

New-York Historical Society
American Women at War
Application to the National Endowment for the Humanities
Summer Seminars and Institutes – February 2016

SYLLABUS

NEW-YORK HISTORICAL SOCIETY
MUSEUM & LIBRARY

AMERICAN WOMEN AT WAR
NEH Summer Institute for Schoolteachers
July 17-August 4, 2017

OVERVIEW

American Women at War will engage participants in groundbreaking new scholarship, dialogue with leaders in the field, primary source research, and meaningful curriculum projects to examine the centrality of women's roles in American wars—and American history. We will investigate the American Revolution, the Civil War, and World War II as case studies to determine how women's roles evolved over the course of these pivotal conflicts and reshaped American democracy. We will look at women's roles before the war, their mobilization and participation in the war, and the consequences of the war on both the ideology and the daily lives of women while examining the full range of women's activities, from the homefront to the battlefield, from the private to the public spheres. Participants will explore women's diverse experiences and perspectives throughout the course, which will be structured around a chronological historical framework, using the major military conflict from each century as a focal point for integrating women into key historical narratives and presenting a more holistic history.

CURRICULUM PROJECTS

Participants will work individually to create a lesson plan for each of the wars under study that they will present in a Lesson Plan Fair on the last day of the Institute. The lesson plans should focus on scholarship covered in the Institute, integrate new primary sources and pedagogical techniques, and address the needs of the target grade level/subject. The lessons will be distributed to all participants on the last day of the institute via Dropbox and will be posted on the Institute page of the N-YHS website in the following weeks. Mia Nagawiecki will be available to participants throughout the Institute to provide research guidance and feedback on lesson ideas and plans.

The Lesson Plan Fair will be conducted in three rounds, with ten presenters per round. Presenters will have a poster presentation and a table to display their lesson plans. The remaining twenty participants will visit each display and learn more about the lesson plans their colleagues developed. It is a relatively informal setting to allow for participants to see the work everyone has done but to spend more time learning about those lessons that are more interesting to them or relevant to their classrooms.

Specific Requirements

Written Lessons

- Cover page that identifies:
 - participant name
 - grade level and subject area addressed
 - name of each lesson
 - learning objective(s) for each lesson
- One lesson plan per war. Each lesson must have:
 - a specific learning objective or aim
 - curriculum standards addressed
 - materials used
 - procedures
 - assessment
 - extension(s)
- Each lesson must incorporate at least one primary source from the N-YHS collections;
- If a lesson uses any materials not provided over the course of the institute, please provide copies of those materials as a part of the unit.
- Each lesson should:
 - Demonstrate an understanding of the key content and themes covered by the institute;
 - Demonstrate an ability to integrate museum resources into classroom practices;
 - Model effective techniques for using primary sources with students.

Lesson Plan Fair

- Select one of the three lessons on which to deliver a five-minute presentation
- For the selected lesson, create a poster including the following:
 - lesson title
 - learning objective
 - grade and subject addressed
 - primary sources used
 - procedure
- Be prepared to briefly describe the lesson to colleagues as they circulate through the fair.
- Have print outs of and be prepared to speak informally about the other two lessons.

What is the purpose of this project?

This project is an opportunity for participants to develop best practices for applying in the classroom the content and pedagogical techniques covered over the course of the three weeks. While it is an individual project, participants are encouraged to work together in order to draw on one another's teaching experience and areas of expertise to craft innovative, rigorous lessons that will engage students in the meaningful study of women at war.

PROGRAM OF STUDY

Institute days are organized into three parts: two content and/or pedagogy sessions followed by dedicated classroom application and work time. Unless otherwise noted, the morning session will run from 9:30-11:30am followed by a one hour lunch break. Afternoon sessions will run from 12:30-2:30pm followed by classroom application from 2:45-4:45pm. Classroom application sessions will begin with a thirty minute small group discussion reflecting on the new content and strategies presented that day and considering how they can be adapted for the classroom. Groups will be arranged according to levels/subjects taught. Following the discussion, groups will have time to conduct research in the N-YHS library, visit the museum galleries for artifacts to include in the lesson plans, or work on lesson development in the classroom.

WEEK 1: THE AMERICAN REVOLUTION

Sun, 7/16 **Welcome Dinner**

6:30-8:30 PM

Welcome and introductions, institute overview, discussion of curricular projects

Mon, 7/17 **Day 1**

Session 1, 9:30-11:30

“American Women at War: Mobilization, Participation, and Consequences”

Introductory Content Session: **Carol Berkin**, Project Director

Read: Sara Evans, *Born for Liberty*, Chapter 2: “The Women Who Came to North America, 1607-1770” and Chapter 3: ““But What Have I to Do with Politicks?”: The Revolutionary Era”

“Inquiry-Based Learning: Objects, Images, Documents”

Introductory Pedagogy Session: **Mia Nagawiecki**, Project Director

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Race, Gender, and Power in Early America”

Historian Seminar: **Cynthia Kierner**, George Mason University

Read: Kathleen M. Brown, “Tea Table Discourses and Slanderous Tongues: The Domestic Choreography of Female Identities” from *Good Wives, Nasty Wenches, and Anxious Patriarchs*

Session 3, 2:45-3:45

Library and Research Orientation

Michael Ryan, Vice President and Director of the Patricia D. Klingenstein

Library, **Maureen Maryanski** and **Marybeth Kavanaugh**, N-YHS Reference

Librarians

Tues, 7/18 Day 2

Session 1, 9:30-11:30

“Revolutionary Mothers: The Many Layers of Revolution for Women”

Historian Seminar: **Carol Berkin**

Read: Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America’s Independence*, Introduction and Chapter 1.

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“War Experiences: Women Combatants, Camp Followers, and Defenders of the Home Front”

Historian Seminar: **Holly Mayer**, Duquesne University

Read: Holly Mayer, “Bearing Arms, Bearing Burdens: Women Warriors, Camp Followers and Home-Front Heroines of the American Revolution,” *Gender, War and Politics: Transatlantic Perspectives, 1775-1830*.

Session 3, 2:45-3:15

Classroom Application Small Group Discussion

Optional Evening Field Trip, 6:30-10:00

Hamilton, meet in front of Richard Rogers Theater at 6:30

Weds, 7/19 Day 3

Session 1, 9:30-11:30

“*Hamilton* and Women in the Fight”

Pedagogy Workshop: **Mia Nagawiecki** and **Liz Wollman**, Baruch College

Read: Hilton Als, “Boys in the Band: A Musical about the Founding Fathers,” *The New Yorker*

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Free and Enslaved Women in the Revolution and Early Republic”

Historian Seminar: **Jennifer Morgan**, New York University

Read: Jennifer Morgan, “Afterword: Women in Early America” in *Women in Early America*, edited by Thomas A. Foster

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group A Library Time, Groups B & C Museum or Lesson Planning

Thurs, 7/20 Day 4

Session 1, 9:30-11:30

“The Impact of the Revolution on Gender Ideology”

Historian Seminar: **Sheila Skemp**, University of Mississippi

Read: Joan R. Gundersen, "Independence, Citizenship and the American Revolution" and Rosemarie Zagari, Chapter 2, *Revolutionary Backlash: Women and Politics in the Early American Republic*

Lunch, 11:30-12:30

Session 2, 12:30-3:15

12:30-1:00 – Classroom Application Small Group Discussion

1:00-3:00 – Work time

Session 3, 3:15-4:45

3:15-4:45 – Group B Library Time, Groups A&C Museum or Lesson Planning

Fri, 7/21 Day 5

Session 1, 9:30-11:30

“Dolley Madison and Women of the Early Republic” Guided Gallery Program

Pedagogy Workshop: **Mia Nagawiecki**, **Valerie Paley**, Vice President, Chief

Historian, Dean of Scholarly Programs & Director, Center for the Study of

Women’s History

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Women's New Civic Role: Securing the Revolution in the Next Generation”

Panel Discussion: **Catherine Allgor**, Huntington Library; **Mary Beth Norton**,

Cornell University; **Woody Holton**, University of South Carolina; moderated by

Carol Berkin

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group C Library Time, Groups A&B Museum or Lesson Planning

WEEK 2: THE CIVIL WAR

Mon, 7/24 Day 6

Session 1, 9:30-11:30

“Women in Antebellum America: Domesticity, Labor, Slavery, and Individualism”

Historian Seminar: **Carol Berkin**

Read: Sara Evans, *Born for Liberty*, Chapter 5: “A Time of Division: 1845-1865” and Carol Berkin, *Civil War Wives*, Chapter 1: “‘We are a nation of changes’: America at the Crossroads in the 1830s,” Chapter 11: “‘The Happy Fireside’: The Deep South Before the Civil War,” and Chapter 29: “The Winds of Change, the Shelter of Tradition”

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“The United States Sanitary Commission”

Pedagogy Workshop: **Mia Nagawiecki**

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group A Library Time, Groups B&C Museum or Lesson Planning

Tues, 7/25 Day 7

Session 1, 9:30-11:30

Walking Tour of Civil War New York

Historian Seminar: **Cindy Lobel**, Lehman College, City University of New York

Extended Lunch, 11:30-1:00

Session 2, 1:00-3:00

“Confederate Women: The 1863 Bread Riots”

Historian Seminar: **Stephanie McCurry**, Columbia University

Read: Stephanie McCurry, “Women Numerous and Armed: Politics and Policy on the Confederate Homefront” in *Women’s America: Refocusing the Past*, 8th Ed.

Session 3, 3:15-4:45

3:15-3:45 – Classroom Application Small Group Discussion

3:45-5:00 – Group B Library Time, Groups A&C Museum or Lesson Planning

Weds, 7/26 Day 8

Session 1, 9:30-11:30

“Enslaved and Freed Women in the Civil War”

Historian Seminar: **Tera Hunter**, Princeton University

Read: Carol Berkin, Chapter 8: “‘The day of jubilee is come’: African American Women and the American Revolution” in *Revolutionary Mothers*

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Women and Wives of the Fifty-Four”

Historian Seminar: **Doug Egerton**, Le Moyne College

Read: Doug Egerton, “Hospitals and Home Fronts” in *Thunder at the Gates: The Black Civil War Regiments That Redeemed America*

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group C Library Time, Groups A&B Museum or Lesson Planning

Optional Evening Outing, 8:00-9:00

Greenwood Cemetery Evening Tour, meet at cemetery entrance gates

Thurs, 7/27 Day 9

Session 1, 9:30-11:30

“Battle Scars: Gender and Sexuality in the American Civil War”

Historian Seminar: **Catherine Clinton**, University of Texas - San Antonio

Read: Cathrine Clinton, Chapter 5: “The Cult of Sacrifice” in *Tara Revisited: Women, War, & the Plantation Legend*

Lunch, 11:30-12:30

Session 2, 12:30-3:15

12:30-1:00 – Classroom Application Small Group Discussion

1:00-3:00 – Work time

Session 3, 3:15-4:45

3:15-4:45 – Optional Additional Library Time, *sign up day before*

Fri, 7/28 Day 10

Session 1, 9:30-11:30

“American Women and the Memory of the Civil War”

Historian Seminar: **Nina Silber**, Boston University

Read: W. Fitzhugh Brundage, “‘Woman’s hand and heart and deathless love’: White Women and the Commemorative Impulse in the New South” in Cynthia Mills and Pamela Simpson, eds., *Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory*

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Reconstruction and the Lost Cause: American Women and the Aftermath of the Civil War”

Panel Discussion: **Catherine Clinton**, University of Texas - San Antonio;
Martha Hodes, New York University; **Doug Egerton**, Le Moyne College;
moderated by **Carol Berkin**

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Optional Additional Library Time, sign up day before

WEEK 3: WORLD WAR II

Mon, 7/31 Day 11

Session 1, 9:30-11:30

“Unexpected Challenges to Gender Roles, 1898-1941”

Historian Seminar: **D’Ann Campbell**, Culver-Stockton College

Read: Sara Evans, *Born for Liberty*, Chapter 10: “Women at War: The 1940s” and Kimberly Jensen, “Volunteers, Auxiliaries, and Women’s Mobilization: The First World War and Beyond (1914–1939)” in by Barton C. Hacker and Margaret Vining, eds. *A Companion to Women’s Military History*

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Hastening the Homecoming: Women as Workers, Consumers, and Homemakers”

Historian Seminar: **Liette Gidlow**, Wayne State University

Read: Denise Kiernan’s, *The Girls of Atomic City*, :Introduction: Everything Will Be Taken Care Of”

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group A Library Time, Groups B&C Museum or Lesson Planning

Tues, 8/1 Day 12

Session 1, 9:30-11:30

Field Trip to Brooklyn Navy Yard: **Nagawiecki**

Extended Lunch, 11:30-1:00

Session 2, 1:00-3:00

“Erasures: Some Reflections on Gender/Women, The Military, and War – The World War II Example”

Historian Seminar: **Leisa Meyer**, College of William and Mary

Read: Susan Hartmann, *The Homefront and Beyond: American Women in the 1940s*, Chapter 3, “Women in Uniform”

Session 3, 3:00-4:45

3:00-3:30 – Classroom Application Small Group Discussion

3:30-4:45 – Group B Library Time, Groups A&C Museum or Lesson Planning

Weds, 8/2 Day 13

Session 1, 9:30-11:30

“Propaganda and Popular Culture I: World War II and the American Woman”

Pedagogy Workshop: **Nagawiecki**

Lunch, 11:30-12:30

Session 2, 12:30-2:30

“Propaganda and Popular Culture II: Images of African American and White Women in World War II”

Historian Seminar: **Maureen Honey**, University of Nebraska - Lincoln

Read: Maureen Honey, *Bitter Fruit: African American Women in World War II*, Introduction. Maureen Honey, *Creating Rosie the Riveter: Class, Gender and Propaganda during World War II*, Chapter 1.

Session 3, 2:45-4:45

2:45-3:15 – Classroom Application Small Group Discussion

3:15-4:45 – Group C Library Time, Groups A&B Museum or Lesson Planning

Optional Evening Program, 6:00-7:00

In the WWII Kitchen: Cooking while Rationing, at N-YHS

Thurs, 8/3 Day 14

Session 1, 9:30-11:30

“War and the Political Mobilization of American Women”

Historian Seminar: **Barbara Winslow**, Brooklyn College, City University of New York

Read: Sheila Rowbotham, "The Second World War and its Aftermath: The United States," in *A Century of Women*

Lunch, 11:30-12:30

Session 2, 12:30-3:00

12:30-1:00 – Classroom Application Small Group Discussion

1:00-3:00 – Work time

Session 3, 3:15-4:45

3:15-4:45 – Optional Additional Library Time, sign up day before

Fri, 8/4 Day 15

Session 1, 9:30-11:30

“Beyond Rosie the Riveter: American Women in the Post-War World”

Panel Discussion: **Bill Chafe**, Duke University; **Jacquelyn Dowd Hall**,
University of North Carolina - Chapel Hill; **Julie Des Jardins**, Baruch College,
City University of New York; **Maureen Honey**, University of Nebraska -
Lincoln; moderated by **Carol Berkin**

Lunch, 11:30-12:30

Session 2, 12:30-3:30

Participant Lesson Plan Fair

Session 3, 3:30-4:30

Reflections and Wrap-Up

Closing Celebration