

HIST 4366 Women and War in Europe

Spring 2026 Online

Dr. Mandy Link

Virtual (Zoom) Office Hours: Mondays & Wednesdays noon-2pm, or by appointment: link in Canvas Modules.

I will also be on my email during this time and thus can respond to any questions quickly if you would prefer to ask questions via email instead of over Zoom. If, for some reason, I will not be available during these designated times I will post an Announcement in Canvas.

Of course, I will respond to emails throughout the day, these times/days are specifically devoted hours for our class.

Email: mlink@uttylyer.edu or via Canvas

TA Information: Andres Rochin, a-rochin@patriots.uttyler.edu

Course Description:

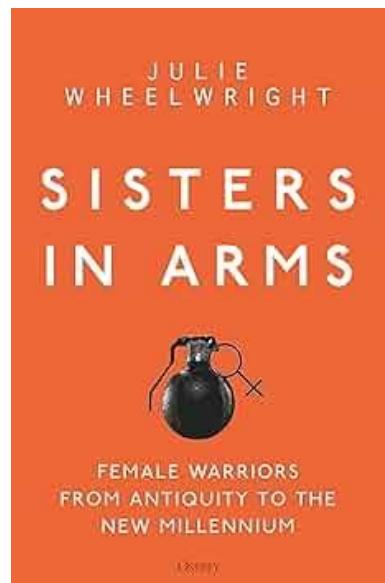
This course will examine the role of women in European warfare to better understand the many layers of their involvement from antiquity to the present. This course investigates how women expanded their roles in warfare from camp follower, and bereaved family member to nurse, combatant, and activist. This class uses the subject of women in European warfare to look at the ways in which peoples, cultures, and societies have developed and interacted through the chaos of war. The course will focus on developments, transformations, and connections of women's various evolving wartime roles across the European continent. With this framework and drawing on primary and secondary sources, this class will investigate various social, political, ideological, and economic processes and factors that shaped the experiences of women in wartime.

Course Structure:

Between two and three lecture videos will be posted to Canvas each week as well as required readings. These readings will either be assigned from class books or uploaded PDFs in the module. Occasionally there will be additional videos such as lectures, documentaries, and/or films. All posted lectures, videos, and readings (listed on the class schedule below) are required and should be synthesized in the weekly readings.

Course Objectives:

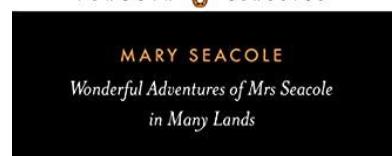
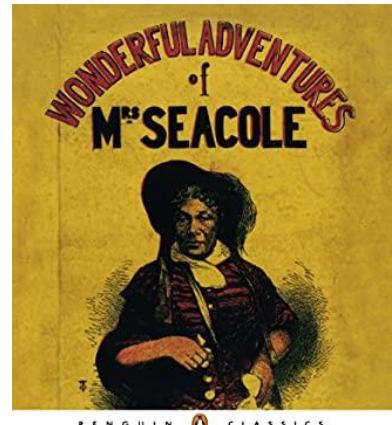
By the end of the course, students should be able to do the following:



- analyze significant issues, trends and developments pertaining to women's involvement in European warfare
- demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis
- analyze and synthesize sources in order to put forward a well-supported argument of their own
- make a clearly-written and clearly-presented argument, including a thesis and sufficient and well-used supporting detail

Required Readings:

1. Julie Wheelwright, *Sisters in Arms: Female Warriors from Antiquity to the New Millennium* (Osprey Publishing, 2020)
 - Available in eBook form through the UT Tyler library for FREE
2. Mary Seacole, *The Wonderful Adventures of Mrs. Seacole in Many Lands* (New York: Penguin Classics, reprint 2021)
 - FREE online version through University of Pennsylvania: <https://digital.library.upenn.edu/women/seacole/adventures/adventures.html>
 - Audible version \$.99, used copies starting at \$3.75 at various online booksellers
3. Patricia Farr, *A Lab of One's Own: Science & Suffrage in the First World War*, (Oxford: Oxford University Press, 2018)
 - Available in eBook form through the UT Tyler library for FREE
4. Svetlana Alexievich, *The Unwomanly Face of War: An Oral History of Women in World War II* (New York: Random House, 2017)
 - Available in eBook form through the UT Tyler library for FREE



*Additional readings to be distributed throughout course via Canvas.

*Links for eBook versions are available in Canvas modules.

Requirements and Grades:

Weekly Responses (11 x 20 points each)	220 points
Biography project	150 points
Film assignment	75 points
Book analyses (3 x 75 points each)	225 points
Final Exam	200 points
	870 points

Grading scale by points:

920-783 = A
782-696 = B
695-609 = C
608-522 = D
521 and below = F

Grading scale by percentage:

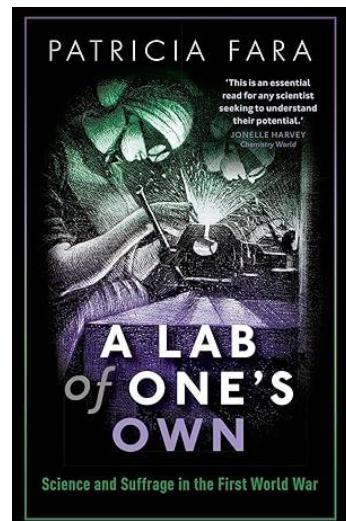
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% and below = F

Explanation of Assignments:

Weekly Responses: You are required to write **11** weekly responses out of the semester. This means you get 3 freebie weeks where you do not have to submit a weekly response, and they will not count against your grade. You are still responsible for reading the week's material and watching all video content for the week.

These responses should be two *full* pages in length and should address the major issues of the week, critically analyze these major issues, and include a discussion of the week's readings. Strong responses will synthesize lecture and the readings. Throughout the semester there will be additional material. These must be included in your weekly response. You **MUST** demonstrate that you have watched *all* the posted videos as well as done the week's readings (this means citing the reading using Chicago Manual of Style aka footnotes).

These are geared to help you prepare your thoughts for discussions and will provide a helpful tool when preparing for the final exam. These are also designed to make sure you're writing every week as this is the best way to improve your writing and analytical skills. **These are due Sundays by 11:59pm to Canvas. No late submissions accepted.**



Film Assignment: In a short essay, students will choose a film from the list provided by Dr. Link that illuminate themes discussed in class lectures and readings. A list of films as well as further instructions are provided on Canvas.

Book Analyses: There are three required books in this course. For each book, students will complete a book analyses. Further instructions are provided on Canvas.

Biography Project: This project will take place over the semester and will be due the last regular week of the course. In this assignment, students will research and write a biography article about an important woman regarding our class theme, women at war in Europe. Dr. Link will provide a list of eligible names that you will choose from. Due dates and further instructions are provided on Canvas.

Final Exam:

A final essay exam will be due finals week. The prompt for this final will be distributed one week prior to the due date. This exam will test your ability to synthesize lecture and the readings and demonstrate a thorough understanding of the course information.

Quizzes:

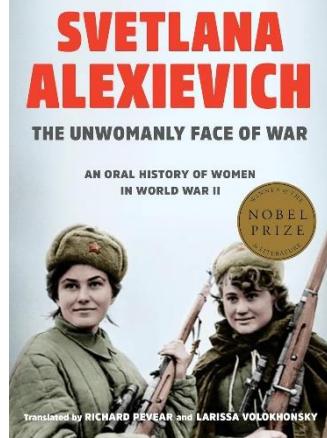
I reserve the right to give short quizzes over the assigned readings or other course material. Each quiz will be multiple choice and will be worth ten points. Quizzes will be given at the beginning of class and there are no opportunities to make up missed quizzes.

THERE WILL BE NO INCOMPLETES for failure to complete an assignment. Assignments not turned in will result in a 0 for that assignment.

Course Etiquette:

1. Make sure to have your Canvas notifications sent to your email. You are responsible for staying up to date on deadlines, announcements, etc.
 - a. You are responsible for all class lectures, readings, and any other videos assigned.
2. Late assignments lose **10 points** deducted for each day the assignment is late. All assignments are due by the assigned due date on Canvas. Assignments turned in after that will lose points. Weekly responses are the exception and late submissions will not be accepted.
3. No emailed assignments-use Canvas.
4. The classroom space is for intellectual growth and to achieve that we must all be respectful and courteous to each other. Respect is a must! We will not always all agree (that is the heart of academics!) but it is crucial that we express our ideas in a respectful way. If a student does not adhere to these guidelines, they will receive a 0 on the weekly responses and, upon further infractions, they will be reported to the university and receive a 0 in the course.
 - a. **Be courteous:** Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.
 - b. **Be a good colleague:** Remember your role as a student in the course. Make sure you're following directions. Be authentic and collaborative with colleagues. Be aware of your behavior and how others interpret your communication.
 - c. **Be professional:** Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally charged writing. Profanity and offensive language will not be tolerated.

"A monument to courage... It would be hard to find a book that feels more important or original... [Alexievich's] achievement is as breathtaking as the experiences of these women are awe-inspiring." —*The Guardian*



Email Policies

I will check email regularly each day. You may expect a reply within 24 hours during the weekdays (Monday-Friday), and within 36 hours on the weekend (Saturday and Sunday). If you have a procedural question – about due dates, what the assignment requirements are, etc. – I strenuously encourage you to check the syllabus and the materials on Canvas, as your answer may be there, and you can know immediately, rather than awaiting an email reply.

Finally, even in an online setting, university education occurs in a formal setting. When emailing your professors – me or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Link,” “Hi Professor Link,” “Good evening, professor,” etc.); avoid “Hey,” “I have a question,” “Can you tell me...?”, “Yo Holmes,” etc. – and yes, I have seen all of these in emails before.] I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right to not reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

Student Accessibility and Resources (SAR):

The University of Texas at Tyler is committed to creating a learning environment that meets the needs of its diverse student body. Reasonable accommodations are available for students who have a documented disability. If you should need accommodations, please let me know and contact Student Accessibility and Resources to discuss a range of options. They are located in UC 3150 and can be reached at (903) 566-7079 or saroffice@uttyler.edu. Once you have made arrangements with SAR, they will contact your professors and we can work with you from there.

Student Standards of Academic Integrity (DON'T PLAGIARIZE) & AI Statement:

As adults and college students I expect the work you turn in to be your work and your work alone. I do not tolerate plagiarism, cheating, or collusion (see definitions below) and if you do any of these you will receive a 0 on that assignment with no option of resubmitting. You may also receive a 0 in the class depending on the egregiousness of the scholastic dishonesty and be reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case.

UT Tyler Statement on AI:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI

tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI Statement for this course: AI/Chat GPT is not permitted in this course. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. ***Assignments using AI in any amount will receive an automatic zero.***

- This means no use of AI whatsoever, including Grammarly or similar programs.

Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;

- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

Further University Policies are available on Canvas