

Class time: Th 3:30-6:00, BSB 113
Office Hours: Th 2-3 and by appointment
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Professor Stauter-Halsted
University Hall 900

History 440: Senior History Research Seminar The Home Front During the World Wars

Course description. This course is intended to guide students through writing the senior research paper, a requirement for all UIC history majors. Research papers will focus on any aspect of everyday life, personal matters, or nonmilitary affairs in any country affected by these World Wars OR (with the instructor's permission) can also focus on a different modern war. In all cases, papers must be based on primary sources, must make an original argument about life beyond the battlefield during military conflict, and must reflect a solid grasp of secondary literature about the chosen topic. The first half of the semester will be spent familiarizing ourselves with primary source collections and with the ways historians have talked about everyday life during wartime. The second half of the class will be devoted to researching and writing the final paper.

The First and Second World Wars were unprecedented phenomena. Together, they tested the limits of national and imperial belonging, of scientific innovation in warfare, and of human behavior in uncertain times. They were also marked by the mass mobilization of European and global societies. Because the entire population was involved in these conflicts in some way, historians have called the World Wars "total wars." This course seeks to look beyond the battlefield to uncover the everyday experiences of ordinary people—the wives, mothers, fathers, children and rank and file soldiers—who found themselves entrenched in war. It examines the concept of the "home front" and the conflicts and challenges of everyday life away from formal battles. It looks at the private lives of soldiers, the pressures that economic privation, food shortages, and human loss posed on families, and the way European society as a whole was changed by years of warfare.

Required reading. All readings are posted on blackboard. Please make sure you read everything posted for class before our meeting each week. In addition to posted materials, students should make use of the online summary of the Chicago Manual of Style (16th edition) available at <https://owl.english.purdue.edu/owl/resource/717/01/>.

Course requirements. The bulk of your grade for this course depends on the final paper, but we will have several incremental deadlines along the way.

- **Reading response papers** (15%). Beginning with Week 2, students will submit a 500-word critical analysis of the week's readings. These responses should briefly summarize the arguments of each of the articles and then address how the readings speak to the theme of home front history. Students are encouraged to draw connections between the articles, to assess their arguments and use of evidence, and to contrast their various approaches to the week's topic. Reading responses are due via email (stauterh@uic.edu) by **noon every Thursday** from week 2 to 6. Students can skip one weekly critique, for a total of 4 responses in all.

- **Proposal and bibliography for final paper** (10%). Topics for the final paper are due to the instructor (via e-mail) by **noon on Tuesday, February 25** (library week). Students will meet individually with the instructor during week 8 and turn in complete proposals with bibliographies (*including at least 5 primary and 10 secondary sources*) by **noon Tuesday March 10**. Be prepared to provide a short oral summary of work to date in class this week.
- **Rough draft** (20%). Students will complete their rough drafts in two sections. The introduction and initial “road map” for the paper is due by **noon Tuesday March 30**. The rough draft of at least 10 pages is due by **midnight Saturday April 11**.
- **Oral presentation** (10%) Each student will present the results of their research during the last two class sessions of the semester. The presentation will cover existing interpretations of their topics, a review of primary materials, and briefly summarize the paper’s findings. It is also appropriate to request input from the class regarding particular questions or gaps in the project. Presentations should be 10-15 minute long, followed by 5 minutes of questions and discussion.
- **Class discussion** (15%). This includes attendance and active participation at all class sessions, as well as scheduled meetings with the professor.
- **Final paper** (30%). Students will submit a final research paper of 12-15 pages. This paper must be based on primary documents. It is also important that it take into account secondary literature that situates the argument in larger historiographical debates. The paper must take account of existing interpretations and seek to make an original contribution based on the surveyed primary materials. Final papers must employ the accepted standards for the mechanics and punctuation for the field of professional history.

Additional Notes:

1. **Plagiarism.** Please understand the definition of plagiarism and that it will not be tolerated in this class. *If you take words from any source, you must use quotation marks and acknowledge the source with proper citation in your footnotes. Even when you use your own words but have borrowed an idea from another source, you must reference it.* Presenting someone else’s work as your own can result in the disqualification of your work and a failing grade for this class. It can also result in your being suspended from the University. This is a very serious offense and should be treated that way.
2. **Late papers/assignments.** Late assignments drop one-third of a letter grade per day: An A becomes an A- then a B+ then a B.
3. **Computer usage.** No laptops or I-pads are permitted in class. If you have a special reason for needing a computer during class, please speak to me privately. Cell phones should be set to silent and stored away. If you are waiting for an emergency message, please let me know beforehand and sit where you can check your phone without being disruptive.

4. **Common courtesy.** Please behave courteously in class. This includes coming to class on time and waiting until class is finished before packing up your things. Students who are regularly disruptive will have their participation grade diminished. Healthy and respectful debate is encouraged, but students are expected to respect the ideas and interpretations of their classmates.

Schedule of assignments (please note students are responsible for all changes announced in class):

Jan 16 **Introduction to the Course.** What is total war and how has it changed our understanding of human conflict? How do historians approach questions about everyday life? Screen *The Great War and the Shaping of the 20th Century* (Episode 3)

Jan 23 **Making War Total: Propaganda, Letters, and Exhibits**
**** First response paper due this week ****

- Gerald Graff and Cathy Birkenstein, *They Say, I Say* (Norton, 2014), 19-29, 55-67.
- Maureen Healy, "Exhibiting a War in Progress: Entertainment and Propaganda in Vienna, 1914-1918," *Austrian History Yearbook* vol. 31 (2000): 57-85.
- Martha Hanna, "A Republic of Letters: The Epistolary Tradition in France during World War I," *American Historical Review* vol. 108, no. 5 (Dec., 2003): 1138-1361.
- William G. Rosenberg, "Reading Soldiers' Moods: Russian Military Censorship and the Reconfiguration of Feeling in World War I," *American Historical Review* vol. 119, no. 3, (June, 2014): 714-740.

Jan 30 **Gender, Food, and Racialized Medicine**

- Alon Rachamimov, "The Disruptive Comforts of Drag: (Trans)Gender Performances among Prisoners of War in Russia, 1914-1920," *American Historical Review* vol. 111, no. 2 (April, 2006): 362-382.
- Belinda J. Davis, "Food Scarcity and the Empowerment of the Female Consumer in World War I Germany," in Victoria de Grazia, ed. *The Sex of Things: Gender and Consumption in Historical Perspective* (Berkeley: University of California Press, 1996), 287-310.
- Hilary Buxton, "Imperial Amnesia: Race, Trauma and Indian Troops in the First World War," *Past & Present* 241, no. 1 (2018): 221-258.

Feb 6 **The Production of Refugees and Displaced Persons in both Wars**

- Peter Gatrell, "Refugees and Forced Migrants during the First World War," *Immigrants and Minorities* vol. 26, no. 1 (March, 2008): 82-110.
- David Rechter, "Galicia in Vienna: Jewish Refugees in the First World War," *Austrian History Yearbook* vol. 28 (1997): 113-30.

- G. Daniel Cohen, "Remembering Post-War Displaced Persons. From Omission to Resurrection," *Enlarging European Memory: Migration Movements in Historical Perspective* (2006): 87-97.
- Hannah Arendt, "We Refugees" (1943)

Feb 13 **Everyday Life in Nazi Occupied Europe: Resistance, Collaboration, Continuities**

- Shannon L. Fogg, "'They Are Undesirables': Local and National Responses to Gypsies during World War II," *French Historical Studies* vol. 31, no. 2 (2008): 327-358.
- Chad Bryant, "The Language of Resistance?: Czech Jokes and Joke-telling under Nazi-Occupation, 1943-1945," *Journal of Contemporary History* vol. 41, no. 1 (Jan., 2006): 133-151.
- Stefan Korbonski, *Fighting Warsaw: The Story of the Polish Underground State, 1929-1945* (Hippocrene, 2004), 115-42.
- Benn Williams, "Letters of denunciation in the Lyon Region 1940-1944," *Historical Social Research* 26, no. 2/3 (2001): 136-52.

Feb 20 **Understanding the Holocaust on an Everyday Level**

- Omer Bartov, "The Voice of Your Brother's Blood: Reconstructing Genocide on the Local Level," in Norman, J.W. Goda, ed., *Jewish Histories of the Holocaust: New Transnational Approaches*, (New York: Berghahn Books, 2014): 105-134.
- Michael Marrus, "Jewish Resistance to the Holocaust," *Journal of Contemporary History* 30, 1 (1995): 83-110.
- Jan Tomasz Gross, *Neighbors: The Destruction of the Jewish Community of Jedwabne, Poland* (2001), 1-14.
- "The Little Smuggler" (1941).

**** Submit research topics by noon Tuesday February 25****

Feb 27 **Research Sources and Strategies.**

Meet at the classroom in Daley Library. Come prepared to work on locating source materials for your particular project.

Mar 5 **No class. Individual meetings with instructor**

**** Project proposals + bibliography due by noon, Tuesday March 10. ****

Mar 12 **Short reports on research projects – discussion of mechanics of a history paper. Analysis of primary sources. Read before class:**

<https://www.wm.edu/as/history/undergraduateprogram/hwrc/handouts/primarysources/index.php>

Mar 19 No Class. Work on research.

Mar 26 No Class. Spring Break

Apr 2 ****Introduction and "road map" paragraphs due by noon, Tuesday March 30****
Peer review of intro and road map paragraphs.

Apr 9 No Class. Work on rough drafts of papers.

Apr 16 **** First draft (at least 10 pages) due by midnight, Saturday April 11. ****
Peer editing of rough drafts

Apr 23 Student Presentations

Apr 30 Student Presentations

**** FINAL PAPERS DUE THURSDAY, MAY 7 AT 12:00 NOON ****