

## **HIST 6685: Women and War in World History**

**Instructor:** Dr. Nadya Williams ([nwilliam@westga.edu](mailto:nwilliam@westga.edu))

**Section N02:** This course is taught online via CourseDen, and will have just one on-campus meeting on Saturday, Nov. 12<sup>th</sup>, 10am-3pm.

**Online/Phone Office hours:** MTWThF 12:00 noon – 2:00pm. During these times, you can reach me at the following number: 678-554-7765. In addition, you can always schedule a phone appointment with me outside of office hours to discuss anything that is unclear, or any questions that you have about the assignments or your performance in the course.

### **Course Description**

This course examines the history of women's active involvement in warfare from the Greco-Roman antiquity to the present day. While traditional military history has focused on campaign strategy and battlefield tactics, recent scholarship has been increasingly more aware of the gaps in the history of war that the traditional narratives have left. When the men in the ancient world, or in Medieval China, or during WWI and WWII, marched to war, what did the women do? As the primary and secondary readings for this course will demonstrate, the gendered perception of war as men's sphere has always been challenged. Willingly or unwillingly, women in different regions and periods of world history did not embrace their role as non-combatants, but found a variety of ways to involve themselves in the war effort. Women's presence in warfare, we will see, impacted the process of wars and their outcomes in substantive ways. Thus studying the history of women in war provides us with a fuller picture of global military history.

This course aims to familiarize the students with some key primary sources and secondary literature on women and war, but the ultimate goal of this course is to guide students to produce an original research paper on a topic of their choosing in connection with the main themes of the class. With this goal in mind, the course is structured into two halves. The first half of the semester provides a chronological survey of women and war in different periods and regions. We will read a monograph or a collection of primary sources each week, and will discuss them on CourseDen. We will wrap up this survey with a historiographical midterm essay exam. The students will then spend the second half of the semester carrying out the research and writing for their final paper in stages, all the while discussing their research in progress with each other weekly on CourseDen. In order to prepare everyone for what professional historians and educators have to do on a regular basis – meaning, present their research in front of a professional audience – the class will devote its one on-campus meeting for the semester (Sat., Nov. 12<sup>th</sup>) to a mini-conference, at which each student will present a draft of his/her paper to the rest of the class, and will be assigned a peer reviewer from the class to respond with comments.

### **Learning Objectives**

Upon successful completion of this course, you will have acquired the ability to do the following:

1. To have a broad familiarity with the primary and secondary sources on women and war in world history
2. To conduct original historical research
3. To formulate and defend a historical argument
4. To demonstrate knowledge of historiography pertaining to the topic of this course, and the changes in this historiography over time
5. To make effective research presentations in front of an audience

### **Graded Assignments and Grading Criteria**

#### Weekly Discussions: 35%

Each week, there will be a CourseDen discussion assignment relating to the reading (in the first half of the semester) or progress on the final paper (in the second half of the semester). Students should post their initial posting to the week's discussion by midnight on Monday. Students will then have until Thursday by midnight to post at least three substantive responses to classmates. Please note that only responses that contribute to the discussion in a substantive way will receive credit. Simply agreeing with someone does not count as a response.

#### Response Papers: 10%

Each student will write two 3-page response papers on a topic of his/her choosing on any of the reading assignments for the first half of the semester. You have seven weeks on which to complete the response papers. Please note that on the schedule of assignments and due dates below, each week's response paper is marked as "optional." The responses are indeed optional on any particular week, but you do have to make sure that you turn in your two responses no later than the seventh week of the semester. Each response is due on the day of the discussion for that reading assignment.

#### Midterm Essay: 15%

The instructor will post a historiographical question prompt on 09/26, and students will have until 10/03 to complete a 7-10 page midterm essay responding to the question.

#### Final Paper Proposal: 5%

Each student will turn in a one-page paper proposal, outlining the topic and research question.

#### Final Paper Bibliography: 5%

Each student will turn in a bibliography of at least fifteen items (monographs and articles) of relevance to his/her paper topic, thus demonstrating an awareness of pertinent available literature.

#### Final Paper Presentation: 10%

Each student will present a 20-minute version of his/her paper at the mini-conference for the class on Nov. 12<sup>th</sup>. Each student will also be assigned to serve as a peer reviewer/commentator for another paper in the class.

#### Final Paper: 20%

Each student will turn in a final version of the paper (15-20 pages in length) by midnight on Dec. 5<sup>th</sup>.

## Required Books (Additional readings are posted on CourseDen)

Sarah Pomeroy, *Spartan Women* (Oxford, 2002).

Adrienne Mayor, *The Amazons: Lives and Legends of Warrior Women across the Ancient World* (Princeton, 2014).

*Mulan: Five Versions of a Classic Chinese Legend* (Hackett, 2010).

Deanne Blanton and Lauren Cook, *They Fought Like Demons: Women Soldiers in the Civil War* (Vintage Press, 2003).

Susan Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France during the First World War* (University of North Carolina Press, 1999).

Nicole Dombrowski, ed., *Women and War in the Twentieth Century: Enlisted With or Without Consent* (Routledge, 2004).

### University Policies for Students:

All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### **Academic Dishonesty:**

**Academic dishonesty on ANY assignment in this course, including discussion posts, will result in an F for the course, and the referral of the student to the appropriate university committee. There will be no exceptions to this policy! Academic dishonesty can take many shapes, such as cut-and-pasting anything from the internet. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>**

### **Classroom (N)Etiquette:**

Please be courteous and professional towards me and all of your classmates in your emails, discussion postings, and peer review comments. Historians regularly disagree with each other on interpretations or approaches to evidence – indeed, such disagreements form the basis of historiography on most topics. Thus I expect that you

will sometimes disagree with me and/or with each other during some of the discussions. I hope, nevertheless, that we will also respect each other, listen to dissenting points of view and weigh their merits carefully, and will be able to learn and benefit from the differing historical perspectives that each of us brings to the course material.

**Late Submissions Policy:** Punctuality and respect for deadlines are professional virtues for historians and teachers alike. Unless extraordinary personal or medical circumstances prevent you from turning in work on time, late assignments will be penalized half a letter grade for each day that they are late.

### Schedule of Readings and Assignments

Date	Class Topics for the Week	Reading Assignments (CourseDen readings marked with *)	Assignments Due
08/15	Frameworks, methods, sources, and questions	Helen Kinsella, "Gendering Grotius"*  Homer, <i>Iliad</i> , Book I: <a href="http://www.poetryintranslation.com/PITBR/Greek/Iliad1.htm">http://www.poetryintranslation.com/PITBR/Greek/Iliad1.htm</a>	Discussion assignment 1; response paper (optional)
08/22	Women and war in the Greek imagination	Aristophanes, <i>Lysistrata</i> *  David Schaps, "Women of Greece in Wartime"*  Sarah Pomeroy, <i>Spartan Women</i> (all)	Discussion assignment 2; response paper (optional)
08/29	Amazons and other warrior women in the ancient world	Adrienne Mayor, <i>The Amazons</i> (all)	Discussion assignment 3; response paper (optional)
09/05	Warrior women in ancient China	<i>Mulan</i> (all)	Discussion assignment 4; response paper (optional)
09/12	Women soldiers in the American Civil War	Blanton and Cook, <i>They Fought Like Demons</i> (all)	Discussion assignment 5; response paper (optional)
09/19	Women in WWI	Grayzel, <i>Women's Identities at War</i> (all)	Discussion assignment 6; response paper (optional)
09/26	Women and War in the 20 <sup>th</sup> Century	Dombrowski, <i>Women and War in the Twentieth Century</i> (all)	Discussion assignment 7; response paper (optional)

10/03	Midterm		Midterm essay due by midnight
10/10	Final Paper topics selection	Please schedule a phone conference with the instructor this week to discuss your ideas for a final paper topic, and best approaches to take to get started!	Discussion assignment 8
10/17	Final paper research	Begin working through the primary sources for your final paper; Read/skim at least one monograph OR five articles for your final research paper	Discussion assignment 9; final paper proposal due by midnight
10/24	Final paper research	Continue working through the primary sources for your final paper; Read/skim at least one monograph OR five articles for your final research paper	Discussion assignment 10; final paper bibliography due by midnight
10/31	Final paper research	Continue working through the primary sources for your final paper; Read/skim at least one monograph OR five articles for your final research paper	Discussion assignment 11
11/07	Final paper writing	Writing week!	Final paper presentations on 11/12
11/14	Final paper research	Continue working through the primary sources for your final paper, if needed; Read/skim at least one monograph OR five articles for your final research paper	Discussion assignment 12
11/21	Thanksgiving Week – eat, write, and be merry!		
11/28	Final paper research and writing	Finish going through research materials; finish writing the final draft of the paper	
12/05			Final paper due by midnight