UNC HIST/PWAD 517
(undergraduate / graduate seminar)

MILITARY, WAR, AND GENDER IN COMPARATIVE PERSPECTIVE
18th-20th Centuries – Germany and the United States

Instructor: Karen Hagemann

Time: Monday, 4:00-6:50 pm
Location: TBA

Karen Hagemann:
Office Hours: … or by appointment
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AIMS OF THE COURSE
This course introduces students to gender as a category of analysis in the history of military and war from a comparative perspective, with a focus on Germany and the United States from the late eighteenth to the mid-twentieth centuries. We will examine the interrelations between changes in the military systems, warfare, and the gender order in a 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 will sharpen our understanding of both national peculiarities and cross-national commonalities.
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 what way did the gender order, and particularly the norms and concepts of femininity and masculinity, influence changes in the military system and in the conduct of warfare?

**FORMAT OF THE COURSE**

The course is designed as a seminar class for both undergraduate and graduate students. 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.

**REQUIRED READINGS**

The weekly readings are listed on the course schedule. All required readings are available on Blackboard. If wanted we can produce a reader at the beginning of the class. The following books are required readings and have been ordered for class and are available at the UNC textbook store:


**BLACKBOARD**

We will be using Blackboard to make course materials, announcements, and other essential information available to you. You are expected to check Blackboard regularly and are responsible for the material that appears on it.

**COURSE PROGRAM**

I. **INTRODUCTION**

Week 1  Monday
        INTRODUCTION

II.  **APPROACHES**

Week 2  Monday
        WHAT IS MILITARY HISTORY?


*Additional Reading for Graduate Students:*

Wayne Lee and others, “American Military History: A Round Table,” *Journal of American History* 93 (March 2007): 1116-1162

*Books and Special Journal Roundtable for Book Report:*


**Week 3**

**Monday**

**WHAT IS GENDER HISTORY?**


*Additional Reading for Graduate Students:*


*Books for Book Report:*


III. NATIONS, WAR, AND GENDER, 1775-1815

Week 4 Monday

NATIONS, WAR, AND GENDER DURING THE AMERICAN WAR OF INDEPENDENCE

Linda Kerber, “May All Our Citizens be Soldiers and All Our Soldiers Citizens: The Ambiguities of Female Citizenship in the New Nation,” in Women, Militarism, and War: Essays in History, Politics, and Social Theory, ed. Jean Bethke Elshtain and Sheila Tobias (Savage, 1990), 89-103


Additional Reading for Graduate Students:

Holly A. Mayer, in “Wives, Concubines, and Community: Following the Army,” in War and Society in the American Revolution, ed. John Resch and Walter Sargent (DeKalb, 2007), 235-262

Books for Book Reports:


Charles Royster, A Revolutionary People at War: The Continental Army and the American Character, 1775-1783 (Chapel Hill, 1979)

Week 5 Monday

NATIONS, WAR, AND GENDER DURING THE NAPOLEONIC WARS


Additional Reading for Graduate Students:


Book for Book Report:


IV. THE NATIONALIZING WARS OF THE 1860s

Week 6  Monday

THE NINETEENTH CENTURY GERMAN MILITARY CULTURE AND THE WARS OF UNIFICATION


Additional Reading for Graduate Students:


Books for Book Reports:


Week 7  Monday

THE AMERICAN CIVIL WARS

Donna Rebecca D. Krug, “Women in the Confederacy,” in On the Road to Total War: The American Civil War and the German Wars of Unification, 1861-1871, ed. Stig Förster and Jörg Nägler (Cambridge, 1997), 413-448

Jim Cullen, “It’s a Man Now: Gender and African American Men,” in Divided Houses: Gender and the Civil War, ed. Catherine Clinton and Nina Silber (New York, 1992), 76-95.

David W. Blight, “No Desperate Hero: Manhood and Freedom in a Union’s Soldier’s Experience,” in Divided Houses: Gender and the Civil War, ed. Catherine Clinton and Nina Silber (New York, 1992), 55-75

Additional Reading for Graduate Students:


Books for Book Reports:

Drew Gilpin Faust, Mothers of Invention: Women of the Slaveholding South in the American Civil War (Chapel Hill, 1996).


Battle Scars: Gender and Sexuality in the American Civil War, ed. Catherine Clinton and Nina Silber (New York, 2006)

Nina Silber, Daughters of the Union: Northern Women Fight the Civil War (Cambridge, 2005)

Week 8  Monday

NO CLASS. FALL BREAK

IV. HOME/Fronts during World War I, 1914-1918

Week 9  Monday

THE UNITED STEAD during WWI


**Additional Reading for Graduate Students:**

Susan Zeiger, “She Didn’t Raise Her Boy to be a Slacker: Motherhood, Conscription, and the Culture of the First World War,” Feminist Studies 22 (Spring 1996): 7-39

**Books for Book Reports:**

Maurine Weiner Greenwald, Women, War, and Work: the Impact of World War I on Women Workers in the United States (Westport, 1980)

Kathleen Kennedy, Disloyal Mothers and Scurilous Citizens: Women and Subversion During World War I (Bloomington, 1999)


**Week 10  Monday**

**GERMANY IN WWI**


**Additional Reading for Graduate Students:**


**Books for Book Reports:**


### V. MILITARY, SOCIETY, TOTAL WAR, 1939-1945

#### Week 11  Monday

**THE AMERICAN SOCIETY IN WWII**


**Additional Reading for Graduate Students:**


**Books for Book Reports:**


#### Week 12  Wednesday, November 14, 2007

**THE THIRD REICH AND WWII**


Birgit Beck, “Rape: The Military Trials of Sexual Crimes Committed by Soldiers in the Wehrmacht, 1939-1944,” in *Home/Front: The Military, War and Gender in Twentieth-

**Additional Reading for Graduate Students:**


**Books for Book Reports:**


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**Week 13**

**Monday**

**NO CLASS. THANKSGIVING RECESS**

**Week 14**

**Monday**

**THE UNITED STATES AFTER WWII**


Emily Rosenberg, “‘Foreign Affairs’ after World War II: Connecting Sexual and International Politics,” *Diplomatic History* 18 (1994): 59-70


**Additional Reading for Graduate Students:**


**Books for Book Reports:**


**Week 15**

**Monday**

**POST-WAR GERMANY**


*Additional Reading for Graduate Students:*


*Books for Book Reports:*


Carter, Erica, *How German Is She? Postwar German Reconstruction and the Consuming Women* (Ann Arbor, 1997).


**VI. EXAMS AND PAPER DEADLINES**

**Week 16**

**Final Examination** (Only for undergraduate students)

**The final version of the historiographical essay is due**

(Only for graduate students).
ASSIGNMENTS

General course participation: 30%

Article report (6-8 pages) and preparation of course discussion

- For undergraduate students: 20%
- For graduate students: 15%

Book report (8-10 pages)

- For undergraduate students: 20%
- For graduate students: 15%

Historiographical essay (15-20 pages) (only for graduate students) 40%

Final examination (only for undergraduate students) 30%

General Course Participation (30 % of the final grade)

The quality of the course work depends on the commitment of all members, as demonstrated by attendance and participation in each session. All students are expected to read the week’s required readings before the class and prepare at least three written questions for the discussion, which will have to be placed 24 hours before class. They are to do so at least once in September, October and November on the Discussion Forum on Blackboard. The quality of the questions will be one important basis for the participation grade.

Article Report and Preparation of Course Discussion (For undergraduate students 20 %, for graduate students 15 % of the final grade)

All students are expected to prepare one class discussion together with other students. They are asked to write an article report on the weeks reading and prepare an introductory oral report on these readings, which should not be longer than 10-15 minutes. The written and oral article report should focus on a discussion of the main questions of the articles, summarizes the main thesis of the readings and compare and relate them. At the end they should present three questions for the discussion.

Students must select the class which they would like to prepare by signing up on the list that will circulate in the first two sessions of the course: first come, first served.

Book Report (For undergraduate students 20 %, for graduate students 15 % of the final grade)

The book reports should introduce students to important monographs on the course subject. Students must select the book for their book report, by signing up on the list that will circulate in the first two sessions of the course: one student per book; first come, first served. The reports should be 8-10 pages long and be typed, double-spaced on standard size paper. They must be handed in 24 hours preceding the class by email attachment.

Students will have to present the book reports in class. The presentation should not be longer than 8 minutes. The book report will be posted on Blackboard after class.

You are responsible for getting hold of the book on your own, using the UNC and Duke libraries and, if necessary, their interlibrary loan services.
You will find a guide for the book report on *Blackboard*.

**Historiographical Essay**  
(Only for graduate students, 40 % of the final grade)

Graduate students are expected to write a historiographical essay of 15-20 pages. They should be typed, double-spaced on standard size paper.

You will find a guide for the historiographical essay on *Blackboard*.

**Final Examination**  
(Only for undergraduate students, 30 % of the final grade)

On the last day of classes, you will receive a list of five essay questions. On exam day you will be presented with a choice of three of these questions and write on two of them.

**RULES OF THE ROAD**

1. **No late papers or other written work will be accepted.** You have ample time to plan your schedule since all due dates are listed on this syllabus.

2. **The only acceptable reason for rescheduling the final is that you have three exams on one day.** Such rescheduling must be done in advance through the appropriate Dean's Office. You must make arrangements yourself to make up the exam with me before the scheduled exam is given. The make-up exam will take the form of a six-page, take-home essay on two questions due on a date set me at the time you meet with me. We expect that you hand in three double-spaced, typed pages on each question.

3. **If you miss the final examination, you will receive either an AB grade or an Incomplete.** You must then make an appointment to see one of us. We decide whether or not to give you the opportunity to take a make-up exam on the basis of your record in the course and whether you have a verifiable, documented reason serious enough to warrant the inconvenience to me. The make-up exam will take the form of a six-page, take-home essay on two questions due on a date set by one of us. We expect that you hand in three double-spaced, typed pages on each question.

4. **Plagiarism:** To take or pass off as one's own the ideas, key writings, etc. of someone else either verbatim or non-verbatim, 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 penalty for it will be an F on the assignment in question. We will report delinquents to either the UNC Honor Court or the Dean of Academic Affairs at Duke. It is your responsibility to be familiar with, and act according to, the universities’ honor codes.

4. **Cheating:** In case of cheating, you will flunk the exam. We will also report delinquents to either the UNC Honor Court or the Duke Dean of Academic Affairs. Students may not bring any material related to the course to the final examination except if it is contained in a closed book bag or knapsack. It is your responsibility to be familiar with, and act according to, the universities’ honor codes.
SELECTED BOOKS

- Clinton, Catherine and Nina Silber (eds.), *Divided Houses: Gender and the Civil War* (New York, 1992).
- Dean, Robert D., *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy* (Amherst, 2001).
- Dombrowski, Nicole Ann (ed.), *Women and War in the Twentieth Century: Enlisted with or Without Consent,* (New York, 1999).
- Förster, Stig and Jörg Nagler (eds.), *On the Road to Total War: The American Civil War and the German Wars of Unification, 1861-1871* (Cambridge, 1997).
in the United States (Westport, 1980)
• Hagemann, Karen, "Männlicher Muth und Teutsche Ehre”. Nation, Militär und Geschlecht zur Zeit der Antinapoleonischen Kriege Preußens (Paderborn, 2002).
• Healy, Maureen, Vienna and the Fall of the Habsburg Empire: Total War and Everyday Life in World War I (Cambridge, 2004).
• Höhn, Maria, GIs and Fräuleins: the German-American Encounter in 1950s West Germany (Chapel Hill, 2002).
• Honey, Maureen, Creating Rosie the Riveter: Class, Gender, and Propaganda during World War II (Amherst, 1984).
• Jarvis, Christina S., The Male Body at War: American Masculinity during World War II (DeKalb, 2004).
• Kennedy, Kathleen, Disloyal Mothers and Scurillous Citizens: Women and Subversion During World War I (Bloomington, 1999)
• Kühne, Thomas and Benjamin Ziemann (eds.), Was ist Militärgeschichte? (Paderborn, 2000).
• Kundrus, Birthe, Kriegerfrauen. Familienpolitik und Geschlechterverhältnisse im Ersten und Zweiten Weltkrieg (Hamburg, 1995).
• Lee, Wayne and others, “American Military History: A Round Table,” Journal of American History 93 (March 2007): 1116-1162
• Lerner, Paul, Hysterical Men: War, Psychiatry, and the Politics of Trauma in Germany, 1890-1930 (Ithaca, 2003).
• Linderman, Gerald F., Embattled Courage: The Experience of Combat in the American Civil War (New York, 1987)
• May, Elaine Tyler, Homeward Bound: American Families in the Cold War Era (New York, 1988).
• Mayer, Holly A., Belonging to the Army: Camp Followers and Community during the American Revolution (Columbia, 1996).
• Royster, Charles, *A Revolutionary People at War: The Continental Army and the American Character, 1775-1783* (Chapel Hill, 1979)
• Theweleit, Klaus, *Male Fantasies*, 2 vols. (Minneapolis, 1987).