

Spring 2018

Gender, War and Genocide in the 20th Century

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CLARK UNIVERSITY

HIST 236/336

Gender, War and Genocide in the 20th Century

Spring 2018

Professor Thomas Kühne

Time: Wed 9:00-11:50 am

Place: Strassler Center for Holocaust and Genocide Studies, Rose Library

Office Hours: Tuesday, 9-10 am, Strassler Center 2nd fl., and by appointment

Phone: (508) 793-7523, email: tkuehne@clarku.edu

Description

Boys become real men through military service and by participation in war, by killing and dying for the fatherland, while giving birth to and raising children—motherhood—serves as central marker of womanhood. Gender stereotypes such as these were questioned but also reinforced throughout the wars of the 20th century. These wars mobilized men as well as women, and they increasingly blurred the boundaries between men and women. On all fronts and sites, however, concepts of masculinities and femininities structured propaganda and emotions, fighting morals and antiwar movement, the preparation of minds for mass violence, and its remembrance. We will discuss the impact of gender on mass violence and vice versa from World War I to World War II, from the Holocaust to the genocidal wars in former Yugoslavia, and from America's "Good War" to Americans' twisted coping with the Vietnam War to the rise of a 'gender-neutral' army. Focusing on European and American wars, the course includes comparative views on other regions of the world and puts emphasis on regional differences and peculiarities, such as transformation of a deeply gendered war culture in Europe into a peace culture after 1945. Special attention will be paid to various approaches to gender history, such as the analysis of discourses and images, or the analysis of gender practices. We will attempt to do this by critically analyzing scholarly work, written testimonies, fictional literature, films, and propaganda materials.

Requirements

This course will be taught in the spirit of a tutorial: once you decide to take the class, you are expected to stick to it, come to the sessions and be well prepared. *All readings* are to be completed on the day assigned, before you come to class. Please bring both the readings and your notes to class to be able to follow and participate in class discussions.

To facilitate informed discussion, you are required to write a short paper of no more than one page (half of a page will usually do it) for each session, related to the assigned books and essays. This paper articulates, and elaborates on, two or three questions you wish to discuss in class. The questions must refer to the readings and show that you have familiarized with *all* assigned readings. These question papers are due in class and must be handed in to the instructors at its end; you may submit them electronically by email to the instructor, but only before, not after class.

Each session starts with a brief oral review of the previous session presented by one student. This review summarizes the contents of our discussion, its findings and controversies in a well-organized form (not necessarily following the chronology of the discussion). You will be signing up for, and present, one of these reviews.

In lieu of a mid-term exam, you must submit a book review of eight pages (double-spaced), electronically to the instructor (email above) by March 2, before the spring break. What such a book review entails, will be discussed in class. It is recommended to write the book review on one of the following books:

- Klaus Theweleit, *Male Fantasies*, 2 vols. (Minneapolis, 1989)
- Ute Daniel, *The War from Within. German Women in the First World War* (Oxford, 1997)
- Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst, 2001)
- Andrea Smith, *Conquest. Sexual Violence and American Indian Genocide* (Cambridge, MA, 2005)
- Susan Jeffords, *The Remasculinization of America. Gender and the Vietnam War* (Bloomington, 1989)
- Martin van Creveld, *Men, Women and War* (London, 2001)
- Nechama Tec, *Resilience and Courage. Women, Men, and the Holocaust* (New Haven, 2003)
- Marion Kaplan, *Between Dignity and Despair. Jewish Life in Nazi Germany* (New York, 1998)
- Elizabeth Harvey, *Women and the Nazi East. Agents and Witnesses of Germanization* (New Haven, 2003)
- Anna Reading, *The Social Inheritance of the Holocaust. Gender, Culture and Memory* (New York, 2002)
- Iris Chang, *The Rape of Nanking. The Forgotten Holocaust of World War II* (New York, 1997)

- Sara Brown, *Gender and the Genocide in Rwanda. Women as Rescuers and Perpetrators* (New York, 2017)
- Berube, Allan. *Coming Out Under Fire: The History of Gay Men and Women in World War Two* (New York, 1990)
- Paul Jackson, *One of the Boys: Homosexuality in the [Canadian] Military during World War II* (Montreal, 2004)

Other options are possible but need the approval of the instructor. Only recent scholarly monographs related to the seminar topic qualify. Make sure to choose and get a hand on the book you want to write about *early*; not all books are available for borrowing at Clark.

Finally, a research paper of 12 pp text (undergraduates) or 20 pages (graduates), including title and bibliography, double-spaced, is due at the last day of classes, midnight, electronically per email to the instructor. Think about a topic and discuss it with the instructor by the end of March. If you are not familiar with how to write and submit such a paper, you may wish to consult J. R. Benjamin, *A Student's Guide to History* (10th ed., Boston, 2007) or Ch. Lipson, *How to Write a BA Thesis* (Chicago, 2005). They offer valuable assistance, not least regarding the formal shape of your paper.

Undergraduate research papers are based on at least two scholarly books and four scholarly articles *in addition* to those mentioned in this syllabus. Graduate papers include at least four additional scholarly books and six scholarly articles. Instead of a book you can choose three articles, and vice versa. Crucial is that you demonstrate your comprehension of the books and articles you are quoting. Originality, thoughtfulness, clarity, and the organization of your thoughts are appreciated, as is the proper citation of your references and sources.

An oral presentation of an outline of your final research paper is to be given at the last, concluding session. Prepare a presentation of 10 to 15 minutes, preferably based on a handout of one page. Feel free to use PowerPoint or other tools.

Plagiarism is a capital crime in academia; be aware of Clark's policy on academic integrity, <http://www.clarku.edu/offices/aac/integrity.cfm>: "Plagiarism refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism."

If you face problems identifying or accessing research literature or other sources, get in touch (not only in the eleventh hour!) with me or with and/or the *Research and Instruction Services* of Goddard Library. You may schedule an appointment with them by

using this link: [Research Help Appointment with Tony](#). Anthony Penny, the Research & Instruction Librarian at Goddard Library, is extremely competent and cooperative.

Please submit the final paper and the previous outline electronically to tkuehne@clarku.edu no later than at the last day of classes; electronic submissions are accepted when confirmed by the instructor within 24 hours.

Grading and Practical Arrangements

The maximum of 100 points can be achieved by a maximum of

- 48 points for the twelve short (weekly) papers (4 point each). Late papers cannot receive more than 2 points
- 10 points for the book review
- 20 points for the final paper (10 points for the content, 4 points for the range of consulted literature, 3 for the writing style, 2 for the organization, 1 for quotation and citation style).
- 5 points for the oral outline of your paper in the last session
- 7 points for the oral session review
- 10 points for continuous participation in class discussion.

100-95 points=A, 94-90 points=A-, 89-85 points=B+, 84-80=B, 79-75 points=B-etc.

Apart from inquiring in the relation of collective memory and mass violence, this course serves to introduce students more generally to techniques of historical scholarship and practices of academic communication. It is of great importance to develop and strengthen skills of analyzing primary and secondary sources critically. The required readings are carefully chosen. However, none of them should be mistaken as comprising a final truth. Consider them as one of many options to look at a certain topic. Try to understand the basic assumptions, the main arguments, and the limitations of any text you read. Critique is the oil of knowledge. In class, you are invited to speak up and to articulate your thoughts and ideas, whether or not they comply with those of your classmates or those of the instructor.

Checking emails on a regular basis and staying connected with friends and the rest of the world is very important. Don't do it in class though. Laptops, cell phones, iPods, Gameboys, DVD players and other electronic devices are inclined to distract you or others from class discussions. They are to be switched off during class. Taking notes during class is highly recommended but do it by hand rather than electronically.

This course will require "ENGAGED ACADEMIC TIME" of 180 hours:

42 hours = In-class activities (14 x 3 hours)

96 hours = assigned readings (12 x 8 hours)

12 hours = weekly papers (12 x 1 hour)

30 hours = final paper or preparation of final exam.

You are supposed to attend class on a regularly basis. Absences without sufficient documentation will result in a deduction of five points each. Absences due to religious beliefs, especially on major holidays, will be excused with no penalty, but please notify the instructor in advance, not least to discuss the submission of your weekly paper. Please note that per university policies students who abuse the excused absence policy by consciously misrepresenting to the instructor the reason for the absence will be considered to have committed academic misconduct. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence has been approved by university officials.

Clark University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you have or think you have a disability and require academic accommodations, you must register with Student Accessibility Services (SAS). If you have questions about the process, please contact Accessibility Services, accessibilityservices@clarku.edu, or (508)798-4368. If you are registered with SAS, and qualify for accommodations that you would like to utilize in this course, please request those accommodations through SAS in a timely manner.

Faculty Members are “Responsible Employees”: This notice is to inform you that the Faculty member(s) and Teaching Assistant(s) associated with this course are considered “Responsible Employees” by Clark University. As such, they are required to report all alleged sexual offenses to the University’s Title IX Coordinator. The only exceptions to this reporting responsibility are the community members who have been designated and/or trained as “Confidential” Sources. This includes the professional staff in Clark’s Center for Counseling and Personal Growth and the medical providers at the Health Center, as well as other individuals listed at <http://bit.ly/2eUOGGx>

Course Outline:

1) January 16

Introduction

2) January 23

Gendering War, Gendering Genocide: Theory and Methodology

Reading: Kathleen Canning, “Gender History,” *International Encyclopedia of the Social & Behavioral Sciences*, 2015, 768-774, <https://doi.org/10.1016/B978-0-08-097086-8.62114-1> (Goddard online); John Tosh, “Hegemonic Masculinity and the History of Gender,” in Stefan Dudink et al, eds., *Masculinities in Politics and War: Gendering*

Modern History (Manchester, 2004), pp. 41-60; Joshua S. Goldstein, *War and Gender* (Cambridge, 2001), pp. 1-3, 6-10, 34-58; Adam Jones, *Genocide. A Comprehensive Introduction*, 2nd ed. (London, 2006), chapter 13; Elisa von Joeden-Forgey, "Gender and Genocide," in Donald Bloxham and Dirk Moses, eds., *The Oxford Handbook of Genocide Studies* (Oxford, 2010), chapter 3. (All on Moodle except the first.)

3) January 30

World War I, Catalyst of Women's Emancipation?

Reading (all on Moodle): Francois Thebaut, "The Great War and the Triumph of Sexual Division", in: idem (ed.), *A History of Women in the West, V. Toward a Cultural Identity in the Twentieth Century* (Cambridge, MA, 1994), 21-75; Ute Frevert, *Women in German History* (Oxford, 1989), chapter 13; Margaret and Patrice Higonnet, "The Double Helix," in Margaret Higonnet et al., eds., *Behind the Lines: Gender and the Two World Wars* (New Haven, 1987), 31-47; selected primary sources, also on Moodle.

4) February 6

The Great War and Modern Masculinities

Reading: selections from Klaus Theweleit, *Male Fantasies. Two Volumes* (Minneapolis, 1989); Graham Dawson, "The Blond Bedouin. Lawrence of Arabia, imperial adventure and the imagining of English-British masculinity," in Michel Roper and John Tosh, eds, *Manful Assertions. Masculinities in Britain since 1800* (London, 1991), 113-144 (Moodle); Sabiene Kienitz, "Body Damage: War Disability and Constructions of Masculinity in Weimar Germany," in *Home/Front: The Military, War, and Gender in Twentieth Century Germany*, ed. Karen Hagemann and Stephanie Schüler-Springorum (Oxford: Berg, 2002), 181–204. (All on Moodle.)

5) February 13

Male Bonding and Total War: Interwar and Nazi Germany

Reading: Thomas Kühne, *The Rise and Fall of Comradeship. Hitler's Soldiers. Male Bonding and Mass Violence in the Twentieth Century* (Cambridge: Cambridge University Press, 2017), pp. 1-211. (Purchase, borrow, or read in Rose Library.)

6) February 20

Jewish Women During the Holocaust

Reading: Marion Kaplan, "Gender: A Crucial Tool in Holocaust Research," in Larry V. Thompson, ed., *Lessons and Legacies IV* (Evanston, IL, 2003), 163-170; Marion Kaplan, "Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939," in Carol Rittner and John K. Roth, eds., *Different Voices. Women and the Holocaust* (New York, 1993),

187-212; Na'ama Shik, "Sexual Abuse of Jewish Women in Auschwitz-Birkenau," in Dagmar Herzog (ed.), *Brutality and Desire. War and Sexuality in Europe's Twentieth Century* (Houndmills, 2009), pp. 221-246; Leonore J. Weitzman, "Women," in Peter Hayes and John K. Roth, eds, *The Oxford Handbook of Holocaust Studies* (Oxford, 2010), chapter 13 (Goddard online); Elisabeth Anthony et al, *Women under Nazi Persecution. A Primary Source Supplement Based on Documents from the International Tracing Service* (Washington, DC: USHMM, 2017). (All on Moodle except Weitzmann.)

7) February 27

Women Soldiers in the Red Army

Reading: Svetlana Alexievich, *The Unwomanly Face of War. An Oral History of Women in World War II* (New York: Random House, 2017) (purchase, borrow, or read in Rose Library); Martin van Creveld, *Men, Women and War* (London, 2001), chapter 14 (Moodle).

8) March 13

American GIs and French Women After Nazi Occupation

Reading: Mary Louise Roberts, *What Soldiers Do. Sex and the American GI World War II France* (Chicago: University of Chicago Press, 2013) (purchase, borrow or read in Rose Library); Cynthia Sharrer Kreisel, "Unruly, Adulterous, and Diseased. The Biblical Echoes of Head-Shaving in Second-World-War France," *Minerva Journal of Women and War* 1 (2007), pp 22-46 (Moodle).

9) March 20

Manliness and U.S. Foreign Policy in the Cold War

Reading: Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001) (purchase, borrow, or read in Rose Library).

10) March 27

Remasculinization after Defeat: Germany and America

Reading: Susan Jeffords, "Debriding Vietnam. The Resurrection the American White Male," *Feminist Studies* 14/3 (1988), pp 525-543 (JSTOR); excerpts from Susan Jeffords, *The Remasculinization of America. Gender and the Vietnam War* (Bloomington, 1989) (Moodle); Tracy Karner, "Fathers, Sons, and Vietnam. Masculinity and Betrayal in the Life Narratives of Vietnam Veterans with Post-Traumatic Stress Disorder," *American Studies* 37/1 (1996), pp. 63094 (JSTOR); "The 'Remasculinization' of Germany in the

1950s”, in *Signs* 24 (1998), 101-169 (focus on the articles by Robert G. Moeller and Susan Jeffords) (JSTOR); Kühne, *The Rise and Fall of Comradeship*, pp. 215-38, 256-296.

11) April 3

Native American Women, Genocide, and Sexual Violence

Reading: Andrea Smith, *Conquest. Sexual Violence and American Indian Genocide* (Cambridge, MA, 2005) (purchase, borrow, or read in Rose Library).

12) April 10

Rape in War and Genocide from Armenia to Rwanda

Reading: Matthias Bjornlund, “‘A Fate Worse Than Dying’: Sexual Violence during the Armenian Genocide,” in Dagmar Herzog (ed.), *Brutality and Desire. War and Sexuality in Europe’s Twentieth Century* (Houndmills, 2009), 16-58 (Moodle); selections from Alexandra Stiglmayr (ed.), *Mass Rape. The War Against Women in Bosnia-Herzegovina* (Lincoln, 1994) (Moodle); Pascale R. Bos, “Feminists Interpreting the Politics of Wartime Rape: Berlin, 1945; Yugoslavia, 1992–1993,” *Signs* 31:4 (Summer 2006), 995-1025 (JSTOR); Patricia A. Weitsman, “The Politics of Identity and Sexual Violence: A Review of Bosnia and Rwanda,” *Human Rights Quarterly* 30 (2008): 561-578 (Moodle); Nicole Rafter, *The Crime of All Crimes. Toward a Criminology of Genocide* (New York, 2016), ch. 7: “Gender and Genocide: The Rwandan Genocide, 1994” (Moodle).

13) April 17

Homosexuality and the Military

Reading: Jason Crouhamel, “‘Comradeship’ and ‘Friendship’: Masculinity and Militarization in Germany’s Homosexual Emancipation Movement after the First World War,” *Gender & History* 23/1 (2011), 111-129; Geoffrey Giles, “The Denial of Homosexuality. Same-Sex Incidents in Himmler’s SS and Police,” *Journal of the History of Sexuality* 11/1-2 (2002), 256-290; Allan Berube, *Coming Out Under Fire: The History of Gay Men and Women in World War Two* (New York: The Free Press, 1990), selections; Danny Kaplan and Eyal Ben-ari, “Brothers and Others in Arms. Managing Gay Identity in Combat Units of the Israeli Army,” *Journal of Contemporary Ethnography* 29: 4 (2000), 396-432. (All on Moodle.)

14) April 27

Conclusion

No reading. Oral presentations of outline of your final paper, 10-15 minutes each, see above.