

Florida International University  
Department of History

Professor Terrence G. Peterson

# WAR, SEX, AND GENDER

Fall 2021

EUH 5905 Readings in European History | WOH 6932 Research Seminar in World History I

HIS 5084 History, Memory and the Public | HIS 5067 Public History Theory and Practice



French Army propaganda: “Colonial Paratroopers: My Fortune, My Domain, The Glory, The Brawl” (n.d.) | “Unveil Yourself! Be a Woman like the Others” (1958) | De Gaulle as the Forgiving Father (1959)

Thursdays, 5:00-7:40 PM in DM 370

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Office Hours via Zoom  
Weds. 10am-Noon or by appointment

Why are debates over the gender norms of militaries so contentious? Why do sex and the body so often become weapons or targets of war? This graduate seminar aims to introduce students to the theories and methodologies of gender history and to interrogate how gender might serve as a useful analytic lens for understanding warfare, geopolitics, or violent revolution. Through topics ranging from the Great War to Cold War counterinsurgencies, we will ask why sex and gender norms become such potent terrains for contesting power during periods of armed struggle. We will also extend our conversations into the realm of memory, to understand why gendered experiences of conflict remain sites of public debate.

This course comprises the first half of a two-semester seminar. Students may also opt to enroll only in the first semester as a readings course which is open to graduate students working in all eras, regions, and disciplines.

In the Fall 2021 semester, we will focus largely on readings aimed at introducing students to the theoretical and methodological approaches around gender histories of war. Students enrolled in the research seminar will also spend the semester developing a research question and a project proposal to guide their work in the spring. In Spring 2022, students will spend most of their time conducting independent research and writing an 8,000 to 9,000-word paper. We will meet occasionally to check in, and students will present their research at the end of the semester.

### **Course Objectives**

By the end of the semester students will be able to:

- ✓ Understand how theoretical and methodological approaches to using gender as a category of historical analysis in the study of war
- ✓ Identify how gendered imagery and norms structure popular memory and public debates over the history of twentieth-century armed conflicts.
- ✓ Assess how war and conflict have transformed gender and sexual norms over the course of the past century.
- ✓ [For research seminarians:] Develop a research question and proposal for a primary-source driven project.

### **Course Work**

Weekly readings and participation work will look similar for all students. Written assignments will differ depending on what section of the course you are enrolled in.

### **Participation (50%)**

Active participation is the heart of graduate seminar. I expect all students complete the readings and engage in the Australian Rules activities before and during each week's seminar. Grad seminar is a collective, collaborative endeavor, and what we get out of it depends on the efforts we put into it.

### **Papers (50%)**

**EUH 5905 / HIS 5084:** Students enrolled in EUH 5905 and HIS 5084 will write **two** 7 to 8-page essays on the readings, **each worth 25%** of your final grade. Each paper will critique and analyze at a minimum either two books or one book and two articles with the aim of examining the larger themes of the course as well as the methodologies, sources, or assumptions of the authors. HIS 5084 students will be expected to focus on issues related to memory.

**HIS 5067:** Students enrolled in HIS 5067 will complete two projects. Students enrolled in HIS 5084 may opt to complete these projects instead of the essays, but they must decide to do so at the start of the semester.

- In the first half of the semester, you will write a short review of a digital public history project **worth 10%** of your final grade.
- In the second half of the semester, you will locate primary sources and draw on course readings to design a public history project that engages questions of war and gender **worth 40%** of your final grade.

**WOH 6932:** Students enrolled in the research seminar will complete three assignments:

- A methodological analysis paper that explores a particular theoretical or methodological approach to the study of gender and war from the course readings, **worth 20%** of your final grade.
- A preliminary statement of research question and short list of secondary literature, **worth 10%** of your grade.
- A final research proposal discussing your research question, potential primary sources, and the historiography you will engage, **worth 20%** of your grade.

### Seminar Structure

This semester we will use a system called the ‘**Australian Rules**’ to promote ongoing participation and continuous collaboration between the seminar members. This system will allow us to develop a shared set of questions and problems in advance so that we can devote class time to in-depth discussion, make writing a key part of our intellectual endeavor, and create an atmosphere of collegial exchange. I have adapted these rules from a set created by Dr. Jennifer Sessions at UVA.

**How it works:** The class is divided into three teams – A, B, and C – who work together to develop the discussion agenda in the week before discussion. To succeed, all three teams must work together thoughtfully and stick to the following schedule before each week’s class meeting.

Step 1: Team A will collectively develop a set of 3 written questions based on the week’s readings. These questions should be framed to address both the substance of the reading and some larger problem of method, theory, or historiographical argument. The questions must be posted on Canvas by Monday midnight.

Step 2: Team B, after mutual consultation, will then respond briefly in writing to Team A’s questions and post their responses to Canvas by midnight on Wednesday.

Step 3: After reading Team A and B’s responses, Team C should work together to prepare a response to Team B that they will present in class to kick off discussion. Team C might critique, rebut, or expand on Team B’s answers, or raise issues not addressed by the other teams.

Each week, teams will rotate roles.

Team makeup will rotate at the end of each unit of the course, so that each seminar member will get a chance to work with all the others by the end of the semester.

### **Some Ground Rules:**

- Groups should not divide up readings or the writing of questions. Our aim is to develop habits of intellectual collaboration and to share the work evenly between team members.
- Respect and courtesy are key principles. It's great, actually, to disagree; just do so productively and professionally. Differences of interpretation and opinion are often the basis of excellent discussions.

### **Readings**

Many of the books for the course are available online through the FIU Library Catalogue, as indicated below, and for that reason I have not ordered them through the bookstore. Roberts, Krylova, and Soh are available for purchase in the campus bookstore but can often be found cheaper online.

Articles and excerpted chapters are all available as .pdfs on Canvas.

### **Navigating the Pandemic**

We are still in a global pandemic, and it continues to be tough on all of us. If you need to miss a meeting, submit a paper late, or any other kind of help, just reach out. We're in this together, and I hope we can show each other the patience, flexibility, and willingness to pull our weight that are needed to help make this a successful seminar.

To keep each other safe this semester, please follow these guidelines:

- Before you come to campus, check in using the P3 App before coming to verify that you are cleared to return.
- Stay home if you're sick and send me an email to make alternate plans.
- I highly recommend that you get vaccinated if you are able, and I strongly advise you to wear a mask during seminar. Our seminar room is relatively small, and numerous studies have shown that masking dramatically reduces the risk of transmission for everyone present.
- For full information on the university's COVID-19 policies, please visit the [Campus Repopulation Website](#).

### **Standards of Conduct, Accessibility, and Accommodations**

For guidelines relevant to all courses at FIU, review FIU's [Standards of Conduct](#).

I am committed to making this class as inclusive and accessible as possible. If you have concerns, preferred pronouns, or need accommodation of any type in this course, please reach out to me. Students with disabilities may also wish to contact the [Disability Resources Center](#).

## WEEKLY SCHEDULE

### **Week 1 (8/26) – Introduction: Writing a Gender History of War**

Before class, please read: Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *The American Historical Review* 91:5 (Dec. 1986): 1053-1075.

In class we’ll introduce ourselves, review the syllabus, and discuss how Scott might help us orient our approach this semester.

## PART I: MAKING WAR, MAKING GENDER

### **Week 2 (9/2) – The Male Body at War**

Sabine Kienitz, “Body Damage: War Disability and Constructions of Masculinity in Weimar Germany,” in Karen Hagemann et al., eds., *Home/front: The Military, War and Gender in Twentieth-Century Germany*, (New York: Bloomsbury, 2002).

Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain, and the Great War* (Chicago: University of Chicago Press, 1996), Chapters 1: “Mutilating,” and 2: “Malingering,” pages 31-123.

Paul Lerner, *Hysterical Men: War, Psychiatry, and the Politics of Trauma in Germany, 1890-1930* (Ithaca: Cornell University Press, 2003), Chapter 3: “Long Live Hysteria!,” pages 61-87.

### **Week 3 (9/9) – Female Warriors and Soldierly Domesticity**

Anna Krylova, *Soviet Women in Combat: A History of Violence on the Eastern Front* (Cambridge: Cambridge University Press, 2010).

Thomas Kühne, “Comradeship: Gender Confusion and Gender Order in the German Military, 1918-1945” in *Home/front*.

### **Week 4 (9/16) – Sex, Soldiers, and Power**

Mary Louise Roberts, *What Soldiers Do: Sex and the American GI in World War II France* (Chicago: University of Chicago Press, 2013)

Jacqueline E. Whitt, “Queering American Military History,” *International Journal of Military History and Historiography* (published online ahead of print 2021). doi: <https://doi.org/10.1163/24683302-bja10015>

## PART II: GENDER AND MASS ATROCITY

### **Week 5 (9/23) – Sexual Violence: A Weapon of War?**

Regina Mühlhauser, “Refraining Sexual Violence as a Weapon and Strategy of War: The Case of the German Wehrmacht during the War and Genocide in the Soviet Union, 1941-1944,” *Journal of the History of Sexuality* 26:3 (2017): 366-401.

Waitman Wade Beorn, “Bodily Conquest: Sexual Violence in the Nazi East,” in Alex J. Kay and Stahel David, *Mass Violence in Nazi-Occupied Europe* (Bloomington: Indiana University Press, 2018).

Elizabeth Heineman, “Gender, Sexuality, and Coming to Terms with the Nazi Past,” *Central European History* 38:1 (2005): 41-74.

### **Week 6 (9/30) – Gender, Sexuality, and the Holocaust**

Elissa Mailänder, *Female SS Guards and Workaday Violence: The Majdanek Concentration Camp, 1942-1944*, trans. Patricia Szobar (Lansing: Michigan State University Press, 2015).

Samuel Clowes Huneke, “Heterogenous Persecution: Lesbianism and the Nazi State,” *Central European History* 54:2 (2021): 297-325.

**HIS 5067: Digital History Project Review Due 10/1.**

**WOH 6932: Preliminary Proposal Due 10/1.**

## PART III: GENDER, VIOLENCE, AND POSTWAR RECONSTRUCTION

### **Week 7 (10/7) – Gender and Postwar Reconstruction**

Atina Grossman, *Jews, Germans, and Allies: Close Encounters in Occupied Germany* (Princeton: Princeton University Press, 2007).

Kelly Jakes, “Songs of Our Fathers: Gender and Nationhood at the Liberation of France,” *Rhetoric and Public Affairs* 20:3 (2017): 385-420.

### **Week 8 (10/14) – Sexual Violence and National Memory**

C. Sarah Soh, *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan* (Chicago: The University of Chicago Press, 2008).

### **Week 9 (10/21) – No class: catch up / work on your papers and projects**

**EUH 5905 / HIS 5084: Paper 1 Due 10/22.**

**WOH 6932: Method Paper Due 10/22**

## PART IV: GENDER AND WARS OF DECOLONIZATION

### **Week 10 (10/28) – Social Disorder, Gender Disorder?**

Benjamin A. Cowan, “Rules of Disengagement: Masculinity, Violence, and the Cold War Remakings of Counterinsurgency in Brazil,” *American Quarterly*, 66:3 (2014): 691-714.

Emma Kuby, “From the Torture Chamber to the Bedchamber: French Soldiers, Anti-War Activists, and the Discourse of Sexual Deviancy in the Algerian War (1954-1962),” *Contemporary French Civilization* 38:2 (2013): 131-153.

Todd Shepard, “‘Something Notably Erotic’: Politics, ‘Arab Men,’ and Sexual Revolution in Post-decolonization France, 1962–1974,” *The Journal of Modern History*, 84:1 (2012): 80-115.

### **Week 11 (11/4) – National Liberation...Women’s Liberation?**

Frantz Fanon, *A Dying Colonialism*, trans. Haakon Chevalier (New York: Grove Press, 1965), Chapter 1 – “Algeria Unveiled,” pages 35-67.

Natalya Vince, *Our Fighting Sisters: Nation, Memory, and Gender in Algeria, 1954-1962* (Manchester: Manchester University Press, 2015). [Available as an E-book through FIU Libraries HERE.](#)

### **Week 12 (11/11) – Veteran’s Day (no class)**

### **Week 13 (11/18) – Masculinity and the Vietnam War**

Gregory A. Daddis, *Pulp Vietnam: War and Gender in Cold War Men’s Magazines* (Cambridge: Cambridge University Press, 2021). [Available as an E-book through FIU Libraries HERE.](#)

Jerry Lembcke, “From Oral History to Movie Script: The Vietnam Veteran Interviews for *Coming Home*,” *Oral History Review* 26/2 (Summer/Fall 1999), pages 65-86

### **Week 14 (11/25) – HAPPY THANKSGIVING! No class.**

### **Week 15 (12/2) – Research Proposal / Public History Project Presentations**

Research seminarians will give a brief presentation of their proposed project, the secondary literature it engages, and their proposed primary sources. Other students in the course are encouraged to offer constructive, critical feedback.

HIS 5067 students and any HIS 5084 students who have chosen the public history project option will give an overview of the project they have designed.

**Finals Week (12/9) – Final Projects due**

No class meeting this week. Final assignments should be submitted by noon on 12/9.

**EUH 5905 / HIS 5084: Paper 2 Due 12/9.**

**HIST 5067: Public History Project Design Due 12/9.**

**WOH 6932: Final Project Proposal Due 12/9.**