



History 3991 Winter 2019-2020

Women and War in the Eighteenth Century

Monday, Wednesday, Friday 10:30-11:20 James Dunn, Room 106

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Office Hours: Wednesday 2-3 or by appointment

Virtual Office Hours: Monday 4-5 on Moodle

Course Description

Welcome to History 3991! This course thematically examines the relationship between women and war in eighteenth-century. Themes to be examined include perceived gender suitability for women in nursing and other caregiving and domestic roles in eighteenth-century European armies, women’s political and societal activities on the home front during wartime, and the impact of war on women living theatres of war.

Land Acknowledgement

Before we begin the proceedings, I would like to acknowledge, honour, and pay respect to the traditional owners and custodians (from all four directions), of the land on which we gather. It is upon the unceded ancestral lands of the Mi’kmaw people, that Mount Allison University is built. While this area is known as Sackville, NB the territory is part of the greater territory of Mi’kma’ki.

As we share our own knowledge, teaching, learning, and research practices within this University, may we also pay respect to the knowledge embedded forever within the Indigenous custodianship of this country. Welilioq

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Textbooks, Grading, and Objectives

Required Textbook

John A. Lynn, *Women, Armies, and Warfare in Early Modern Europe* (Cambridge: Cambridge University Press, 2008).

All other course readings can be found either through Novanet or on Reserve at the R. P. Bell Library.

Optional History Writing Guides:

- Storey, William Kelleher and Towser Jones, *Writing History: A Guide for Canadian Students, Canadian Edition*. Oxford: Oxford University Press 2016.
- Rampolla, M. *A Pocket Guide to Writing in History*, 9th ed. Boston and New York: Bedford/St Martin's, 2017.

Older editions of these history writing guides are also helpful and readily available second-hand.

Supplementary Resources will be posted to the Moodle page for this class.

Grading

Assignment	Due Dates	Grade Percentage
Book Review	February 3	10%
Midterm	February 12	20%
Major Research Paper (12-14 pages double spaced)	March 23	25%
Class Discussions	See Course Schedule	15%
Final Exam	April TBA	30%

Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of eighteenth-century warfare
- Demonstrate a knowledge of historical processes that shaped the history of women and war in the eighteenth century (ideologies, technologies and industrialization, medicine, militarization, and environmental factors)
- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Recognize and explain the changing physical and political geography of Colonial America
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or

museum collections, in the University Library, and where applicable archival databases

- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining: journal articles, monographs, and films; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 12-14 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting
- Learn different approaches to studying history

Course Schedule

Week One: Introduction to Course and Eighteenth-Century Europe

January 6: Course Introduction

January 8: The Long Eighteenth Century

Frank O’Gorman, *The Long Eighteenth Century: British Political and Social History 1688-1832*, “Introduction.” Available through Google Books.

January 10: Political and Imperial Boundaries

Week Two: Women, Armies, and Eighteenth-Century Warfare

January 13: Characteristics of Eighteenth-Century Warfare

January 15: Women and Armies

Women, Armies, and Warfare in Early Modern Europe, “Situating the Story,” 18-65.

January 17: Class Discussion: Why Study Women, Warfare, and Armies?

Women, Armies, and Warfare in Early Modern Europe, “Introduction,” 1-17.

[No reading response necessary]

Week Three: Eighteenth-Century Gender Roles

January 20: Separate Spheres?

Amanda Flather, “Space, Place, and Gender: The Sexual and Spatial Division of Labor in the Early Modern Household,” *History and Theory* 52(3) (2013): 344-360.

January 22: Camp Women

Women, Armies, and Warfare in Early Modern Europe, “Camp Women,” 66-117.

January 24: Class Discussion: Gender in the Army Camp

Owen Brittan, "Subjective Experience and Military Masculinity at the Beginning of the Long Eighteenth Century, 1688-1714," *Journal for Eighteenth-Century Studies* 40(2) (2017): 273-290.

Barton Hacker, "Women and Military Institutions in Early Modern Europe: A Reconnaissance," *Signs: Journal of Women in Culture & Society* 6(4) (1981): 643-671.

Week Four: Women's Work in Armies and Navies

January 27: Women's Work in Armies

Women, Armies, and Warfare in Early Modern Europe, "Women's Work," 118-163.

January 29: Women's Work in Navies

Suzanne Stark, *Female Tars: Women Aboard Ship in the Age of Sail* (Annapolis MD: Naval Institute Press, 1996). Chapter 2 "Women of the Lower Deck." **On Reserve**

January 31: Workshop: Finding Primary Sources for Essays

Week Five: Women as Carers

February 3: Military and Naval Medicine: Systems of Care

Kathleen Karland, "The Establishment and Administration of the First Hospitals in the Royal Navy 1650-1745," PhD Dissertation, University of Exeter (2003). Chapter Eleven, "The Crisis of 1739-1744 and the Decision to Establish State Naval Hospitals," 393-403. **On Reserve**

Book Review Due

February 5: Clinical Care in Hospital

February 7: Class Discussion: Nursing and Care Work

Sarah Fatherly, "Tending the Army: Women and the British General Hospital in North America, 1754-1763," *Early American Studies* 10(3) (2012): 566-599.

Matthew Neufeld and Blaine Wickham, "The State, the People, and the Care of Sick and Injured Sailors in Late Stuart England," *Social History of Medicine* 28(1) (2015): 45-63.

Erin Spinney, "Servants to the Hospital and the State: Nurses in Plymouth and Haslar Naval Hospitals, 1775-1815," *Journal for Maritime Research* 20(1-2) (2018): 3-19.

Week Six: Warrior Women

February 10: Warrior Women

Women, Armies, and Warfare in Early Modern Europe, "Warrior Women," 164-214.

Marian Fussel, "Between Dissimulation and Sensation: Female Soldiers in

Eighteenth-Century Warfare," *Journal for Eighteenth-Century Studies* 41(4) (2018): 527-542.

February 12: Midterm

February 14: Workshop: Essay Writing

Week Seven: Reading Week

February 17-12: No Class

Week Eight: Mothers and Wives to the Nation

February 24: Military Mothers

February 26: Military Wives

February 28: Class Discussion: Military Wives and Families

Jennine Hurl-Eamon, *Marriage and the British Army in the Long Eighteenth Century: 'The Girl I Left Behind', "They Also Served: State Policies Toward Wives and Wives' Duties to the State,"* 28-60. **On Reserve**

Manon van der Heijden and Danielle van den Heuvel, "Sailors' families and the urban institutional framework in early modern Holland," *History of the Family* 12(2) (2007): 296-309.

Margarette Lincoln, "The Impact of Warfare on Naval Wives and Women," in *The Social History of English Seamen 1650-1815*, ed. Cheryl Fury. (Woodbridge, Suffolk: Boydell and Brewer, 2017. **On Reserve**

Week Nine: Warfare Economies

March 2: Economics of War

March 4: Napoleonic Era Mobilization

March 6: Class Discussion: Warfare Economies

N.A.M. Rodger, "War as an Economic Activity in the 'Long' Eighteenth Century," *International Journal of Maritime History* 22(2) (2010): 1-18.

Kit Candlin and Cassandra Pybus, "Enterprising Women and War Profiteers: Race, Gender, and Power in the Revolutionary Caribbean," in *War, Demobilization and Memory: The Legacy of War in the Era of Atlantic Revolutions*, eds. Alan Forrest, Karen Kagemann, and Michael Rowe, 254-268. (London: Palgrave Macmillan, 2016). **On Reserve**

Week Ten: Patriotic Women

March 9: Politics of War

March 11: Women in the Public Sphere

March 13: Class Discussion: Patriotism, Mobilization, and Political Bodies

Linda Colley, *Britons: Forging the Nation, 1707-1837*, third edition, chapter 6
"Womanpower," 237-273. (New Haven: Yale University Press, 2005). **On Reserve**

Mitzi Myers, "Gendering the 'Union of Hearts': Irish Politics Between the Public and Private Spheres," *Studies in Eighteenth Century Culture* 30 (2001): 49-70.

Kathleen Wilson, "Nelson's Women: Female Masculinity and Body Politics in the French and Napoleonic Wars," *European History Quarterly* 37(4) (2007): 562-581.

Week Eleven: War at Home

March 16: When War Comes Home

March 18: Effects of Demobilization

March 20: Class Discussion: Violence Against Civilians

Gavin Daly, "'The sacking of a town is an abomination': siege, sack and violence to civilians in British officers' writings on the Peninsular War – the case of Badajoz," *Historical Research* 92(255) (2019): 160-182.

Philip Dwyer, "Violence and the Revolutionary and Napoleonic Wars: Massacre, Conquest and the Imperial Enterprise," *Journal of Genocide Research* 15(2) (2013): 117-131.

Horst Carl, "Restricted Violence? Military Occupation during the Eighteenth Century," in *Civilians and War in Europe, 1618-1815*, eds. Erica Charters, Eve Rosenhaft, and Hannah Smith, 118-128 (Liverpool: Liverpool University Press, 2012). **On Reserve**

Week Twelve: Women and Warfare in the Colonies

March 23: Colonial Women and War in North America

Major Research Paper Due

March 25: Women Revolutionaries

March 27: Class Discussion: Women, War, and the Colonies

Margot Finn, "The Female World of Love & Empire: Women, Family & East India Company Politics at the End of the Eighteenth Century," *Gender & History* 31(1) (2019): 7-24.

Kathleen Wilson, "Rethinking the Colonial State: Family, Gender, and Governmentality in Eighteenth-Century British Frontiers," *American Historical Review* 116(5) (2011): 1294-1322.

Week Thirteen: Warfare Without Women?

March 30: War Without Women?

April 1: Civilian Mobilization

April 3: Exam Review

Possible Final Exam Dates: April 8-18. Exam date will be announced as soon as it is available.

Lectures, Attendance, and Reading

You are expected to attend three hours of lectures each week.

Seven times throughout the term there will be in-class tutorial-style discussions. Together these discussions represent fifteen percent of your grade. You must prepare in advance a one-page, double-spaced, typed reading response (for each reading) to be submitted on Moodle for **five class discussions of your choosing**. This reading response should identify the thesis/argument of each reading, the sources used by the author, and the author's methodology. It should also include your general impressions and opinions on the reading. This is designed to facilitate understanding of the readings and prepare students to actively participate in class discussion.

Readings for these discussions are available through the University Library's website or on reserve. In-class discussions are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes.

Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (As): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (Bs): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (Cs): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.
- Substandard (D or F): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class discussion, you may still submit a reading response and may also choose to submit written answers to the discussion questions for partial participation marks.

The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, and political developments and movements. Successful exam answers will require reference to the assigned secondary reading material.

PowerPoint slides from the lectures will be posted on Moodle each day shortly after the lecture. If you want to record the lectures you must receive permission from the instructor. All lecture materials, including lecture slides are under the intellectual copyright of the instructor and may only be used for academic study for this class.

Formative Assessment

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

Assignments and Citations

Chicago Style Citations

All assignments must be cited using Chicago Style citations with footnotes. For more information see the Chicago Manual of Style Quick Guide [https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html]. If you have any questions on citations or when to cite, please feel free to ask me or speak to our History subject librarian Elizabeth Miller.

Book Review Assignment

Students are expected to write a book review of *Women, Armies, and Warfare in Early Modern Europe* (the course textbook). This assignment should be 4-5 pages double-spaced in 12-point Times New Roman Font. **Book reviews should be handed in on Moodle before midnight on February 3.** An example of a book review will also be posted to Moodle. While a critical analysis of the book you choose is expected, please note that a critical analysis does not necessarily mean a negative analysis of the book. Please be sure to discuss both the strengths and the weaknesses of the book.

Major Research Essay

For your major research essay, you may choose a topic from the topic list beside my office door or craft your own in consultation with me. Only one student may sign up for a topic. **You must use a minimum of ten secondary and two primary sources.** Ideally, secondary sources should have been published post-1990 (depending on the topic chosen earlier sources may be used with permission). The course textbook, encyclopaedias, websites, or Google may not be used as secondary sources. A formatting example will be posted to Moodle.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the short assignment your paper must include a separate title page. Your paper should be 12-14 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers and is **due March 23. You may submit your paper until midnight on March 23 in Moodle.**

Exams

Midterm

An in-class midterm will be held on **February 12**. This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to Moodle.

Final Exam

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. This will be a three-hour written exam during the April exam period. A more detailed final exam information sheet will be posted to Moodle.

Exam Accommodations

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with the Meighen Centre if they have not already done so. Students who suspect they may have disabilities should contact the Meighen Centre for advice and referrals. Students registered with the Meighen Centre may request alternative arrangements for mid-term and final examinations with adequate notice. For more information: <https://www.mta.ca/meighen/>

Policies

Late Penalties and Extensions

There is no penalty for late assignments submitted within a week of the assignment due date. However, assignments handed in late will not receive detailed feedback. After one week one-third of a letter grade (e.g. from A to A-) will be deducted daily at midnight. Extensions of more than one week will be granted only under exceptional circumstances. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

E-mail Policy

Students are strongly encouraged to **check their university e-mail daily**. Announcements about readings, upcoming assignments, and last-minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. I will try to reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 3991 is in the subject line**, that **you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name**. E-mail

must be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered.

Mount Allison Letter Grades and their Meanings

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Conditional (non-continuing) Pass	1.3
D	Conditional (non-continuing) Pass	1.0
D-	Conditional (non-continuing) Pass	0.7
F	Failure	0.0

A-Range Grades Demonstrate

An excellent/very good performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional/very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

B-Range Grades Demonstrate

A good performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

C-Range Grades Demonstrate

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

D-Range Grades Demonstrate

A barely acceptable performance with evidence of:

- a familiarity with the subject material;

- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

F-Range Grandes Demonstrate An unacceptable performance

Where to Find Help

Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. I am happy to help!

Writing help is also available by appointment in the Writing Centre in the Library. Sign up opens each day at 8:30 on Moodle: <https://moodle.mta.ca/enrol/index.php?id=2780>

For more information on the services offered for through the Writing Centre visit: https://www.mta.ca/Community/Student_services/Academic_support/Writing_Resource_Centre/Writing_Resource_Centre/

Meighen Centre

The Meighen Centre supports students with learning and medical disabilities. These supports are wide-ranging from note-taking services and assistive technologies, to extra time for tests and exams. In order to receive accommodations, students are required to meet with The Meighen Centre, request accommodations, and provide documentation to support the request. Accommodations are only provided if they are considered reasonable. An accommodation other than that requested may be provided if it is considered the most appropriate and reasonable. Please contact the Meighen Centre in order to register for any services you may require: <https://www.mta.ca/meighen/>

Mental Health & Wellness

“Mental Health is Brain Health.” Your mental health and wellness is very important! University can be very overwhelming, stressful, challenging, and troubling. There is no shame in speaking with a mental health professional on campus and all services provided are confidential.

To book an appointment to see a Counsellor, Mental Health Educator, or Psychologist please visit here:

https://www.mta.ca/Community/Student_services/Health_and_wellness/Mental_health_and_wellness/Book_an_appointment/Book_an_appointment/

Other services available on campus that may be helpful:

https://www.mta.ca/Community/Student_services/Health_and_wellness/Mental_health_and_wellness/On_campus_services/On_campus_services/

If you are feeling overwhelmed in this class and feel comfortable doing so, please come and talk to me during office hours or by appointment. My office is a safe space and I'm here to support you in any way that I can.

Indigenous Student Support

There are resources available to support Indigenous students at Mount Allison. These include Mawita'mkw (the Indigenous gathering space in the Wallace McCain Student

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Centre), Indigenous affairs co-ordinator, Patty Musgrave (indigenous@mta.ca), and the Mount Allison Indigenous Student Support Group on Facebook:

<https://www.facebook.com/groups/486737548050498/>

Policy on Plagiarism and Academic Integrity

From the Academic Calendar (10.6): "All members of the University community are expected to conduct themselves in an ethical manner, demonstrating a commitment to academic integrity and inherent fundamental values of honesty, fairness, respect, including respectful disagreement, and responsibility. It is the policy of the University that academic misconduct will not be tolerated."

Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes.

If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available at:

https://www.mta.ca/Community/Governance_and_admin/Policies_and_procedures/Section_5000/Policy_5500/Policy_5500/

Resources to prevent plagiarism:

http://libraryguides.mta.ca/research_help/academic_integrity#avoiding_plagiarism