

Southern New Hampshire University

The Power of Historical Lenses:
A Look into History Through Women's Eyes
An Educator's Workshop

A Capstone Project Submitted to the College of Online and Continuing Education in Partial
Fulfillment of the Master of Arts in History

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Abstract

History has always been tinted with a masculine point of view. The main players of History have been determined to be men in positions of power and change, typically these players are the ones that are remembered. The major events of the world have only included the identities of men due to the belief that they are the most promising of perspectives; however, historians are now understanding that women played more of a role in events than previously thought. The women in the French Revolution broke the stalemate by marching to Versailles, women were on the battlefield defying expectations and spying for the enemy in the American Civil War and in World War II the best sniper was a woman, resistance leaders were women and some of the most terrifying people in the concentration camps were women.

Even though this is the new understanding in the field, educators are still teaching from the perspective of men which is limiting their student's understanding of history. Without the inclusion of women's roles and perspectives in the events, a complete analysis will never be able to be completed by students. This obstruction in education severely restricts the students' ability to learn the historical event in a broader method. The aims of this workshop are to encourage educators and historians alike to include different perspectives within their interpretations because without them, history is not being respected.

Dedication

For Colton and Elodie, always persevere for your dreams. For Mom and Dad, who helped me even when I didn't deserve it. For Austin, who raised me up when I wanted to give up.

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Glossary

Allied Powers: Countries that aligned themselves against the axis powers. Great Britain, United States and the Soviet Union were a part of this partnership.

American Civil War: A war between the Northern and Southern states that lasted from 1861-1865.

Aryan: The notion that people that belong to the White racial demographic are superior. Made popular through Hitler and his Nazi regime.

Axis Powers: Countries against the allied powers. Germany, Italy, and Japan were the big three.

Death Camps: Concentration camps where killings occurred in great numbers.

French Revolution: A revolution from 1787 to 1799 that changed the roles of many countries and its citizens.

Holocaust: the mass slaughter of European civilians and especially Jews by the Nazis during World War II.¹

Jacobin: A Political group against the aristocracy during the French Revolution.

Jean-Paul Marat: A French politician during the French Revolution, a part of the Montagnard faction or also known as the Jacobins (see Jacobin). Assassinated by Charlotte Corday.

Nazi: A member of the fascist party that domineered Germany from 1933-1945. Many of these members committed horrible atrocities in the Holocaust.

Ravensbruck: The largest concentration camp for women during the Nazi regime.

Sherman's March: A journey led by Union General William Tecumseh Sherman to greatly decimate Confederate supplies. The journey started in Atlanta, Georgia and ended at the coast and began in the fall of 1864.

Versailles: A city in and the capital of Yvelines, in N France, about 12 miles (19 km) SW of Paris: palace of the French kings; peace treaty between the Allies and Germany 1919.²

World War II: The second world war that involved numerous countries (allied powers) against the axis powers. During this time, a massive genocide took place against many that did not fit the role of the perfect Aryan.

¹ "Holocaust," Merriam-Webster, accessed April 9th, 2021, <https://www.merriam-webster.com/dictionary/holocaust>.

² "Versailles," Dictionary.com, accessed April 9th, 2021, <https://www.dictionary.com/browse/versailles>.

Introduction

In the United States Public Education system, educators are constantly attempting to teach students the full picture of history; however, they focus on one perspective too often while neglecting other point of views. Presently, historians are advocating for the inclusion of these views due to many people failing to give the understanding history, in the complete analysis, it deserves. Incorporating these perspectives in education can offer students a clear illustration of history and can be beneficial to the understanding of the events. The inclusion of perspectives may seem unimportant, yet Howard Zinn described it best with, “The history of any country, presented as the history of a family, conceals fierce conflicts of interest (sometimes exploding, most often repressed) between conquerors and conquered, masters and slaves, capitalists and workers, dominators and dominated in race and sex.”¹ To neglect to include the point of view of those deemed less is a flaw in all history. One cannot have a complete historical analysis with only the viewpoint of one type such as men, or Europeans or Caucasians. A full picture of history needs to have all the contender’s included in the analysis to provide details that one group may not have been privy to.

The American Historical Association write that, “Individuals from all backgrounds have a stake in how the past is interpreted, for it cuts to the very heart of their identities and world views,” which can be translated to mean that to ignore perspectives of history is to go against what being a historian is about.² Even if the primary source features an individual like Rebecca Usher who was a mere nurse who defied societal expectations and compared to Rose O’Neal

¹ Howard Zinn, “Chapter One: Columbus, The Indians, and Human Progress,” *A People’s History of the United States* (New York: New York, HarperCollins, 2005) 10

² “The Profession of History,” Statement on Standards, American Historical Association, accessed March 25th, 2021.

Greenhow, made little difference in the Civil War. Their point-of-views still matter in history because it grants the ability to further the analysis of the historical event.

History has been viewed with a masculine lens since men have always been the influencing factor in multiple cultures since they have been the known contenders in most if not all historical events. With the refusal to include women's roles, ideas and influences in historical events, educators are preventing their students from furthering their knowledge of the past. While this could be true for multiple perspectives being neglected, this workshop focuses primarily on women's viewpoints in history. Most of history, the French Revolution's heroes painted to be just the men. The Civil War was seen as 'brothers versus brothers and father's versus sons' as if they were the only ones affected. In World War II, the Nazi's, or the evil doers, were seen to be Aryan men only. Now, historians acknowledge that much of the illustrations and discussions regarding this are incorrect; yet, these views are still taught within the education system. In *What is Gender History*, Sonya O. Rose states, "Women [have been] neglected as historical subjects because historians viewed history..." focused on politics and economics where men were the major players."³ The French Revolution, the men had both the political and economic power; nonetheless, it was women who broke a stalemate in their March to Versailles. In the Civil War, it was women who consistently cared for hurt soldiers as well as guaranteed that farms and land would continue to flourish. In World War II, women were part of the resistance, the victims, as well as the perpetrators. To deny these roles in history when educating is to leave important influences and roles that did have an effect on history. Minimizing these facts is to not allow students and educators a clearer view of these major events. Understanding

³ Sonya O. Rose, *What Is Gender History?* (Cornwall, UK; MPG Books, 2010), 4

women's roles and the influences they provided during these separate events can lead students and educators to understanding History even more.

Thomas D. Fallace states, "Overall, most educational researchers now believe that a definition of historical knowledge includes not only a basic understanding of the facts, but also an understanding of how the facts were constructed."⁴ How can students understand historical events if moments, roles and influences are left out? The knowledge of how the events come together is equally as important as the historical event as a whole and without the inclusion of all the perspectives needed, the analysis will be incomplete.

Fritz Ficsher's article, "Uncovering History for Future History Teachers," explores how history teachers are forced to do a wide coverage which is a disservice to their students. He writes, "Recent scholarship focuses on the need to change the teaching of history so students can better learn history, and insists that history teachers must move beyond traditional structures and methods of teaching in order to improve their student's abilities to think with history."⁵ The traditional method of teaching history is not working any longer. Students are graduating and having their college professors go into further detail about the historical events that they should have been taught. While this is a disservice to their students, it is also a disservice for the teachers to be required to do this. Ficsher notes, "The purpose is to "cover the material," to blanket the students with the events, facts, and ideas from the past."⁶ What we now know is that the covering the material with basic events, facts and ideas are not providing students' complete historical analyses.

⁴ Thomas D. Fallace, "Historiography and Teacher Education: Reflections on an Experimental Course," *The History Teacher* 42, no. 2 (2009): 206, accessed March 23rd, 2021. <http://www.jstor.org/stable/40543674>.

⁵ Fritz Fischer, "Uncovering History for Future History Teachers," *The History Teacher* 43, no. 3 (2010): 441, accessed March 23rd, 2021. <http://www.jstor.org/stable/25740757>.

⁶ Fritz Fischer, « Uncovering, », 441.

The project focuses on the education system neglecting to include women's perspectives in significant historical events that then produce students who offer incomplete analyses of history. An educator's workshop that is taught in the span of either eight days or two days may not immediately remedy this issue in the education system, but it will be a step in the right direction. The workshop will feature several primary sources that focuses on women in three different events which are the French Revolution, American Civil War and World War II. Secondary sources which highlight the importance of these primary sources will also be included in the project to further the educator's understanding of the historical event with the inclusion of this lens. Each of these events are typically analyzed with a masculine lens, so helping educators understand the importance of a gender's lens will be a major focal point of my project. The audience for this will be educators, though students and parents may benefit from understanding why the inclusion of lenses are vital to the examination of history.

The historical research includes multiple secondary sources which advocate or include women's perspectives as well as sources which explain the importance of lenses. One example is Dominique Godineau's *The Women of Paris and Their French Revolution* which investigates the claim that women during the French Revolution were only homemakers. Godineau challenges this by detailing how some women were jailed, interrogated and denounced for attempting to fight for their rights.⁷ Another is Claudia Koonz writes *Mothers in the Fatherland: Women, the Family and Nazi Politics* a book that examines how women in different roles influenced aspects of World War II.⁸ The inclusion of both *Hitler's Furies* by Wendy Lower and Lucie Aubrac's

⁷ Dominique Godineau, *The Women of Paris, and Their French Revolution*, (United Kingdom: University of California Press, 1998)

⁸ Claudia Koonz, *Mothers in the Fatherland: Women, the Family and Nazi Politics*, (United Kingdom: Taylor & Francis, 2013)

Outwitting the Gestapo detail the difference in women's roles once again in World War II in the resistance and in the support of Hitler. Richard Hall's *Women on the Civil War Battlefield* is one of the only Civil War sources that focuses on women involved in the frontlines on both Northern and Southern fronts.⁹ For primary sources, the research is online since travel is limited and impossible for me to achieve. I have taken multiple primary sources from the Maine Historical Society, Stanford University and Digital Library of America. The Institute of Remembrance, The British National Archives, and Harvard's Library were also used in the collection of primary sources. Duke University also had several digitized collections of the Civil War that will be used for the American Civil War portion of my project. I've included my bibliography of proposed research. All of the secondary sources utilized are from experienced authors and professors in the historical field, though one or two sources that include primary sources were written by experienced journalists.

The chapters will go into further detail such as the methodology of my research which examines my research plan and the archives utilized in the research. Another chapter will explore the historiography of the three events as well as the trends and gaps in the secondary literature. The third chapter will explain the audience for the project and go into depth on why that particular audience was chosen. The fourth chapter illustrates the primary sources with the supporting secondary sources in a discursive format while also detailing the agenda of the workshop and other important details. Ethical considerations and the recommendations for implementation are explored in the fifth chapter while budgeting and staffing required for the workshop is reviewed in the sixth chapter.

⁹ Richard Hall, *Women on the Civil War Battlefield*, (United States: University Press of Kansas, 2006)

The workshop will endeavor to have educators begin to include the perspectives that were originally deemed unnecessary and, in this case, it is the women who will be included in the historical analysis of three different events. The French Revolution, American Civil War and World War II are all depicted as being a man's war, the common man's fight, or a brother's war. These events were more than just that and women had a far greater role in them than many students and the public believe. Joan W. Scott writes, "Feminist scholars pointed out early on that the study of women would not only add new subject matter but would also force a critical reexamination of the premises and standards of existing scholarly work."¹⁰ This new subject matter allows for a full understanding of the historical event. Including the roles and influences of women during these events brings a whole new ability of examining a historical event with all of the facts. The exclusion of women's viewpoints in the history textbooks create a more dire issue when considered the other viewpoints that are neglected.

History teachers are important in the development of this workshop because without them, this project is asinine. Without educators attending the workshop, the workshop will not be able to become a part of the new movement that is attempting to pick up storm in the historical field. The hope for the workshop is to be available every year and also change what perspectives are taught. This could be the inclusion of Native American viewpoints during the expansion of the United States which usually only features voices of the settlers. Another historical event which may benefit from additional point-of-views is the Great Depression. The Great Depression is well known to be an event in the U.S where many people suffered and died due to malnutrition

¹⁰ Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91, no. 5 (1986): 1054, accessed March 23, 2021. doi:10.2307/1864376.

and other factors. One aspect worth noting is that minorities typically are more affected in historical events than their white counterparts. William A. Sundstrom mentions this in his journal article, “During the Great Depression, as today, unemployment rates were much higher for blacks than for whites.”¹¹ Including the effects of historical events have on certain demographics assists students in a further understanding of the historical events and the historical content as a whole. This workshop is a simple step in creating moments in curriculums that include the perspectives that are continuously neglected.

¹¹William A. Sundstrom, "Last Hired, First Fired? Unemployment and Urban Black Workers During the Great Depression," *The Journal of Economic History* 52, no. 2 (1992): 427. Accessed April 22, 2021. <http://www.jstor.org/stable/2123118>.

Chapter 1: Historiography

After years of unrest and the country losing wars, the people of France yearned for a change. At the behest of King Louis, the XVI, the change of politics was enacted with the Assembly of Notables. However, due to the tension between classes as well as the hold that the church held over the aristocracy, the third estate decided enough was enough. The Tennis Court oaths were said in 1789 which marked the beginning of the France Revolution. Much of the historiography today examines how the French revolution happened, how men influenced it and what it began. Before France assisted the United States during their Revolutionary War in 1775, the country was recovering from a famine and the people were becoming increasingly angry. Once France became even more in debt due to helping the U.S, the people began to speak out against the aristocracy. It led to the Tennis Court Oaths in 1789, but it became increasingly more complicated with the October Days and the September Massacres. Throughout these events, women were dealing with the loss of their children and other family members' due war. Many women began to fight for their rights such as Olympe de Gouges. Some wrote pamphlets and some marched to Versailles where they forced the King back to Paris.

In 1861, the American Civil War began which split brothers from brothers and fathers from sons. It is the bloodiest War in American History with over 600,000 American deaths.¹ Men and women in different states were separated due to a clash of beliefs and politics. Since this was in the 1800s, women were just barely allowed out of the home. Many women were not allowed to become nurses, but the need became so dire it was allowed. Even then, many of the women were treated harshly for being surrounded by men especially if the women were

¹ Paul Christopher Anderson. *A Short History of the American Civil War*. (United Kingdom: Bloomsbury Publishing, 2019)

unmarried. Since men were on the battlefields, women were left behind to take care of the home, jobs and plantations depending on which state. Some women such as Loreta Juaneta Velasquez impersonated soldiers to fight for their rights.² There was also Rose O'Neal Greenhow who spied for the war and became a hero for the South. Though the Union and the Confederacy were at war, the women on both sides were placed into roles that they were unprepared for and then treated terribly for it.

While World War II began in 1939 when Germany invaded Poland, it wasn't until the 1940s the United States joined the War due to the Japanese bombing Pearl Harbor. The War was primarily fought in Germany and the surrounding countries, but it impacted every continent. While France fell to Germany and became occupied, the U.K had the blitz occur. Men from all countries allied with Britain or Germany were impacted because they were enlisted in the war to fight. Women were left at home; however, some became spies, nurses and even soldiers. Within history, only certain events of the holocaust were taught and quite a few were told from the perspective of men even though women were one of the most brutalized groups during the events. While Jewish women were often subjected to the horrors of the Holocaust, German, Polish and Roma women were oft abused as well. The United States Holocaust Memorial Museum states, "The regime frequently subjected women, however, both Jewish and non-Jewish, to brutal persecution that was sometimes unique to the gender of the victims."³ Many women in the United States especially began working in the factories and taking what was known as the 'men's jobs'. In their article, "Shocking Labor Supply: A Reassessment of the Role

² "The Woman in Battle: the adventures, exploits, and travels of madame Loreta Juaneta Velasquez, otherwise known as Lieutenant Harry T. Buford, C.S.A.," Digital Public Library of America, <https://dp.la/item/655cc459e0f7d506e11b587eba44142b>.

³ "Women during the Holocaust," Holocaust Encyclopedia, United States Holocaust Memorial Museum, accessed March 27th, 2021, <https://encyclopedia.ushmm.org/content/en/article/women-during-the-holocaust>.

of World War II on Women's Labor Supply,” Claudia Goldin and Claudia Olivetti state, “Around 14 million men were mobilized, the male labor force declined by almost 9 million, and the female labor force, which stood at 14 million in 1940, increased by more than 7 million.”⁴ Yet by the end of the war, the same women who were praised were then subjected to house roles once again.

Many of the secondary sources for all of the events do target the nature of the topic of the workshop. A few of the secondary sources included such as Noah Andre Trudeau’s *Southern Storm: Sherman's March to the Sea* are not as useful as others, but contain the information needed to lay down the foundation for the project. Similarly, William Doyle’s *The French Revolution: A Very Short Introduction* or Antony Beevor’s *The Second World War* do not focus on women; however, without the information within the pages, the workshop would be lacking. A few of the gaps in the sources were primarily about how women influenced events that occurred during the historical occurrence and concentrated on their roles. Some of the secondary sources also highlighted often a more political lens when it is not relevant to the topic.

The secondary sources of each historical event in the workshop agree on the same interpretational standard that women had a larger action within the moment than many historians believe. While each of the authors of the secondary sources write for a different reason such as political, feminism or to argue for the involvement of women; each standby the idea that women participated in the time period more than what previous historians claim. The combination of all of the information for the workshop furthers the academic knowledge within this subject. Having

⁴ Claudia Goldin, and Claudia Olivetti "Shocking Labor Supply: A Reassessment of the Role of World War II on Women's Labor Supply," *The American Economic Review* 103, no. 3 (2013): 257, accessed April 1, 2021. <http://www.jstor.org/stable/23469739>.

both paintings and pamphlets of the French Revolution, comparing Rebecca Usher and Rose O'Neal Greenhow in the American Civil War and having the Nuremburg Trials with Lucie Aubrac's testimony gives the ability of a perfect historical picture.

The authors included in the work all stand with the American Historical Association standards that, "Incorporating multiple schools of history and hitherto underrepresented points of view is critical to ensuring the integrity of our scholarship and historical practice" which are the basis for being a Public Historian.⁵ While the secondary sources do contain gaps, combining the information to provide bridges between the sources offers a complete analysis to be completed. The AHA also states "...its interpretation constantly evolves as historians analyze primary documents in light of the ever-expanding body of secondary literature that places those documents in a larger context."⁶ This guarantees that this work will add to the field in numerous ways since it is not just about one historical event and can be applied to multiple periods that are not featured in the workshop as mentioned in the introduction.

⁵ "Shared Values of Historians," Statement on Standards, American Historical Association, accessed March 25th, 2021.

⁶ Shared Values, Statement, AHA, accessed March 25th, 2021.

Chapter 2: Methodology

Beginning the project, the topic came about after choosing three different topics, but realizing that the other two topics were not beneficial to the field or lacked reasonable support. Once the topic was selected and the thesis was modified, the true research could begin. Gathering up any secondary sources, specifically books, that focused on these events and then from there I was able to eliminate which of these books would be beneficial to the research as a whole.

While researching, I specifically looked for resources that focused on women during these events. These could be a counter source such as men's opinions of women during these events or the perspectives of women during this time. Once I found these resources and studied them, I had to then include other references to bridge the gaps that those books or journals missed. Researching the American Civil War, one book briefly mentioned Sherman's March and I knew that I would have to include details about this march in my own research, so I applied a larger focal point to find another resource which included the missing information regarding Sherman's March which in turn benefits the research. While this source may not include the lens needed, it did bring background information vital to detailing what the Southern women went through compared to their Northern counterparts. Following this same routine assisted in furthering the foundation such as Carol L. Sherman's *Reading Olympe de Gouges* or Sarah Helm's *Ravensbruck*. This research plan assisted in guaranteeing that the gaps within the literature would be found and to find bridges that may remedy that. Continuing on until I found gaps that couldn't be filled, I realized that is where my research could help. These gaps include the recognizing that primary sources that may benefit an analysis wasn't included due to reasons unknown. One such thought was that the reason could be that the author didn't find it necessary

which touches upon why the workshop is important. Once an acceptable number of sources were gathered, I focused on the sources which would directly support my thesis such as gender lens, education or any other resources that may be utilized in the workshop.

The types of sources range from literature that primarily focuses on women's point of views during these events or set the foundation of the events as historical analysis. Additional resources such as Sonya Rose's, *What is Gender History?* which explores how important gender lenses are. There are also several education articles which add how beneficial this workshop would be such as Fritz Fischer's article detailing a different method in educating future history teachers.

The archives I used during my research include Maine Historical Society, Stanford, and Digital Library of America. The Institute of Remembrance, The British National Archives, and Harvard's Library also was used in my research. Duke University digitized multiple collections of the Civil War, so an assortment of letters was utilized from their special collections. The Library of Congress was also a stopping point during the research process.

The methodology for the historical research gathered was extremely planned out and all the archives utilized were online since there were multiple factors withholding the ability to travel. Having the methodology planned out with gathering information pertinent to my thesis and then adding literature that expands it assisted the research greatly as did finding the primary sources beforehand to locate literature relevant to the people or places involved.

Chapter 3: Specialized Audience

The target audience for the workshop will be secondary education history teachers. Though the workshop will be about the French Revolution, American Civil War and World War II, other educators in the field will benefit from learning about the importance of viewpoints as well as how to do so from limited primary sources. Educators will be the primary focus; however, all historians would further their skills with the workshop since many events in history are still seen from a point of view. Fritz Fischer remarks that, "Historians merely need to make their ideas and their craft more explicit to students and they need to organize their courses and their presentations in such a way as to accomplish this."¹ With this, the workshop will remind historians about the importance of a complete historical analysis that cannot be achieved with the omission of certain point of views. The methods within the workshop are not new but adapted to include the perspectives long neglected in classrooms and sources. The reason why educators are the focus can be traced back to what Christine Counsell wrote:

Only when young people can generalize appropriately, draw on enough precedent to give explanatory power to their arguments and share enough common terms of reference to challenge the grounds of others' generalizations and arguments can they hope to engage with educated discourse and especially serious political discourse.²

Students are the future citizens of the world and with missing details of the world around them, their abilities will be substandard compared to societies that do include the viewpoints of women and other demographics.

¹ Fritz Fischer, "Uncovering History for Future History Teachers," *The History Teacher* 43, no. 3 (2010): 441, accessed March 23rd, 2021. <http://www.jstor.org/stable/25740757>.

² Christine Counsell, "History." In *What Should Schools Teach?: Disciplines, Subjects and the Pursuit of Truth*, ed. by Cuthbert Alka Sehgal and Standish Alex, (London: UCL Press, 2021. Accessed April 16, 2021) 154 doi:10.2307/j.ctv14t475s.16.

Looking into the standards of teaching history in the United States, the American Historical Association actually notes that, “that there is no national system of education...” which means that each state decides differently how to educate their students.³ This goes similarly with the statement that Fischer included that history teachers do their best to cover as much material with little details included. While this may achieve knowledge of the event in question, the student lacks the ability to have a full complete picture of the event such as not including the roles of women during the French Revolution, students do not know that women were the ones who broke the stalemate between the king and the people. This doesn’t apply to this event alone, but any event that includes a demographic that is not typically involved within the history textbooks such as African American voices or the Indigenous population. The educators invited to this workshop will all be secondary educators; however, the field may change based on preference. Some of the educators will have a focus on European History, others World History and also United States History. While one may think that the educators won’t benefit from an event that doesn’t pertain to their curriculum, it’s important to remember that these events are only examples. The true purpose of the workshop is to highlight how the inclusion of women’s point of views can alter and complete a historical analysis. This workshop may appeal to historians that work in education in different fields, but those are the teachers most often involved in historical discussions. Students can benefit from the inclusion of multiple lenses when learning history and educators from multiple fields will understand the benefits after this workshop is completed.

³ American Historical Association, “Chapter three: American History in the Classroom,” in *American History in Schools and Colleges*, ed. Edgar B. Wesley, (New York: The Macmillan Company, 1944), [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/american-history-in-schools-and-colleges-\(1944\)/chapter-3-american-history-in-the-classroom](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/american-history-in-schools-and-colleges-(1944)/chapter-3-american-history-in-the-classroom)

Having the audience be educators allows the future of history to be broadened. The students of these teachers will go on to have the knowledge that different perspectives are needed to have that understanding of history that the public needs. This knowledge can also be applied to other situations such as the events currently happening in the world such as Black Lives Matter, women's rights or even the controversy of museums not returning property to minorities. Peter N. Stearns notes that, "Historical study, in sum, is crucial to the promotion of that elusive creature, the well-informed citizen."⁴ Educators are the target audience because their audience are the ones that will make a difference in how perspectives are utilized. As mentioned before, historians do not learn the benefit of point-of-views until university and if a student is taught how necessary these views are, they can apply this learning to understanding modern situations. With the workshop in mind, educators are able to advocate for these groups that history had forgotten about and are still being left behind.

⁴ Peter N. Stearns, "Why Study History?", *American Historical Association*, 1998, [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)).

Chapter 4: Project Planning and Historical Research

The Power of Historical Lenses is a workshop spanning either the length of eight days or two-days that will encourage teachers to include perspectives that many may state are not useful and also educate those instructors on how to utilize these perspectives to create a complete historical analysis. With excerpts from multiple sources for each event to assist in examining the primary sources, the educators who join the workshop will be able to explain to their students how to include perspectives that are typically left out of the historical narrative. By the end of the workshop, the teachers will also understand the importance of including the historical details that many deem unnecessary for historical analysis.

The spanning of the workshop over eight days allows the most time for the educators to examine, with the assistance of the staff, the primary sources included and allows the teachers to truly understand the inclusion of the role of women during these events. The French Revolution had multiple women involved and significant moments that were led by them; however, the lack of primary sources is utilized by instructing the educators on how to still include the details by the few sources that are held. While analyzing the historical events of the workshop, the speakers and educators will peruse primary sources to further their understanding of the benefits of including the point of views that are neglected often in academia. For example, for the French Revolution, a painting depicting the March to Versailles such as *Les Dames de la Halle partant pour aller chercher le roi à Versailles* will be examined to fully understand the impact that women had.¹ This painting depicts women and some men marching to Versailles to drag the King back to Paris. Olwen Hufton described the event as “when a march of women between

¹ Pierre Gabriel Berthault and Francois Louis Prieur, *Les Dames de la Halle partant pour aller chercher le roi à Versailles*, 1804, Etching and Painting, Washington D.C, <https://www.loc.gov/item/2013646684/>.

6000 and 7000 strong went to Versailles to demand a reduction in the price of bread and the occasion eventuated in the women's bringing the king back to Paris.”² Olympe De Gouges *Déclaration des droits de la femme et de la citoyenne* is another example of a primary source that the educators will utilize during the analysis of the French Revolution.³ In this statement, Gouges is advocating for women to have rights like their male counterparts. The American Civil War is similar since women were involved and some even changed the events of the war, but due to the refusal to acknowledge the women, primary sources are still lacking. Analyzing letters from a nurse named Rebecca Usher will lend an idea to the efforts of women who were nurses in the North.⁴ The workshop will examine primary sources of the women in the North versus women in the South. One woman who contrasts Rebecca Usher is Loreta Juaneta Velasquez who impersonated a soldier.⁵ Compared to the other two events, this event illustrates how women were involved in the war, yet little proof is offered due to the roles they were in. World War II will be a different method since it's more of a global event than the other two where women were heavily involved but are consistently left out of the narrative. The primary sources for this event include examining women involved in axis powers such as the women guards that were

² Olwen Hufton, "Women in Revolution," *French Politics and Society* 7, no. 3 (1989), accessed April 15th, 2021.67. www.jstor.org/stable/42844107.

³ Olympe De Gouges, *Déclaration des droits de la femme et de la citoyenne* (Paris, France : British Library, 1791) <https://www.bl.uk/collection-items/the-declaration-of-the-rights-of-woman-and-the-citizen>.

⁴ Rebecca Usher, Rebecca Usher to Martha Usher Osgood, 1862, letter, Maine Historical Society, <https://www.mainememory.net/artifact/5481>.

⁵ "The Woman in Battle: the adventures, exploits, and travels of madame Loreta Juaneta Velasquez, otherwise known as Lieutenant Harry T. Buford, C.S.A.," Digital Public Library of America, <https://dp.la/item/655cc459e0f7d506e11b587eba44142b>.

placed on trial in the Nuremburg Tribunals.⁶ Other sources that will be studied are women of the allies powers which includes a French woman in the resistance in France.⁷

Taking place in Olympia, WA at the local college or an event center allows the eight-day workshop to be more focused on the inclusion of perspectives and not the events themselves. This location also offers the benefit of being in an area that has no historical relevance other than a few World War II aspects. This guarantees that the teachers will understand the importance of applying what they learn from the workshop to other historical events. No college credit will be available since the inclusion of demographics that have been erased from history is a new movement in the field. The workshop will take place during July, possibly July 17th to July 25th, 2022. Each day will begin at eleven o'clock in the morning and finish at five o'clock with a one-hour lunch at one o'clock. The first day will begin at eleven o'clock but will be ending about two o'clock.

A breakdown of the eight-day workshop with the agenda is illustrated down below:

- I. Day One: The Introduction
 - a. Women in History
 - b. Speakers will be introduced
 - c. Reading from sources about gender history

⁶ United States Holocaust Memorial Museum, "Defendant Herta Oberhauser is sentenced to twenty years in prison by the Military Tribunal I at the Doctors Trial." 1947, Photograph, United States Holocaust Memorial Museum, <https://collections.ushmm.org/search/catalog/pa1040824>.

⁷ Lucie Aubrac, *Outwitting the Gestapo* (United States: Plunket Lake Press, 2015)

- i. Groups for the workshop will then be established. These groups will meet every day after the workshop events to review.

- i. Question for the first day is about how can they solve the issues in their curriculum neglecting the perspectives of women?

- d. Overview of the three historical events

- i. French Revolution

- ii. American Civil War

- iii. World War II

- i. Each event overview will include a woman that was extremely important to the events

- e. The papers needed for the next day's event will be handed out

II. Day Two: The French Revolution

- a. French Revolution Overview and Glossary handed out

- i. The stalemate between the people and the king will be the focus on that day to lead into the first Primary Source examination

- b. French Revolution Overview

- c. Storming of Versailles

- i. Primary Sources

- i. Secondary Sources
 - d. October Days
 - i. Primary Sources
 - i. Secondary Sources
 - e. Group Work
- III. Day Three: French Revolution and Deviant Women
 - a. Overview
 - b. Olympe De Gouges
 - i. Primary Source if applicable
 - i. Secondary Sources
 - c. Etta Palm
 - i. Primary Source if applicable
 - i. Secondary Sources
 - d. Charlotte Corday
 - i. Primary Source if applicable
 - i. Secondary Sources
 - e. Duchesse Duras

- i. Primary Source if applicable

- i. Secondary Sources

- f. Group Work

IV. Day Four: American Civil War in the North

- a. Overview

- b. Women of the North

- c. Rebecca Usher

- i. Primary Sources

- i. Secondary Sources

- d. Clara Barton

- i. Primary Sources

- i. Secondary Sources

- e. Group Work

V. Day Five: American Civil War in the South

- a. Overview

- b. Women of the South

- c. Rose O'Neal Greenhow

- i. Primary Sources

- i. Secondary Sources

- d. Loreta Juaneta Velasquez

- i. Primary Sources

- i. Secondary Sources

- e. Group Work

- VI. Day Six: World War II

- a. Overview

- b. Women of the Axis Powers

- c. Herta Oberhauser

- i. Primary Sources

- i. Secondary Sources

- d. Erna Petri

- i. Primary Sources

- i. Secondary Sources

- e. Group Work

- VII. Day Seven: WWII

- a. Overview
 - b. Women of the Allied Powers
 - c. Lucie Aubrac
 - i. Primary Sources
 - i. Secondary Sources
 - d. Helena Hegier
 - i. Primary Sources
 - i. Secondary Sources
 - e. Group Work
- VIII. Day Eight: Closing
- a. Review
 - b. Gender History
 - c. Importance of including perspectives
 - d. Current events where this is applicable

The two-day workshop is similar but focuses more on certain aspects of the historical events instead of a wider range. This timeline is to allow a brief overview of the goals of the workshop to be understood and might be a necessary step before the full eight-day workshop becomes a reality. Since this workshop is on a much shorter timeline, the agenda and activities are different

from the eight-day workshop. There will be no group work and much of the in-depth historical analysis will be done after the day's work has ended. The two-day workshop is more self-analysis heavy with little interference than the eight-day workshop. One thing that is offered with this workshop is an invitation to the eight-day workshop as well as further discussion with the speakers. The agenda for this is as so:

I. Day One: Introduction

a. Women in History

- i. Speakers
- ii. Reading from multiple Gender Lens sources
- iii. Overview of the three historical events
- iv. French Revolution
- v. Storming of Versailles

1. *Les Dames de la Halle partant pour aller chercher le roi à Versailles*⁸

- a. Olwen Hufton⁹
- b. Elizabeth Racz¹⁰
- c. Leslie W. Rabine¹¹

2. Gouges, Olympe De. *Déclaration des droits de la femme et de la citoyenne*. (1791)

⁸ Pierre Gabriel Berthault and Francois Louis Prieur, *Les Dames de la Halle partant pour aller chercher le roi à Versailles*, 1804, Etching and Painting, Washington D.C, <https://www.loc.gov/item/2013646684/>.

⁹Olwen Hufton, "Women in Revolution," *French Politics and Society* 7, no. 3 (1989): 65-81, Accessed March 9, 2021. www.jstor.org/stable/42844107.

¹⁰ Elizabeth Racz, "The Women's Rights Movement in the French Revolution," *Science & Society* 16, no. 2 (1952): 151-74, accessed March 9, 2021, www.jstor.org/stable/40400125.

¹¹ Leslie W. Rabine, *Rebel Daughters: Women and the French Revolution*, (United Kingdom: Oxford University Press, 1992)

- a. Sophie Mousset¹²
 - b. Carol L. Sherman¹³
- b. American Civil War
 - i. Rebecca Usher¹⁴
 - 1. Jane Schulz¹⁵
 - 2. Judith Ann Giesberg¹⁶
 - ii. “The Woman in Battle: the adventures, exploits, and travels of madame Loreta Juaneta Velasquez, otherwise known as Lieutenant Harry T. Buford, C.S.A.”¹⁷
 - 1. Cordell¹⁸
- c. Conclusion of Day One

II. Day Two:

- a. Overview of events of day one
- b. World War II
 - i. Nuremburg Trials¹⁹

¹² Sophie Mousset, *Women’s Rights, and the French Revolution: A Biography of Olympe De Gouges* (United States: Taylor & Francis, 2017)

¹³ Carol L. Sherman, *Reading Olympe de Gouges* (United Kingdom: Palgrave Macmillan, 2013)

¹⁴ Rebecca Usher, Rebecca Usher to Martha Usher Osgood, 1862, letter, Maine Historical Society, <https://www.mainememory.net/artifact/5481>.

¹⁵ Jane E. Schultz, *Women at the Front: Hospital Workers in Civil War America*, (United States: University of North Carolina Press, 2005)

¹⁶ Giesberg, Judith Ann. *Army at Home: Women and the Civil War on the Northern Home Front*. United States: University of North Carolina Press, 2009.

¹⁷ “The Woman in Battle: the adventures, exploits, and travels of madame Loreta Juaneta Velasquez, otherwise known as Lieutenant Harry T. Buford, C.S.A.,” Digital Public Library of America, <https://dp.la/item/655cc459e0f7d506e11b587eba44142b>.

¹⁸ Cordell, M. *Courageous Women of the Civil War: Soldiers, Spies, Medics, and More*. United States: Chicago Review Press, 2016.

¹⁹ United States Holocaust Memorial Museum, “Defendant Herta Oberhauser is sentenced to twenty years in prison by the Military Tribunal I at the Doctors Trial.” 1947, Photograph, United States Holocaust Memorial Museum, <https://collections.ushmm.org/search/catalog/pa1040824>.

1. Wendy Lower²⁰
2. Paul Roland²¹
- ii. Helga Hegier²²
 1. Sarah Helm²³
- iii. Lucie Aubrac
 1. Robert Gildea²⁴
 2. Hanna Diamond²⁵
- c. Analysis of the different events
- d. Conclusion
 - i. Speakers
 - ii. Importance of lenses in History

The two-day agenda is much more detail oriented for a reason; it is to show the exact limitations that the time places on the workshop. While the two-day workshop may be more cost efficient as well as have a more open availability, it doesn't dive into the historical analysis of each event with the separation of nurses in World War II, the difference in nurses in the American Civil War or the October Days of the French Revolution. The loss also prohibits the details of women such as Duchesse Duras and Rose O'Neal Greenhow to be fully examined.

²⁰ Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields*, (United Kingdom: Houghton Mifflin Harcourt, 2013)

²¹ Paul Roland, *Nazi Women: The Attraction of Evil*, (United Kingdom: Arcturus Publishing, 2014)

²² Institute of National Remembrance, "Testimony of Helena Hegier on Ravensbrück," October 19th, 1945, <https://chroniclesoferror.p>

²³ Sarah Helm, *Ravensbruck* (United States: Anchor Books, 2015. Kindle Edition)

²⁴ Robert, Gildea, *Fighters in the Shadows: A New History of the French Resistance*. (N.p.: Harvard University Press, 2015)

²⁵ Hanna Diamond, *Women, and the Second World War in France, 1939-1948: Choices and Constraints*, (United Kingdom: Taylor & Francis, 2015)

The time for this is different since it does require the day to be more informational. The start time for the first day will be at nine o'clock in the morning with a lunch break at noon. The workshop will begin again at one o'clock in the afternoon and go until about five o'clock. There will be about two to three breaks which will allow some reflection with peers as well as questions for staff members. The second day begins at a similar time and follows the same schedule but does go longer and ends at six o'clock that afternoon.

All of the secondary literature meets the standards of the American Historical Association that they abide by the difference "...between an amateur historian and a professional historian [that] a community of historians... are collectively engaged in investigating and interpreting the past as a matter of disciplined learned practice."²⁶ Each of the authors of the secondary sources are either professional historians or have the merits of one. Some of the literature may be written by journalists; however, they are notable in their fields and have the experience needed to further the research in the workshop. Some of the authors mentioned are not as utilized as others such as Noah Andre Trudeau and their book *Southern Storm: Sherman's March to the Sea* or Antony Beevor's *The Second World War*. Both of these authors and their works were useful in the project but didn't contain information that was incredibly pivotal to being included within the workshop itself. Works like this were incorporated in the research to add on to the background knowledge necessary to selected primary sources.

The first historical event studied in the workshop is the French Revolution. Primary sources for this historical event differ based on the length of the workshop since the eight-day workshop features multiple women while the two-day workshop is more generic information.

²⁶ "The Profession of History," Statement on Standards, American Historical Association, accessed April 14th, 2021.

Regardless of the workshop length, Dominique Godineau will begin with their statement, “Although women have become subjects worthy of historical interest, they are denied status as active subjects of Revolutionary history and their actions play more importance in the history of women than in the history of the Revolution.”²⁷ While their words are clearly about the French Revolution, they are able to be utilized in any event in history where historians believe women must only be viewed as women’s history instead of just history. It’s a great statement to begin the workshop with.

For the eight-day workshop, the Storming of Versailles starts the day. The primary sources utilized for this section are *Les Dames de la Halle partant pour aller chercher le roi à Versailles* and *Le Départ des héroïnes parisiennes pour Versailles*. Both are about the same event, but one depicts the women in action as heroines while the other is more factual about what is occurring. The secondary sources to support these sources include Olwen Hufton and Winifred Stephens.

Hufton goes more into depth than Stephen’s does, but Stephens writes more about the weapons that the women held with more detail like so “...came the women armed with spits, broomsticks, and any other implement of peace or of war...”²⁸ Another source that would be utilized, more so than Stephens, is Leslie W. Rabine. Rabine writes, “[the women] declared, as one observer put it, that ‘men didn’t have enough strength to avenge themselves and that they [the women] would demonstrate that they were better than men.”²⁹ Rabine also supports

²⁷ Dominique Godineau, *The Women of Paris, and Their French Revolution*, (United Kingdom: University of California Press, 1998) xvi

²⁸ Stephens, Winifred. *Women of the French Revolution*, kindle edition. 26

²⁹ Leslise W. Rabine, *Rebel Daughters: Women and the French Revolution*, (United Kingdom: Oxford University Press, 1992) 83

Stephens with “women marching with swords in hand, women threatening the royal bodyguards...”³⁰ Hufton will finish off with the secondary sources for the March to Versailles with his statement about the women arriving back in Paris as such “Preceded by the heads of the dead Swiss Guards stuck on pikes, women, national guards, grain wagons from Versailles, cannons wreathed in laurels, and the royal family entered Paris.”³¹

The October Days section of the French revolution lacks the primary sources needed, but Rabine and Hufton will be able to provide some limited information. Hufton notes, “The October Days or the riots of *germinal* and *prairial* in the Year III were par excellence women's days.”³² Rabine offers more insight with the women’s invasion of the National Assembly. On this day, Rabine writes:

...crowds of women rushed in;... armed with hunting knives or half-swords...[they] took over the hall of the legislature...filled all the galleries, interrupted debate, pressured and intimidated the deputies and demanded that they discuss subsistence problems in Paris... two or three thousand women voted with the deputies on motions and amendments...³³

This demonstration reminded many that the women were true participants of the Revolution despite their best wishes to keep them within their roles. Dominique Godineau’s *The Women of Paris and Their French Revolution* will end the second day with their statement regarding about how many of the women in the Revolution were not famous or well-known, but their plights all reflected one another’s in the ideology that they yearned to have a voice.

³⁰ Leslie W. Rabine, *Rebel Daughters*, 84.

³¹ Hufton, “Women in Revolution,” 68.

³² Hufton, “Women in Revolution,” 66

³³ Rabine, *Rebel Daughters*, 84

With Olympe de Gouges and Etta Palm leading the beginning of the day with their primary sources, Charlotte Corday is the example of the lack of primary sources and Duchesse Duras will be the ending with her prison journals. The secondary sources for this will include Sophie Mousset, Carol L. Sherman, Stephens, Louise A. Tilly, Jaures Jean, and Lisa Beckstrand.

Beckstrand's *Deviant Women of the French Revolution and the Rise of Feminism* is a more generalized secondary source tackling the view of the deviant woman as a whole which each of the women in the workshop on this day are painted as. Gouges, Palm, Corday and Duras are all deviant women in different ways and as well to the different groups. Gouges and Etta both were feminists at the time; however, both were supportive of the monarchy. Stephens notes that Gouges was "...horrified her to see royalty thus led captive" and was disgusted by the March to Versailles.³⁴ Palm has many historians confused for the fact that while she was a talented speaker, it seems that she often was only a feminist because it was a popular idea at the time. Tilly states this about Palm, "wrote polemic in the Enlightenment spirit of human rights and possibility and supported some form of monarchy- not a winning proposition."³⁵

Sophie Mousset and Carol L. Sherman are included in this section due to both featuring writing about Olympe de Gouges; however, that is where their usefulness ends. Similarly, Jaures Jean who is included due to Corday's assignation of Marat is only needed for Corday as well.

The second event is the American Civil War. The first day of the workshop which focuses on the American Civil War is about the women in the Northern states, the Union. Nina Silber, author of *Daughters of the Union: Northern Women Fight the Civil War* will begin this

³⁴ Stephens, 151.

³⁵ Louise A. Tilly, "Gender, Women's History, and Social History, " *Social Science History* 13, no. 4 (1989), 459, accessed April 16th, 2021. doi:10.2307/1171222.

section with their excerpts about how many of the Northern women were made to feel inferior to the Southern women who were said to be extremely patriotic. Rebecca Usher and the more famous Clara Barton have their letters included which detail their desire to help the men on the Union battlefronts. Rebecca Usher does not have books written about her, but Marilyn Mayer Culpepper, Judith Ann Giesberg and Richard Hall all mention the importance of nurses in the North. Giesberg writes that the army refused, but finally allowed it; though, there was considerable measures to keep the young women out of the hospitals.³⁶ Hall supports this by stating that the surgeons and others “questioned the use of nurses.”³⁷ What Usher’s letters do is illustrate the difficulty of being a nurse and helping her country when many looked down at her for doing so. Culpepper ends this part of the workshop with their words “Some of the bravest women...were...army nurses.”³⁸

Clara Barton went on in history to create the American Red Cross; however, it took time for her to do that and much adversary. The secondary sources for this section include M. Cordell, Hall, and Elizabeth Brown Pryor. Cordell mentions that “Clara Barton and others set up the US Sanitary Commission, a relief agency that worked closely with the Union army to provide the medical supplies and nursing care that the soldiers desperately needed.”³⁹ Hall notes that Clara Barton was one of the most famous nurses in the American Civil War and Pryor supports that. Pryor does offer a more complicated look at Barton as not being as perfect as many were led to

³⁶ Judith Ann Giesberg. *Army at Home: Women and the Civil War on the Northern Home Front*, (United States: University of North Carolina Press, 2009) 105

³⁷ Richard Hall, *Women on the Civil War Battlefield*, (United States: University Press of Kansas, 2006) 21

³⁸ Marilyn Mayer Culpepper, *Trials and Triumphs: The Women of the American Civil War*, (United States: Michigan State University Press, 1994) 325

³⁹ M. Cordell, *Courageous Women of the Civil War: Soldiers, Spies, Medics, and More*, (United States: Chicago Review Press, 2016) 1457

believe. Pryor's work could also remind the educators and historians in the workshop that many of the women involved in the events are complicated and it's never as simple as history makes it to be.

The second day of the Civil War or section features the Southern Women of the Confederacy. To counter the two nurses in the North, the two women for this section are Rose O'Neal Greenhow and Loreta Juaneta Velasquez. Greenhow was a confederate spy while Velasquez was a hidden woman soldier. The secondary sources for this section of the workshop include Catherine Clinton, and M. Cordell.

Clinton's *Stepdaughters of History: Southern Women and the American Civil War* explores how women were a part of the American Civil War in different roles. Clinton mentions both Greenhow and Velasquez in their book, so multiple excerpts will be taken from this literature. For Velasquez, Clinton writes, "The most impermissible of patriots, the most extraordinary and exceptional of soldiers, was Loreta [Juaneta Velasquez]."⁴⁰ This quote would begin the introduction to Velasquez's primary source, which is an advertisement from 1876 for her book *The Woman in Battle: The Adventures, Exploits and Travels of Madame Loreta Juaneta Velasquez*. Cordell goes on to mention Velasquez as an "Loreta was an ardent rebel supporter" and even writes that Velasquez herself said that her traitor Union supporting husband would have been forsaken by her if he wasn't dead.⁴¹

Rose O'Neal Greenhow with her numerous letters to various confederates will have support from Catherine Clinton. Clinton states this, "Society hostess Rose Greenhow became a

⁴⁰ Catherine Clinton, *Stepdaughters of History*, (Baton Rouge: LSU Press, Kindle Edition, 2016) 951

⁴¹ M. Cordell, *Courageous Women*, 1139.

notorious Confederate agent in Washington and was credited with sending [General P.G.T Beauregard] vital information that helped him secure his victory.”⁴² Greenhow knew multiple people on either side, but supported the confederacy. Much of her letters praise Beauregard, especially after his victory with her aid. Clinton writes:

In July 1861, Rose Greenhow was able to send General Beauregard a message via her courier, Betty Duvall, who approached Gen. Milledge Bonham at Fairfax County Courthouse, plucking a small package out of her hair to pass along to Beauregard. Though historians debate the significance of such messages, both Beauregard and Jefferson Davis thanked Greenhow for her contribution to the rout of the federal army at the creek near Bull Run, Virginia.⁴³

Greenhow was imprisoned along with her daughter not long after this, but she continued to spy, and many began to pressure the Yankees to free her as she ranted about the horrors that the Union inflicted upon her family. The end of the American Civil War aspect of the workshop will end with the mention that once again women had roles within the events, but the lack of primary sources and secondary literature may raise problems, though they are still deserving of being within the historical event in question.

The last event of the workshop is World War II. The first day of this section is the women of the Axis powers and includes the women who supported the horror committed by the Nazi regime. Herta Oberhauser and Erna Petri are two women who committed horrible actions during this time. Oberhauser’s has one primary source, but the other which is a picture of women guards from the National Archives in the UK can provide some more information as will the photo of her at the Nuremburg Trials. Erna Petri has no primary sources but is mentioned in

⁴² Clinton, *Stepdaughters*, 1296.

⁴³ Clinton, 1305.

multiple books. The secondary literature for these women's action includes Sarah Helm, Wendy Lower, and Paul Roland.

Herta Oberhauser's first primary source is a photo of women's guards. This introduces the section with the knowledge that women led active roles during the time of Nazi Germany. The second primary source is more directly related with her being sentenced twenty years in the Nuremberg trials. Lower writes, "[Oberhauser] was sentenced to twenty years for her cruel medical experiments but released after seven. (She resumed her medical practice as a pediatrician in Schleswig-Holstein, until she was discovered and stripped of her medical license.)"⁴⁴ These cruel experiments can be supported with what Paul Roland states: Dr Herta Oberhauser was one of several female physicians who lent their skills to the service of Nazi pseudoscience, inflicting pain on her unwilling patients by injecting them with oil and evipan. She also rubbed foreign objects such as glass, wood, and nails into open wounds to observe if they would heal without treatment.⁴⁵

Oberhauser was a skincare professional who was what many of the prisoners called the bottom of the chain of doctors. Eager to prove her ruthlessness, Oberhauser attempted many experiments and spoke to the prisoners terribly. The only woman defendant in the Nuremberg trials and able to lead a normal life until exposure. Many of the women guards at Ravensbruck was executed, but Oberhauser was able to be only imprisoned. This also is a similar tale to Erna Petri who was sentenced for the murder of six Jewish children. When asked how she could kill

⁴⁴ Wendy Lower, *Hitler's Furis: German Women in the Nazi Killing Fields*, (New York: Mariner Books, 2013) 151, Kindle Edition.

⁴⁵ Paul Roland, *Nazi Women: The Attraction of Evil*, (United Kingdom: Arcturus Publishing, 2014) 222, Kindle Edition.

the children so ruthlessly, Lower reveals that “Petri referred to the anti-Semitism of the regime and her own desire to prove herself to the men” as reason enough.⁴⁶

Petri is also mentioned in Roland’s book with his statement when asked by interrogators again how she could do such a thing. Petri responds with, “they were not children, but Jews, and that she had wanted to demonstrate her worthiness to the men who worked for her.”⁴⁷ Again, the women in this section and the others are attempting to be measured next to the men and will do horrible acts of violence to be similar.

On the last day of the section of World War II, the women of the Allied powers are examined. Lucie Aubrac and Helena Hegier are two different women where one was held in Ravensbruck and the other was involved in the French resistance. Aubrac’s book, *Outwitting the Gestapo*, will have multiple excerpts taken from it while Hegier’s will be her testimony of Ravensbruck as well as a photograph of her mutilated leg. The secondary sources involved in this section include Sarah Helm, Hanna Diamond and Robert Gildea.

Helm has no clear mention of Hegier, but their statement regarding experiments occurring could be applied to what Hegier went through. Helm writes, “Operations on muscles began at the same time, also at Stumpfegger’s instigation. In these the victim would be recalled several times. First a piece of muscle was excised from the shin and thigh, and in later operations larger and larger pieces were taken.”⁴⁸ This matches the photo of evidence that Hegier was a part of. Her testimony will also be utilized such as her words about her ‘surgery’, “No dressings were applied throughout this period. Neither the gauze nor the strips of plaster which I observed

⁴⁶ Lower, *Hitler’s Furies*, 4.

⁴⁷ Roland, 203.

⁴⁸ Sarah Helm, *Ravensbruck*, (New York: Penguin Random House, 2015) 229, Kindle Edition.

immediately after the operation were changed during these five or six days. Instead, I was only given morphine in liquid form. I did not receive any injection.”⁴⁹ Hegier’s testimony may also be utilized in the first section of World War II since she does mention Herta Oberheuser.

Aubrac is mentioned by both Hanna Diamond and Robert Gildea. Both quote her memoir while Gildea does give more support and background information than Diamond. Aubrac herself writes that while in London after giving birth, that the maternity ward “In London now, they speak of me as “the heroine.”⁵⁰ Gildea gives more background information when he mentions that Aubrac rescued her husband “from prison not once, but twice...” which made many note that her love was a powerful thing.⁵¹ Aubrac also goes on to say that “women were the essential links in the resistance” and some of the women held at Ravensbruck greatly agree with her.⁵² This will be the ending of the workshop on day seven and will then be continued on day eight with the conclusion.

The primary sources and its accompanied pieces of secondary literature may change based on new research or additional speakers. Which primary sources are shown may also change with the workshop length since the eight-day workshop is considerably longer than the two-day workshop, it will be able to provide more in-depth information and examples. The two-day workshop doesn’t have the opportunity like the eight-day workshop to be flexible about which primary sources or secondary sources are included since it has a much shorter amount of time. While the eight-day workshop is lengthier and the educators would have to take more time

⁴⁹ Institute of National Remembrance, “Testimony of Helena Hegier on Ravensbrück.” October 19th, 1945. <https://chroniclesofterror.p>

⁵⁰ Lucie Aubrac, *Outwitting the Gestapo*, (Nebraska: Plunkett Lake Press, 2015) 18, Kindle Edition.

⁵¹ Robert Gildea, *Fighters in the Shadows: A New History of the French Resistance*. (N.p.: Harvard University Press, 2015)

⁵² Gildea, *Fighters in the Shadows*, 582

away from their professional and personal lives, it does guarantee that they will be able to understand the goals of the workshop during this time. The two-day workshop is beneficial for the length of time, but many educators may be overwhelmed or lack the full comprehension that the eight-day workshop allows.

No matter the length of time, each primary source and its accompanying secondary literature for the workshop are examined and studied for the workshop to ensure that the literature and examples are able to provide the material to reach the goals of the workshop. While it may change for the eight-day workshop since new literature may come out, the two-day workshop needs to stay as similar to the agenda as possible. To breach the agenda would be risking that information be removed due to time constraints and all the information for the two-day workshop is needed.

Chapter 5: Recommendations and Ethical Considerations

The Importance of Perspectives workshop isn't the first to aspire to educate teachers on inclusivity teaching. Facing History and Ourselves offers educators workshops that are similar to the mission of the workshop.¹ The idea that the education system needs to be changed is also not new with Courtney E. Thompson's article, "Choose Your Professional Path: Using Flexible Assignment Structures in Graduate Courses", which details how allowing college students to decide their projects encourages them to understand that their profession may differ from others.² This is not incredibly relevant to the topic; however, it's important to realize that scholars of all fields are attempting to revitalize the education system and this workshop is a stepping stone in the pathway to doing so. Historians and history educators are the intended audience, but as its been mentioned, other fields may benefit from learning how to be inclusive without multiple sources backing. Educators from all fields and for all ages could further their knowledge with the workshop.

A few recommendations to implement this project on a larger scale is to have there be a standard for states to follow. One issue is education today is that each state follows their own curriculum which may be politically charged. One example is Texas rewriting history for the second time. American Historical Association's article, "Texas Revises History Education, Again" examines how the state is once again choosing to leave out critical information. One person interviewed stated that, "essentially just ask questions directly from the standards. If it

¹ "Confronting Antisemitism with Facing History: Educator Workshop", Educator Resources, Facing History and Ourselves, accessed April 2nd, 2021, <https://www.facinghistory.org/calendar/w2021sf3-confronting-antisemitism-facing-history-educator-workshop>.

² Courtney E. Thompson, "Choose Your Professional Path: Using Flexible Assignment Structures in Graduate Courses," *Perspectives on History*, American Historical Association, February 10th, 2021, <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2021/choose-your-professional-path-using-flexible-assignment-structures-in-graduate-courses>

says that you should know historical figures x, y, z, then the instructor . . . will basically teach x, y, and z. So, what you have is a very test-driven, assessment-dictating curriculum.”³ While this isn’t new since many states follow a similar path, this is troubling because the United States is not fostering a system which will generate great citizens. The other issue of this education system is that it ignores actions that the United States has consistently done such as the imprisonment of Japanese Americans, reservations of Native Americans and the long history of slavery. Omitting these details is not allowing justice to occur and is once again failing the future of the country. The workshop only touches upon how important women’s roles were in three historical events, but this could give action to other workshops that may work on those events or give educators the chance to understand why it is important to include certain demographics. It is like Stearns said, this is needed to create informed citizens.

To implement this project, I see a few issues. A great one is the current pandemic and while it is planned for next year, it’s impossible to know if life will be back to normal and there won’t be such restrictions. One solution for this is to have it be hosted over Zoom like multiple other workshops are being held. This may have the need to do multiple workshops since Zoom has a limit on attendings and this also negates the need for staff, travel, and rooms, so the budget becomes extremely small and that will be noted in the next chapter. Having the participants print their own materials also eliminates that expense, but it does beg the question of having all the material gathered in a pamphlet or book for the educators may be more feasible. Another issue is that the timeline for the workshop may be too daunting. An eight-day workshop could be a difficult time for teachers to walk away from their professional and personal lives and the two-

³ AHA, “Texas Revises”, <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2019/texas-revises-history-education-again-how-a-good-faith-process-became-political>.

day workshop may not be as clear since it is a shortened timeline. One way this could be remedied is the offering of selective days of the eight-day workshops if the two-day workshop does not succeed or the educator is confused about some elements.

Ethical considerations that do need to be kept in mind are when primary sources of historical events or people are involved. While this workshop would only have to take World War II into consideration, it is important to note that for future workshops that are similar that speakers or literature need to be of the correct voices. For example, with Helena Hegier's testimony, it wouldn't be valid to include only literature that negated her experience similar to if the Great Depression is utilized as a future workshop, BIPOC voices are included over literature that neglects to include them.

As time continues to pass, if the United States passes standards for curriculums, then the workshop would have little trouble taking place and perhaps it would be an event that is required in multiple states. Thompson's goals for college students to plan their own projects may also be a more readily available idea in institutions which could push for the reform needed to make this workshop and others in the future more feasible. Ethical considerations should always be a priority because one of the workshop's goal is to validate the experiences of certain demographics consistently left out of history and to ignore any or all ethical considerations is to nullify the work in the educator's workshop.

Chapter 6: Budgeting and Staffing Requirements

The staff for this workshop include two speakers, five attendants for each group and two extra people for miscellaneous jobs or messages. The two speakers will split the events, so neither one is speaking the whole day nor the whole event. The five attendants are there to answer questions or be the bridge between the speakers and educators. If the educators need extra assistance, the attendants will have the speaker not teaching at the moment assist. The last two staff members will always have one at the entrance while the other is making sure that the supplies for the next day are prepared or fielding questions that the attendants aren't in charge of such as timing, length or spare materials.

The budget for this event will be about \$10,000. This includes event center with catering, staff rooms, food for staff and the travel fees for the staff. The staffing for this workshop will include two speakers who share the duties of studying the primary sources and the additional secondary source excerpts. Five staff members for the ten groups of five. These staff members will assist and be able to answer questions as needed. They are also the liaisons for the speakers as well as the two staff members who are considered gophers. These two will also be at the entrance to the workshop to field questions as needed from educators or the event center employees. In total, there will be nine staff members for the workshop for fifty educators. The staff members for this event may be college students volunteering or receiving extra credit for this event. They will have travel, food and hotel paid for though. These students would be either from Evergreen College or University of Washington in Seattle, WA.

Pricing for this workshop would be between twenty-five dollars or thirty dollars per educator.¹

The educators would also be responsible for their hotel and travel, but this fee pays for the snacks offered and workshop materials during the day. They will also be responsible for their own food during this time.

Below, a table illustrates all of the details:

Figure 1: Budget for Eight-Day Workshop

Service	Quantity	Numbers broken down	Cost
Staff	2	2 x \$15 x 5 hours x 8 days=	\$1,200
Travel	2 small buses or cars	65 miles/9 miles per gallon=7 x \$3.00 x 2	\$44
Rooms	6	6 rooms x \$100 x 8 days	\$4,800
Supplies	7 boxes of pens 2 boxes of 4,000 sheets of paper	7 boxes x \$7.17= \$50.19 10 pages per day x 8 days x 50 people x 2 =8,000 sheets with 4,000 sheets being \$24.88	\$99.95
Event Center	1	\$1,200 no catering \$1,300 catering	\$1,300
Misc.	Scholarships for educators, supplies, etc.		\$2,556
			Total: \$10,000

¹ “The Armenian Genocide and International Justice,” Events and Training, April 10th 2021, Facing History and ourselves, <https://www.facinghistory.org/calendar/w20211a2-armenian-genocide-and-international-justice>.

The budget for the two-day workshop is similar to the eight-day workshop. While the staff cost and room cost does decrease, the supplies and event center stay the same which makes the total \$5,800.

Figure 2: Budget for Two-Day Workshop

Service	Quantity	Numbers broken down	Cost
Staff	2	2 x \$15 x 10 hours x 2 days=	\$600
Travel	2 small buses or cars	65 miles/9 miles per gallon=7 x \$3.00 x 2	\$44
Rooms	6	6 rooms x \$100 x 8 days	\$1,200
Supplies	7 boxes of pens 2 boxes of 4,000 sheets of paper	7 boxes x \$7.17= \$50.19 10 pages per day x 8 days x 50 people x 2 =8,000 sheets with 4,000 sheets being \$24.88	\$99.95
Event Center	1	\$1,200 no catering \$1,300 catering	\$1,300
Misc.	Scholarships for educators, supplies, etc.		\$2,556
			Total: \$5,800

The staffing for the two-day workshop stays the same since it is such little time, the staff will be needed to answer questions and field any concerns from the participants. The event must run without difficulties due to the short time and considerable amount of information being given. The two-day workshop does require the speakers to split their time more unevenly since

one can not speak for five hours straight, so it will be up to the speakers on how to divide the time. They may divide by historical event or separate the primary sources where one analyses the primary sources and the other utilizes the secondary sources to provide more interpretation.

In present time, a global pandemic placed the entire world on hold for a year and many countries are just opening up to in-person activities. While an in-person workshop would be most beneficial, online workshops may have to take place and the budget will drastically change if that does occur. With the addition of the complication of the workshops being two-day or eight-day online workshops, the online workshops may be beneficial in having the eight-day workshop be more requested. Below, the budget for an online eight-day workshop is detailed and then the budget for a two-day online budget is given as well.

Figure 3: Online Eight-Day Workshop

Service	Quantity	Numbers Broken Down	Cost
Staff	2	2 x \$15 x 5 hours x 8 days=	\$1,200
Event Center	1	\$149.90 for Zoom meetings	\$149.90
Misc.	Scholarships for educators, supplies, misc.		\$250.10
			Total: \$1,600

Figure 4: Online Two-Day Workshop

Service	Quantity	Numbers Broken Down	Cost
Staff	2	2 x \$15 x 10 hours x 2 days=	\$600
Event Center	1	\$149.90 for Zoom meetings	\$149.90
Misc.	Scholarships for educators, supplies, etc.		\$250.10
			Total: \$1,000

As shown, the budgets drastically change from a budget of \$10,000 and \$5,000 to budgets that are less than \$2,000. The workshop length is the greatest determining factor of the budget since the main portion of the budget is the pay to staff if online and the event center and hotel stays if in-person. Having a plan for if complications arise for in-person meetings ensures that the workshop still can be possible. Quite a few events were canceled at the beginning of the pandemic due to not having this scenario involved in the planning process.

The pricing for this event does change. While it was originally twenty-five to thirty dollars, it will be a set twenty-five to attend for educators and historians. Institutions may qualify for a group payment if the group is five or more people which will set the total to fifteen dollars per educator. If COVID or other pandemic restrictions have to take place, then the pricing will be a set fifteen dollars and no group discounts included. With the budget changing due to in-person

meetings or the length of the workshops, the pricing will reflect this. Though the workshop will be provided for through grants and certain institutions, the pricing for attendance will be a benefit to cover for any area of the budget not covered by grants and institutions.

Conclusion

The Power of Historical Lenses workshop is not just a workshop where educators will learn how to utilize primary sources to further their student's understanding in the classroom, but it's a much-needed change in the history field. While the workshop is primarily focused on educators, it is opened to all. Historians, educators, students, and the general public could benefit from the information in the workshop, especially if applied to other events. The fact does remain that historical perspectives are needed in the classroom and as the educators involved in the workshop will learn, history can benefit from the inclusion of all viewpoints of the people involved. To fail to provide their students with access to all the details, influences and roles of those within the event, the educators are doing their students a disservice as well as themselves. In their own education, the teachers were given the ability to learn the complete historical analysis. While it may have taken going to college to gain these details, to not teach in secondary school is to perpetuate a never-ending cycle of exclusion of not only women's perspectives, but those who are part of the minority demographics.

The workshop encourages educators to involve these points of views in their teachings and while women are the example with the three historical events taught, it can be applied to a wide range of events as mentioned about African-Americans during the Great Depression in the United States in the introduction. Another example is the Natives during the settlement of the Western United States and so on for many historical events that do not exist alone in the United States. Global History would benefit from the inclusion of a full historical analysis.

While attending the workshop, instructors are taught to take sources and utilize them in their teachings such as the pamphlets of Olympe de Gouges or the tribunals of war criminals. Olwen Hufton states it best, "we are made aware of the often-dramatic intervention of women in

actions which had and were intended to have immense political consequence.”¹ Hufton is mainly writing about the French Revolution, but his words still apply to all the events in the workshop. The women noted and studied within the workshop all had effects on the event, even if it wasn't largely affected by their actions. Rebecca Usher compared to Clara Barton was not a necessary primary source, yet her letters which details the men she nursed or the expectations she defied were important. Clara Barton had a much greater role compared to Rose O'Neal Greenhow; yet, Greenhow was the one who changed the course of battles. Duchesse Duras had little to offer the research in total but was exemplary at illustrating that while women served as heroes during the French Revolution, they were also painted as villains. Charlotte Corday demonstrated a large power in the assassination of Jean-Paul Marat, yet Olympe de Gouges holds more power since her writings exist. Lucie Aubrac was an important resistance fighter in France, though her details are not included in history books. Even Lyudmila Pavlichenko had a large effect in World War II and is hardly featured in most history textbooks. While Herta Oberheuser and Erna Petri were minor characters during World War II, their actions during the Holocaust defined women's roles in a different light for many. Lyudmila Pavlichenko and Lucie Aubrac were heroes, but Oberheuser and Petri demonstrated that women could be villains as well and their victims deserve to have their stories told such as Helena Hegier.

Each of the women noted above and involved in the workshop are examples that history is complicated and interweaved by people in different roles. These people are still essential to the understanding of historical events, no matter how small. These women in particular all had influences that were important in small measures and while many would like to gloss over their

¹ Olwen Hufton, "Women in Revolution," *French Politics and Society* 7, no. 3 (1989): 66.

roles, the fact of the matter is that without these details, the historical events are lacking. To neglect to include any of their roles is to refuse to accept that a complete historical analysis will not be done.

The Power of Historical Lenses is a workshop that highlights the importance of these women and others like them while also educating teachers, students, and historians why the inclusion of lesser known viewpoints is so vital to history. Analyzing primary sources or the lack of will assist educators in furthering their knowledge in a method that will ensure their students are able to write or acknowledge complete historical analyses. These students will go on to become citizens and scholars that are adept at understanding why other's perspectives are needed in not only historical analysis, but in modern day events as well.

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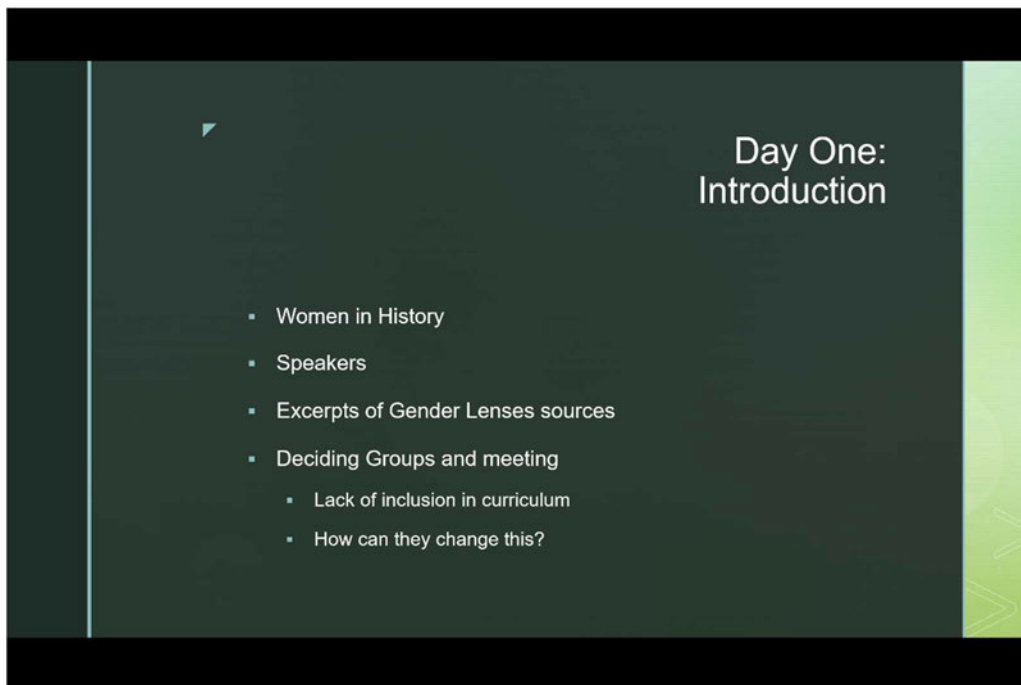
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Appendix: Eight Day Workshop



Day One: Introduction

- Overview of the three historical events
 - French Revolution
 - American Civil War
 - World War II

Day Two: French Revolution

- French Revolution Overview
- Storming of Versailles
 - Primary Sources
 - Secondary Sources
- October Days
 - Primary Sources
 - Secondary Sources
- October Women
 - Primary Sources
 - Secondary Sources

Day Three: French Revolution

- Olympe De Gouges
 - Primary Source if applicable
 - Secondary Sources
- Etta Palm
 - Primary Source if applicable
 - Secondary Sources
- Charlotte Corday
 - Primary Source if applicable
 - Secondary Sources
- Duchesse Duras
 - Primary Source if applicable
 - Secondary Sources
- Group Work

Day Four: American Civil War

- Overview
- Women of the North
- Rebecca Usher
 - Primary Sources
 - Secondary Sources
- Clara Barton
 - Primary Sources
 - Secondary Sources
- Group Work

Day Five: American Civil War

- Overview
- Women of the South
- Rose O'Neal Greenhow
 - Primary Sources
 - Secondary Sources
- Loreta Juaneta Velasquez
 - Primary Sources
 - Secondary Sources
- Group Work

Day Six: World War II

- Overview
- Women of the Axis Powers
- Herta Oberhauser
 - Primary Sources
 - Secondary Sources
- Erna Petri
 - Primary Sources
 - Secondary Sources
- Group Work

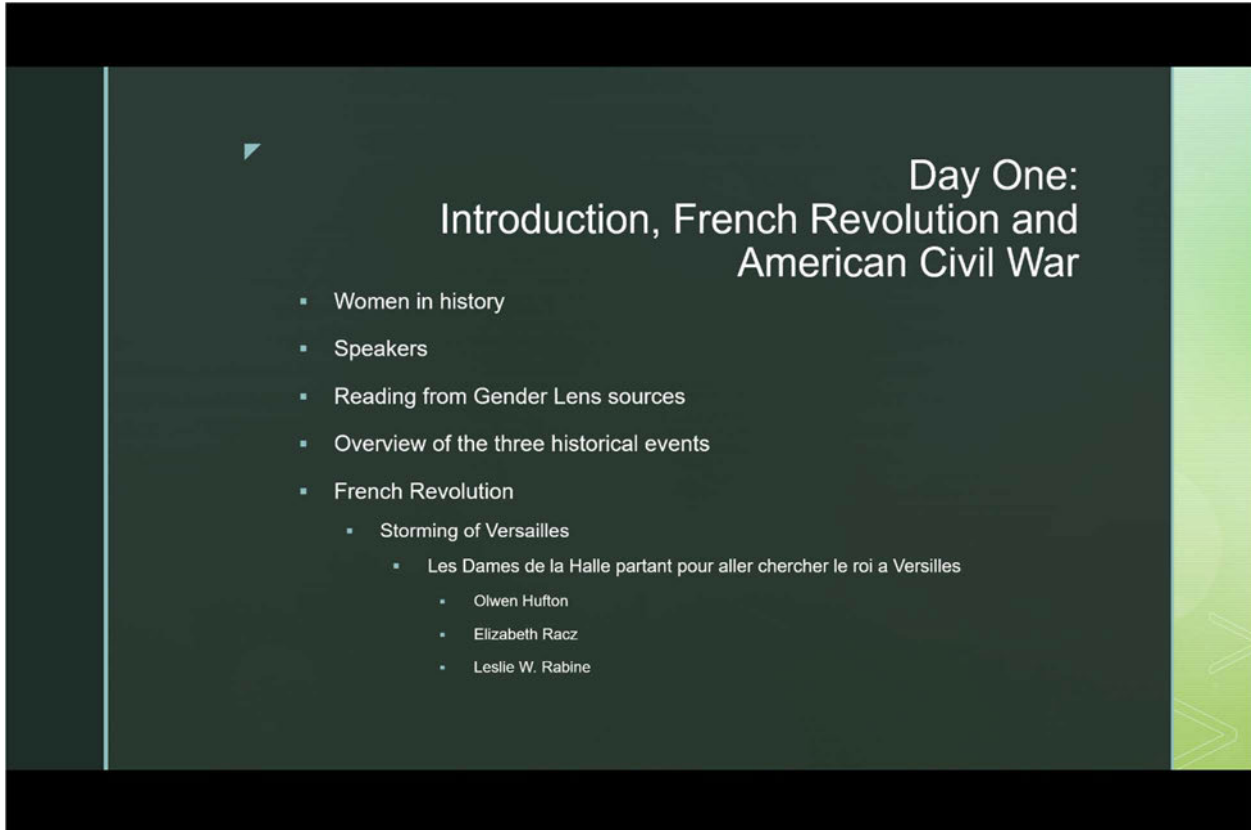
Day Seven: World War II

- Overview
- Women of the Allied powers
- Lucie Aubrac
 - Primary Sources
 - Secondary Sources
- Helena Hegier
 - Primary Sources
 - Secondary Sources
- Group Work

Day Eight: Conclusion

- Review
- Gender History
- Importance of including perspectives
- Current events where this is applicable

Appendix: Two Day Workshop



Day One: Continued

- French Revolution
 - Olympe de Gouges
 - Sophie Mousset
 - Carol L. Sherman
- American Civil War
 - Rebecca Usher
 - Jane Schulz
 - Judith Ann Giesberg
 - Loreta Juaneta Velasquez
 - Cordell
 - Blanton and Cook
- Conclusion of day one

Day Two: World War II and Conclusion

- Overview of events in day one
- World War II
 - Nuremburg Trials
 - Wendy Lower
 - Paul Roland
 - Helga Hegier
 - Sarah Helm
 - Nikolaus Wachsmann
 - Lucie Aubrac
 - Robert Gildea
 - Hana Diamond

Day Two: Continued

- Analysis of the different events
- Conclusion
 - Speakers
 - Importance of lenses in history
 - Modern events that are applicable