



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY

United States Military Academy
West Point, New York 10996

MADN-HIST

30 October 2020

MEMORANDUM FOR Cadets Enrolled in Dr. Mary Louise Roberts's HI 464, Gender, Sex and War in the European Twentieth Century

SUBJECT: Instructor Guidance

Course Introduction:

"Women have always and everywhere been inextricably involved in war, [but] hidden from history. . . During wars, women are ubiquitous and highly visible; when wars are over and the war songs are sung, women disappear." Linda DePauw

War has its own unwritten rules. One is that war is fought for women not by them. Another dictates that sexual violence is permissible in times of conquest. We will explore how such imperatives shaped the experience of the two world wars in Europe. Some questions we will ask are: What happens when the industrialization of war enables women to fight in combat roles? How do the lives of women change with the disappearance of a "homefront" in the Second World War? What challenges did women face when participating in resistance movements? Why are prostitution and rape more common in large-scale wars? How and why does the possession of women's bodies mark spheres of power in the male contest for territory? To answer these questions, we will probe memoirs, diaries, and oral histories as well as historical narratives.

Course Learning Objectives:

1. To learn about the relationships between war, sex and gender in the twentieth century. We will approach primary and secondary course readings with the set of questions outlined above.
2. To hone your skills interpreting primary sources. The majority of our readings will be primary sources in the forms of oral history and memoir. You will learn what you can and cannot learn from personal literature of this kind. The two paper assignments will be based on critical analysis of primary sources.
3. To write as an historian using evidence in order to make a clear, cogent and significant argument.
4. To synthesize historical information. Your two exams will help you to construct historical narratives based on themes we have threaded throughout our readings.

Student Learning Outcomes

1. To learn to think critically about primary source material
2. Improve writing skills by learning to write clearly, logically and with grace.
3. To learn the specific methodology of gender and women's history

Requirements:

1. Complete the course readings. Come to class ready to engage with the readings in a nuanced manner.
2. Discussion. Always come to class with 2-3 questions about the reading which particularly interests you. They should help us to articulate and discuss the main arguments or issues in the text. Each student will commit **three times** to starting the discussion with a lead question. Engagement in discussion is imperative. (200 points)
3. Two papers, first 750 words and second, 1000 words, based on critical analysis of class readings. (150 and 200 points for 350 points) Due at class time **FEBRUARY 5 AND 8 APRIL**
4. Midterm and Final Exam, based on a synthetic thinking and identification of terms. These exams will measure both your ability to retain certain historical details and sustain broader historical arguments using a wealth of evidence. (Midterm 200, Final 250)
5. Late submissions will receive a 10% penalty for each 24-hour period

Documentation:

In accordance with the Dean's [Documentation of Academic Work](#), fully document your work using Chicago-style footnotes. The Department of History's [Style and Formatting Guide](#) provides examples of proper formatting. Remember to document all words, facts, and ideas that are not yours, including assigned readings. "Common Knowledge" as defined in the *Little Brown Handbook* such as "commonsense observations" or "major facts of history" does not require documentation. As the *Little, Brown Handbook* cautions, however, "interpretations of facts" are **not** common knowledge.

Grading:

Performance on critical reviews, bibliographies, class design, historiography paper and in-class participation and presentations will determine your course grade.

Standards:

A+	97–100%	C+	77–79.9
A	93–96.9	C	73–76.9
A-	90–92.9	C-	70–72.9

MADN-HIST

SUBJECT: Instructor Guidance

B+	87–89.9	D	67–69.9
B	83–86.9	F	Below 67%
B-	80–82.9		

Books:

Anonymous, *A Woman in Berlin*

Svetlana Alexievich, *The Unwomanly Face of War: An Oral History of Women in World War II*

Leisa Meyer, *Creating G.I. Jane: Sexuality and Power in the Women's Army Corps During World War II*

Aubrac, Lucie, *Outwitting the Gestapo* (1994)

Dr. Mary Louise Roberts
Charles Boal Ewing Chair in Military History
Distinguished Lucie Aubrac Professor and Plaenert-
Bascom Professor of History
University of Wisconsin Madison

ENC: Course Schedule

Course Schedule

I. Introduction

Week One

Lesson 1: 20 January

Zoia Medvedeva, *On the Road to Stalingrad*, 1-13.

Tatiana Dubinskaya, *In the Trenches*, Chapter 3

II. The Logic of Protection

Week Two: World War I

Lesson 2: 26 January

Gullace, Nicoletta, "Sexual Violence and Family Honor: British Propaganda and International Law during the First World War." *American Historical Review* 102, no. 3 (1997): 714–47. (In Teams Class Readings)

Lesson 3: 29 January

Gullace, Nicoletta, White Feathers and Wounded Men: Female Patriotism and the Memory of the Great War, *Journal of British Studies*, Apr., 1997, Vol. 36, No. 2, 178-206 (In Teams Class Readings)

Week Three: War and Traditional Gender Roles

Lesson 4: 2 February

Jarvis, *The Male Body at War*, Chap. 1 (In Teams Class Readings)

Lesson 5: 4 February FIRST PAPER DUE February 5

Since you Went Away: World War Two Letters from American Women on the Homefront, pp. 146-152; "Heritage of the Home"; "Will the Factory Girls want to Stay Put"? (In Teams Class Readings)

III. Women in the Army

Week 4: United States Army

Lesson 6: 8 February

Creating G.I. Jane: Sexuality and Power in the Women's Army Corps During World War II, Prologue, Chaps. 1-2

Lesson 7: 10 February

Creating G.I. Jane, Chaps. 3-5

Week 5: Russian Women In World War I

Lesson 8: 17 February

Creating G.I. Jane, chaps. 6-7

Lesson 9: 19 February

Melissa Stockdale, "My Death for the Motherland is Happiness': Women, Patriotism, and Soldiering in Russia's Great War, 1914-1917," *AHR*, February 2004: 78-116 ®

MADN-HIST

SUBJECT: Instructor Guidance

Week 6: Russian Women in World War II

Lesson 10: 23 February

Alexievich Svetlana, *The Unwomanly Face of War*, xi-xlii, 42, 52-89

Lesson 11: 25 February

Alexievich Svetlana, *The Unwomanly Face of War*, 99-183

Week 7: Russian Masculinity in World War II

Lesson 12: 1 March

Robert Dale, 'Being a Real Man': Masculinities in Soviet Russia during and after the Great Patriotic War," in *Gender and the Second World War: Lessons of War*, eds. Corinna Peniston-Bird and Emma Vickers, 116-134

Lesson 13: 3 March

WPR

Week 8: Women and Resistance Movements

Lesson 14: 11 March

Barbara Jancar-Webster, *Women and Revolution in Yugoslavia, 1941-1945* (1990), 124-167 (In Teams Class Readings)

Begin Lucie Aubrac, *Outwitting the Gestapo*

Week 9

Lesson 15: 15 March

Aubrac, Lucie, *Outwitting the Gestapo*, 9-127

Lesson 16: 17 March

Aubrac, Lucie, *Outwitting the Gestapo*, 127-230

IV. Gender, War and Sex

Week 10: Prostitution

Lesson 17: 23 March

Beth Bailey and David Farber, "Hotel Street: Prostitution and the Politics of War," *Radical History Review*, 52, (1992): 54-77 (In Teams Class Readings)

Lesson 18: 25 March

Mary Louise Roberts, "The Price of Discretion: Prostitution, Venereal Disease and the American Military in France, 1944-1946," *American Historical Review*, 115, no. 4 (October 2010): 1002-1030. (In Teams Class Readings)

Week 11 Sexual Opportunity

Lesson 19 29 March

MADN-HIST

SUBJECT: Instructor Guidance

Richard Fogarty, "Race and Sex, Fear and Loathing in France during the Great War" in *Brutality and Desire: War and Sexuality in Europe's Twentieth Century*, ed. Dagmar Herzog, 59-90. Begin Lentz-Smith below

Lesson 20 1 April

Lentz-Smith, Adrienne, *Freedom Struggles: African Americans and World War I*, chap. 3, "Men in the Making."

Regina Mühlhauser, "Between 'Racial Awareness' and Fantasies of Potency: Nazi Sexual Politics in the Occupied Territories of the Soviet Union, 1942-1945" in Herzog, *Brutality and Desire*, 197-220 .

Week 12: Rape

Lesson 21: 6 April

Begin Anonymous, *A Woman in Berlin*, Foreword, 1-71

Lesson 22: 8 April SECOND PAPER DUE

Film: Mildred Fish Harnack

Week 13: Rape contd.

Lesson 23: 12 April

Anonymous, *A Woman in Berlin*, 72-145

Lesson 24: 14 April

M.L. Roberts, *What Soldiers Do*, Chapter 7, "The Innocent Suffer," 195-238 (In Teams Class Readings)

V. Women and Defeat

Week 14: Germany

Lesson 25: 20 April

Grossmann, Atina, "A Question of Silence: The Rape of German women by Occupation Soldiers" *West Germany under construction: politics, society, and culture in the Adenauer era*, 33-52 (In Teams Class Readings)

Lesson 26: 23 April

Elizabeth Heineman, "The Hour of the Woman," in *American Historical Review* 101:2 (April 1996):354-95 (In Teams Class Readings)

Week 15: Italy and Japan

Lesson 27: 28 April

Curzio Malaparte, *The Skin*, 42-59

John Dower, *Embracing Defeat: Japan in the Wake of World War II*, 129-139 (Both in Teams Class Readings)

MADN-HIST
SUBJECT: Instructor Guidance

Week 16: France

Lesson 28: 3 May

Virgili, Fabrice, *Shorn Women: Gender and Punishment in Liberation France* (2002), Chapter Four

Lesson 29 5 May Forgetting

Anna Krylova, "Neither Erased nor Remembered: Soviet "Women Combatants" and Cultural Strategies of Forgetting In Soviet Russia, 1940s-1980s" in *Histories of the Aftermath*, ed. F. Biess, 83-101

Miller, Kay. "[The Invisible Women Firefighters of Ground Zero](https://www.fireengineering.com/2019/09/11/478144/podcast-women-in-fire-sept-2019/#gref)," *Star Tribune – Minneapolis*, January 13, 2002; <https://www.fireengineering.com/2019/09/11/478144/podcast-women-in-fire-sept-2019/#gref>