



NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: American Women at War
Institution: New York Historical Society
Project Director: Mia Nagawiecki
Grant Program: Summer Seminars and Institutes

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

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

A. INTELLECTUAL RATIONALE

American Women at War will convene 30 schoolteachers, 24 renowned scholars, the vast treasures of the New-York Historical Society's (N-YHS) collections, and the resources of our Center for the Study of Women's History for a three-week summer institute in 2017. The Institute will engage schoolteachers in deep primary source research, dialogue with leaders in the field, and meaningful curriculum projects to examine three critical wars in American history through the lens of women. As a result of the Institute, teachers will deepen their historical content knowledge; have the tools to incorporate primary sources into instructional practice, particularly as they relate to women's history; broaden their understanding of how to present history fully and equitably, representing multiple perspectives; and develop their own library of primary and secondary source materials to enhance and enrich their classroom strategies.

Despite widespread recognition that women are integral to considerations of the nation's past, they still remain relatively absent from the popular American historical narrative. History is predominantly told from a male perspective in Social Studies textbooks, with notable women such as Susan B. Anthony and Eleanor Roosevelt peppered throughout. Teachers who wish to incorporate women into their lessons struggle to do so in a meaningful way, expressing a need for strategies to integrate women beyond Women's History Month. Further, they are eager for primary resources related to women's history including documents, works of art, and artifacts; one educator told N-YHS that "any compelling first-hand accounts [related to women] that can be included in *all* events in U.S. history would be helpful."

In *American Women at War*, we will use the American Revolution, the Civil War, and World War II as case studies to provide teachers with the framework and materials to integrate

women’s perspectives and experiences into their instruction. As three of the most significant episodes in our nation’s history, each of these conflicts marked a turning point for American women and raised fundamental questions about the authority and purpose of government; responsibilities and duties of citizenship; and conceptions of patriotism, loyalty, and morality that affected men and women alike. Yet, especially because they are military conflicts, they remain predominantly male narratives, with only token nods to women’s roles, which are often portrayed as less significant than the contributions of their male counterparts. By applying a case study approach to these three critical turning points in American history, we ultimately aim to:

- 1) highlight women's centrality to broad historical developments;
- 2) explore how incorporating these histories into the larger narrative requires us to reconsider our understanding of the past;
- 3) help participants understand that notions about women's rights and roles are not timeless and universal but are always the product of particular historical circumstances; and
- 4) emphasize that there is no single “women’s history” but rather *women’s histories* that are influenced by contingencies such as race, class, marital status, and geography.

We will dedicate one week of the Institute to each conflict, progressing chronologically. This will enable us to achieve an appropriate balance of depth and breadth—one week will provide time for participants to delve into each time period and examine it from multiple perspectives, while not overwhelming them given the limited amount of time the average classroom curriculum allows for each topic. Further, focusing on a conflict from the 18th, 19th, and 20th centuries will allow participants to reflect on changes over time.

The Institute is informed by N-YHS’s experience developing standards-based curriculum materials and helping teachers of all grade levels grow as educators and scholars, including a successful NEH Institute in 2014. Thousands of educators participate in our professional development programs each year, building and deepening their content knowledge as well as

practicing strategies to help their students learn from historical evidence and to promote productive, inquiry-based classroom discussion. We will draw from rich curriculum materials developed in conjunction with major exhibitions and installations such as *New York Divided: Slavery and the Civil War* (2006), *WWII & NYC* (2012), and *The Battle of Brooklyn* (forthcoming, 2016). All of our curriculum materials align with the Common Core Standards and include inquiry-based classroom activities, digital teaching tools, reproductions of primary sources, and links to additional resources. Sample curriculum packages are appended on page 40.

In addition, the project will greatly benefit from N-YHS's forthcoming Center for the Study of Women's History (scheduled to open early 2017), a unique, unprecedented initiative that will situate the diverse experiences of women in the American historical narrative writ large. Throughout the Institute, participants will visit the Center's galleries and installations while learning how to use objects as interpretive historical tools that deepen and enliven the teaching and learning of history and incorporate women's history into the classroom.

B. PROGRAM OF STUDY

The three-week Institute will run from July 17 through August 4, 2017 at the New-York Historical Society on Manhattan's Upper West Side. Each week will begin with an overview of the historical context before the war and an introduction to the conflict, will discuss women on both the homefront and battlefield, and will conclude with a consideration of the war's consequences as they relate to women. Together, the seminars, panels, pedagogy workshops, readings, field trips, and projects will engage participants around the Institute's central questions: How did women, in various capacities and under diverse circumstances, experience American politics, society, and culture during the nation's three major military conflicts? And, in turn, how can examining women's histories enrich the classroom?

As a culminating project, participants will create a lesson plan on each conflict covered, which they will present during a “Lesson Plan Fair” on the final day of the Institute. The lessons will focus on content covered by the faculty, integrate new primary sources and pedagogical techniques, and discuss how they weave women’s stories into the existing curriculum. N-YHS’s extensive collections relating to the time periods in question will provide teachers with world-class resources to draw upon, and Project Directors Carol Berkin and Mia Nagawiecki will be available throughout to provide guidance on unit ideas and lesson plans. Following the program, the lessons will be distributed to participants and posted on the Institute page of the N-YHS website. A sample lesson developed for N-YHS’s 2014 Institute is appended on page 36.

The structure of the Institute is intended to cultivate a lively academic culture in which participants’ ideas are valued and they have agency in their own learning. Each day will include two content or pedagogy sessions, a session dedicated to reflecting on classroom application, and time to work on the culminating project. The schedule also includes two field trips and three optional evening outings that support the Institute’s learning objectives. Content sessions will be seminars, panels, or brief lectures with faculty historians and will include significant time for Q&A and discussion. Pedagogy workshops will model hands-on primary source activities that engage diverse learners in authentic historical study. Afternoon small group discussions will provide the opportunity for participants to process the content covered and think concretely about how to apply it in their classrooms. At the end of each day, participants will put these ideas into practice during dedicated research and lesson plan writing time.

Sara M. Evans’s *Born For Liberty: A History of Women in America*, a highly-readable survey of American women’s history, will serve as the foundational text for the Institute. Chapters from the book will be assigned as an introduction to each week’s conflict and supplemental readings for each session, drawn from a wide range of primary and secondary

sources, will be compiled in a coursepack. An annotated reading list is included in the appendices. Equipped with background knowledge, participants will be able to more actively participate in the seminars and workshops. All readings will be mailed to participants in advance of the Institute.

The Institute will begin the evening of Sunday, July 16 with a dinner and roundtable discussion about participants' experiences teaching women's history. This will allow participants to get to know each other, laying the foundation for a collegial environment, and give the Project Directors a sense of their backgrounds. This orientation will continue on *Day 1* with a lecture by Berkin that introduces the importance of including women in the historical narrative, instructional challenges the Institute will help teachers address, and initial ideas for bringing women's history into the classroom. Nagawiecki will follow Berkin's talk with an introduction to museum education pedagogy and best practices for working with primary source materials in the classroom. The day will conclude with an introduction to N-YHS's library that will equip participants to succeed in their lesson plan research. Michael Ryan, Director of the Library, and N-YHS reference librarians will present highlights of the women's history holdings, provide participants with a customized research guide, and teach them how to use the catalog and finding aides.

Week 1 will focus on the American Revolution, exploring how women took part in and shaped the upheaval before, during, and after the war. In the afternoon of *Day 1*, Cynthia Kierner of George Mason University will lay the foundation for the week with a discussion of colonial history as it relates to gender, race, and power. On *Day 2*, Berkin and Holly Mayer of Duquesne University will conduct seminars on women's experiences of the Revolution at home and in combat zones, including women of multiple generations and different classes. On Tuesday evening participants will be invited to an optional evening outing to see the groundbreaking

Broadway hit *Hamilton*, paying particular attention to the depictions of women in the musical.

Day 3 will begin with a pedagogy session led by Nagawiecki and Elizabeth Wollman of Baruch College that will teach participants how to engage students in a comparison of popular portrayals of history with the historical record by pairing songs from Lin Manuel-Miranda's *Hamilton* with primary sources from N-YHS's collections. Participants who do not choose to attend the show the night before will still be able to participate fully in this workshop. That afternoon, Jennifer Morgan of New York University will address the unique experiences of women of color during and after the war. On *Day 4*, Sheila Skemp of the University of Mississippi will discuss how the War for Independence shaped ideas about gender in the nascent U.S. The first week will culminate with a focus on the consequences of revolution. On *Day 5*, Nagawiecki and Valerie Paley, N-YHS Vice President and Director of the Center for the Study of Women's History, will lead a tour of the new Center's exhibition on Dolley Madison and women in the early republic. A panel in the afternoon, moderated by Berkin, will convene Mary Beth Norton of Cornell, Woody Holton of the University of South Carolina, and Catherine Allgor of the University of California Riverside for a discussion of the ways women's lives and politics changed as a result of the war.

Week 2 will investigate the Civil War through the lens of women's experiences, revealing the often central roles they played and how the war fundamentally changed daily life for women North and South, black and white. Berkin will kick off the week on the morning of *Day 6* with a "prologue" discussion of antebellum America through the lives of three women of influence—Varina Howell Davis, future First Lady of the Confederacy; Julia Dent Grant, wife of General Ulysses S. Grant; and Angelina Grimke Weld, a leading abolitionist from South Carolina. Nagawiecki will then lead a workshop on the United States Sanitary Commission, using primary accounts and newspaper articles to illuminate the history of this female-staffed relief organization. We will continue to explore the lived experience of the Civil War on *Day 7*

with a bus and walking tour of Civil War New York led by Cindy Lobel, an urban historian at Lehman College and experienced NYC tour guide. Our focus will shift southward that afternoon with Stephanie McCurry of Columbia University, who will deepen participants' understanding of women and people of color in the Confederacy, including an exploration of the 1863 Richmond Bread Riots—the largest civil disturbance in the South. *Day 8* will focus on the experiences of African American women during the Civil War. Tera Hunter of Princeton University will lead a seminar on enslaved and freed women during the morning session. Doug Egerton of LeMoyne College will then discuss how the formation of the first black regiments affected African American women. The day will close with an optional evening tour of Greenwood Cemetery, where over 3,300 Civil War veterans are buried, during which participants will learn about and consider the impact that losing a generation of men had on women for many generations. Catherine Clinton of University of Texas, San Antonio will start *Day 9* with a discussion of how the “irrepressible conflict” redefined gender and sexual norms and expectations. On *Day 10*, Nina Silber of Boston University will lead a seminar on the end of the war and early Reconstruction. We will close out the week with a panel discussion on the legacies of the Civil War for American women, moderated by Berkin and featuring Clinton, Egerton, and Martha Hodes of New York University.

In **Week 3** we will turn our attention to World War II, a period during which women's participation in politics, the military, and the workplace dramatically changed, paving the way for revolutionary shifts in American society. D'Ann Campbell of Culver-Stockton College will set the stage for the week with a discussion of the U.S. in the interwar period, tracking the advancements women achieved during World War I and the subsequent setbacks in the years after, including the Great Depression. As World War II ramped up, American women mobilized in support of the war effort in factories, the home, laboratories, USOs, and beyond. Liette

Gidlow of Wayne State University will explore how women's contributions shaped the homefront experience of World War II the afternoon of *Day 11*. *Day 12* will continue the discussion with a field trip to the Brooklyn Navy Yard, the hub of American war production and the busiest shipyard in the world. After the trip, we will transition our focus to women's participation in the military with a seminar on the Women's Army Auxiliary Corps led by Leisa Meyer of the College of William and Mary. In the morning of *Day 13*, Nagawiecki will pick up on the lessons learned during the *Hamilton* session with a pedagogical workshop that unpacks depictions of women in the propaganda and popular culture of WWII, providing participants with concrete techniques for addressing issues of gender, sexism, and race in propaganda. Afterwards, Maureen Honey of University of Nebraska-Lincoln will lead a discussion about the participation, experience, and trials of African American women in WWII. *Day 13* will close with an optional evening cooking class led by food historian Sarah Lohman. The program will teach participants recipes based on WWII rationing systems and victory gardens, helping them understand how a woman at home would have managed feeding her family and offering them an activity to replicate in the classroom. On *Day 14* we will move to the consequences of WWII for women and American society more broadly. Barbara Winslow of Brooklyn College will discuss the ways women mobilized politically to solidify the advancements and rights they gained during wartime. On *Day 15* a panel featuring Bill Chafe, Jacquelyn Dowd Hall, Julie Des Jardins, and Maureen Honey will examine women's setbacks and advances in the Post-War World. The Institute will close with the "Lesson Plan Fair," during which participants will present their curriculum projects to their peers and the Project Directors. Organized much like poster sessions at national teaching conferences, the fair will give participants a final opportunity for discussion, feedback, and the exchange of strategies to apply what they have learned in their classrooms.

C. PROJECT FACULTY AND STAFF

Project Co-Directors

Carol Berkin taught early American and women's history as the Presidential Professor of History at Baruch College and is a member of the history faculty of the CUNY Graduate Center, Emerita. Selected publications include: *First Generations: Women of Colonial America* (1996); *A Brilliant Solution: Inventing the American Constitution* (2001); *Revolutionary Mothers: Women in the Struggle for America's Independence* (2004); and *Civil War Wives: The Life and Times of Angelina Grimke Weld, Varina Howell Davis, and Julia Dent Grant* (2009). She also is a co-author of the textbook *Making America: A History of the United States*, which currently is in its seventh edition. She has worked as a consultant on several PBS and History Channel documentaries, including, "The Scottsboro Boys," which was nominated for an Academy Award as the best documentary of 2000. She serves on the Board of The Gilder Lehrman Institute of American History, for which she has led numerous teacher institutes.

Mia Nagawiecki is Director of Education at the New-York Historical Society and is responsible for the pedagogical aspects of the Institute, including the integration of scholarship into teachers' practice, primary source workshops, and participants' curricular projects. She has worked on the development of all N-YHS curriculum guides since 2009, and has begun work on the curriculum materials for the Center for the Study of Women's History, to be published in January 2017. She has led dozens of workshops and institutes for K-12 and college educators in the New York metropolitan area and beyond. A frequent presenter at national social studies and history education conferences, Nagawiecki has designed and led credit-bearing courses for teachers in the NYC Department of Education as well as N-YHS's successful NEH Summer Institute for School Teachers in 2014 entitled "Race and Politics in the American Civil War."

Guest Faculty

American Revolution: Cynthia Kierner, Professor of History, George Mason University, is a specialist in the fields of early America, women and gender, and early southern history. Kierner is an Organization of American Historians (OAH) Distinguished Lecturer and past president of the Southern Association for Women Historians. Kierner will be discussing gender, race, and power in colonial America. **Holly Mayer**, Associate Professor, McAnulty College and Graduate School of Liberal Arts, Duquesne University, works on the American Revolution, civil-military relations, and the evolution of American character and culture. Mayer will lead a seminar on women's battlefield experiences with a focus on women of color and camp followers. **Liz Wollman**, Associate Professor of Music, Baruch College, has published articles on the relationship between gender stereotypes and rock radio programming and on the reception of "cutting-edge" musicals. Wollman will lead a session with Nagawiecki on the Broadway musical *Hamilton* and its depictions of women in the Revolution and early republic. **Jennifer Morgan**, Professor of Social and Cultural Analysis, History; Chair of Social and Cultural Analysis at NYU, focuses her scholarship on early African American history and women and gender. She will discuss women of color in the fight for independence. **Sheila Skemp**, Clare Leslie Marquette Professor of American History, University of Mississippi, teaches on colonial and Revolutionary America, intellectual history, and women. Skemp will discuss the impact of the Revolution on gender ideology. **Valerie Paley**, N-YHS Vice President, Chief Historian and Dean of Scholarly Programs, and Director of the Center for the Study of Women's History, will introduce participants to the Center in a guided gallery program co-led with Nagawiecki. **Catherine Allgor**, Director of Education of the Huntington Library and Professor of History, University of California Riverside, is an award-winning historian of women in the early U.S. Allgor will participate in a panel discussion on women in the Early Republic

and the formation of an American identity. **Mary Beth Norton**, Mary Donlon Alger Professor of American History, Cornell University, examines the interplay of gender, society, and politics in America from the beginnings of settlement to approximately 1800. Her book *Founding Mothers & Fathers* was a finalist for the Pulitzer Prize. Norton will participate in a panel discussion on the legacies of the American Revolution and women in the Early Republic. **Woody Holton**, Professor of History, University of South Carolina teaches Early American history with a focus on African Americans, Native Americans, and women. Holton's 2009 book, *Abigail Adams*, which he wrote on a Guggenheim fellowship, won the Bancroft Prize. Holton will participate in a panel discussion on the legacies of the American Revolution and women in the Early Republic.

Civil War: Cindy Lobel, Assistant Professor of History, Lehman College, studies the history of urban development, consumer culture, and food. An experienced tour guide, Lobel will take teachers on a walking tour of Civil War New York. **Tera Hunter**, Professor of History and African-American Studies at Princeton University, specializes in African American history and gender in the 19th and 20th centuries. She will present a seminar on enslaved and freed women during the Civil War. **Doug Egerton**, Professor of History, Early American and 19th-Century U.S., Le Moyne College, deals with the intersections between race and politics in the U.S. He will lead a seminar on the women and wives of the early African American regiments in the Civil War as well as participate in a panel on the consequences of the war for women and American society. **Stephanie McCurry**, Professor of History, Columbia University, specializes in the American South, the Civil War, and the history of women and gender. Her most recent book, *Confederate Reckoning*, was a Pulitzer Prize finalist. McCurry will lead a session on confederate women and the 1863 Bread Riots. **Catherine Clinton**, Denman Endowed Professor in American History, University of Texas at San Antonio, is a historian of the American South and the Civil War. She is the author or editor of 25 books and current president of the Southern

Historical Association. Clinton will lead a session on gender and sexuality during and after the Civil War as well as participate in a panel on the consequences of the war for women. **Nina Silber**, Professor of History, Boston University, has worked on numerous public history projects, including museum exhibitions and film projects on the Civil War and Reconstruction. Silber will lead a session on American women and the memory of the Civil War. **Martha Hodes**, Professor of History, New York University, has received numerous honors for both her scholarship and her teaching on race, the Civil War, and Reconstruction, including fellowships from the NEH and the Society of American Historians. She will participate in a panel discussion on the consequences of the Civil War for women and American society.

WWII: D'Ann Campbell, Professor of History, Culver-Stockton College, is a pioneer in American women's history and has an international reputation for her research on women in military history. Campbell will lead a session on American women between the two World Wars. **Liette Gidlow**, Associate Professor of History, Wayne State University, and recipient of Wayne State's Excellence in Undergraduate Teaching Award, studies 20th century politics, women's history, and mass culture. She will discuss women's roles on the homefront during WWII. **Leisa Meyer**, Class of 1964 Distinguished Associate Professor of American Studies and History, College of William and Mary, is author of *Creating G.I. Jane: Sexuality and Power in the Women's Army Corps during World War II*. She will lead a seminar entitled "Erasures: Some Reflections on Gender/Women, the Military, and War." **Maureen Honey**, Professor of English, University of Nebraska-Lincoln, specializes in American Women's Literature of the 20th century and in WWII. She recently published *"Bitter Fruit:" African American Women in World War II*. She will lead a session on depictions of black and white women in WWII and participate in a panel on women in the post-war world. **Sarah Lohman** is an "historical gastronomist" and experienced museum educator. She currently works at the Lower East Side Tenement Museum

and develops food-based programs for cultural institutions around New York City. **Barbara Winslow**, Professor Emerita, Brooklyn College, is a historian of women's activism as well as founder and director emerita of the Shirley Chisholm Project. Winslow will be discussing women's political mobilization during WWII. **Bill Chafe**, Alice Mary Baldwin Professor Emeritus of History, Duke University, is a former president of the OAH and recipient of numerous awards. He also helped create the Duke-UNC Center for Research on Women. **Jacquelyn Dowd Hall**, Julia Cherry Spruill Professor Emerita, University of North Carolina-Chapel Hill, is the founding president of the Labor and Working Class History Association and recipient of the National Humanities Medal. **Julie Des Jardins**, Professor of History, Baruch College, specializes in the history of American gender. **Chafe, Hall, and Des Jardins** will participate in a panel discussion on women in the post-war world.

Support Staff

Jason Licht, N-YHS Audio Visual Technical Director, will oversee all audiovisual needs during the Institute, including the film screenings. **Jerome Tan**, N-YHS Webmaster, will build the Institute page on the N-YHS website and will provide web support in preparation for and during the Institute. An administrative assistant will manage the logistics of the Institute, including arrangements for trips, purchasing, invoices, travel arrangements for scholars, and participant logistics. An intern will be responsible for compiling course materials and ensuring all materials are prepared for each day of the Institute. The administrative assistant and intern will provide day-to-day support throughout the Institute.

D. PARTICIPANT SELECTION

N-YHS will execute an expansive communications initiative to ensure that as many teachers as possible are aware of the Institute. We will feature the initiative on the N-YHS website; send e-newsletters to the general N-YHS mailing list of 20,000 and database of over

17,000 educators across the country; and promote the opportunity on N-YHS social media platforms including Facebook (67,000 likes) and Twitter (34,000 followers). Applicants will be asked to submit a resume, a three-page statement of purpose that discusses challenges they have faced while teaching women's history, and two references. Selection will be based on application strength along with a conscious effort to convene a diverse group of participants in terms of background, geographic location, and teaching experience (we will select up to two graduate students). The selection committee will be comprised of Berkin, Nagawiecki, and Sarah Fischer, a local high school teacher who participated in Nagawiecki's 2014 NEH Institute.

E. PROJECT WEBSITE

N-YHS will develop an easily navigable page for the Institute on our website. Prior to the application deadline, it will offer resources for prospective participants, including an overview of the Institute, introductions from the Project Directors, application guidelines, and contact information. After the Institute, it will include the resources created by program participants.

F. PROFESSIONAL DEVELOPMENT FOR NEH SUMMER SCHOLARS

The Project Co-Directors will provide participants with a Certificate of Completion, as well as a detailed letter outlining the Institute syllabus and participants' responsibilities. These can assist teachers in pursuing continuing education credits in their home districts or states.

G. INSTITUTIONAL SUPPORT

American Women at War will harness the power of N-YHS's collections, installations, education materials, and vibrant community of scholars to provide teachers with a rigorous and focused training ground for expanded content and pedagogical knowledge. Founded in 1804 as one of the country's first collections-based educational institutions, N-YHS is New York's oldest museum and a nationally-renowned research library. Today, N-YHS remains dedicated to

mounting exhibitions, presenting programs, providing educational activities, and fostering research that reveal the dynamism of history and its influence on the world of today.

Participants will have the opportunity to complete research in N-YHS's library collection, the world's greatest assemblage of historical artifacts, American art, and other materials that document U.S. history as seen through the lens of New York City and State. One of only 20 U.S. members of the prestigious Independent Research Libraries Association, the N-YHS Library is widely recognized as a principal source of primary and secondary materials for the study of New York history and is one of the foremost American history research institutions in the world, ranking in pre-20th century Americana with the Library of Congress. *American Women at War* plays to the strengths of our collections, which include colonial history, the Revolutionary War, American military and naval history, the Anglo-American slave trade and conditions of slavery in the U.S., the Civil War, and World War II.

With the exception of field trips, all classes, workshops, and collections work will take place in N-YHS's landmark building, which has three classrooms and a state-of-the-art auditorium. Participants will have access to N-YHS's free wireless internet, laptop computers, and printers for the duration of the Institute. The optional evening activities will be organized by N-YHS and paid for by Institute participants who choose to take part. Tickets to Hamilton are estimated at \$139/seat. N-YHS will purchase group tickets well in advance of the institute and make tickets available to participants when they accept their spot. The tour of Greenwood Cemetery is estimated at \$15/person. At the time of submission, we have identified the Hotel Pennsylvania, conveniently located in Midtown Manhattan and an easy 20-minute subway ride to N-YHS, for participant lodging. Rooms are available for a rate of \$109/night or \$54/night for those willing to share. We continue to pursue affordable housing options from local colleges.

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

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

ANNOTATED READING LIST

All readings will be mailed to participants in advance of the Institute. Sara M. Evans's *Born For Liberty: A History of Women in America*, a highly-readable survey of American women's history, will serve as the foundational text for the Institute. Chapters from the book will be assigned as an introduction to each week's conflict and supplemental readings for each session, listed below, will be compiled in a coursepack. In addition, participants will receive copies of Project Director Berkin's *Revolutionary Mothers: Women in the Struggle for America's Independence* and *Civil War Wives: The Life and Times of Angelina Grimke Weld, Varina Howell Davis, and Julia Dent Grant*.

Als, Hilton (2015, March 9). "Boys in the Band: A musical about the Founding Fathers." *The New Yorker*.

Hilton Als is a brilliant contemporary theater critic, and his review of *Hamilton*, still running at the Public Theater when he wrote it, captures the excitement the show initially—and continues to—generate. But Als is not so star struck that he can't comment on how *Hamilton* fits into the musical theater canon, and what it says about race and gender.

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Knopf, 2005.

The women of the Revolution were most active at home, organizing boycotts of British goods, raising funds for the fledgling nation, and managing the family business while struggling to maintain a modicum of normalcy as husbands, brothers and fathers died. In this groundbreaking history, Carol Berkin shows us how women played a vital role throughout the conflict.

Berkin, Carol. *Civil War Wives: The Lives & Times of Angelina Grimke Weld, Varina Howell Davis & Julia Dent Grant*. New York: Knopf, 2009.

In the stories of Angelina Grimké Weld, wife of abolitionist Theodore Weld, Varina Howell Davis, wife of Confederate president Jefferson Davis, and Julia Dent Grant, wife of Ulysses S. Grant, Carol Berkin reveals how women understood the cataclysmic events of their day. Their stories, taken together, help reconstruct the era of the Civil War with a greater depth and complexity by adding women's experiences and voices to their male counterparts.

Brown, Kathleen. "Tea Table Discourses and Slanderous Tongues: The Domestic Choreography of Female Identities" in *Good Wives, Nasty Wenches, and Anxious Patriarchs*. Chapel Hill: University of North Carolina Press, 1996.

Kathleen Brown examines the origins of racism and slavery in British North America from the perspective of gender. Both a basic social relationship and a model for other social hierarchies, gender helped determine the construction of racial categories and the institution of slavery in Virginia. Brown's analysis demonstrates that, despite elite

planters' dominance, wives, children, free people of color, and enslaved men and women continued to influence the meaning of race and class in colonial Virginia.

Brundage, W. Fitzhugh. "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*. Knoxville: University of Tennessee Press, 2003.

This book, a compilation of essays edited by Cynthia Mills and Pamela H. Simpson, examines ideologies and issues associated with commemoration and the creation of Civil War monuments. A recurring theme throughout the compendium is society's need to celebrate, romanticize, and filter history through the memorializing process. A major theme is the role of women in the realization of monuments for the "Lost Cause." W. Fitzhugh Brundage focuses on the Ladies Confederate Memorial Association of Pensacola, Fla., and provides insights into the political and social roles of volunteer organizations at the end of the nineteenth century.

Clinton, Catherine. "Chapter 5: The Cult of Sacrifice" in *Tara Revisited: Women, War, & the Plantation Legend*. New York: Abbeville Press, 1995.

Drawing from a wealth of poignant letters, personal diaries, and other accounts, Catherine Clinton provides a vivid social and cultural history of the diverse communities of southern women during the Civil War: the heroic African-American women who escaped their bonds to struggle for freedom, the tireless nurses who faced gruesome duties, the intriguing handful who donned uniforms, and those brave women who spied and died for the Confederacy. Cutting through romantic myth, this captivating volume combines period photographs and illustrations with new documentary sources to tell the real story of Southern women during the American Civil War.

Egerton, Doug. "Hospitals and Home Fronts" in *Thunder at the Gates: The Black Civil War Regiments That Redeemed America*. New York: Basic Books, forthcoming Nov. 2016. The book follows fourteen soldiers--ten of them black, four of them white--who served in the three pioneering Civil War regiments, the Massachusetts Fifty-fourth, Fifty-fifth, and Fifth Cavalry. One of them, Charles Douglass, the son of the great abolitionist, served as a corporal in all three. The book traces their lives from before the war, through the conflict, and their lives and careers after the fighting ended. Three died during the war, two others, including Lewis Douglass, were injured badly enough during the fighting that they had to be mustered out, and the rest survived. About half were married or had fiancés they left behind, and the book looks at those mothers, wives, and daughters who remained on the home front.

Hagemann, Karen, Mettele, Gisela, and Rendall, Jane eds. "Bearing Arms, Bearing Burdens: Women Warriors, Camp Followers and Home-Front Heroines of the American Revolution," in *Gender, War and Politics: Transatlantic Perspectives, 1775-1830*. Palgrave Macmillan, 2010. 169-187.

This essay provides a short introduction to changing interpretations of women's roles in the Revolution. It provides analysis and examples of how women operated within and extended gendered roles in military camps and civilian communities at war.

Hartmann, Susan. Chapter 3, "Women in Uniform." in *The Homefront and Beyond: American Women in the 1940s*. New York: Macmillan Publishing Company, 1983.

Susan M. Hartmann describes and analyzes the effects of World War II on American women's lives in *The Home Front and Beyond: American Women in the 1940s*. The work focuses primarily on women's public lives, stressing Hartmann's belief that "women's movement into the public realm represents the most substantial change of the 1940s." Addressing women according to race, and to a lesser extent, according to age, class, educational and marital status, Hartmann adds a new dimension to the historiography of American women and World War II-- a historiography traditionally characterized by across-the-board generalizations molded around the experiences of white, middle-class women.

Honey, Maureen. "Introduction," *Bitter Fruit: African American Women in World War II*. Columbia: University of Missouri Press, 1999.

Despite the participation of African American women in all aspects of home-front activity during World War II, advertisements, recruitment posters, and newsreels portrayed largely white women. In *Bitter Fruit*, Maureen Honey corrects this distorted picture of women's roles in World War II by collecting photos, essays, fiction, and poetry by and about black women from the four leading African American periodicals of the war period.

Honey, Maureen. "Chapter One," *Creating Rosie the Riveter: Class, Gender, and Propaganda during World War II*. Amherst: University of Massachusetts Press, 1984.

Creating Rosie the Riveter examines advertisements and fiction published in the *Saturday Evening Post* and *True Story* in order to show how propaganda was used to encourage women to enter the work force.

Hunter, Tera. "Chapter 1: "Answering Bells Is Played Out": Slavery and the Civil War" in *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War*. Cambridge: Harvard University Press, 2016.

As the Civil War drew to a close, newly emancipated black women workers made their way to Atlanta—the economic hub of the newly emerging urban and industrial south—in order to build an independent and free life on the rubble of their enslaved past. In an original and dramatic work of scholarship, Tera Hunter traces their lives in the postbellum era and reveals the centrality of their labors to the African-American struggle for freedom and justice. Household laborers and washerwomen were constrained by their employers' domestic worlds but constructed their own world of work, play, negotiation, resistance, and community organization.

Jensen, Kimberley. "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*. BRILL, 2012. pp 189-231.

During the Spanish American War, U.S. nurses were vital and thus in 1901 the Army Nurse Corps and in 1908 the Navy Nurse Corps were established. They played even more important roles in WWI and broke many gender barriers which paved the way for servicewomen in WWII. This article analyzes the various roles women played in WWI

and between the wars in the military and in factories as well as overseas as volunteers and stateside in Auxiliaries to the U.S. Navy.

Kiernan, Denise. "Introduction: Everything Will Be Taken Care Of," *The Girls of Atomic City: The Untold Story of the Women Who Helped Win World War II*. New York: Simon & Schuster, 2013.

Drawing from the voices and experiences of the women who lived and worked in Oak Ridge, *The Girls of Atomic City* rescues a remarkable, forgotten chapter of World War II from obscurity. Denise Kiernan captures the spirit of the times through these women: their pluck, their desire to contribute, and their enduring courage.

McCurry, Stephanie, Kerber, Linda, and Sherron De Hart, Jane (eds). "Women Numerous and Armed: Politics and Policy on the Confederate Home Front" in *Women's America: Refocusing the Past* (8th Edition). New York: Oxford University Press, 2015.

Featuring a mix of primary source documents, articles, and illustrations, *Women's America: Refocusing the Past* has long been an invaluable resource. Now in its eighth edition, the book has been extensively revised and updated to cover recent developments in U.S. women's history. Includes approximately twenty-five new selections, many on subjects new to these volumes, with enhanced coverage of women's citizenship; transnational activities; sexual choices and dilemmas, including transsexuality; and developments in women's lives in the West, the Midwest, and the South.

Murray, Judith Sargent and Harris, Sharon M (eds.). "Observations on female abilities" in *Selected writings of Judith Sargent Murray*. New York: Oxford University Press, 1995.
[Primary Source]

Includes selections from *The Gleaner*, her major work, and other publications As a novelist, essayist, dramatist, and poet, Judith Sargent Murray candidly and often humorously asserted her opinions about the social and political conditions of women in late eighteenth-century America. As a committed feminist, she urged American women to enter a 'new era in female history', yet published her own writings under a man's name in the hopes of more widely disseminating her ideas.

Rowbotham, Sheila. "The Second World War and its Aftermath: The United States," in *A Century of Women*. New York: Penguin Books, 1997.

The Second World War and the immediate post-war decade has been described as the seedtime years for the modern women's liberation and civil rights movement. This chapter from Sheila Rowbotham's study of women in Britain and the US, looks at women's many faceted experiences in the period from 1940-1950. The chapter examines the political climate, as FDR moved from New Deal policies to mobilization for war, enabling women, on a large scale to go into factories, offices and get involved in war time activities. In addition the chapter deals with home (only 1/3 of all women were in the paid labor force), family, daily life and culture.

Zagarri, Rosemarie. Chapter 2, in *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press, 2007.

The Seneca Falls Convention is typically seen as the beginning of the first women's rights movement in the United States. Revolutionary Backlash argues otherwise. According to Rosemarie Zagari, the debate over women's rights began not in the decades prior to 1848 but during the American Revolution itself. Integrating the approaches of women's historians and political historians, this book explores changes in women's status that occurred from the time of the American Revolution until the election of Andrew Jackson.

Curriculum Materials. Participants will also receive copies of the below N-YHS-created classroom materials, which include a plethora of relevant primary source documents, life stories, lesson plans and activities, posters, and more.

The Battle of Brooklyn, forthcoming 2016.

The first significant armed campaign for the colonies after declaring independence from Great Britain, the Battle of Brooklyn stands as the largest single battle of the Revolutionary War, and one that would loom large in George Washington's consciousness. This guide provides a look at the people who fought the war, the resources they had available, and the consequences of their rivalries and misunderstandings.

Grant and Lee in War and Peace, 2008.

These two brilliant men are remembered with almost mythological regard by their respective constituencies. This curriculum guide examines the historical impact of Ulysses S. Grant and Robert E. Lee side by side before, during, and after the Civil War.

Lincoln and New York, 2009.

When a small-town lawyer brought down the house with a speech at New York's Cooper Union, Abraham Lincoln became a household name. Down the road, however, Lincoln proved to have a complex relationship with the city that propelled him to the presidency. This guide explores New York's impact on Lincoln's career and how Lincoln's politics played out in the city.

Revolution! The Atlantic World Reborn, 2006.

Revolution! explores the enormous transformations in the world's politics that took place from 1763-1815, with particular attention to three globally influential revolutions in America, France, and Haiti. Linking the attack on monarchism and aristocracy to the struggle against slavery, *Revolution!* shows how freedom, equality, and the sovereignty of the people became universal goals.

WWII & NYC, 2013 (revised edition, forthcoming).

When World War II broke out, New York was a cosmopolitan, heavily immigrant city whose people had real stakes in the war and strongly held opinions. *WWII & NYC* explores the war's impact on the metropolis, which played a critical role in the national war effort, and how the city was forever changed.

The Center for the Study of Women's History Curriculum [title TBA], 2017.

This interactive curriculum package will survey the full scope of American history from the Colonial Era through the 20th century through new eyes. Tracking with curricular

requirements for grades 4 through 12, the 10-unit package will both showcase leaders and innovators marginalized in traditional history narratives and connect students to the daily lives and experiences of ordinary women and girls of every era.

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

SAMPLE LESSON PLAN

Lesson Title: Revolution of 1860

Created by Sarah Fischer

Objectives:

- Evaluate different political platforms and how they reflect various factions of public sentiment
- Evaluate a visual primary source
- Determine to what extent the election of 1860 was a “revolution”

Curriculum Standards: AP United States History

Course Themes:*

Identity (ID)

How and why have debates over American national identity changed over time?

ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.

How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.

Politics and Power (POL)

How and why have different political and social groups competed for influence over society and government in what would become the United States?

POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.

POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

People (PEO)

Why have people migrated to, from, and within North America?

PEO-2 Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.

How have changes in migration and population patterns affected American life?

PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.

Skills:

Chronological Reasoning: Historical Causation

Comparison and Contextualization: Comparison

Crafting Historical Arguments from Historical Evidence: Historical Argumentation

Historical Interpretation and Synthesis: Interpretation

Materials:

- Political Platforms of 1860:
http://socialsciences.dadeschools.net/files/Secondary%20Department%20Chairpersons%20Meeting%205-17-2012/1860_Election_Platforms.pdf
- The Political Quadrille: <http://elections.harperweek.com/1860/cartoons/PolQuad12w.jpg>
- Lincoln’s Cooper Union Address
<http://www.abrahamlincolnonline.org/lincoln/speeches/cooper.htm>
- James McPherson, “The Revolution of 1860” in *Battle Cry of Freedom: The Civil War Era*

Procedures:

Length: One 55 minute session but it could be adapted to be longer or shorter

Essential Questions:

- What does the election of 1860 tell us about the major sentiments (political and otherwise) of the time period?
- To what extent did a “revolution” take place in 1860?
- What is the cause of the war? What is this really about?

Homework to read BEFORE the lesson:

- James McPherson, “The Revolution of 1860” in *Battle Cry of Freedom: The Civil War Era* (on evernote/canvas)
- Read Lincoln’s Cooper Union Address
<http://www.abrahamlincolnonline.org/lincoln/speeches/cooper.htm>

As you read the document consider the following questions:

- What is Lincoln’s perspective on the “original intent” of the writers of the Constitution on the expansion of slavery?
- What is Lincoln’s personal view of slavery?
- Why might this view challenge the southern understanding of the founder’s “original intent”?

Lesson:

- Check in about last night’s reading. Write all questions on the board and put them in the “parking lot” for the end of the class to see which ones remain after the activity.
2-3 minutes

- Part 1: Political Platforms of 1960 *20 minutes*

Four groups will each read a different political platforms

- Read platforms Individually
- As a group figure out the main tenants of each platform and create a list of the three most important messages of the platform (write on your large poster paper)
- Consider which historical figures would support your platform and the types of people you would expect support the platform (where do they live? what do they do for a living? what religion are they? where do they stand on the question of abolition? succession?)
- Each group will report out their three main points and understanding of who they think would support their platform to the class
- Political Platforms of 1860:
http://socialsciences.dadeschools.net/files/Secondary%20Department%20Chairpersons%20Meeting%205-17-2012/1860_Election_Platforms.pdf

Class discussion:

- What does the election of 1860 tell us about the major sentiments (political and otherwise) of the time period?
- Based on these platforms do you think the Civil war was inevitable?
- Part II: Evaluation of Political Cartoon *15 minutes*
 - Individually evaluate the source using the OPVL framework for a historian studying the Presidential Election of 1860
 - Individually determine two messages the source is trying to convey to its audience about the election
 - Discuss your conclusions about the value and limits of the source and the messages it is trying to convey in your small groups
 - The Political Quadrille:
<http://elections.harpreweek.com/1860/cartoons/PolQuad12w.jpg>
- Part III: Class discussion *30 minutes*

Be sure to use the readings from this unit, the 1860 party platforms, and the cartoon support your conclusions during the discussion.

- To what extent did a “revolution” take place in 1860?
 - What does the term “revolution: mean?
 - How do we define and understand the term?
 - If the election was not a revolution do you think the Civil War could be considered a revolution? Why? Why not?
- What is the cause of the Civil War?
 - Where does Lincoln stand on the issue of slavery in 1860?
 - Why did the southern states secede?
 - How did the south defend slavery as a “positive good”?
 - What role does geography play? The economy? Culture?

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SAMPLE CURRICULUM MATERIALS

Chinese American: Exclusion/Inclusion (temporary exhibition):

<http://www.nyhistory.org/sites/default/files/Chinese-American-Classroom-Materials.pdf>

WWII & NYC (temporary exhibition):

<http://wwii.nyhistory.org/pdf/WWII-Classroom-Materials.pdf>

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FACULTY RESUMES

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Guest Faculty

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Bill Chafe, Alice Mary Baldwin Professor Emeritus of History, Duke University
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