

Political Science/ Women's Studies 341-001
Women and War
Fall 2007, TR 2:00-3:15

Instructor: Regina F. Titunik
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Office Hours: M 2:00-4:30 and
W 2:00-4:30 (or by appointment)

Course Description:

War represents a condition of armed conflict between political communities. This course considers the roles women have played and might play in the exercise of the political community's socially sanctioned, externally directed violence. Initially we give attention to historical examples of women's participation in war and scrutinize commonly accepted images of men and women in relation to warfare. In order to properly deal with the topic of woman and war, it is also necessary to understand what war is as a human phenomenon, what kind of organizational structures it gives rise to and what characteristics it calls forth. We consider these issues while studying the history of women and war. The second half of the course examines women's changing role in the U.S. armed forces and covers some of the recent controversies surrounding women in the military.

Required Text:

Linda Grant De Pauw, *Battle Cries and Lullabies: Women in War from Prehistory to the Present*, (Norman, OK: University of Oklahoma Press, 1998).

Coursepack (CP):

- Homer, selection from the *Iliad*
- Fragment about Achilles and Penthesilea
- Sun Tzu, *The Art of War*, Cleary trans. (with a selection from the biographical introduction).
- Information about the Department of Defense
- Lory Manning, "Chronology of Significant Legal and Policy Changes Affecting Women in the Military: 1947-2005," *Women in the Military: Where They Stand*, 5th edition (Washington, DC: Women's Research and Education Institute, 2005): 4-9.
- *Rostker v. Goldberg* (1981)
- Secretary of Defense, January 13, 1994 memorandum, Direct Ground Combat Definition and Assignment Rule.
- William L. O'Neill, selections from "Sex scandals in the gender-integrated military," *Gender Issues* 16, 1-2 (Winter/Spring 1998): 64-86.
- "Combat Heroine," *The Washington*, November 23, 2003: D 01.
- "Hard Look at Mission That Ended in Inferno for 3 Women," Michael Moss, *The New York Times*, December 20, 2005.
- Erin Solaro, "All the Sisters and All the Brothers," *U.S. Naval Institute Proceedings*, 131, 6 (June 2005): 46-48.

Handouts:

- Shelley Saywell, “The Eastern Front 1939-1945,” *Women in War: First-Hand Accounts from World War II to El Salvador*, (New York: Viking, 1986): 130-158.
- Maj. Gen. Jeanne Holm, *Women in the Military: An Unfinished Revolution*. Revised ed. (Novato, CA: Presidio Press, 1992): chs, 10, 27 and 28.
- Rhonda Cornum, *She Went to War*, as told to Peter Copeland, (Novato, CA: Presidio Press, 1992): 1-18, 43-59, 71-88, 107-124, 137-167
- Richard Worth, “Do Women Have What It Takes,” *Women in Combat: The Battle for Equality* (Berkeley Heights, NJ: Enslow Publishers: 54-82.
- Current news articles as appropriate.

Handouts for Response Papers:

- Noya Rimalt, “Women in the Sphere of Masculinity: The Double-Edged Sword of Women’s Integration in the Military,” *Duke Journal of Gender Law & Policy*, 14 (2007): 1097-1119.
- Diane H. Mazur, “Military Values in Law,” *Duke Journal of Gender Law & Policy*, 14 (2007): 977-1008.
- Selections from Elaine Donnelly, “Constructing the Co-ed Military,” *Duke Journal of Gender Law & Policy*, 14 (2007): 815, 828-856, 928-935.

Course requirements:

1. Two quizzes worth 100 points each. The quizzes will include multiple choice questions and an essay question.
2. One midterm exam, which will be structured like the quizzes, but will also include map questions and more than one essay. The midterm will cover material from the first half of the course and is worth 200 points.
3. Students are required to write three response papers to selected readings (listed above). Students will carefully read the articles and write a two to three-page, double-spaced paper which summarizes, analyzes and critiques the information and argument presented in the assigned essays. The instructor will provide the articles and detailed instructions on how to write the response paper. Each response paper is worth 100 points. Response #1 is due **September 27**, #2 is due **November 1** and #3 is due **December 4**. Late papers, not excused in advance because of extenuating circumstances, will be penalized 20 points per day. Plagiarism—the representation of another author’s ideas or words as one’s own—will result in an automatic “F” and possible disciplinary action.
4. The final exam, which will consist of multiple choice, map and essay questions, covers the second half of the course and will be worth 200 points.

Grading:

The total number of points for this course is 900: Grades will be determined on the basis of the following point system:

Grade	100 Point Scale	200 Point Scale	900 Point Scale (Total Points)
A	96 to 100	191 to 200	860 to 900
A-	90 to 95	179 to 190	806 to 859
B+	86 to 89	171 to 178	770 to 805
B	82 to 85	163 to 170	734 to 769
B-	78 to 81	155 to 162	698 to 733
C+	74 to 77	147 to 154	662 to 697
C	70 to 73	139 to 146	626 to 661
C-	66 to 69	131 to 138	590 to 625
D+	62 to 65	123 to 130	482 to 589
D	58 to 61	115 to 122	
D-	54 to 57	107 to 114	
F	less than 54	less than 107	less than 481

Class schedule:

August 21-23 Introduction
 De Pauw, *Battle Cries and Lullabies*, pp. 1-36

THE “FEMINIZATION” OF WAR (AROUND 700 B.C.E.)

August 28-30 De Pauw, *Battle Cries and Lullabies*, pp. 36-67
 Homer, selection from *The Iliad*, in CP, pp. 1-8
 Fragment about Achilles and Penthesilea in CP, pp. 8-9

**ORGANIZED WARFARE AND FEMALE WARRIORS IN ANCIENT CHINA
 AND ROME**

September 4-6 De Pauw, *Battle Cries and Lullabies*, pp.203-205 and 67-80.
 Sun Tzu, *The Art of War*, Cleary trans. (with a selection from the
 biographical introduction) in CP, pp. 11-27.

**THE ROLES OF WOMEN IN WAR
 (THE MIDDLE AGES TO THE AGE OF IMPERIALISM)**

- September 11-13 **QUIZ 1**
De Pauw, *Battle Cries and Lullabies*, pp.80-109
- September 18-20 De Pauw, *Battle Cries and Lullabies*, pp.110-141
- September 25-27 **Response paper #1 for Noya Rimalt, “Women in the Sphere of Masculinity: The Double-Edged Sword of Women’s Integration in the Military” due September 27**
De Pauw, *Battle Cries and Lullabies*, pp.142-203

WOMEN IN WORLD WAR I AND WORLD WAR II

- October 2-4 De Pauw, *Battle Cries and Lullabies*, pp.207-238
- October 9-11 De Pauw, *Battle Cries and Lullabies*, pp. 239-262
Shelley Saywell, “The Eastern Front 1939-1945,” in *Women in War: First-Hand Accounts from World War II to El Salvador* (handout).

WOMEN IN THE U.S. MILITARY (INTEGRATION TO THE SECOND GULF WAR)

- October 16-18 **MIDTERM EXAM**
De Pauw, *Battle Cries and Lullabies*, pp. 263-266.
Information about the Department of Defense in CP, p. 28
Chronology of Significant Legal and Policy Changes Affecting Women in the Military in CP, pp. 29-31.
Holm, “Integration: 1948,” *Women in the Military*, ch. 10, pp. 113-129 (handout).
- October 23-25 De Pauw, *Battle Cries and Lullabies*, pp. 266-280
Rostker v. Goldberg (1981) in CP, pp. 32-38.
- Oct. 30-Nov. 1 **Response Paper # 2 for Diane H. Mazur, “Military Values in Law” due November 1**
Holm, “The Persian Gulf War,” *Women in the Military*, ch. 27, pp. 438-472, (handout).
Secretary of Defense, January 13, 1994 memorandum in CP, pp. 39-40.
De Pauw, *Battle Cries and Lullabies*, pp. 280-281

COMBAT AND OTHER CONTROVERSIES

- November 6-8 Holm, “The End Game,” *Women in the Military*, ch. 28, pp. 473-503, (handout)
Worth, “Do Women Have What It Takes,” in *Women in Combat*, ch 4 (and part of ch. 5) pp. 54-82 (handout).
- November 13-15 **QUIZ 2**

De Pauw, *Battle Cries and Lullabies*, pp.281-288
Selections from William L. O'Neill, "Sex scandals in the gender-integrated military" in CP, pp. 41-48.

November 20-22 **HOLIDAY: Thanksgiving, November 22.**
"Combat Heroine," *Washington Post* in CP, pp. 48-52.

November 27-29 "Hard Look at Mission That Ended in Inferno for 3 Women," Michael Moss, *New York Times*, in CP, pp. 53-59
"All the Sisters and All the Brothers," Erin Solaro, *Proceedings of the United States Naval Institute*, in CP, pp. 60-64.

December 4-6 **Response paper # 3 for Selections from Elaine Donnelly, "Constructing the Co-ed Military" due December 4**
Review.

Final Exam: Thursday, December 13, 02:00 - 04:00pm

*Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauano'e A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the semester as possible.

**Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

RULES FOR POLITICAL SCIENCE CLASSES

1. Classroom

A. Attendance. Faculty may take attendance or not, at their discretion. However, all faculty expect students to attend every class session unless there are compelling reasons not to, such as illness or injury, serious family problems, etc. When you cannot attend, you should notify your instructor as soon as possible. Attendance is important because many classes involve discussion – seminars are based on discussion – and because simply reading the text(s) is no substitute for class lectures and discussion. There is clear correlation between attendance and higher grades; good attendance results in quality learning.

B. Participation.

(1) Quality participation requires that you have read all of the material assigned by your instructor and that you have thought seriously about it. You must, therefore, keep up with reading assignments.

(2) Disagreement with the instructor and other students during class discussions is welcome as long as it is done respectfully. In all class discussions, you must be courteous and respectful of others.

C. Behavior.

Talking to fellow students while the instructor is lecturing is rude and annoying to those nearby, so

do not engage in this behavior

(1) Cell phones and pagers must not be heard during class. All cell phones and pagers should either be turned off or placed in silent mode. These devices may only be used in case of emergency.

(2) Do not get up and leave before the class is over. It is extremely rude and disruptive to leave the classroom while the instructor is still conducting the class. By signing up for this course, you are committed to attending every class for the entire class period. If you have to leave class early for an unavoidable reason, inform the instructor before class starts. If you are sick or have to leave suddenly as the result of an emergency, let the instructor know, as soon as possible, why you had to leave early.

(3) Do not start to pack up your belongings until the instructor has dismissed the class.

(4) Do not ask the instructor for handouts, materials, or information that you missed due to an unexcused or avoidable absence.

2. Papers and Examinations

A. Plagiarism. “Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; purchasing term papers; or drylabbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms, or fabricating data to fit the desired or expected results.” (UHH Student Conduct Code (Academic Dishonesty – H.2, p. 6). It should be noted that material found on-line must be footnoted in the same manner as material found in books, journals, etc., and that downloading term papers in part or in their entirety constitutes plagiarism.

Plagiarism is a serious offence and may result in a failing grade, probation, suspension, or expulsion.

B. Writing.

(1) Do not try to write your papers just before they are due. It takes time to write a good paper. You need to start researching the information for the project as soon as the assignment is given. The paper should be rewritten several times before it is ready to present to the instructor.

(2) All Political Science seminar courses are writing intensive (WI), and other courses may be so designated from semester to semester. However, writing is important in all courses, whether it be in term papers, essay examinations, or short answer questions. Do not expect that just because a course is not designated WI, that you will not be asked to do a considerable amount of writing. In WI courses you will be graded on your writing ability as well as the content of your writing, while in non-WI courses you may or may not be graded specifically on your writing ability. You must understand, however, that your writing ability directly affects your grades in all courses where writing, in one form or another, is required, so it is to your advantage to practice and improve your writing skills constantly.

C. Examinations. You should arrive promptly for all examinations, as it is disruptive to arrive late while others are taking the exam. You should also have used the restroom before the exam; you will be excused during an examination only in a true emergency. Please make sure you have extra writing instruments before you come, so you don’t have to interrupt a classmate to ask for one if your pen runs out of ink. The same rules with respect to pagers and cell phones hold for examinations – they must be turned off or on silent mode.

Individual instructors may establish rules in addition to those explicitly listed here.
Your participation in this course signifies that you accept these rules.