grade)*:

  *Every undergraduate student* is required to write a *10-15-page research paper* (including cover page and bibliography), *every graduate student* will have to write a *historiographical essay of 20-25 pages* (including cover page and bibliography). The text should be typed, double-spaced on standard-size paper with 1-inch margins. While writing, you should follow the Chicago Manual of Style.

  **The paper is due on April 29, 2014, 23:00 pm.** Students have to email me their paper as a word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

  You will find a guide on how to prepare an outline, a bibliography and the research paper/historiographical essay on SAKAI.

**IMPORTANT DATES FOR THE ASSIGNMENTS**

- **January 26, 2014**: Submission of a topic for the research paper / historiographical essay.
- **March 18, 2014**: The outline and bibliography of the research paper / historiographical essay are due.
- **April 29, 2014**: The research paper / historiographical essay is due

**CLASS SCHEDULE**

**I: INTRODUCTION**

**Week 1:**

*Tuesday, January 14, 2014: Introduction I: Welcome to the Seminar*

**Week 2:**

*Tuesday, January 21, 2014: Introduction II: Gendering the History of Military and War*

  • **Required Readings:**
    - Sonya Rose, *What is Gender History?* (Malden: Polity, 2010), 1-16.

**Additional Recommended Reading for Graduate Students:**

**Doing Research I: How to find a good research theme/subject?**

Please send an email with your suggestions for the topic of the research paper / historiographical essay to me until Sunday, January 26, 2014, 5:00 pm.

**Week 3:**

**II: WORLD WAR I**

**Tuesday, January 28, 2014: Mobilizing Men for World War I**

**Required Readings:**
- Joshua A. Sanborn, Drafting the Russian Nation: Military Conscription, Total War, and Mass Politics, 1905-1925 (DeKalb: Northern Illinois University Press, 2003), 132-164.
- Sonya O. Rose, “‘Fit to Fight but Not to Vote?’ Masculinity and Citizenship in Britain, 1832-1918,” in Representing Masculinity: Male Citizenship in Modern Western Culture, ed. Stefan Dudink, Karen Hagemann and Anna Clark (Basingstoke: Palgrave Macmillan, 2007), 131-150.

**Additional Recommended Reading for Graduate Students:**

**Week 4:**

**Tuesday, February 4, 2014: Mobilizing Women for World War I**

**Required Readings:**


- **Additional Recommended Reading for Graduate Students:**

**Week 5:**

**Tuesday, February 11, 2014: The Home Front During World War I**

- **Required Readings:**

- **Additional Recommended Reading for Graduate Students:**

**II: THE INTERWAR YEARS**

**Week 6:**

**Tuesday, February 18, 2014: Damaged Bodies – Damaged Minds – Challenged Sexualities**

**Special Guest:** STEFAN DUDINK (Radboud University Nijmegen, Institute for Gender Studies)
• **Required Readings:**

• **Additional Recommended Reading for Graduate Students:**

• **Doing Research II: How Give the Research a Focus, Compile a Bibliography and Write an Outline? I**
  - How to formulate a research interest and research question
  - How to compile a bibliography
  - How to write an outline

**Thursday, February 20, 2014**
**2:00 - 5:00 pm, Institute for the Arts and Humanities, Hyde Hall**

**PUBLIC WORKSHOP: “GENDER, WAR AND EMPIRE IN A GLOBAL PERSPECTIVE” with:**

- **MARILYN LAKE** (The University of Melbourne, Department of History)  
  *The British Empire and the Making of the Notion of White Men*

- **ANGELA WOOLLACOTT** (Australian National University, School of History)  
  *Sexual Violence: Locating the Nexus of Gender, War and Colonialism*

- **SONYA ROSE** (University of Michigan, Ann Arbor and Birkbeck, University of London, Department of History, Classics and Archaeology)  
  *The Politics of Service and Sacrifice in WW I Ireland and India*

- **And a ROUNDTABLE ON COMPARATIVE PERSPECTIVES with AMY S. GREENBERG** (Penn State University, Department of History), **MISCHA HONECK** (German Historical Institute, Washington D.C.), **DON REID** (UNC-Chapel Hill,) and **SUSAN PENNYBACKER** (UNC- Chapel Hill, Department of History)

For more information see the website: [http://gwc.web.unc.edu/](http://gwc.web.unc.edu/)
7:00 - 9:00 pm, UNC Gerrard Hall

PUBLIC LECTURE (UNC-Chapel, Institute For Arts And Humanities Reckford Lecture in European Studies):

• MICHAEL GEYER (The University of Chicago, Department of History)
  *Rewriting War: New Perspectives on the History of World War I*

For more information see the website: [http://gwc.web.unc.edu/](http://gwc.web.unc.edu/)

**Week 7:**

**Tuesday, February 25, 2014: Women’s Postwar Experience in Comparison**

• **Special Guest:** SONYA ROSE (University of Michigan, Ann Arbor and Birkbeck, University of London, Department of History, Classics and Archaeology)

• **Required Readings:**

**III: WORLD WAR II**

**Week 8:**

**Tuesday, March 4, 2014: Militarized Masculinity in World War II**

• **Required Readings:**
  2. Alternative:


- **Additional Recommended Reading for Graduate Students:**

- **Doing Research III: How Give the Research a Focus, Compile a Bibliography and Write an Outline? II**
  - How to formulate a research interest and research question
  - How to compile a bibliography
  - How to write an outline

**Week 9:**

*Tuesday, March 11, 2014: Spring Break – No Class!*

**Week 10:**

*Tuesday, March 18, 2014: Meeting Week – No Class!*

Outline and bibliography for the research paper / historiographical essay are due on Tuesday, March 18, at 9:00 am. Students have to email me their outline and the bibliography as one word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

This week, I will meet with students individually during special office hours to discuss their outline and bibliography.

**Week 11:**

*Tuesday, March 25, 2014: Recruiting Women for World War II*

- **Required Readings:**

- **Additional Recommended Reading for Graduate Students:**

- **Doing Research III: How to Write a Good Research Paper / Historiographical Essay I:**
  - How to formulate a thesis statement
  - Introduction—Main Part—Conclusion

### IV: POSTWAR SOCIETIES

**Week 12:**

**Tuesday, April 1, 2014: Returning Corpses – Returning Heroes**

**Part I:**
- **Required Reading:**

- **Additional Recommended Reading for Graduate Students:**

**Part II:**
- **How to Write a Research Paper / Historiographical Essay II:**
  - Good Quotation—Right Citation
  - A Question of Style

**Week 13:**

**Tuesday, April 8, 2014: Gendered Postwar Communities**

- **Required Readings:**


• Additional Recommended Reading for Graduate Students:

**Week 14:**

*Tuesday, April 15, 2014: Brief presentations of the research of the students 1*

**Week 15:**

*Tuesday, April 22, 2014: Final Class: Brief presentations of the research of the students 2*

• Review of the course and evaluation.

The final research paper / historiographical essay is due on April 29, 2014, 23:00 pm. Students have to email me their paper as a word-file and place a paged and stapled copy in my mailbox in the office of the History Department, 5th floor Hamilton Hall.

**RULES OF THE ROAD**

1. **Read this syllabus carefully.** You should consider it a contract between you and the professor. Your enrollment in the course signifies your agreement to adhere to it. Keep it for reference.

2. **Read the email and announcements on SAKAI carefully and regularly.** I will communicate with you by email and announcements on SAKAI during the course. Please read your email and check the SAKAI announcements.

3. **Communicate with your professor appropriately.** Learning how to write a professional email and address a professor, TA, supervisor or administrators appropriately is an important skill. As a starting point, when you email any professor or
instructor, please have a subject line and begin with "Dear Professor..." or "Dear Dr. ...", and end with "Thank you" and "Sincerely," or "Best regards". Please read over the handout from the UNC Writing Center on email etiquette and effective communication at colleges and universities:

http://writingcenter.unc.edu/handouts/effective-e-mail-communication/

4. Attendance will be taken in every class. **Not more than three missed classes will be accepted. After three missed classes, your participation grade will go down ten points for every day you miss class.** Thus, if you have a B+, your participation grade will fall to a C+ or if you have a C, your grade will fall to a D. If you have to miss more classes in the case of documented emergencies you can make them up with a 5-page response paper to the assigned readings.

5. **No late papers or other written work will be accepted except in the case of documented emergencies.** Remember to make back-up copies of your drafts and papers; a hard disk crash a day or two before papers are due is not an acceptable excuse for turning in a late paper. For lateness your grade will go down ten points. Thus, if you have a B+, your grade will fall to a C+ or if you have a C, your grade will fall to a D.

6. **Plagiarism:** to take or pass off as one's own the ideas, key writings, etc. of another; to copy the exact words or to use key phrases from another author; to steal key ideas, even if you put them in your own words. If you do any of these things, without using a footnote to indicate your source, you are guilty of plagiarism. The exact words of another author must be put in quotation marks. Be forewarned that it is extremely easy to trace sources of plagiarism with software and on the web. If you plagiarize a paper you will receive a zero on that piece of work, and you will be subject to prosecution under the UNC Honor Code. It is your responsibility to familiarize yourself with the Honor Code (http://instrument.unc.edu).

7. **Finally - Electronics:** I support “old school” communication and note-taking during classes, however, I will allow laptops in seminar sessions as a tool for your class work. Cell phones are **not** allowed during classes. Please turn off all electronic devices including, but not limited to, Iphones, cell phones, Ipods or any other devices that ring, buzz or ding. These devices should be properly secured in your backpack and may not be used to make or take calls or for notation during discussion.

**HONORS CODE**

Papers and exams must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized aid on this assignment.”) or the word “Pledge” followed by your name as a shorthand way of communicating your adherence. Otherwise, no grade will be recorded. More information is also available at http://instrument.unc.edu and at:

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html