

HIST 395
War Stories: Gender and War in Modern Europe
Junior Research Seminar

Spring 2013

Professor Whitney Walton

UNIV 323 awhitney@purdue.edu

Office hours: MF 11:30 AM–12:30 PM, W 2:00-3:00 PM, and by appointment

War obviously involves men in combat, and it also affects soldiers' relationships with civilians, families, women, comrades, and the country they serve. War also affects women in a variety of ways, including the loss of loved ones, economic insecurity, new responsibilities, rape, and different types of work in the military.

This junior research seminar addresses the different ways men and women experienced war in modern Europe, focusing on World War II. With close guidance students will write a major research paper based on personal narratives by women and men of their wartime experiences. Topics might include the following: new, wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury, and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; women's survival strategies when men were away fighting; the meanings of patriotism for women and men during war; attitudes toward men and women of different races in combat and as civilians; gendered experiences of the Holocaust; love and romance in wartime; gender in resistance. There are many more possibilities.

The goal of this course is to cultivate students' research, analytical, and writing skills to enable them to produce an original work of scholarship that adheres to professional standards and practices of historians. To that end the class will read and discuss selected histories of gender and war (secondary sources), and personal narratives of wartime experiences (primary sources) that will serve as models or examples for students' own research, analysis, and writing. Each student will lead one discussion. Simultaneously, students will work on their individual projects, applying what they learn in class, presenting their research in class, and consulting frequently with the professor.

Students must purchase four textbooks available at Folletts, University Bookstore, or online:

Perry, *World War II in Europe: A Concise History*

Koschorrek, *Blood Red Snow: the Memoirs of a German Soldier on the Eastern Front*

Aubrac, *Outwitting the Gestapo*

Rampolla, *Pocket Guide to Writing in History*, 7th ed.

Additional required readings will be posted on Blackboard Learn or available online.

Course requirements and grade apportionment:

Participation in class discussion	15%
Short papers, prep assignments, presentations	20%
Essay draft	35%
Final essay	30%

M Jan 7 Introduction to the course; what is gender and war?

W Jan 9 Overview of WWII in Europe in terms of paper topics on gender
Rampolla, pp. 22-27 on "reading actively in history"

- F Jan 11 Read and discuss: Karen Hagemann, "Home/Front: The Military, Violence, and Gender Relations in the Age of World Wars," in Karen Hagemann, et al., ed., *Home/Front: the Military, War and Gender in Twentieth-Century Germany* (Oxford: Berg Publishers, 2002), pp. 1-6, 17-31; available online in HSSE library. *Submit written summary of author's main points (about 1 page max); follow Rampolla's guidelines, p. 27
- M Jan 14 Information literacy with Larry Mykytiuk, HSSE Library
Rampolla, pp. 77-95 on developing a research topic and starting research;
*tentative topic idea due
- W Jan 16 Outbreak of war 1939; German victories and the collapse of Europe
Perry, ch. 2
*submit written summary of main points, including sources; why was Germany successful? Why did France fall? Why was the Battle of Britain Germany's first defeat?
- F Jan 18 German invasion of USSR and the Eastern Front
Perry, ch. 3
Student leader: Nicholas Kloss
- M Jan 21 Martin Luther King, Jr. Day holiday – no class
- W Jan 23 Evaluating primary sources; starting an ordinary German soldier's account
Rampolla, pp. 10-15; Koschorrek, pp. 9-60 (intro. – ch. 3)
- F Jan 25 Visit to Purdue Archives, 4th floor HSSE Library, Stewart Center
Purdue during WWII
Perry, ch. 5
*submit written summary (1 page) of Koschorrek, following Rampolla's guidelines
- M Jan 28 Masculinity in the midst of war
Korschorrek, pp. 61-139 (chs. 4-7)
Student leader: Jude Nwaokobia
- W Jan 30 Discuss topics and researching secondary sources
Rampolla, pp. 88-97 on secondary sources, notetaking, developing a thesis
*archive assignment due
- F Feb 1 Patriotism, savagery, soldiers and civilians
Korschorrek, pp. 140-183 (chs. 8-9)
Student leaders: Austin Kearney
- M Feb 4 Review referencing forms, research questions, and thesis
*submit topic summary and bibliography
- W Feb 6 Fear and hatred
Korschorrek, pp. 184-243 (chs. 10-11)
Student leader: Michael Weed

- F Feb 8 Students should be prepared to discuss their analyses of their chosen documents
*submit primary source analysis addressing Rampolla's questions, pp. 11, 15, 30
- M Feb 11 Silences and atrocities; Jeffrey Burds, "Sexual Violence in Europe in World War II, 1939-1945," *Politics & Society* 37 (2009): 35-73; available online:
<http://pas.sagepub.com/content/37/1/35>
Student leader: McLaren Cundiff
- W Feb 13 Retreat, consequences, and war's end
Korschorrek, pp. 244-318 (chs. 12-17)
Student leader: Sawyer Beach
*Submit brief gender analysis of Korschorrek
- F Feb 15 Film clips or *Sisters in Resistance*
*Paragraph or page on thesis/research questions, and revised bibliography due
(including primary and secondary sources separated into two categories)
- M Feb 18 Race and inhumanity in World War II
Perry, ch. 4
- W Feb 20 Gender and the Holocaust
Millu, or Goldenberg, or Milton
Student leader: Paul Kelley
*Submit summary of article
- F Feb 22 Read and discuss: Phil Goodman, "'Patriotic Femininity': Women's Morals and Men's Morale during the Second World War," *Gender & History* 10, 2 (July 1998): 278- .
Available online in HSSE Library
Student leader: Carla Geglio
- M Feb 25 Love in war and resistance
Aubrac, "Introduction," pp. 3-29
Student leader: Natali Morris
- W Feb 27 Life under occupation; breaking the law and fighting for freedom
Aubrac, pp. 30-83
Student leader: Charles Fry
- F Mar 1 Individual meetings; come with outlines, questions, drafts
- M Mar 4 *Student presentations on research progress/challenges
Tentative thesis, argument, how each source fits into project
- W Mar 6 *Student presentations on research progress/challenges
Tentative thesis, argument, how each source fits into project
- F Mar 8 No class

- M Mar 11- F Mar 15 Spring Break
- M Mar 18 Action and inaction
Aubrac, pp. 83-131
Student leader: Hayley Bowman
- W Mar 20 For family and human rights
Aubrac, pp. 131-180
Student leader: Amy Fox
- F Mar 22 Review research and writing; using quotations and documentation
Rampolla, chs. 5, 6, 7a-b
- M Mar 25 Individual meetings
*Narrative outline or draft pages, and annotated bibliography due
- W Mar 27 Individual meetings
*Narrative outline or draft pages, and annotated bibliography due
- F Mar 29 Women, men, heroes
Aubrac, pp. 180-235
Student leader: Nicole Mudrack
*Submit brief gender analysis of Aubrac
- M Apr 1 No class – work on research papers; class time can be used for individual meetings
- W Apr 3 Lecture and film clips on WWII
*First drafts due and exchange of drafts
- F Apr 5 *Present and submit brief critiques of drafts
- M Apr 8 Normandy landings, challenges overcome, opportunities missed
Perry, ch. 6
Student leaders:
- W Apr 10 Review on revising, editing, and documentation
Rampolla, pp. 67-76, 7c
- F Apr 12 No class – individual meetings can be arranged
- M Apr 15 Punishing women, punishing men
Duchen and/or Beck
Student leader: Hannah Palsa
- W Apr 17 Individual meetings
- F Apr 19 Individual meetings
- M Apr 22 *Presentations and final essays due

W Apr 24 *Presentations and final essays due

F Apr 26 *Presentations and final essays due

Policies and comments

Regular attendance is required. Additionally, students are expected to have done assigned reading and be prepared to discuss it on designated class days. The professor will provide guidance on preparing for discussions either orally in the previous class, on Blackboard, or with a handout. At least once during the semester, and more often on request, students will be informed of their approximate class participation grades. Active and engaged participation is essential for each student's success and for the success of the class as a whole. **More than 4 unexcused absences will result in a full grade reduction in the final grade. Excessive absences (7 or more) will result in an overall failing grade.**

Please turn off cell phones at the beginning of class and for the duration of class (it's only 50 minutes long).

All assignments build toward the final version of the research paper. Students must submit papers in class on the designated days. Late papers will not be accepted. All written assignments must be submitted on time in order to pass the course. Failure to do so will result in an F for the course. Additionally, students should be prepared to submit to the professor the books and articles they use for the research paper.

Given the nature of this course and the need for frequent communication between professor and students, students should feel free to contact the professor via individual e-mail (awhitney@purdue.edu) not Blackboard e-mail. Students are expected to check their Purdue e-mail accounts daily to ensure that they receive all e-mail communications relevant to the class.

The professor is always glad to meet with students outside of class to discuss topics, research issues, drafts, class participation grades, the content of assigned readings, letters of recommendation, or other matters relevant to the course. If office hours are inconvenient, an appointment at another time is easily arranged.

Plagiarism or any other form of academic dishonesty will be punished as much as Purdue University policies allow. A likely consequence for a finding of academic dishonesty is an F for the course and materials given to the Dean of Students office. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. There are no excuses for plagiarism (i.e., ignorance, time pressure, lack of original ideas, etc.) All of the assignments for this course are designed to help students avoid plagiarism. Additionally, chapter 6 in Rampolla explains plagiarism and how to avoid it.

This syllabus provides a basic schedule for the semester; however, adjustments are likely. Such changes would be announced in class and in time to benefit rather than inconvenience students. Students are individually responsible for learning about any changes in the schedule even if they are absent from class the day a change is announced. In general, students are individually responsible for everything that transpires in class whether or not they are in class; absence is not an excuse.

In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar or other circumstances. Ways to get information about such changes are via the professor's e-mail address (awhitney@purdue.edu) or Blackboard Learn.

Contact information for Larry Mykytiuk, History Bibliographer
HSSE Library, Room 241 494-3605 larrym@purdue.edu