War obviously involves men in combat, and it also affects men who do not fight, as well as soldiers’ relationships with families, women, comrades, and the country they serve. War also affects women in a variety of ways, including the loss of loved ones, economic insecurity, new responsibilities, rape, and different types of work during wartime.

This senior research seminar addresses the different ways men and women experienced war during the revolutionary and Napoleonic conflicts of 1792-1815. With close guidance students will write a major research paper based on primary and secondary sources that address women’s and men’s wartime experiences and underlying notions of gender. Topics might include the following: new tasks for women; soldiers’ treatment of civilians under occupation; how combatants dealt with fear, injury, and the loss of comrades; women’s survival strategies when men were away fighting; the meanings of patriotism for women and men during war; attitudes toward men and women of different races and religion in combat and as civilians (for example, in Saint-Domingue (today’s Haiti) or Egypt). There are many more possibilities.

The goal of this course is to cultivate students’ research, analytical, and writing skills to enable them to produce an original work of scholarship that adheres to professional standards and practices of historians. To that end the class will read and discuss selected histories of gender and war (secondary sources), and personal narratives of wartime experiences (primary sources) that will serve as models or examples for students’ own research, analysis, and writing. Many short writing assignments will build toward the draft and final version of the research paper. Students will work on their individual projects, applying what they learn in class, presenting their research in class, and consulting frequently with the professor.

No prior knowledge of European history is necessary or expected.

**Learning Outcomes**

By the end of the semester, students will:

1. Be able to critically analyze historical scholarship and write reviews of scholarly articles and books that articulate the author’s thesis, argument, and evidence, and the work’s strengths and weaknesses.
2. Have developed research skills through using Purdue library resources and other relevant online databases, demonstrated in a bibliography in correct Chicago Style.
3. Be able to constructively review the work of their peers, and respond to peer review of their own work.
4. Demonstrate the capability for independent thinking and historical scholarship by devising an original research project.
5. Understand and implement revisions as an essential part of the writing process.
6. Demonstrate oral communication skills in engaged and respectful discussion, and in the formal, professional presentation of the research paper conveying a thesis, argument, evidence, and significance of the work.
7. Demonstrate an understanding of gender and war through the completion of a research paper that addresses this larger topic by focusing on particular historical examples from the Napoleonic Era.

Required texts:
David A. Bell, *The First Total War*
Rafe Blaufarb and Claudia Liebeskind, *Napoleonic Foot Soldiers and Civilians*

Additional required readings will be available online or on Brightspace; they might include the following:


Course requirements:
- Participation in class discussion and Brightspace postings: 20%
- Short writings on readings and toward the research paper: 30%
- Draft of 12-15-page research paper: 35%
- Final version of research paper including revisions: 15%

M 23 Aug Introduction to course: thinking about Napoleon; meaning of gender and war
*post your ideas/experience about history (400 words or so)
F 27 Aug A new argument about war *Total War*, intro., notes, bib
*post summary of Bell’s thesis in own words
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading/Resource</th>
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<tbody>
<tr>
<td>M 30 Aug</td>
<td>A new argument about war (con’t) Writing book reviews, critiques</td>
<td><em>Total War</em>, intro., notes, bib</td>
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<tr>
<td>W 1 Sep</td>
<td>War and masculinity in the 18th century *post review/summary of ch. 1 or ch. 2</td>
<td><em>Total War</em>, ch. 1</td>
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<tr>
<td>F 3 Sep</td>
<td>Changing attitudes toward war in the 18th c. *post review/summary of ch. 1 or ch. 2</td>
<td><em>Total War</em>, ch. 2</td>
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<tr>
<td>M 6 Sep</td>
<td>LABOR DAY – NO CLASS</td>
<td><em>Total War</em>, ch. 3 optional</td>
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<tr>
<td>W 8 Sep</td>
<td>Transformation of war and letters Soldiers and civilians in Napoleonic Wars</td>
<td><em>Total War</em>, ch. 4; <em>Foot Soldiers</em>, part 1</td>
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<tr>
<td>F 10 Sep</td>
<td>Personal narratives by French and British soldiers *submit 1-page document analysis</td>
<td><em>Foot Soldiers</em>, 1, 2;<em>Pocket Guide</em>, 3c</td>
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<tr>
<td>M 13 Sep</td>
<td>Research ideas and historical methods *post some potential topics</td>
<td><em>Pocket Guide</em>, 5</td>
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<tr>
<td>W 15 Sep</td>
<td>Civil war? revolutionary wars, counter-revolution</td>
<td><em>Total War</em>, ch. 5</td>
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<tr>
<td>F 17 Sep</td>
<td>Napoleon as revolutionary general</td>
<td><em>Total War</em>, ch. 6</td>
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<tr>
<td>M 20 Sep</td>
<td>Lab session to work on research, develop ideas</td>
<td><em>Pocket Guide</em>, 5c, d, e</td>
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<tr>
<td>W 22 Sep</td>
<td>Individual meetings to discuss research *Submit and bring 2-3 page proposal: description of topic, key primary sources, main questions</td>
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<tr>
<td>F 24 Sep</td>
<td>Bibliographies and referencing form *Submit annotated bibliography</td>
<td><em>Pocket Guide</em>, 3b-2, 7b</td>
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<tr>
<td>M 27 Sep</td>
<td>Film: <em>Napoleon</em>, PBS documentary, part 3, The Summit of Greatness <a href="https://www.youtube.com/watch?v=zy1B8rwMyqM">https://www.youtube.com/watch?v=zy1B8rwMyqM</a> *Submit 2-3 page paper proposals, including bibliography</td>
<td></td>
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<tr>
<td>W 29 Sep</td>
<td>Imperial warfare *post comparison/contrast of film and book chapter</td>
<td><em>Total War</em>, ch. 7</td>
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<tr>
<td>F 1 Oct</td>
<td>Lab session; the writing process</td>
<td><em>Pocket Guide</em>, 4</td>
</tr>
<tr>
<td>M 4 Oct</td>
<td>Analyzing military masculinity *submit review of article or introduction of book</td>
<td><em>Kennedy or Hughes online</em></td>
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<tr>
<td>W 6 Oct</td>
<td>Women in war</td>
<td><em>Foot Soldiers</em>, 2 (again), 3 Optional: <em>Hopkin</em>, online</td>
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<tr>
<td>F 8 Oct</td>
<td>How do primary and secondary readings influence your project? *post a reflection on ways that class readings relate to your individual work</td>
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<tr>
<td>M 11 Oct</td>
<td>OCTOBER BREAK – NO CLASS</td>
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<tr>
<td>W 13 Oct</td>
<td>Disasters of war</td>
<td><em>Total War</em>, ch. 8</td>
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<tr>
<td>F 15 Oct</td>
<td>First total war?</td>
<td><em>Total War</em>, epilogue</td>
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*Submit review of Bell

M 18 Oct  Lab session for research and writing  
*post goals, achievements, new goals for next session  
Pocket Guide, 5, 7

W 20 Oct  Historians on gender and war  
Hagemann and Rendall, online

F 22 Oct  Analyzing letters and memoirs for experience and perception  
Forrest, on Brightspace

M 25 Oct  Memories of a soldier  
Foot Soldiers, 8
*Submit document analysis

W 27 Oct  Diary of a civilian  
Foot Soldiers, 9

F 29 Oct  A woman in war  
Foot soldiers, 10

M 1 Nov  Race, class, and gender in the Haitian war of independence  
Girard, online
*submit summary of thesis and argument

W 3 Nov  Review historical methods and writing conventions  
Pocket Guide, 4

F 5 Nov  No class – work on individual projects

M 8 Nov  Individual meetings  
*Submit introduction and topic sentences

W 10 Nov  Class presentations of research

F 12 Nov  Class presentations of research

M 15 Nov  Exchange of drafts  
Pocket Guide, 4, 5, 7 (again)
*submit drafts

W 17 Nov  Discussion of drafts  
*submit peer review comments

F 19 Nov  *submit response to peer review comments

M 22 Nov  *submit draft (worth 35% of final grade)

W-F 24-26 Nov  THANKSGIVING BREAK – NO CLASS

M 29 Nov  Individual meetings to discuss revisions  
*submit individual self-report on draft and peer review

W 1 Dec  Student presentations

F 3 Dec  Student presentations

M 6 Dec  Student presentations

W 8 Dec  Film:  Waterloo (1970) party scenes, battle scenes  
Pocket Guide, 3e (again)

F 10 Dec  Wrap-up, what did you learn about gender and war in the time of Napoleon?

Sometime between 13-17 Dec  * Final research paper due
Some course policies and suggestions for doing well

This syllabus provides the basic framework and scheduling for the semester, but minor adjustments in content and scheduling may occur for the convenience of students as the semester progresses, and in response to Covid-19-related developments. Any changes to the syllabus will be announced in class, and posted on Brightspace and in revised syllabus. Students are individually responsible for everything that transpires in class, including changes to the syllabus, whether or not the student is present. Absence is not an excuse.

It is likely that the number of short writing assignments will be reduced, and/or one or two of the lowest grades dropped.

Regular attendance and active participation in class discussions, within the parameters of Protect Purdue policies, are essential if a student wishes to do well. Please contact me via email if you feel unwell or must miss class for any reason.

Students should complete all assigned readings before the appropriate class meeting, and be prepared to discuss them. Be sure to bring to class the textbook or reading under discussion on a given day.

Papers are due on Brightspace and Turnitin on the designated dates. Late submissions may be penalized.

Plagiarism or any other form of academic dishonesty will result automatically in an F for the course, and materials will be forwarded to the Dean of Students Office. More severe penalties may be sought. To avoid academic dishonesty, students should rely on their own efforts, ideas, and words, and this applies to the writing of papers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one’s own. There are no excuses for plagiarism (i.e., ignorance, time pressure, lack of original ideas, etc.). See also Pocket Guide, ch. 6. For more information, see: www.purdue.edu/studentregulations/student_conduct/regulations.html

Disclaimer: In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar or other circumstances. For more information on emergency procedures, see: https://www.purdue.edu/ehps/emergency_preparedness/

Please feel free to contact me at any time during the semester if you have concerns. The situation is fluid and subject to change. Communication is vital. I hope we can cooperate, work together, and comply with Protect Policies to get through this semester successfully – and hopefully have some fun!

Francisco Goya, What Courage! 1810-1820