

CLARK UNIVERSITY

HIST 236/336

Gender, War and Genocide in the 20th Century

Fall 2021

Professor Thomas Kühne

Time: Wed 9:00-11:50 am

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

Office Hours: Thursday, 11 am to noon, Strassler Center 2nd fl., and by appointment

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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, genocides and other events of mass violence and human rights violations in modern history. These conflicts mobilized men as well as women, and they blurred the boundaries between male and female roles. On all fronts and sites, however, concepts of masculinity and femininity structured propaganda and emotions, the fighting morale, antiwar movements, and the way states and people coped with and remembered those events. We will discuss the impact of gender on mass violence and vice versa with a focus on 20th century Europe, the United States and other parts of the world. Jim Crow America, World War I, World War II, the Holocaust, the Cold War and America's Vietnam War, the genocides in Rwanda and Bosnia in the 1990s, and recent terrorism will be discussed. Special attention will be paid to various approaches to gender history, such as the analysis of discourses and images, and the analysis of gender practices. We will do this by critically analyzing scholarly work, written testimonies, fictional literature, films, and propaganda materials.

Requirements and Practical Arrangements

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 the notes you take from the readings to class to follow and participate in class discussions. At beginning of each class, each student will be asked to briefly address what they have learned from the readings and what they wish to discuss in class.

Apart from inquiring into the themes of this course, it also serves to to introduce students more generally in techniques of historical scholarship and in practices of academic communication. Great importance is attached to skills of analyzing both primary and secondary sources critically. The required readings are carefully chosen. However, none of them should be mistaken as comprising a final truth. Rather, they are to be considered as one of many options to look at a certain topic. Thus, try to understand the basic assumptions, the main arguments, and the limitations of the texts 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 the professor.

To facilitate informed discussion, you are required to write a short paper of one to two pages, single spaced for each session, related the assigned books and essays. It is due electronically (email attachment, word file, not pdf, to tkuehne@clarku.edu) the night before class. This paper summarizes the readings (all of them) chapter by chapter or article by article; think of this summary as a short version of *Cliffs Notes*. The paper ends by articulating one or two 'big' questions you wish to discuss in class. The questions *must* refer closely to the readings and show that you have familiarized yourself with them.

Each session starts with a brief oral review (5 or so minutes) of the previous session presented by one student. This review may be based on minutes you take (by hand, not electronically) in class. It summarizes the major issues and *results* of our discussion, its findings, and controversies in a well-organized form (not necessarily following the chronology of the discussion). You are supposed to sign up for one of these reviews.

Finally, a research paper of 2,500 to 3,500 words (undergraduates) or 5,000 to 7,000 words (graduates & capstone undergraduates) including title page, TOC, and bibliography, double-spaced, is due no later than one week after our last class, as word document (not pdf) submitted as email attachment to the instructor. The topic of this final project may relate to one or more topics of our class discussions; you may also choose a different topic, but it must relate to the seminar and be approved by the instructor; it is recommended to discuss the topic and your ideas about the paper and its sources with the instructor no later than four weeks before the end of the semester.

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 *different* from those mentioned in this syllabus. Graduate and capstone undergraduate papers include at least four additional scholarly books and six scholarly articles. Instead of a book you can choose three articles, and vice versa. Make sure that your paper deals intensely with these sources. Originality, thoughtfulness, and organization of your thoughts are appreciated, as is the proper citation of your references and sources. Any common citation style will be accepted as long as it is used consistently.

Plagiarism is a capital crime in academia; be aware of Clark's policy on academic integrity, <https://web.clarku.edu/policies/detailpolicy.cfm?pid=43>. 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.

Checking emails on a regular basis and staying connected with friends and the rest of the world is very important. Do not do it in class, however. Laptops, cell phones, iPods, iPads, 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.

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 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.

The diversity that students bring to the class will be valued as a resource, benefit and strength in and outside of class. My goal is to create an environment that supports a diversity of thoughts, perspectives, and honors your diverse identities. If you have a name and/or set of pronouns that differ from those that appear in your official Clark records, please let me know. Please notify me if something is said in class, either by myself or other classmates, that creates unease or that discourages your ability to thrive in our course in any way. And if you feel that experiences outside class are impacting your performance, please do not hesitate to let me know.

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. See here, <https://www.clarku.edu/offices/title-ix/>

This course will require “ENGAGED ACADEMIC TIME” of 180 hours:
42 hours = in-class activities (14 x 3 hours)
104 hours = assigned readings + weekly papers (13 x 8 hours)
4 hours = preparation of poral session report (minutes)
30 hours = final paper.

COVID-19: Make sure to honor Clark policies on COVID-19 restrictions and mask up in class. If you need to quarantine, be in touch so that we can discuss how to guarantee your continuing progress in this class.

Grading

The maximum of 100 points can be achieved by

- a maximum of 48 points for twelve of the assigned thirteen weekly papers (4 point each), to be submitted via email the night *before* class. Late papers cannot receive more than 2 points, whatever the excuse for late submission may be. You may miss one of the 13 assigned papers with no penalty; if you submit all 13 papers, they all count up to 48 points in total.
- a maximum of 10 points for the session review.
- a maximum of 10 points for continuous participation in class discussion.
- a maximum of 32 points for the final paper (16 points for the content, 6 points for the range of consulted literature, 4 for the language/writing style, 4 for the organization, 2 for quotation and citation style).

You are supposed to attend class on a regularly basis. One absence will not inflict your grade. (You still must submit the weekly paper.) Further absences without sufficient documentation (e.g., a doctor’s note) will result in a deduction of five points each.

100-93 points=A, 92-90 = A-, 89-87 = B+, 86-83 = B, 82-80 = B-, 79-77 = C+ etc.

Required Books

Most required texts will be available on Moodle or accessible through Goddard online resources, except these three books, which are recommended for purchase:

- 1) C. Sarah Soh, *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan* (Chicago: University of Chicago Press, 2009)
- 2) Mary Louise Roberts, *What Soldiers Do. Sex and the American GI World War II France* (Chicago: University of Chicago Press, 2013)
- 3) Marie E. Berry, *War, Women, and Power. From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (Cambridge: Cambridge University Press, 2018)

The following three books are available electronically through Goddard. You may use them there or purchase hardcopies at Clark's online bookstore or elsewhere:

- 4) Crystal Feimster, *Southern Horrors. Women and the Politics of Rape and Lynching* (Cambridge, Mass.: Harvard University Press, 2009), <http://eds.b.ebscohost.com.goddard40.clarku.edu/eds/ebookviewer/ebook/bmxlYmtfXzUwODQxMV9fQU41?sid=8e21a827-4520-42fa-9264-fbf390578f78@sdv-v-sessmgr01&vid=1&hid=/&format=EB>
- 5) Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001), <http://eds.b.ebscohost.com.goddard40.clarku.edu/eds/ebookviewer/ebook/bmxlYmtfXzEyNDUzMjlfX0FO0?sid=9d365b51-73ce-434c-8732-db465a754e60@sessionmgr4008&vid=1&hid=/&format=EB>
- 6) Mia Bloom, *Bombshell. Women and Terrorism* (Philadelphia: University of Pennsylvania Press, 2011), <https://www.jstor.org/stable/j.ctt46nq58>

Course Outline:

1) Aug 25

Introduction

Discussion of topic, content, and practical arrangements of this class.

2) Sept 1

Gender and Jim Crow

Reading: Crystal Feimster, *Southern Horrors. Women and the Politics of Rape and Lynching* (Cambridge, Mass.: Harvard University Press, 2009).

In preparation of the following week, we will, at the end of this class, watch a few scenes from the 1939 movie *Gone with the Wind*, an adaptation from the 1936 Civil War novel with the same title by Margaret Mitchell.

3) Sept 8

Gendering Mass Violence: Theory and Methodology

Reading: A) Joshua S. Goldstein, *War and Gender* (Cambridge: Cambridge University Press, 2001), pp. 1-3, 6-10, 34-58. B) Adam Jones, *Genocide. A Comprehensive Introduction*, 2nd ed. (London: Routledge, 2006), chapter 13. C) Elisa von Joeden-Forgey, "Gender and Genocide," in Donald Bloxham and Dirk Moses, eds., *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), chapter 3.

In preparation of the following week, we will finish this session by examining visual representations of women's roles during the First World War and by surveying the history of the First World War.

4) Sept 15

World War I and Women's Emancipation

Reading: A) Francois Thebaut, "The Great War and the Triumph of Sexual Division", in: *A History of Women in the West, V. Toward a Cultural Identity in the Twentieth Century*, ed. F.T. (Cambridge, MA: Harvard University Press, 1994), 21-75. B) Susan R. Grayzel, "Women and Men," in *A Companion to World War I*, ed. John Horne (Malden, Mass.: Wiley-Blackwell, 2010), chapter 18. C) Margaret and Patrice Higonnet, "The Double Helix," in Margaret Higonnet et al., eds., *Behind the Lines: Gender and the Two World Wars* (New Haven: Yale University Press, 1987), 31-47.

In preparation of the following week, the instructor will use the past part of this class for a brief lecture on the history of war and genocide from World War I through World War II.

5) Sept 22

Masculinities in the Age of Total War

Reading: A) Klaus Theweleit, *Male Fantasies*. Two Volumes (Minneapolis, 1989), selections; B) 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). C) Thomas Kühne, "Protean Masculinity, Hegemonic Masculinity: Soldiers in the Third Reich," *Central European History* 51/3 (2018): 390-418. D) Jennifer Evans & Elissa Mailänder, "Cross-dressing, Male Intimacy and the Violence of Transgression in Third Reich Photography," *German History* 39/1 (2021): 54-77.

In preparation of the following week, we will use the last part of this session to watch selections from the German 2003 movie *Rosenstrasse*, a fictional account on the 1943 protest of German women against the deportation of their Jewish husbands to the extermination camps.

6) Sept 29

Jewish Women and Men in the Holocaust

Reading: A) Marion Kaplan, "Gender: A Crucial Tool in Holocaust Research," in Larry V. Thompson, ed., *Lessons and Legacies IV* (Evanston, IL, 2003), 163-170 (Moodle). B)

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: Paragon House, 1993), 187-212. C) Michael J. Geheran, "Remasculinizing the Shirker. The Jewish *Frontkämpfer* under Hitler," *Central European History* 51/3 (2018): 440-465. D) Excerpts from Maddy Carey, *Jewish Masculinity in the Holocaust: Between Destruction and Construction* (London: Bloomsbury, 2017).

In preparation of the following week, we will watch selections from the 2016 documentary movie *The Apology* that follows the journeys of three of the 200,000 women who were forced into sexual slavery by the Japanese military in WWII.

7) Oct 6

Comfort Women: Gender and the Japanese Imperial Forces

Reading: C. Sarah Soh, *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan* (Chicago: University of Chicago Press, 2009). Introduction, chapters 1, 2, and 3; one chapter of your choice of Part II (ch. 4, 5, or 6); and the Conclusion are mandatory, the rest is optional.

We will use the last part of this session to survey the history of the Second World War in Europe.

8) Oct 13

American Soldiers, French Women, and National Identities

Reading: Mary Louise Roberts, *What Soldiers Do. Sex and the American GI World War II France* (Chicago: University of Chicago Press, 2013); 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), 22-46.

In preparation of the following week, we will use the last part of this session to discuss the rise and course of the Cold War.

9) Oct 20

The Cold War and American Manliness

Reading: Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001).

Class will conclude by watching selections from the movies *The Green Berets* (1968) and *The Deer Hunter* (1978) in preparation of the following week.

10) Oct 27

Vietnam, Remasculinization, and White Supremacy

Reading: A) Susan Jeffords, "Debriding Vietnam. The Resurrection of the American White Male," *Feminist Studies* 14/3 (1988), 525-543 (JSTOR). B) excerpts from Susan Jeffords, *The Remasculinization of America. Gender and the Vietnam War* (Bloomington: Indiana University Press, 1989). C) Kathleen Belew, "Veterans and White Supremacy," *New York Times*, 15 April 2014, <https://www.nytimes.com/2014/04/16/opinion/veterans-and-white-supremacy.html>, in conjunction with the NPR interview with Kathleen Belew, "How America's White Power Movement Coalesced After the Vietnam War," NPR, 25 April 2018, <https://www.npr.org/2018/04/25/605661710/how-americas-white-power-movement-coalesced-after-the-vietnam-war> (37 min).

In preparation of the following week, the end of this session will serve to look at debates on the exclusion and inclusion of LGBTQ+ People in the US military. Dr. Aaron Belkin, Founding Director of the Palm Center, will speak to us via Zoom.

11) Nov 3

Gay Warriors: Heroism and Oppression

Reading: A) Jason Crouthamel, "'Comradeship' and 'Friendship': Masculinity and Militarization in Germany's Homosexual Emancipation Movement after the First World War," *Gender & History* 23:1 (2011), 111-129. B) Selections from Allan Berube, *Coming Out Under Fire: The History of Gay Men and Women in World War Two* (New York: The Free Press, 1990). C) 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. D) Rod Powers, "Policies Concerning LGBTQ+ People in the US Military," *The BalanceCareers*, 28 Feb 2021, <https://www.thebalancecareers.com/policy-concerning-homosexuals-us-military-3347134>.

In the last hour of this session, Anna Aleksanyan, doctoral student in Holocaust Genocide Studies at the Strassler Center, will give a presentation on sexual violence in the Armenian genocide.

12) Nov 10

Genocide and Sexual Violence

Reading: A) Joanna Bourke, "A Global History of Sexual Violence," in *The Cambridge World History of Violence*, Vol. IV: 1800 to the Present, ed. Louise Edwards, Nigel Penn, and Jay Winter (Cambridge: Cambridge University Press, 2020), 147-167. B) 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:

Palgrave, 2009), 221-246. C) selections from Alexandra Stiglmayr (ed.), *Mass Rape. The War Against Women in Bosnia-Herzegovina* (Lincoln: University of Nebraska Press, 1994).

In the last part of this session, we will be talking about the topics of your final projects. Be prepared to present your topic and to briefly address your ideas about your final paper.

13) Nov 17

From Victimhood to Mobilization: Women in Rwanda and Bosnia

Reading: Marie E. Berry, *War, Women, and Power. From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (Cambridge: Cambridge University Press, 2018). Group A (Rwanda) reads pp. 1-27, 28-101, 178-219. Group B (Bosnia) reads pp. 1-27, 102-177, 178-219.

In preparation of the following week, we will use the last part of this session examine the empowerment of German women in the Third Reich and their complicity in Nazi terror and the Holocaust.

14) Dec 1

Women and Terrorism

Reading: Mia Bloom, *Bombshell. Women and Terrorism* (Philadelphia: University of Pennsylvania Press, 2011).

At the end of this session, we will discuss outlines of your final papers; please prepare a one-page outline to be shared with the class.