H580 Gender and War in Europe
Fall 2021
Course number 21979

COURSE INFORMATION

Class Days: T Th

Class Times: 9.30-10.45am

Class Location: E-300

Platform: Canvas

Instructor: Professor Frieberg

Email: afrieberg@sdsu.edu

Office location: AL 576

Office hours: Tue. 12.15-1.15pm, Wed 1-3pm

COURSE DESCRIPTION:

What are gendered experiences of war? What does war do to gender constructions and roles? This course will explore how questions of gender impact warfare including relationships between occupiers and those occupied, motivations, policies, strategy, politics or propaganda during armed conflict within a 20th century European context. It will also deal directly with gendered experiences in times of war, as soldiers, on the home front. We will discuss men and women as perpetrators and victims of gender crimes during warfare. The course will stretch over the 20th century from WWI to the Yugoslav Wars and a few more recent events. We will draw from histories, memoirs, novels, and films to get a comprehensive understanding of our topics.

THIS IS A FACE-TO-FACE CLASS.

The modality of this course is subject to change in response to public health conditions and recommendations. Students shall be required to purchase and use PPE as part of their class supplies. Students with medical conditions which would present a COVID-related risk in a face-to-face instructional setting should contact the Student Ability Success Center (https://sdsu.edu/sasc) to begin the process of getting support. Students who do not adhere to the Covid19 Student Policies or the directives of their faculty, will be directed to leave the classroom, and will be referred to the Center for Student Rights and Responsibilities.

COURSE MATERIALS

- Anonymous, *A Woman in Berlin. Eight Weeks in the Conquered City – A Diary*. London: Picador, 2006.

- *Brutality and Desire*, Ed. Dagmar Herzog. New York: Palgrave McMillan, 2011

- *Gender and War in Twentieth-Century East Central Europe*. Eds. Maria Bucur and Nancy Wingfield. Bloomington, IN: Indiana University Press, 2006

- Maria Bochkareva, *Yashka, My Life as Peasant, Exile, and Soldier*. Charleston, SC: Bibliobazaar, 2010. (available as an electronic book)

- Andrea Peto, Nadezda Petrusenko, Mimoza Pachuku, "Militarized Gendered Political Agencies in a Historical Perspective," *Violence, Gender, and War* 2014 (5:9), 153-158. (Canvas)

- Sandra Ponzanesi, "Queering European Sexualities Through Italy's Fascist Past: Colonialism, Homosexuality, and Masculinities" in *What's Queer About Europe: Productive Encounters and Re-enchanting Paradigms*, eds. Mireille Rosello and Sudeep Dasgupta (New York: Fordham University Center, 2014), 81-90. (Canvas).

GRADING AND ASSIGNMENTS

Grading System

A=93-100	C+=77-79	D- =60-62
A-=90-92	C=73-76	F=below 59
B+=87-89	C-=70-72	
B=83-86	D+=67-69	
B-=80-82	D=63-66	

Assignment	Due Date	Point Value
Map quiz	Sept. 9	10
Discussion Question 1	Sept. 23	5
Discussion Question 2	Oct. 7	5
Take-home Midterm	Nov. 4	20
Outline term paper	Nov. 9	5
Term paper 7-9 pages	Nov. 23	20
Take-home Final	Dec. 14	25
Participation		10
Total		100

In the two **Discussion questions**, you will use your readings to deal with key questions to the history of Women and War in Europe. They will be 2-3 pages long. You are expected to answer the question directly and precisely. YOU MUST CITE YOUR

SOURCES USING CHICAGO MANUAL OF STYLE FOOTNOTES in these questions. If you do not cite your sources, you have automatically failed your assignment.

The **midterm** and **final** will be take-home exams in which you use the discussions and readings from the semester to answer larger discussion questions concerning the historiographical questions about gender and/or women and war in an essay format. I will pass out the questions about 10 days ahead of the due dates.

The **final paper** will be an argumentative essay, 7-9 pages long, based on one of the key questions in class and supported by multiple sources. There will be two pre-selected topics or you may choose an independent topic. You will need to submit an outline, thesis and bibliography to me for feedback by Nov. 9.

Participation See rubric

	A	**B**	**C**	**D**	**F**
Content	Clear evidence of having read texts. Gives specific examples from readings. Brings book or reading to class with notes	Usually giving evidence of having read books or texts. Brings books most of the time	Sometimes gives evidence of having read book. Fewer specific examples, may or may not bring book.	Gives little evidence of having read. Does not bring readings. No specific examples.	Gives no evidence or indication of having read. Does not bring the book.
Style	Always participates. Usually pulls discussion.	Occasionally participates. Does not initiate questions or thoughts.	Rarely participates. Does not initiate questions or thoughts	Does not participate	Does not participate. Absent or asleep.
Responsiveness	Responsiveness to other students. Shows ability to carry a debate or discussion with other students or professor. Critical thinking skills	Occasional responsiveness to others' participation, comments or thoughts	Occasional responsiveness to others' comments or thoughts.	Does not engage with others in conversation	Does not engage with others in conversation. Absent or asleep.

GRADUATE STUDENT REQUIREMENTS

Assignment	Due Date	Point Value
Midterm (same as undergrads)	Nov. 4	15
Final exam (same as undergrads)	Dec. 14	20
Participation (same as undergrads)		5
Book Review	Nov. 23	15
Outline/annotated bibliography	Nov. 9	5
First Draft	Dec. 7	15
Second Draft	Dec. 14	25
Total		100

The book review will be on Dagmar Herzog, *Unlearning Eugenics: Sexuality, Reproduction, and Disability in Post-Nazi Europe* (Madison, WI: University of Wisconsin Press, 2018) or Wendy Lower, *Hitler's Furies: Women in the Nazi Killing Fields* (New York: Mariner Books, 2013). They should follow field standards (see Canvas for sample book reviews) about be about 800-1,000 words.

The historiography paper will be a historiography paper or a primary source paper of 15-20 pages. If you write on historiography, you will need to include at least 10 books and 10 articles. For a primary source-based paper, please see me in office hours. The paper needs to develop a clear argument or outline of major scholarly debates within a field related to the topics of war and gender. It must be grammatically strong, formatted correctly, and use Chicago Manual of Style-footnotes.

On Nov. 9, you will submit a paper proposal and annotated bibliography for your term paper. The annotations for secondary sources should describe the source, its argument, place in the field, the sources it uses, and its relevance to your work. The annotations for primary sources need only describe their (potential) use for your discussion.

You will turn in a first draft on Dec. 7. Note that this first draft still needs to be correctly formatted and cited. I will return the first draft to you with comments and revisions. On Dec. 14, you will submit your revised final paper AND the first draft with my comments as a package.

COURSE SCHEDULE

Week 1: Introduction

Tue. Aug. 24: Introduction and Syllabus

Thur. Aug. 26: Background and Terminology – Feminism, Sexual identity, Gender/ 19th Century Europe

Week 2: Gender and War – an overview

Tue., Aug. 31: lecture: WWI

Thur., Sept. 02: discussion: Why Gender and War?

Read: Peto, Petrosenko and Pachuku (Canvas)

Reading questions:

1. What is gender according to the Peto/Petrosenko/Pachuku article?

2. What are the connections between gender and agency in Judith Butler's understanding?

3. How does the concept of power play into discussion of gender and war?

Week 3: WWI – Total War, Fronts, and Homefronts

Tue., Sept. 7: lecture: Homefronts, Propaganda, and Civilians

Thu., Sept. 9: Discussion

Read: Bochkareva, "Part 1: My Childhood of Toil," and "Part II: War."

Reading questions:

1. Who is Bochkareva – describe her experiences and background?

2. How did Bochkareva react as she heard about the war outbreak?

3. What did the outbreak of World War I mean to her?

Map quiz

Week 4: WWI as Total War

Tue., Sept. 14: lecture: Democracy, Fascism, and Gender Politics

Thu., Sept. 16: discussion: The Armenian Genocide

Read: Herzog 16-58.

Reading questions:

1. What happened to women during the Armenian genocide?

2. What were some gendered strategies used in this genocide?

3. Describe gender crimes taking place in the course of the Armenian genocide.

Week 5: The Interwar Era

Tue., Sept. 21: lecture: Women and Communism

Thu., Sept. 23: discussion: Women's experiences as Soldiers

Read: Bochkareva "Part III: Revolution," Bucur and Wingfield 47-69.

Discussion Question 1:

Question: Use class conversations about gendered expectations in times of war and give three examples from Yashka and Healy of how society considered women in combat or assuming agency on the home front as threatening to gender relations during and after WWI. Which kind of pressure did the state and others apply to the women to force them to conform to the ideal social order?

Week 6: Women and Communism

Tue., Sept. 28: lecture: Fascism, Gender and Women

Thu., Sept. 30: discussion: Bochkareva, "Part IV: Terror," Allen 42-59 (Blackboard).

Reading questions:

1. Describe instances where Bochkareva was treated differently because of being a woman – negative OR positive?

2. What were her strategies to overcome/confront/get by challenges?

3. When she begins to lead the "Women's Battalion of Death," how do her own experiences shape her leadership of other women?

Week 7: Women and Fascism

Tue., Oct. 5: lecture: WWII Overview

Thu., Oct. 7: discussion: Herzog 91-108, Ponzanesi (Canvas).

Discussion Question 2:

Matard-Bonucci and Ponzanesi discuss the connection between Italian colonialism in Africa and Italian fascist gender roles. Describe the contradictions inherent in Italian Fascist masculine gender roles and its colonial, racial policies as described by these two authors. How did hypermasculinity influence Italian colonial policies?

Week 8: WWII

Tue., Oct. 12: WWII Homefront and Propaganda

Thu., Oct. 14: discussion.

Read: Herzog 135-167, 197-220, 221-246

Reading Questions:

1. Which gendered strategies did the Danish teenage girls use to empower themselves during the Nazi occupation?

2. How did Danish society – parents and other groups – react to their behavior?

3. What was the German Wehrmacht's official and unofficial stance on German soldiers' sexual violence toward civilians in the Soviet Union?

4. How did Nazi racial ideology clash with gendered practices in Auschwitz and on the Eastern front?

Week 9: Collaboration and Resistance

Tue., Oct. 19: film: A Woman in Berlin, part I.

Thu., Oct. 21: discussion

Read: Bucur and Wingfield 95-156, *A Woman in Berlin,* Foreword, Introduction, pp. 1-61

Reading and Film Questions:

1. In Feinberg's description, what are the private expressions of women's political lives?

2. Which particular forms did Czech women's resistance take?

3. In *A Woman in Berlin,* how does Anonyma describe Russian versus German men? What does her description say about her understanding of masculinity?

Week 10: A Woman in Berlin

Tue., Nov. 2: film: A Woman in Berlin, part II

Thu., Nov. 4:

Midterm

Week 11: A Woman in Berlin

Tue., Nov. 9: film: A Woman in Berlin, part III

Read: *A Woman in Berlin,* 61-154, Bucur and Wingfield, 220-234.

Reading and Film Questions:

1. What are the women's strategies of survival in *A Woman in Berlin?*
2. What are their strategies for gaining agency during the Russian occupation?
3. Which parallels can be drawn between the gendered practices in the Siege of Leningrad and in Berlin 1944-1945?

Outline and Bibliography for Term Paper due.

Thu., Nov. 11: VETERAN'S DAY – NO CLASS

Week 12: Postwar - East

Tue., Nov. 16: lecture: Eastern Europe in the Postwar Era

Thu., Nov. 18: discussion

Read: Bucur and Wingfield 171-192

Reading Questions:

1. Which roles do women's bodies play in Romanian memories according to Bucur?
2. What are the women's contested memories of the war?

Week 13: Postwar - West

Tue., Nov. 23: lecture: Western Europe in the Postwar Era

Term paper due

Thu., Nov. 25: THANKSGIVING

Week 14: War Memories, War Traumas

Tue., Nov. 30: film: Mother of Mine

Thu., Dec. 2: film: Mother of Mine

Read: *A Woman in Berlin,* 154-261.

Reading and Film Questions:

1. How do the Berlin women's survival strategies work long-term (why do they work or why not)?

2. What does "Mother of Mine" have to say about motherhood in wartime? In which ways does the film challenge traditional notions of motherhood?

3. How does the war change the relationship between Eero and his mother? How does Eero understand his role and responsibilities within his birth family?

Week 15: The Yugoslav Wars

Tue. Dec. 7: Fall of Communism and Yugoslav Wars 1989

Read: Herzog 261-283, Wingfield and Bucur 157-170

Reading Questions:

1. How did Serbian women treat memories of the war in 1917-1918 and what long-term legacies did their perspectives have?

2. What was new about Yugoslav gendered warfare in the 1990s?

Thu., Dec. 9: film: Cowboys in Kosovo

Final Exam due in my office on Dec. 14 at 4:30pm

STUDENT LEARNING OUTCOMES

- APPLY a gender studies frameworks and lecture concepts to primary sources on experiences, policy, and propaganda to deepen understandings of armed conflict

- COMPARE similar events, such as recruitment of women for the armed forces, between several historical contexts, identifying similarities and differences, thus gaining an understanding/appreciation of the strengths and weaknesses of comparative history.

- CONTRAST master narratives of conflicts with sub narratives of gendered experiences, thus reinterpreting known historical events.

- DESCRIBE experiences of sexual, gender, and racial minorities to complexities at the intersection of race, nationality, and gender in wartime.

- ANALYZE primary sources critically.

- WRITE clearly and coherently on all issues above through working on content, grammar, style, organization, and presentation in their essays and focus questions.

COMMUNICATION

- My Preferred Gender Pronouns are ____she/her_____. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please let me know of this early in the semester (you can email me) so that I may make appropriate changes to my records.
- I respond to emails within 24-48 hours. If you have not had a response from me at that time, do write and remind me of your question!
- *Suggested:* Students are provided with an SDSU Gmail account, and this SDSU email address will be used for all communications. Per University Senate policy, students are responsible for checking their official university email once per day during the academic term. For more information, please see Student Official Email Address Use Policy here.

POLICIES AND ASSISTANCE

Accommodations: If you are a student with a disability and are in need of accommodations for this class, please contact Student Ability Success Center at (619) 594-6473 as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center.

Student Privacy and Intellectual Property: The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious observances: According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Resources for students: A complete list of all academic support services--including the Writing Center -is available on the Student Affairs' Academic Success website. Counseling and Psychological Services (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Academic Honesty: The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);

- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

For minor plagiarism (copying sentences from uncited sources into a paper and/or failing to cite correctly), I will fail you for the assignment. For major plagiarism (copying a majority of a paper from an uncited source and presenting it as your written work), I will fail you for the course. In addition, the California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

FINDING HELP ON CAMPUS:

Need help finding help -- an advisor, tutoring, counselling, or emergency economic assistance? The **SDSU Student Success Help Desk** is here for you. Student assistants are available via Zoom **Monday through Friday, 9:00 AM to 4:30 PM** to help you find the office or service that can best assist with your particular questions or concerns.

Suggested: Consider adding a link to your college's Student Success Center or your department's tutoring center or supplementary instruction activities.

- CAL Student Success Center: https://cal.sdsu.edu/student-resources/student-success
- College of Education Student Success Center: https://education.sdsu.edu/oss
- Center for Student Success in Engineering: https://csse.sdsu.edu/
- CoS Student Success Center: https://cossuccess.sdsu.edu/
- FSB Student Success Center: https://business.sdsu.edu/undergrad/advising
- HHS Adivisors: https://chhs.sdsu.edu/student-resources/advising/
- IVC Student Success and Retention: https://ivcampus.sdsu.edu/student_affairs/retention
- PSFA Advisors: https://psfa.sdsu.edu/resources/student_advisors

SDSU ECONOMIC CRISIS RESPONSE TEAM:

If you or a friend are experiencing food or housing insecurity, technology concerns, or any unforeseen financial crisis, it is easy to get help! Visit sdsu.edu/ecrt for more information or to submit a request for assistance.

SDSU's Economic Crisis Response Team (ECRT) aims to bridge the gap in resources for students experiencing immediate food, housing, or unforeseen financial crises that impacts student success. Using a holistic approach to well-being, ECRT supports

students through crisis by leveraging a campus-wide collaboration that utilizes on and off-campus partnerships and provides direct referrals based on each student's unique circumstances. ECRT empowers students to identify and access long term, sustainable solutions in an effort to successfully graduate from SDSU. Within 24 to 72 hours of submitting a referral, students are contacted by the ECRT Coordinator and are quickly connected to the appropriate resources and services.

For students who need assistance accessing technology for their classes, visit our ECRT website (sdsu.edu/ecrt) to be connected with the SDSU library's technology checkout program. The technology checkout program is available to both SDSU and Imperial Valley students.

ALAND ACKNOWLEDGEMENT

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State University community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.