

History 385

WOMEN, WAR, AND PEACE

Fall 2017
2:00-3:15 p.m. T, R in 224 CCC

Professor Kaminski

Office Hours: 1:00 T, 10:00 W, and by appointment

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"If you say 'war' just once more, I'll go in the house and shut the door. I've never gotten so tired of any one word in my life as 'war'....There hasn't been any fun at any party this spring because the boys can't talk about anything else."

Margaret Mitchell, *Gone With the Wind*

"In war, civilians are cheap things at best...."

Ellen N. LaMotte, *The Backwash of War*

This course explores the ways in which American women have been involved in the social, cultural, political, and economic aspects of war and peace from the colonial years through the Vietnam War. By critically examining gender roles, we will look at how and why women supported war and, conversely, how and why they opposed it. Did women physically participate in war actions? Did they want to? How else could they support war? Do all women react to war in the same way? Are they naturally more pacifist than men? How do wars challenge gender conventions? What does participation in war say about patriotism and citizenship? Also, to what extent are war and peace feminist issues?

At the conclusion of the course, you will understand how scholars have approached these questions and what their findings reveal about women's roles in American history. You will also have sharpened your ability to analyze primary and secondary sources and to fashion that analysis into good writing.

REQUIRED READINGS

Carol Berkin, *Revolutionary Mothers*

Nina Silber, *Daughters of the Union*

These books are available for purchase at the campus book store.

Check D2L for each week's readings, which function in place of a textbook for this course.

COURSE REQUIREMENTS

1. Class Participation (10%)

Be prepared to discuss the reading(s) assigned each week. Your grade for this portion of the course is based on both the quality and quantity of your contributions.

To receive an A for participation, you must:

a) Consistently engage in class discussions in a way that contributes to an intellectual discussion of the subject matter. Anyone using rude language and/or engaging in disruptive behavior will be asked to leave.

b) Deliver a well-planned, brief presentation during the last week of class. Details are on D2L.

Attendance is therefore required, as is punctuality. The only excused absences (which all require supporting documentation) are for illness, an immediate family member's funeral, a trip for another class, and military service obligations. After **three** unexcused absences, your final grade is lowered by one third, after another three it will again be lowered, and so on.

Computers (laptops or tablets), phones, audio and visual recording devices, etc. must be turned off and put away during class **except** when you are accessing online readings. No one has permission to photograph or record anything in the classroom.

2. Take-home essays (60%)

You will complete **three** take-home essays based on assigned course materials, each worth **20%**. You must complete all three essays. Details are on D2L.

3. Writing Project (30%)

You may choose to write either a 12-15 page research paper (using primary source material) or a 12-15 page historiographical paper (focusing on scholarly secondary sources). I must approve all topics. Details are on D2L. Completion of the writing project is a requirement of the course.

Grading criteria for writing assignments are roughly as follows:

A (90-100): demonstrates both a fine command of historical knowledge (ideas, names, places, dates, etc.) and a strong, informed interpretation of that information

B (80-89): demonstrates a command of historical knowledge but contains a weak interpretation

C (70-79): demonstrates competent/average historical knowledge but completely lacks an interpretation

D (60-69): shows deficiency of historical knowledge and lacks an interpretation

F (59-1): contains inaccurate historical knowledge and lacks an interpretation, and/or is incomplete

0: the work has no historical or intellectual value

Late assignments are accepted and will incur a penalty.

Completing all assignments is a requirement of the course. Failure to do so will result in a failing grade for the course.

Graded assignments are returned two weeks after they have been turned in. They serve as your grade records for the semester. I do not post grades on line nor do I keep an electronic grade book.

I am willing to discuss your progress in the class at any point in the semester. If you are having trouble with the course material, you should get in touch with me sooner rather than later. The office hours listed at the top of the syllabus indicate the scheduled times I am available for such conversations. I am available at other times as well.

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Please review this link for additional information on rights and responsibilities:
<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

SCHEDULE OF LECTURES AND READINGS

Week 1: Sept. 5-8

T: Course Introduction

Th: European and Native American Women in Colonial Conflict

Readings: Berkin, Introduction and Chapter 1; "Mary Rowlandson, selections from the Captivity Narrative" (D2L)

Week 2: Sept. 11-15

T: Resistance to British Authority

Reading: Berkin, Chapter 2

Th: Domesticity during the War

Readings: Berkin, Chapter 3; Edith Gelles, "Domestic Patriotism" (D2L)

Week 3: Sept. 18-22

T: With the Military

Readings: Berkin, Chapters 4 and 5

Th: Taking Risks

Reading: Berkin, Chapter 9

Week 4: Sept. 25-29

T: The Costs of Loyalty

Reading: Berkin, Chapter 6

Th: Meanings of Freedom

Readings: Berkin, Chapters 7, 8, 10

Week 5: Oct. 2-6

T and Th: *Mary Silliman's War*

film and discussion

Take-home essay #1 distributed

Week 6: Oct. 9-13

T: Civil War: Unionists

Readings: Silber, Prologue, Chapters 1-4

Assignment due: Tues. Oct. 10: essay #1

Th: Northern Women Serving the State

Readings: Silber, Chapters 5-8

Week 7: Oct. 16-20

T: The Confederacy

Reading: Susan-Mary Grant, "When the Fires Burned Too Close to Home" (D2L)

Th: Enslaved Women and Emancipation

Reading: Leslie Schwalm, "U.S. Slavery, Civil War, and the Emancipation of Enslaved Mothers" (D2L)

Week 8: Oct. 23-27

T: Commemoration v. History

Readings: Silber, Epilogue; Lyde Cullen Sizer, "The Times Which Form History: Writing the War, 1865-1868" (D2L)

Th: *Gone With the Wind* and *Little Women*

Week 9: Oct. 30-Nov. 3

T: *Gone With the Wind* and *Little Women* (continued)

Th: Early 20th-century Peace Movements

Readings: Judy A. Whipps, "The Feminist Pacifism of Emily Greene Balch"; Shepler and Mattina, "Paying the Price for Pacifism" (both on D2L)

Week 10: Nov. 6-10

T: The Great War and the Home Front

Readings: Susan Zeiger, "She Didn't Raise Her Boy to be a Slacker"; Virginia Boynton, "Even in the Remotest Parts of the State" (both on D2L)

Th: Over There with the Doughboys

Readings: Deanna Toten Beard, "A Doughgirl with the Doughboys"; Jill Frahm, "The Hello Girls" (both on D2L)

Take-home essay #2 distributed

Week 11: Nov. 13-17

T: Isolationists and Interventionists Between the World Wars

Reading: Laura McEnaney, "He-Men and Christian Mothers" (D2L)

Assignment due: Tues. Nov. 14: essay #2

Th: Military Service in World War II

Reading: Janann Sherman, "They Either Need These Women or They Do Not" (D2L)

Week 12: Nov. 20-22

T: Family Life on the Home Front

Reading: Page Dougherty Delano, "Making Up for War" (D2L)

Happy Thanksgiving

Week 13: Nov. 27-Dec. 1

T: Rosies of Many Races

Reading: Katherine Turk, "A Fair Chance to Do My Part of Work" (D2L)

Th: Civilians and Civil Liberties in Wartime

Reading: Leslie Ito, "Japanese American Women and the Student Relocation Movement" (D2L)

Week 14: Dec. 4-8

T: Post-WWII Pacifism

Readings: Harriet Hyman Alonso, "Mayhem and Moderation: Women Peace Activists during the McCarthy Era"; Amy Swerdlow, "Not Our Sons, Not Your Sons, Not Their Sons: Hell No, We Won't Let Them Go!" (both on D2L)

Th: The Vietnam War

Reading: Jessica Ghilani, "*Glamour-izing Military Service*" (D2L)

Assignment due: Thursday, Dec. 7: writing project

Week 15: Dec. 11-15

T and Th: Presentations

Th: Take-home essay #3 distributed

Assignment due by: Wednesday, Dec. 20 at 2:45 p.m.: essay #3

Lecture topics are subject to change without notice.