

U.S. ARMY EDUCATIONAL EDITION TEACHER'S GUIDE



UNSUNG HEROES

the story of America's female patriots



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Finally, when any historian takes on a project he/she seeks to be fully objective and historically accurate. I believe objectivity and accuracy has been accomplished. Since I did not embrace each and every recommendation from the many wonderful people mentioned above, all faults are mine alone.

Introduction



The United States Army's *Unsung Heroes: The Story of America's Female Patriots* Educational Packet is a thematic curriculum that inspires, motivates and educates viewers about the service of women in the military, past and present.

Although I come from four generations of West Pointers and a family steeped in military culture, I joined the Army by happenstance and only for a two-year stint on my way to becoming a physical education teacher and coach. Once in the Army, I found it to be a values-based organization with high quality men and women with a desire to serve and achieve excellence in an effort to ensure we win our Nation's wars. That values-based organization attracted me so much that I detoured for thirty-eight years and was fortunate enough to serve as the first woman to achieve four-star rank.

I realize my success was made possible by the valiant service of the women and men who came before me. They opened doors to new and better opportunities. The women you will view while watching *Unsung Heroes* and discussing the lesson plans specifically designed to accompany the documentary, are the women who gave our leaders the confidence and courage to award the Silver Star for combat actions to a young Sergeant Leigh Ann Hester, to select Command Sergeant Major Cynthia Pritchett to serve as Command Sergeant Major for 27,000 coalition forces in Afghanistan, to select a young Major Nicole Malachowski to fly with the Thunderbirds Flight Demonstration Team, to promote Vice Admiral Michele Howard as the first African American female to reach three-star rank, and to open airborne training to a young Lieutenant Ann Dunwoody in 1972, a decision that changed the course of my life. You will meet each of these women and many others in *Unsung Heroes: The Story of America's Females Patriots*.

America has never forgotten the American Revolution Colonials "Fighting for Independence," the World War I Doughboys "Fighting for Democracy," the strength of service members during the 1991 Gulf War holding the "Line in the Sand," and the "Top-Notch" Special Operators whose skills and professionalism anonymously secure our homelands from abroad and within the continental United States against terrorist attacks. *Unsung Heroes: The Story of America's Female Patriots* will bring to light and add to our curriculum the Molly Pitchers of the American Revolution era, the "yeomanettes" of the World War I era, the female military police leaders of the "Line in the Sand" era, the Female Engagement Team (FET) members of the War on Terror era and many other women who have served the Nation.

The United States Army in collaboration with filmmaker Frank Martin and historian Krewasky Salter offer us a unique way to pay tribute to American Soldiers, Sailors, Airmen, Marines and Coast Guardsmen who just happen to be women.

Ann E. Dunwoody
General, U.S. Army (Ret)
May 2013

Historical Overview



Unsung Heroes: The Story of America's Female Patriots Educational Guide will enlighten users about the service of women in defense of our Nation dating back to the American Revolution. While most Americans are familiar with the stories of Molly Pitcher and Clara Barton, most have never heard of Medal of Honor recipient Dr. Mary E. Walker and the first female promoted to general officer Anna Mae Hays. Many Americans may be familiar with the establishment of the Army Nurse Corps in 1901 and the Navy Nurse Corps in 1908, but most do not know of the Navy and Marine Corps women who enlisted in the reserves during World War I or that seventy-seven Army and Navy nurses spent almost three years as Prisoners of War (POWs) in the Philippines during World War II. While many Americans may be familiar with the World War II service of women in the Women's Army Corps (WACs), the Navy's Women Accepted for Voluntary Emergency Service (WAVES), the Coast Guard's SPARs (Semper Paratus Always Ready) and Women Airforce Service Pilots (WASP), very few know that four nurses were awarded the Silver Star in February 1944. While a few Americans may know of Nicole Malakowski, the first female Thunderbird pilot, and Ann E. Dunwoody, the first female four-star general, fewer have heard of Vernice Armour, the first African- American female aviator to fight in a combat role in 2003 or Leigh Ann Hester, the first woman to be awarded the Silver Star for combat actions in 2005. *Unsung Heroes: The Story of America's Female Patriots* brings to light these and many more historical facts about women in the military.

OVERVIEW:

The purpose of this historical overview is to set the stage for the Teacher's Guide and stimulate the viewer's appetite to learn more about the rich history of women in the military. This historical overview categorizes the service of American women in the military into five periods. The first period begins with the American Revolution in 1775 and ends with the Spanish American War in 1898. The second period begins shortly after the Spanish American War with the establishment of the Army Nurse Corps and Navy Nurse Corps and ends when President Harry S. Truman signed the Women's Armed Services Integration Act in 1948. The third period begins after the passage of the Women's Armed Services Integration Act and ends with the start of the all-volunteer force in 1973. Period four begins in 1973 and ends with the attack on the World Trade Centers and Pentagon on 11 September 2001. Period five incorporates the War on Terror.

PERIOD I:

The Story of America's Female Patriots began with the birth of the Nation. During the American Revolution many women participated. Wives went onto the field of battle to accompany their husbands and soon found themselves engaged in battle. Some women disguised themselves as boys or men and fought. Yet others served in "traditional" women's roles such as nurses and cooks. Margaret Cochran Corbin — the first woman authorized to receive a military pension for her actions at Fort Mifflin, New York, in November 1776 — is an example of a woman who went to the battlefield to support her

husband but ended up engaging with the enemy. Although the sobriquet Molly Pitcher is believed to apply to Mary Hays McCauley, who also served as a combatant at the Battle of Monmouth on a hot June day in 1778, Molly Pitcher could very well have been Margaret Corbin or a myriad of other women who took up arms during the American Revolution. Others served as fighting soldiers, such as Deborah Samson who fought for seventeen months (May 1782 to October 1783) disguised as Robert Shurtleff. During the 1798 Quasi-War and the War of 1812, women again answered the call to duty.

While there are varying accounts of women's participation during the Seminole Wars and Mexican American War, the best-documented depictions of women warriors and participants emerged during the Civil War. It is well known that women served as cooks, spies and nurses. Case in point, Dorothea Dix led a contract nurse corps during the war and Harriet Tubman served as a spy, scout and nurse, and was subsequently awarded a military pension. It is less known that nearly 400 women disguised themselves as men and served as Union and Confederate soldiers. Sarah Emma Edmonds disguised herself as Private Franklin Thompson and served at First Bull Run, Antietam, Fredericksburg and the Peninsula Campaign. Loretta Janeta Velazquez, a somewhat controversial historical figure because some have strongly disputed her claims of service, was believed to have disguised herself as Confederate Lt. Harry T. Buford and served in various locations and roles throughout the war. The only woman to be awarded the Medal of Honor, Dr. Mary Walker, served in several roles throughout the Civil War, including as a contract surgeon for a few months in the 52nd Ohio Infantry when she was taken as a POW and spent four months in a Confederate prison in Richmond, Virginia.

Women continued to disguise themselves on the western frontier during the Indian Wars period of 1866 through 1891. One of the best-known stories of a woman who disguised herself is Cathay Williams. Cathay was an African-American woman who enlisted in the 38th Infantry — one of the four precursor infantry regiments to the African-American 24th and 25th Infantries — in November 1866 and served until October 1868 as Pvt. William Cathay when she became too ill to continue her duties. Cathey applied for a pension in the 1890s but was denied.

In 1898, during the Spanish American War, larger numbers of women served as “contract” nurses. Their contributions were significant because the Army could not recruit enough men to service the high medical demands during the war. For their vast contributions while serving within the United States and when deployed overseas to Cuba, Hawaii, Puerto Rico and the Philippines, women finally began to receive proper recognition for their service.

PERIOD II:

The recognized value of nurses during the Spanish American War and past conflicts, led to the first lawfully authorized military corps for women. In 1901 the Army Nurse Corps (ANC) was established and seven years later in 1908 the Navy followed suit by establishing the Navy Nurse Corps (NNC). The driving force behind the ANC was Dr. Anita Newcomb McGee. After years of pressing for an Army Nurse Corps, a last-minute Senate change calling for a trained nurse to head the corps, rather than a physician, removed Dr. McGee from consideration to head the ANC. As a result, Dita H. Kinney became the first superintendent of the Army Nurse Corps. Dr. McGee nonetheless remained active in the struggle to increase the visibility and benefits for women veteran nurses until she died in 1940.

Though the Army employed the largest contingent of women during the Great War — as World War I was called during the era — it was the Navy and Marine Corps, which first enlisted women as members of the reserves. The Marine Corps enlisted an estimated 305 Marine Reservist (F) and the Navy enlisted roughly 12,000 Yeomen (F) into the reserve. Loretta Perfectus Walsh was the first female enlisted into the Navy reserve. Navy women performed such jobs as recruiters, translators and switchboard

operators. Marine Reservist women also served as recruiters but most served in other capacities in Washington, D.C. The first Woman Marine was Opha Johnson. In the Army, women played significant roles as telephone operators — affectionately known as “Hello Girls” — and as stenographers. Unlike the women in the Navy and Marine Corps who qualified for military benefits and pay, Army women were contractors and therefore received no military benefits. As a result of the establishment of the ANC and NNC, approximately 400 Army and 460 Navy nurses were on duty and prepared to serve at the start of the Great War.

During World War II about 400,000 women served in every branch of service. In the Army, women first entered the Women’s Army Auxiliary Corps (WAAC) in May 1942 until it converted into the WAC in July 1943. WAC made women Army personnel, albeit a separate corps. WACs served in a myriad of roles including parachute riggers, photographers, drivers, mail sorters and radio operators. Women Airforce Service Pilots were Army contract personnel. As a result, the 38 WASPs who gave their lives during the war received no military benefits. Surviving WASPs collected funds to have their comrade’s remains sent home. Among the 38 killed was one of the few Asian-American WASPs, Hazel Ah Ying Lee, who died after her plane collided with another aircraft. Navy women, known as WAVES, performed duties ranging from link trainers for pilots to codebreakers. Women also served in the Marine Corps reserve (Women Marines) and Coast Guard reserve (SPAR). The Marine Corps and women who served were proud that there was no “nickname” for women Marines; they were and have always simply been “Women Marines.” Because of the approximately 20,000 Women Marines who joined, hundreds of thousands of Marines were able to serve in the successful island hopping campaigns in the Pacific Theater. The collective mission for all military women during World War II was “to free a man to fight.” The ANC and NNC continued to operate as they had since they were established in 1901 and 1908. Approximately 60,000 Army nurses served in the U.S. and abroad and roughly 12,000 Navy nurses served. Four Army nurses were awarded the Silver Star for their contributions and actions at Anzio in 1944 after the hospital where they were stationed was bombed, and a total of 77 nurses (66 Army and 11 Navy) spent almost three years as POWs in the Philippines, mostly at Santo Tomas.

PERIOD III:

On 12 June 1948 the Women’s Armed Services Integration Act (Public Law 625) became law. Though P.L. 625 codified women as regular service members, it also established stringent restrictions on the service of women that lasted for nearly four decades. A case in point, with the exception of the Air Force, which became a separate service in 1947, women’s promotion lists were separated from men’s promotion lists and the law limited each service to only one “temporary” woman full colonel (captain in the case of the Navy) and no general officer allocations. In fact, P.L. 625 placed so many restrictions on women and the benefits available to them that the percentage of women in the military could not rise above the low 2% cap the P.L. placed on the number of women who could join the military. Of the few hundred thousand women still on duty at the end of World War II, only roughly 22,000 remained on duty in 1950 at the start of the Korean War. At a high of approximately 48,700 during the Korean War, the number of women in the military decreased once again to a low of approximately 30,600 at the start of the Vietnam War where it remained until significant changes emerged towards the end of the Vietnam War and shortly thereafter. Even after some of the restrictions were lifted in 1967, it took another decade before many legalities opened other doors for women service members.

On 25 June 1950, North Korean forces crossed the 38th Parallel into South Korea, which began the Korean War. Like past conflicts, nurses were there from the very beginning, arriving in Pusan within days after American forces arrived. Though most women who served in theater during the Korean War were nurses, a few served in other roles. During the Korean War era the Defense Advisory Committee

on Women in the Services (DACOWITS) was created. DACOWITS was perhaps the most important organization established to advocate for women in the military. It had several key goals, one of which was “to convey to young women the career opportunities in the service.” Because no national fervor existed as it had in the case of World War II, DACOWITS and others were unsuccessful in reaching the recruitment goals of the 1950s through the 1960s.

Perhaps the truest *Unsung Heroes* during one of the most controversial wars in American history were women nurses of the Vietnam War. While women served in other capacities during the war, the vast majority of all women who served in Vietnam were nurses. There is no doubt that men saw gruesome combat on a regular basis “in the bush.” Nurses saw gruesome casualties almost daily as the distinctive sound of the UH-1 Huey helicopter announced incoming casualties. Witnessing daily the destruction that munitions inflicted on a human body took a heavy toll on nurses. When many of them came home there was little waiting to help them cope with whatever traumas they suffered from the war. During the interview for *Unsung Heroes*, Vietnam veteran nurse Marsha Four stated, “I don’t know of anybody who can go through extraordinary experiences without having some level of PTSD.... Do I have it? Yes. I have it. I admit it.... It’s what you do about it.” After the Vietnam War, women began a campaign to highlight their Post Traumatic Stress Disorders (PTSD), which caused the Nation and Veterans Administration to recognize their challenges. Among the many positive results of their campaign was the Vietnam Women’s Memorial in Washington, D.C., dedicated on 11 November 1993.

PERIOD IV:

The 1970s was a pivotal decade in military history for several reasons. Heavy fighting in Vietnam began to decrease as the 1973 Peace of Paris Agreement was signed on 27 January, and in July 1973 the all-volunteer force emerged, ending the draft. Many believe the all-volunteer force ushered in what most considered the professionalism of the military and a new era for women in uniform. But, perhaps Public Law 90-130 signed in 1967 by President Lyndon Baines Johnson had as great an impact on women in the military during the 1970s as did any other action.

Before examining the significance of P.L. 90-130 and the all-volunteer force, and the impact on women, it must be recognized that *all women* who ever served *were volunteers* and not draftees. Though the draft debate considered women as early as World War II and would again center on women circa 1979—1981, there was never a draft for women. Women who served throughout history have *always* been volunteers.

When P.L. 90-130 was enacted it lifted the 2% cap restriction on women in the military, removed the ban on promoting women to general officer and eliminated nearly all restrictions that P.L. 625 had established in 1948. As a result, Chief of the Army Nurse Corps Anna Mae Hays became the first woman to be promoted to brigadier general on 11 June 1970 followed five minutes later by Director of the WAC Elizabeth P. Hoisington. The Navy led the way by lifting more restrictions on women with something called “Z-grams” in 1972. Named for Admiral Elmo Zumwalt, Z-grams were official Navy policy directives issued under Admiral Zumwalt’s tenure as Chief of Naval Operations from 1970 to 1974. One of Zumwalt’s grams was titled: “Equal Rights and Opportunities for Women in the Navy.” One of the many results from Z-grams led to the Navy opening flight training to women and women’s acceptance into Naval Reserve Officers Training Corps (ROTC) programs in 1974. P.L. 90-130, law suits, Z-grams and other initiatives collectively helped to open the doors of the service academies (the United States Military Academy at West Point, New York; the United States Naval Academy at Annapolis, Maryland; the United States Coast Guard Academy at New London, Connecticut; and the United States Air Force Academy at Colorado Springs, Colorado) to women in 1976. Two years later the WAC was disestablished and women were no longer a separate enclave within the Army. The Coast

Guard, which only permitted women in the reserve after World War II, began recruiting women into regular service and is now the only service that has 100% of its specialties open to women. And in 1978, the Air Force began assigning women to serve on Titan Intercontinental Ballistic Missile (ICBM) systems. As a result of Supreme Court case *Frontiero v. Richardson* in 1972 and Second Circuit Court case *Crawford v. Cushman* in 1976, dependency and pregnancy discriminations policies were respectively eroded. There is no doubt that the 1970s was a turning point decade for women in the military.

The 1980s began with a controversial national and Congressional draft debate that pitted the service of women against the Equal Rights Amendment (ERA) campaign of the 1970s and early 1980s. In June of 1980, the first women began graduating from the service academies. By that time and in the midst of the draft controversy — which ended with the 1981 *Rostker v. Goldberg* case declaring the draft unconstitutional because it excluded women — women had begun to serve in specialties and branches within each service that had been closed to women when the service academy cadets first started their journeys. In the Army, portions of the field artillery and air defense artillery branches were opened to women; in the Navy women who had previously been banned from serving aboard ships via P.L. 625 in 1948 went to sea on certain designated noncombat ships; in the Air Force, women had been flying noncombat aircraft for at least three years; the Marine Corps finally “appointed” a woman to the rank of general officer — the last of the Department of Defense services to do so; and, in the Coast Guard (officially of the Department of Transportation), Beverly Kelly became the first women to command a U.S. seagoing vessel. The 1980s ended with as large a bang as it had begun by igniting the first serious “women in combat” debate after Captain Linda Bray led her military police unit into combat during Operation Just Cause in Panama in 1989. She became the first American woman to lead Soldiers into combat and as a result received nationwide news coverage.

The 1990s continued, and indeed expanded, the debate on women in combat after more than 40,000 women deployed during the Persian Gulf War. During the war, sixteen women died and two became POWs. Like Linda Bray, women became the focal point of many stories, so much so that the Gulf War earned another moniker — “the mommy war.” The debate led to the secretary of defense opening more specialties to women while conversely establishing the “combat exclusion rule.” In 1994, the combat exclusion rule officially excluded women from serving in combat “units below the brigade level.” Women were authorized, however, to serve aboard combat ships and fly combat aircraft. The debate continued for more than a decade with little resolution. Because of the ever-emerging asymmetrical battlefield, however, women would soon find themselves attached to units and in roles that brought them into a combat zone and harm’s way. When the War on Terror combat actions began in March 2003, the combat exclusion policy was still in place but so were women in harm’s way. The concerns of Americans associated with women POWs, such as Rhonda Cornum in 1991, came to the forefront once again at the very start of the War on Terror. Three women, Shoshana Johnson, Jessica Lynch and Lori Piestewa became POWs on 23 March 2003. Marines rescued Johnson and Lynch on 13 April. Native American Piestewa died, becoming one of the first women to die in the War on Terror. This event and others reinforced the need for a change in policy that had to be on the discussion table.

PERIOD V:

On 11 September 2001, the world changed drastically when terrorists attacked the Pentagon and World Trade Centers of America. Among the casualties at the Pentagon were six service women. By October 2001, Operation Enduring Freedom (OEF) was underway. Operation Iraqi Freedom (OIF) also began within two years in March 2003. America was at war again, and unlike previous wars, women travelled to the most forward locations and in the most dangerous areas of the combat zone along with their brothers in arms from the very beginning of hostilities. In the Army and Marine Corps, women were

serving as military police and truck drivers, which brought them into contact with Improvised Explosive Devices (IEDs) and small arms engagements. In 2003, the Marines instituted the “Team Lioness” program — initially using Army women — and the Army soon followed by instituting the Female Engagement Team (FET) program. Today both Marine and Army programs are known as FET. Due to cultural sensitivities associated with men other than a family member coming into close contact with Afghani women, FET members go on patrols and missions with their combat arms brothers to engage with women within the Afghani population. Early Lioness and FET programs paired volunteering women already in Afghanistan with combat arms soldiers. FET programs are now established programs and women undergo extensive training before deploying. In fact, U.S. Army Special Operations recently began recruiting women for Cultural Support Teams (CST). CSTs’ “primary task is to engage the female population in an objective area when such contact may be deemed culturally inappropriate if performed by a male servicemember.” By early 2007, more than 155,000 military women had been deployed and approximately 103 had died, a statistic that rose to more than 250,000 and 144, respectively, by 2012. In April 2010, the Navy announced women would be allowed to serve aboard submarines and the first began serving aboard subs in November 2011. In May 2012, the Army began considering the possibility of women attending the elite U.S. Army Ranger School. Fittingly, on 24 January 2013, Secretary of Defense Leon E. Panetta and Chairman of the Joint Chiefs of Staff General Martin E. Dempsey issued a signed memorandum titled “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule,” which called for a repeal of the 1994 exclusion of women from “direct combat on the ground.” Debates, studies, hearings and quarterly reports must take place before the policy is fully implemented in 2016, but as in the past, change will come and America will continue to be Strong.

CONCLUSION

Today, Coast Guard women can serve in 100% of the service’s specialties. In fact, the Coast Guard has had two women vice commandants, Vice Admirals Vivien S. Crea and Sally Brice-O’Hara. In the Marines, not only are women conducting FET missions, they are also piloting fighter jets and attack helicopters. In August 2004, Brigadier General Angela Salinas became the first Hispanic woman general officer in the Marine Corps and subsequently became the first woman to command the Marine Corps Recruit Depot, San Diego. Sergeant Major Laura Brown is serving as the first female base sergeant major in the history of Quantico Marine Corps base. She also served in Iraq, supporting combat troops. In the Air Force, women fighter pilots are almost routine. In 2011, Brigadier General Maggie Woodward commanded Operation Odyssey Dawn over Libya and Chief Master Sergeant Denise M. Jelinski-Hall, who retired in June 2013, was then serving as the senior enlisted leader to the Chief National Guard Bureau responsible for advising senior leadership on all matters relating to enlisted personnel. At that time she was the senior enlisted woman in the military. In the Navy, women commanding ships has become almost routine. In 2009, then Rear Admiral Michele Howard assumed command of Expeditionary Strike Group Two, which led to the April 2009 rescue of pirate-kidnapped Captain Richard Phillips of the *Maersk Alabama*. Chief Mass Communications Specialist Jackey Smith and Chief Operational Specialist Jessica Myers have conducted Boots on the Ground (BOG) missions in Iraq. In the Army, Command Sergeant Major Cynthia Pritchett retired after serving as command sergeant major for 27,000 coalition forces in Afghanistan and General (Ret) Ann E. Dunwoody achieved the rank of four-star general and commanded the largest wartime military logistical operation since World War II before retiring in 2012. There should be little doubt that women have been and will continue to be “Combat Multipliers” and significant participants in the defense of the Nation.

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Course Overview



1. The **primary purpose** of the Teacher’s Guide is to provide a structural framework for educators. The guide is specifically designed for use in conjunction with the documentary *Unsung Heroes: The Story of America’s Female Patriots*. The secondary purpose is to provide a framework for all types and sizes of institutions and organizations to facilitate lectures, presentations and/or seminars relative to women in the military and diversity programs.

The guide consists of ten lessons, each beginning with a detailed set of “Course Goals” and a section titled “Scope.” The goals and scope set the stage for the entire lesson and serve as a lesson roadmap. “Terminal Learning Objectives” include the “Action, Conditions and Standards” for each course and informs users of the expectations each viewer is meant to achieve after finishing the lesson. The ten DVD lessons/themes in order of appearance are: Heroes, Called to Duty, Healers, In the Line of Fire, Killed in Action, Flyers, Leadership, Prisoners of War, Freedom Is Not Free and Against All Odds. There are two distinctly different Teacher’s Guides — one is an abridged pocket version that accompanies the DVD as an insert and one is a more extensive advanced classroom version which can be found on and downloaded from the Unsung Heroes Educational website at: www.unsungheroeseducation.com.

2. The **Pocket Version (PV)** guide incorporates the National Center for History in the Schools (NCHS) standards, National Curriculum Standards for Social Studies (NCSS), National Academy for Academic Leadership (NAAL) curriculum development guidelines, and is primarily developed to fit within the Army Learning Concept (ALC) Institutional domain, but can be incorporated within the Operational and Self-Development domains as appropriate. It covers NCHS Eras 3—10 of the U.S. History Periodization, Eras 7—9 of the World History Periodization and conforms to the 9—12 grade high school guidelines from the NCHS. The guide is specifically designed for use in conjunction with the DVD without the need for additional tools, such as reading assignments. Viewers can address all discussion prompts and Identification of Significance (ID/SIGs) by watching the DVD. For users who choose to incorporate additional rigor into their PV programs, a recommended readings section has been included; you are of course welcome to use aspects from the online guide.

3. The **Advanced Classroom Version (ACV)** guide on the Unsung Heroes Educational website at: www.unsungheroeseducation.com has lesson plans that integrate scenes from the DVD and incorporate advanced “Levels of Learning” that conform to Bloom’s six “Cognitive Domain” levels: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Depending on the lecture point, discussion prompt and debate prompt, the appropriate Cognitive Domain(s) has been identified. The ACV level curriculums also incorporate study topics and homework reading assignments. There are generally twice as many ID/SIGs in the ACV curriculum. Assigned readings have been selected to correlate *as closely as possible* to the documentary segment. However, because neither the 36-minute DVD nor the two-hour documentary can convey enough of the significant historical and educational

points, readings will often incorporate more detailed subject matter. All discussion prompts, debate prompts, study topics and ID/SIGs can be addressed from the DVD and homework reading assignments.

Two levels of reading assignment page counts exist within each lesson. For college undergraduate level courses, facilitator might assign approximately 30 pages per class hour. For postgraduate or seminar level courses, facilitators might assign approximately 70 pages per class hour. Lecture points, discussion prompts, debate prompts, study topics, Identification of Significance (ID/SIGs) and supporting reading assignments have been written and selected with Bloom's higher levels of thinking guidelines in mind.

The optimum scenario for "reading assignments" would have been to have a single reliable survey textbook — or two. Since one does not yet exist, Jeanne Holm's Women in the Military: An Unfinished Revolution published by Presidio Press as a revised edition in 1992, still the best-known single sourcebook that has significant historical information relative to women in the military, has been selected. Though the book is "policy" heavy, it addresses enough of the historiography to be extremely beneficial to facilitators; approximately 70% of readings can be found in Holm's book.

A plethora of books and articles, mostly topical and/or biographical, relative to women in the military have been published since 1994, and especially after 2004. To facilitate those who may decide to develop a course "selected readings" book or pamphlet, a minimum number of other books and articles have been used as "reading assignments" so as not to complicate copyright requests. Two books that have a variety of vignettes are: Kirsten Holmstedt's Band of Sisters: American Women at War in Iraq published by Mechanicsburg, PA: Stockpole Books in 2007 and James E. Wise Jr., and Scott Baron's Women at War: Iraq, Afghanistan, and other Conflicts published by Naval Institute Press in 2006. They have been used when possible. Additionally, many government and open source materials have been used. Lastly, a separate "recommended readings" section has been added at the end of each lesson for those who seek further readings relative to the topic.

4. In **conclusion**, viewers should recognize that the Teacher's Guide is organized by themes, conveniently aligned with the ten thematic sections of the documentary *Unsung Heroes: The Story of America's Female Patriots*, rather than chronologically. Since this guide is specifically developed to accompany the thematic design of the documentary, reading assignments for the ACV level curriculum are not chronological. The ten DVD lessons can be tailored into ten — or more — separate classes or into a single seminar/lecture style session. The order of lessons can also be reconfigured to support the preference and/or objectives of specific users.

Each lesson has been carefully developed as a standalone/independent lesson, which will allow users to approach each theme separately. There are opportunities, however, to link particular lessons in a chronological order. For example, "Heroes," "Called to Duty," "Freedom Is Not Free" and "Against All Odds" have a logical chronological flow.

Heroes



COURSE GOALS: To provide viewers a historical overview and understanding of women as combatants in military history. The emphasis of this lesson is on exploring the role of women as combatants in military history from the American Revolution to the 1991 Gulf War. At the completion of this lesson, you will possess historical knowledge of women as combatants in military history and understand women’s contributions on the battlefield from the American Revolution to the Gulf War — with one War on Terror vignette as an anchor. This lesson will establish the foundation for all subsequent lessons, especially the “In the Line of Fire” lesson, which will be a continuation of this lesson.

SCOPE: This “Heroes” lesson is designed with the understanding that each individual begins with varying levels of understanding of women as combatants in the military. The lesson introduces you to: Mary Hays McCauley/Margaret Corbin, a.k.a “Molly Pitcher” and the myriad of other women who picked up arms during the Revolutionary War; the more than 400 women who disguised themselves as men and served during the American Civil War; and the evolution and roles of women in the military as combatants from the post-Civil War to the Vietnam War (All-Volunteer Force) era, ending with the 1991 Gulf War.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the roles women have played in the military as combatants from the American Revolution to the 1991 Gulf War. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in military service on the battlefield.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website and pages xiii-xvi, 3-20, 91-94, 118-122, 191-193 and 202-203, 398-424 and 432-436 from Holm, Jeanne. [Women in the Military: An Unfinished Revolution](#).
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Heroes” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Identify and discuss the evolution of women in the military as combatants from the American Revolution to the 1991 Gulf War, including their roles and missions.
2. Identify the key initiatives that took place between 1967 and 1994 with reference to women as combatants.
3. Explain the significance of women as combatants in the military, specifically during the American Revolution and the Civil War.

4. Define the evolving role of women in the military as combatants during the 1970s through the early 1990s.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Evaluation and Application of the role women have played in the military as combatants from the American Revolution to the 1991 Gulf War.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Explain how the combatant roles of women differed during the American Revolution and the Civil War.
2. Describe the reason(s) women served in the capacity (disguised) that they did as combatants during the American Revolution and the Civil War.
3. Identify four specific women who served as combatants prior to World War I and briefly discuss their actions.
4. Define P.L. 625, specifically how it related to women as combatants in the military. What role, if any, did the 1967 P.L. 90-130 play in the debate? Introduce P.L. 625 and 90-130 but spend more time examining each in the next lesson: “Called to Duty.”
5. Demonstrate the differences between the Army, Navy, Marine Corps, Air Force and Coast Guard approach to women in the military as combatants through the 1991 Gulf War.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Heroes” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Heroes” portion of the educational DVD, the four recommended transcripts from the educational website, and portions of the Holm, Women in the Military reading and other assigned readings, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who believe the service of women as combatants prior to 1991 was effective versus those who do not — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion evolves through to the 1991 Gulf War.

Discussion Prompt 1: Identify at least two roles women played during the American Revolution and discuss at least four women who fought during the Civil War. What was unique about their service and why?

Discussion Prompt 2: Select the two services that first used women as official service members and assess their duties, missions and contributions to the war effort. What impact did that/their service have on women in the military?

Discussion Prompt 3: Compare and contrast the Army, Navy, Marine Corps, Air Force and Coast Guard approach to the use of women as combatants during the debates of the 1970s through the 1991 Gulf War. Be sure to interject the Combat Exclusion Rule, Risk Rule, Grenada (1983) and Panama (1989) into the discussion. What influence, if any, did the November 1967 P.L. 90-130 have on the debates?

Discussion Prompt 4: Sergeant Leigh Ann Hester was awarded the Silver Star for actions in combat on 20 March 2005. Discuss the criteria for the Silver Star and juxtapose that with the policy on women in combat at the time of Hester’s award. Distinguish how Hester’s role on the battlefield differed from the women who served as combatants during the American Revolution and the American Civil War. How do you account for the four women who were awarded the Silver Star during World War II?

CLASS DEBATE: Using examples from the “Heroes” portion of the educational DVD, the four recommended transcripts from the educational website, portions of the Holm, Women in the Military reading and any other assigned readings, debate the following question. The facilitator should begin by

asking the debate question below or some variation of the question. From that point, it will be the facilitator's role to guide the discussion through to the 1991 Gulf War. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt: Has the employment of women as combatants from the American Revolution to the Gulf War been a "Combat Multiplier" for the American military or not? Use examples from the "Heroes" portion of the educational DVD and readings associated with this lesson to support and/or defend your evaluation.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the "Heroes" portion of the documentary on the educational website.
- Women on the battlefield during the American Revolution and American Civil War.
- Yeomen (F) and Marine (F).
- P.L. 625/Women's Armed Service Integration Act of 1948 and P.L. 90-130/1967 Amendment, and the impact of each on women in the military as combatants.
- Direct Combat Probability Coding (DCPC).
- Mobile Logistics Support Force (MLSF).
- A Few Good Men.
- Free-Flow Enlistment System.
- Combat Exclusion Rule.
- Leigh Ann Hester's full transcript on the *Unsung Heroes* educational website.
- Portions of Nicole Malachowski, Beth Norman and Francoise Bonnell's full transcript on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Molly Pitcher
- Mary Hays McCauley
- Margaret Corbin
- Loreta Janeta Velazquez
- Sarah Emma Edmonds/Private Franklin Thompson
- Risk Rule
- Leigh Ann Hester

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read the full transcripts of Leigh Ann Hester and portions of Nicole Malachowski, Beth Norman and Francoise Bonnell's transcripts on the *Unsung Heroes* educational website and portions of Holm, Women in the Military. Based upon the specific topics individual facilitators choose to highlight from the "Lecture Points," "Discussion/Debate Questions," "Study Topics" and "ID/SIGs" segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Blanton, DeAnne and Lauren M. Cook. Women Soldiers in the American Civil War: They Fought Like Demons. Baton Rouge: Louisiana State University Press, 2002.
2. Diamant, Lincoln, Editor and Annotator. Revolutionary Women in the War for American Independence: A One-Volume Revised Edition of Elizabeth Ellet's 1848 Landmark Series. Westport, Connecticut and London: Praeger, 1998.
3. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: xiii-xvi, 3-20, 91-94, 398-424 and 432-436.

Called to Duty



COURSE GOALS: To provide viewers a historical overview and understanding of how women came to be “called to duty” and to examine the myriad reasons women choose to serve in the military. The emphasis of this lesson is on exploring the decisions and policies leading up to World War II and culminating with the War on Terror, which enabled and continues to enable women to answer the “call to duty.” At the completion of this lesson, you will possess historical knowledge of the establishment of the WACs, WAVES, SPAR and Women in the Marines and the various evolutionary stages and debates through Korea, Vietnam, the Gulf War and the War on Terror relative to women being called and answering the “call to duty.”

SCOPE: This “Called to Duty” lesson is designed with the understanding that each individual begins with varying levels of understanding of the events and/or individual decisions that called women to military service. The lesson introduces you to the WACs, WAVES, SPARs, Women Marines and the first directors of each, the contentious draft debates relative to women, DACOWITS, Public Laws 90-130, and the myriad of other men and women who played varying roles in the women’s “called to duty” debates begun prior to World War II.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the decisions and policies that enabled and continues today to enable women to answer the “call to duty.” The lesson will inspire, motivate and foster discussion and debate about the various services’ roles in recruiting and inducting women into military service and the associated decisions and policies.

CONDITIONS:

Assigned reading — to include, at a minimum, selected transcripts from the educational website and pages 16-43, 148-155, 186-203 and 347-361 from Holm, Jeanne. Women in the Military: An Unfinished Revolution, and Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006. Three vignettes, pages 112-113 (Lt. Col Doering), 118-121 (Sp5 Green) and 131-137 (Col. Brosmer).

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Called to Duty” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Identify and discuss the decisions and policies that came about prior to World War II and during the war that led to the creation of the WACs, WAVES, SPARs and Women in the Marine Corps, including the debates associated with the creations of each.
2. Identify the first woman director of each service and the myriad challenges they faced in their “call to duty.”

3. Explain the significance of the draft debates first begun during World War II, during the Korean War through Vietnam and especially during the latter part of President Jimmy Carter’s administration.
4. Define DACOWITS, explain why it was established and the goals associated with the organization.
5. Demonstrate an understanding of the significance of P.L. 90-130 when it was passed and the immediate and long-term impact it had on the service of women in the military.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Synthesis, Evaluation and Application of the myriad of reasons women are “called to duty” and choose to serve in the military.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Explain how the WACs, WAVES, SPARs and Women in the Marine Corps branches were established and the key difference between the precursor of the WACs—i.e., the WAACs—versus the initial establishment of the WAVES, SPAR and Women Marines.
2. Describe the four women directors who first headed their respective services and their various approaches and unique and similar challenges in the early stages of women being “called to duty.”
3. Identify DACOWITS and four specific goals associated with its establishment in 1951. Briefly discuss the initial and long-term successes and/or failures of DACOWITS. Discuss the factors that played roles in successes and/or failures along the way.
4. Define P.L. 90-130, specifically how it related to the future “call to duty” of women in the military. Discuss what role, if any, the epoch of Vietnam played in the debates and subsequent decision to pass P.L. 90-130.
5. Demonstrate the differences between the Army, Navy, Marine Corps and Coast Guard approach to “calling women to duty” during World War II; as the Air Force comes into its own during the Korean and Vietnam War eras, interject it into the debate.
6. Interpret the draft, then discuss the draft debate relative to women, beginning as early as World War II.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Called to Duty” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Called to Duty” portion of the educational DVD, the three recommended transcripts from the educational website, and portions of the Holm, Women in the Military reading, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who believe women should have been and should continue to be “called to duty” — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion evolves through to present day.

Discussion Prompt 1: As you watch and listen to Tammy Duckworth and Latianna Wilson, identify at least two reasons women have chosen to serve in the military since 9/11. What similar passions called Tammy Duckworth and Latianna Wilson to duty during the War on Terror? How would their passions differ from a man of their age? What takeaways do you bring from watching Tammy Duckworth and hearing her viewpoint about service?

Discussion Prompt 2: Select the four women who headed the WACs, WAVES, SPARs and Women Marines during World War II. How were their challenges unique, yet similar? Discuss at least four issues that they had to contend with that would be considered antiquated by today’s standards.

Discussion Prompt 3: Compare and contrast the Army, Navy, Marine Corps and Coast Guard’s approach to the establishment of the respective women services during World War II. Be sure to interject the Air Force when it becomes a service in 1947.

Discussion Prompt 4: Was it necessary to establish an organization such as DACOWITS? If so, support your rationale. Discuss the goals of DACOWITS and identify the reasons they were a success or failure during the Korean War era. Support your claim(s) with examples from the readings.

CLASS DEBATE: Using examples from the “Called to Duty” portion of the educational DVD, the three recommended transcripts from the educational website, and portions of the Holm, Women in the Military reading, debate the following question. The facilitator should begin by asking one of the debate questions below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion through to present day. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt 1: The passions that have fueled the “call to duty” for women from World War II to the present have evolved considerably, true or false? Use examples from the “*Called to Duty*” portion of the educational DVD and readings associated with this lesson to support and/or defend your conclusion. Do you think the passions are different for women then they are for men? Why?

Debate Prompt 2: Women and the draft have been debated off and on since at least World War II. Formulate an argument for or against the United States ratifying a decision to include women in the draft. Defend your position.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Called to Duty” portion of the documentary on the educational website.
- Portions of Tammy Duckworth, Latianna Wilson and Steve Ellis’ full transcript on the *Unsung Heroes* educational website.
- Women’s Army Auxiliary Corps (WAAC) versus Women’s Army Corps (WAC), WAVES, SPARs.
- DACOWITS.
- “Share Service for Freedom” and “America’s Finest Women Stand Beside Her Finest Men.”
- P.L. 90-130—what was its main intent/purpose?
- 1980 Draft Debate.
- Feminist versus antifeminist & Marjorie Holt versus Barbara Mikulski.
- Reasons the Senate Armed Services Committee rejected women being drafted in 1980; relevancies to present day—use William S. Cohen’s dissenting views and the author’s views relative to “Other Countries.”

Identification of Significance (ID/SIG):

- Edith Nourse Rogers
 - General George C. Marshall
 - Oveta Culp Hobby
 - Mildred McAfee
 - Dorothy C. Stratton
 - Ruth Cheney Streeter
 - Uniforms
 - Equal Pay Act of 1963/Civil Rights Act of 1964/Equal Rights Amendment
 - Anna Mae Hays
 - Elizabeth P. Hoisington
 - Jeanne Holm
 - Fran McKee
 - Margaret Brewer
-

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Tammy Duckworth, Latianna Wilson and Steve Ellis’ transcripts on the *Unsung Heroes* educational website and portions of Holm, Women in the Military. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 16-43, 148-155, 186-203 and 347-361.
2. Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and Other Conflicts. Annapolis, MD: Naval Institute Press, 2006. Three vignettes, pages 112-133 (Lt. Col Doering), 118-121 (Spc5 Green) and 131-137 (Col. Brosmer).
3. Williams, Kayla with Michael E. Staub. Love My Rifle More Than You: Young and Female in the U.S. Army. New York and London: W.W. Norton and Company, 2005.

Healers



COURSE GOALS: To provide viewers an overview and understanding of women as nurses and “healers” in the military. The emphasis of this lesson is on providing a historical overview of the genesis of military nurses from the American Revolution to the start of World War I and on examining in detail the Army Nurse in the Mediterranean and European Theaters of Operation during World War II, then shifting to the service of military nurses during the Vietnam War, as a foundation to discuss the roles and importance of the military Nurse Corps. At the completion of this lesson, you will possess historical knowledge of nurses from the American Revolution to the start of World War I and have a deeper military understanding of women nurses in the Mediterranean and European Theaters during World War II and the Vietnam War. You will also be introduced to the first woman “healer,” a medic, to be awarded the Silver Star since World War II for her role during the War on Terror.

SCOPE: This “Healers” lesson is designed with the understanding that each individual begins with varying levels of knowledge about women nurses in the military. The course introduces you to: the foundational history of military caregivers; the establishment of the Army Nurse Corps; the combat nurse; the importance of nurses’ service during World War II and the Vietnam War; and the bravery of a female Army medic who risked her life to aid fallen comrades during the current War on Terror.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the roles women have played in the military as nurses. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women as “healers” in the military.

CONDITIONS:

Assigned Reading — to include, at a minimum, selected transcripts from the educational website and pages 1-79, 212-249 and 391-401 from Sarnecky, Mary T. *A History of the U.S. Army Nurse Corps*. Philadelphia, PA: University of Pennsylvania Press, 1999.

- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Healers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

STANDARDS: The viewer will be able to:

1. Relate the early history of military nurses and explain how the establishment of the Army Nurse Corps came to fruition.
2. Discuss the various significant organizations, groups and individuals who played prominent roles in the early history of military nursing, including various advancements in technology and systems that contributed to the rise of military nursing.
3. Discuss the service of nurses in the Mediterranean and European Theaters during World War II and reiterate the success rate of women nurses during the Vietnam War.

4. With World War II as a case study, understand the reason the presence of women as caregivers on the battlefield occupies a unique place in military history.
5. Measure the contributions of the Vietnam War era nurse.
6. Identify the campaign women nurses initiated when they returned from Vietnam—i.e., with reference to the role of the Veterans Administration and the eventual establishment of the Women’s Memorial.
7. Discuss how the role of some women as “healers” has evolved from Vietnam to the current War on Terror.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Evaluation, Synthesis and Application of the role of women as ‘healers’ in the military, with emphasis on the Army Nurse Corps.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Define the evolution of institutional and caregivers roles during the period from the American Revolution through the American Civil War.
2. Explain the absence of the use of women as military caregivers/nurses after the Civil War until the start of the Spanish American War.
3. Interpret how the performance of women as nurses during the Spanish American War and during the Philippine Insurrection contributed to the establishment of the Army Nurse Corps.
4. Differentiate the experiences of the African-American nurses of the 25th Station Hospital (Liberia) with that of the African-American nurses of the 168th Station Hospital (Manchester, England) during World War II.
5. Appraise and analyze the roles and contributions of nurses in the Mediterranean and European Theaters during World War II (where female nurses were present), case in point: Operation Torch, Operation Shingle, Operation Husky, Operation Overlord, Battle of the Bulge, crossing the Rhine River, and the liberation of concentration camps such as Dachau.
6. Assess the role of the female military nurse during the Vietnam War.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Healers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Healers” portion of the educational DVD, the four recommended transcripts from the educational website, and portions of the Sarnecky, [A History of the U.S. Army Nurse Corps](#) reading, discuss the following questions. The facilitator can either place students into groups and provide them with an argument to defend, or, ask for a show of hands from those who think the use and contributions of women as nurses was effective prior to World War I, in the Mediterranean and European Theaters during World War II and in Vietnam, versus those who do not — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion evolves through to the current War on Terror.

Discussion Prompt 1: Discuss nursing during the American Civil War and the various organizations and types of groups (e.g. sisters/nuns) that contributed to the aid of wounded soldiers on both sides. How effective was nursing during this period? Compare and contrast Union versus Confederate caregivers.

Discussion Prompt 2: Name at least three women and discuss their significant contributions to the care of soldiers and the advancement of nursing during the American Civil War.

Discussion Prompt 3: Between the end of the Civil War in 1865 and the start of the Spanish American War in 1898, women were largely excluded from the military caregivers field. Why?

Discussion Prompt 4: What roles did “germ theory,” “antiseptic surgery” and “steam” play in the evolution of military nursing (females)? How did “patient management,” “ward management” and “trained nurses” contribute to the Army system and the rise in military nursing (female)?

Discussion Prompt 5: Discuss the establishment of the Army Nurse Corps (ANC) in 1901. Be sure to recount Anita Newcomb McGee’s contributions to, and challenges associated with, the establishment of the ANC; discuss how the Spanish American War and the Philippine Insurrection might have played a role.

Discussion Prompt 6: Assess the service of nurses in the Philippines around the turn of the 20th Century.

Discussion Prompt 7: Nurses served during Operation Torch in North Africa where they landed on D-Day; during Operation Shingle, which included service at Anzio; during Operation Husky, which included taking Sicily; during Operation Overlord (Normandy) in June 1944 where they landed on D+4; during the Battle of the Bulge in December 1944; during the crossing of the Rhine River in March 1945; and provided immediate care at concentration camps such as Dachau at the end of the war in Europe. Discuss military nurses’ significant contributions in at least four of the above. What did the presence of a nurse (female) add to the recovery process of a wounded G.I.? What kept nurses’ spirits high in the midst of wounded bodies and working long hours seven days a week?

Discussion Prompt 8: Name at least two women “Healers” who served — one in Vietnam, the other in Afghanistan — and compare and contrast their experiences on the battlefield.

Discussion Prompt 9: As you watch the film and listen to Marsha Four, what significant role did Vietnam War-era nurses play for wounded soldiers? The roughly 98% (*97.4% is the official statistic*) survival rate of soldiers who made it to the hospital speaks to the professionalism of the Vietnam nurses; why was the Vietnam Women’s Memorial and the Women’s Memorial so important to these women soldiers?

CLASS DEBATE: Using examples from the “Healers” portion of the educational DVD, the two recommended transcripts from the educational website and portions of the readings from Sarnecky, *A History of the U.S. Army Nurse Corps* reading, debate the following questions. The facilitator should begin by asking one of the debate questions below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion. Once the debate has begun, the facilitator might incorporate the *Discussion Prompt* questions as appropriate.

Debate Prompt 1: Prior to the establishment of the Army Nurse Corps (ANC) in 1901, nurses (female) received little lasting recognition for their service. Do you believe that was a function of the time and the belief that the Army was no place for a woman or simply a function of low military demand for nurse services, or was it because of something altogether different? Use examples from the “Healers” portion of the educational DVD and readings associated with this lesson to support your position.

Debate Prompt 2: Did the ANC add minimal or significant value during World War II? ANC members landed on D-Day in North Africa during Operation Torch, but thereafter, they were always held in reserve until a toehold was secured. Do you agree or disagree with that logic? Support your answers to both of the above questions.

Debate Prompt 3: The “In Retrospect” chapter of the Sarnecky readings (pages 395-396) interjects the debate about male versus female nurses in the military. Formulate an argument for or against the decision to keep the ANC exclusively female until 1955. Defend your position.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Healers” portion of the documentary on the educational website.
- Impact of the British Army Medical System on the U.S. Army Medical System.
- The effect of pay (and rank) on quality and/or effective military nursing.

- The evolution of military caregivers from 1861 to 1901
- The significance of Anita Newcomb McGee.
- Impact of the Spanish American War on the rise of the Army Nurse Corps.
- Superintendent Dita Hopkins Kinney’s success rate as superintendent versus Superintendent Jane A. Delano’s success rate during her tenure as superintendent.
- World War II nurses ability to improvise to get the job done.
- Portions of Francoise Bonnell, Marsha Four, Beth Norman and Tammy Duckworth’s full transcript on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Surgeon, Surgeon’s Mate, Steward, Ward Master, Nurse
- Dorothea Linde Dix
- American Red Cross
- Clara Barton
- Geneva Convention
- Susie King Taylor
- Dita Hopkins Kinney, Jane A. Delano, Isabel McIssac and Dora E. Thompson
- Field Hospital, Evacuation Hospital, Station Hospital and General Hospital
- Anzio (also refer back to Holms, page 92)
- Penicillin
- Marsha Four
- Combat Nurse
- Veterans Administration
- Women’s Memorial
- Monica Brown (appears on the DVD cover)

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Francoise Bonnell, Marsha Four, Beth Norman and Tammy Duckworth’s transcripts on the *Unsung Heroes* educational website and pages 1-79, 212-249 and 391-401 from Sarnecky, Mary T. *A History of the U.S. Army Nurse Corps*. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points, Discussion/Debate Questions, Study Topics and ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Feller, Carolyn M. and Constance J. Moore, eds. *Highlights in the History of the Army Nurse Corps*. Washington, D.C.: U.S. Army Center of Military History, 1995.
2. Holmstedt, Kirsten. *Band of Sisters: American Women at War in Iraq*. Mechanicsburg, PA: Stackpole Books, 2007. Chapter Ten (The Healers of the Guardians of Peace).
3. Norman, Elizabeth. *Women at War: The Story of Fifty Military Nurses Who Served in Vietnam*. Philadelphia, PA: University of Pennsylvania Press, 1990.
4. Romero, Patricia W. and Willie Lee Rose, Eds. *Susie King Taylor: Reminiscences of My Life in Camp with the 33rd U.S. Colored Troops, Late 1st South Carolina Volunteers: A Black Woman’s Civil War Memoirs*. New York: Markus Wiener Publishing, 1999.
5. Sarnecky, Mary T. *A History of the U.S. Army Nurse Corps*. Philadelphia, PA: University of Pennsylvania Press, 1999.
6. Smolenski, Mary C., Donald G. Smith Jr. and James S. Nanney. *A Fit, Fighting Force: The Air Force Nursing Service Chronology*. Washington, D.C.: Office of the Air Force Surgeon General, 2005.

7. West, Iris J. "The Women of the Army Nurse Corps During the Vietnam War."
www.vietnamwomensmemorial.org.

In the Line of Fire



COURSE GOALS: To provide viewers a historical overview and understanding of women as combatants in military history. The emphasis of this lesson is on reinforcing the lessons from the “Heroes” lesson while placing a greater emphasis on the post-Gulf War era through to the current War on Terror. At the completion of this lesson, you will possess historical knowledge of women combatants in military history and understand women’s contributions on the battlefield from the end of the 1991 Gulf War to the current War on Terror.

SCOPE: This “In the Line of Fire” lesson is designed with the understanding that each individual begins with varying levels of understanding of women as combatants in the military. The lesson reinforces the “Heroes” lesson but will introduce you to the “Band of Sisters,” and the myriad other women who have picked up arms since Operation Urgent Fury (Panama) in 1989.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the roles women have played in the military as combatants from the American Revolution to the present. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in the military serving on the battlefield.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website; review pages 191-193, 202-203 and 398-423 from Holm, Jeanne. Women in the Military: An Unfinished Revolution; Doidge, Michael J. “Combat Multipliers: Tactical Female Engagement Teams in Paktika Province,” Vanguard of Valor Volume II: Small Unit Actions in Afghanistan, 2012, pages 105-124 and “DoD Lifts the Band on Women in Combat,” Army Magazine, March 2013, page 9. (www.USA.org, navigate to Publications, Army Magazine, March issue, News Call tab); DoD Memorandums dated “January 13, 1994” and “Jan 24, 2013” uploaded on *Unsung Heroes* website; Holmstedt, Kirsten. Band of Sisters: American Women at War in Iraq. Mechanicsburg, PA: Stackpole Books, 2007. Chapters Five (The Little Bird that Could) and/or Eight (Taking Command of the Herk).
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “In the Line of Fire” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Identify and discuss the evolution of women in the military as combatants, with specific emphasis on the post-1991 Gulf War to the current War on Terror.
2. Identify the key initiatives that have taken place since the end of the Gulf War with reference to women as combatants.

3. Explain the significance of women as combatants in the military, specifically during the current War on Terror.
4. Define the current roles and missions of women in the military on the battlefield.
5. Revisit and briefly demonstrate an understanding of the historical role women have played as combatants in the military since the American Revolution; pay specific attention to their contributions since the 1991 Gulf War.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Synthesis, Evaluation and Application of the role women have played as combatants in the military since the 1991 Gulf War.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Revisit the “Heroes” lesson and briefly demonstrate an understanding of the lecture points about women as combatants from the American Revolution and the American Civil War eras through the 1991 Gulf War. Be sure to revisit P.L. 625 and P.L. 90-130.
2. Select at least four specific women who served as combatants since Panama (1989 Operation Urgent Fury) and briefly assess their contributions.
3. Define and then distinguish the differences between the 1994 DoD “Direct Ground Combat Definition and Assignment Rule” and the January 2013 DoD lifting of the ban on women in combat.
4. Identify at least four milestones/events that took place between 1991 and 2013 leading up to the January 2013 decision to lift the ban on women in combat. For example, you can discuss 9/11 as an event.
5. Demonstrate an understanding of the roles, missions, goals and importance of the Female Engagement Teams (FETs). Using the assigned readings, discuss the pros (benefits) versus the cons (risks) of FETs.
6. Illustrate the various jobs, missions and roles women are playing in the military today that bring them to the battlefield as combatants.

CONCRETE EXPERIENCE: Watch the “Introduction” and “In the Line of Fire” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “In the Line of Fire” portion of the educational DVD, the three recommended transcripts from the educational website, and portions of the Holm, Women in the Military reading, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who think women should be allowed in combat Military Occupational Specialties (MOSs) versus those who do not — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion focuses on the post-Gulf War era and evolves through to present day.

Discussion Prompt 1: Name at least seven wars prior to the current War on Terror and discuss the various roles and missions women have performed that have brought them into “the line of fire.” Distinguish how women’s roles as combatants have evolved over time.

Discussion Prompt 2: Identify at least three reasons, since the end of the Gulf War, leading to the decision to lift the ban on women in combat.

Discussion Prompt 3: Compare and contrast what “women in combat” means to a Soldier, Sailor, Airman and Marine. Reference the Band of Sisters readings.

Discussion Prompt 4: Two women Sailors died when the USS Cole was attacked on 12 October 2000. At the writing of this lesson, more than 152 women have died in the War on Terror. Explain why, in your opinion, it has taken so long for the ban on women in combat to be lifted?

Discussion Prompt 5: Research the 15 May 2013 “Implementation Plans” submitted by each service as a result of the January lifting of the ban. In small groups, formulate how you would go about

implementing the integration of women in the various combat MOSs to meet the 1 January 2016 implementation. Be prepared to present your plan—this will require further research.

CLASS DEBATE: Using examples from the “In the Line of Fire” portion of the educational DVD, the three recommended transcripts from the educational website, portions of the Holm, Women in the Military reading, and other assigned readings, debate the following questions. The facilitator should begin by asking the first or second debate question below or some variation of the question(s). From that point, it will be the facilitator’s role to guide the discussion to the post-Gulf War era through to present day. Once the debate has begun, the facilitator might incorporate Discussion Prompt questions as appropriate.

Debate Prompt 1: Has the employment of women as combatants since Operation Urgent Fury in 1989 in Panama been a “Combat Multiplier” for the American military or not? Use examples from the “In the Line of Fire” portion of the educational DVD and readings associated with this lesson to support and/or defend your evaluation.

Debate Prompt 2: Did the Combat Exclusion Rule have value/merit? Is there value/merit to the 2013 lifting of the ban on women in combat? Support your answer(s).

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “In the Line of Fire” portion of the documentary on the educational website.
- P.L. 625 (1948) and P.L. 90-130 (1967) and the impact of each on women in the military as combatants.
- FETs roles and missions.
- General Ann Dunwoody’s full transcript on the *Unsung Heroes* educational website.
- Portions of Steve Ellis and Leigh Ann Hester’s transcript on the *Unsung Heroes* educational website.
- Secretary of Defense Leon E. Panetta and Joint Chiefs of Staff General Martin E. Dempsey.
- www.sorbrecruiting.com (Female Officers and Soldiers Wanted for U.S. Army Special Operations: Civil Affairs, Psychological Operations and Cultural Support Teams)

Identification of Significance (ID/SIG):

- P.L. 625 and P.L. 90-130
- FETs/Helmet, Gloves, Eyewear
- Leon E. Panetta
- Martin E. Dempsey
- Fitness Requirements
- Hygiene (Depo Shot); see GQ Magazine article
- Marcia Lillie
- Polly Montgomery
- Steve Ellis/Combat Medic Badge
- IEDs
- Asymmetrical Battlefield

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read the full transcripts of General Ann Dunwoody and portions of Steve Ellis and Leigh Ann Hester’s transcripts on the *Unsung Heroes* educational website, portions of Holm, Women in the Military, Doidge, Vanguard of Valor Volume II, and the other readings in the assigned readings segment of this lesson.

Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. “DoD Lifts the Band on Women in Combat,” Army Magazine, March 2013, page 9. (can be found at www.ansa.org, navigate to Publications, Army Magazine, March issue, News Call tab).
2. DoD Memorandums “Direct Ground Combat Definition and Assignment Rule,” January 13, 1994, and “Elimination of the 1994 Direct Ground Combat Definition and Assignment Rule,” Jan 24 2013. Uploaded on *Unsung Heroes* website.
3. Doidge, Michael J. “Combat Multipliers: Tactical Female Engagement Teams in Paktika Province”, Vanguard of Valor Volume II: Small Unit Actions in Afghanistan, 2012. Pages 105-124.
4. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 398-424 and 191-193 & 202-203.
5. Holmstedt, Kirsten. Band of Sisters: American Women at War in Iraq. Mechanicsburg, PA: Stackpole Books, 2007. Chapters One (Schoolhouse Rocks), Five (The Little Bird that Could) and/or Eight (Taking Command of the Herk).
6. Penn, Nathaniel. “Natural Born Killers.” GQ magazine, May 2013, pages 98-103, 146-147.

Killed in Action



COURSE GOALS: To provide viewers an overview and understanding of the hardships associated with the loss of a Soldier, Sailor, Airman, Marine or Coast Guardsman who gave the ultimate sacrifice. The emphasis of this lesson is to pay homage to those “Killed in Action” and share the experiences and emotions of those who were in battle facing the possibility of becoming KIA or losing a close comrade in battle. At the completion of this lesson, you will possess knowledge that women have offered the ultimate sacrifice in battle.

SCOPE: This “Killed in Action” lesson is designed with the understanding that each individual begins with varying levels of understanding about military women being “Killed in Action.” The course introduces you to five women veterans who offer varying views on the pain and suffering associated with the loss of a comrade in battle. The scope of this lesson is focused exclusively on the current War on Terror. Viewers will, however, have the opportunity to learn about fallen veterans throughout the Nation’s history through interpretive online tools.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the ultimate sacrifices of women in military services by focusing mainly on the current War on Terror. The lesson will inspire, motivate and foster discussion and debate about women “Killed in Action.”

CONDITIONS:

- Assigned reading — Holm, Women in the Military, 459-461. Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006. Pages: 3-4, 97-100. Interpretive opportunities include visiting www.arlingtoncemetery.mil/ANCexplorer and/or www.icasualties.org.
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Killed in Action” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

STANDARDS: The viewer will be able to:

1. Recognize that military women are offering the ultimate sacrifice during the current War on Terror.
2. Describe what service women, and men, in battle are ultimately fighting for when they are at the “point of battle.”
3. Locate specific data associated with Soldiers, Sailors, Airmen, Marines and Coast Guardsmen “Killed in Action.”

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis and Application of the reality that military women have been killed in action.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Discuss Selfless Service and Sacrifice.
2. Define Freedom is not free.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Killed in Action” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Killed in Action” portion of the educational DVD, the five recommended transcripts from the educational website, and select stories from the interpretive online tools, discuss the following questions.

Discussion Prompt 1: Using one of the online tools, select from three to five fallen comrades to research and then examine their experiences in terms of selfless service, sacrifice and freedom is not free.

Discussion Prompt 2: Name at least one woman who was “Killed in Action” and discuss the emotions of her close friend. From a previous *Unsung Heroes* segment, name and discuss another woman who gave the ultimate sacrifice of being “Killed in Action.”

Discussion Prompt 3: In the film clip, Carol Mutter, Vernice Armour and Cynthia Pritchett made similar statements about what “it” is that Soldiers, Sailors, Airmen, Marines and Coast Guardsmen fight for while in battle. What is “it” and do you feel their assessments are accurate depictions of what women and men are fighting for in the “heat of battle?” Explain your position.

Discussion Prompt 4: Interpret the emotions associated with the loss of a comrade in arms.

CLASS DEBATE: Using examples from the “Killed in Action” portion of the educational DVD, the five recommended transcripts from the educational website, and by visiting one of the online tools, debate the following question. The facilitator should begin by asking the debate question below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt: The possibility of women being “killed in action” is cause enough to keep women out of certain military career fields. Yes or no? Use examples from the “Killed in Action” portion of the educational DVD, the five recommended transcripts and the online tools associated with this lesson to support and/or defend your evaluation.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Killed in Action” portion of the documentary on the educational website.
- Selfless Service and Sacrifice.
- Freedom is not free.
- Portions of Guadalupe Alexander, Latianna Wilson, Carol Mutter, Vernice Armour and Cynthia Pritchett’s full transcript on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Isela Rubalcava
- Guadalupe Alexander
- Arlington National Cemetery
- Sam W. Huff
- Marie T. Rossi-Cayton
- Fear & Bravery

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Guadalupe Alexander, Latianna Wilson, Carol Mutter, Vernice Armour and Cynthia Pritchett’s transcripts on the *Unsung Heroes* educational website, portions of the Holms and Wise readings, and visit one of the online tools. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 459-461.
2. Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006. Pages: 3-4, 97-100.
3. www.arlingtoncemetery.mil/ANCexplorer.
4. www.icasualties.org

Flyers



COURSE GOALS: To provide viewers a historical overview and understanding of women in military aviation. The emphasis of this lesson is to trace the role of women in military aviation from World War II to the current War on Terror. At the completion of this lesson, you will possess historical knowledge of women in military aviation and understand women’s contributions to military aviation from World War II to the present.

SCOPE: This “Flyers” lesson is designed with the understanding that each individual begins with varying levels of understanding of women in military aviation. The lesson introduces you to: the World War II Women Airforce Service Pilots (WASPs) and the subsequent elimination of women in military aircraft as pilots for 30 years; the various significant initiatives in the 1970s to reintroduce women to military aviation; the evolution of women in military aviation from the 1980s through 1994 and how each branch of service approached the utilization of women pilots; and the current role of women in military aviation.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the roles women have played in military aviation from World War II to the present. The lesson will inspire, motivate and foster discussion and debate about the evolution and participation of women in military aviation.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website and pages 118-122, 313-323, and 424-432 from Holm, Jeanne. Women in the Military: An Unfinished Revolution.
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Flyers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Identify and discuss the evolution of WASPs, including their roles and missions.
2. Identify the significant initiatives that took place in the 1970s to reintroduce women to military aviation.
3. Explain the evolution of women in military aviation from the 1980s through 1994, including each branch of service’s approach to the utilization of women pilots.
4. Define the current role of women in military aviation.
5. Demonstrate the historical role women have played in military aviation.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Evaluation and Application of the role women have played in military aviation.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Explain how the two flying groups were first established, which eventually combined to become known as the WASPs.
2. Describe the reason(s) the WASPs were established.
3. Distinguish similarities and differences in the two women aviatrixes who were most responsible for the establishment of the WASPs.
4. Identify WASPs roles and missions.
5. Define P.L. 625, specifically how it related to women in aviation.
6. Identify the various milestones during the 1970s that led to military women aviators.
7. Demonstrate the differences between the Navy, Army and Air Force approach to the employment and use of women in aviation in the 1970s.
8. Illustrate the various roles women are playing in military aviation today.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Flyers” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Flyers” portion of the educational DVD, the four recommended transcripts from the educational website and portions of the Holm, Women in the Military reading, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who think the use of women pilots was effective during World War II versus those who do not — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion evolves through to present day.

Discussion Prompt 1: Name at least five flying missions WASPs performed during World War II. Distinguish how these jobs were different from one another and how they evolved over time.

Discussion Prompt 2: Identify at least three reasons leading to decisions to allow women to pilot military aircraft in the 1970s.

Discussion Prompt 3: Compare and contrast the Navy, Army and Air Force approach to reintroducing women to the cockpits of military aircraft in the 1970s. Can you also discuss the Marine Corps and Coast Guard’s approach?

Discussion Prompt 4: Several women have flown combat missions, no-fly zone missions, on the Space Shuttle, and commanded Air Force Wings and other high-level organizations involving military aircraft since the 1990s. The first female Thunderbird pilot began flying with the demonstration team in March 2006 and a female general commanded the military air campaign over Libya in March 2011 (See: Time Magazine recommended reading). Explain why, in your opinion, it took so long for these actions to become reality?

Discussion Prompt 5: From the 1940s to present day, identify and analyze some of the legislative milestones that specifically impacted the military aviation life cycle for women.

CLASS DEBATE: Using examples from the “Flyers” portion of the educational DVD, the four recommended transcripts from the educational website and portions of the Holm, Women in the Military reading, debate the following questions. The facilitator should begin by asking the first or second debate question below or some variation of the question(s). From that point, it will be the facilitator’s role to guide the discussion through to present day. Once the debate has begun, the facilitator might incorporate Discussion Prompt questions as appropriate.

Debate Prompt 1: Was the employment of women flyers during World War II effective in accomplishing the military’s mission?

Debate Prompt 2: Should the WASPs who flew during World War II have expected and/or demanded more for their service sooner? Why or why not?

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Flyers” portion of the documentary on the educational website.
- P.L. 625/Women’s Armed Service Integration Act of 1948 and the impact on women in military aviation.
- WASPs roles and missions.
- Deanie Parish’s full transcript on the *Unsung Heroes* educational website.
- Defense Secretary Les Aspin’s 1993 “exclusion” decision and its impact on women in military aviation.
- Nicole Malachowski’s full transcript on the *Unsung Heroes* educational website.
- Vernice Armour’s full transcript on the *Unsung Heroes* educational website.
- Portions of Francoise Bonnell’s transcript on the *Unsung Heroes* educational website.
- Chief of Naval Operations Admiral Elmo Zumwalt and his impact (Z-116) on women in military aviation.

Identification of Significance (ID/SIG):

- Jacqueline Cochran
- Nancy Love
- WAFS
- WFTD
- 1,074
- P.L. 625
- Deanie Parish
- Rosemary Conatser (Mariner)
- Nicole Malachowski
- Vernice Armour
- Maggie Woodward

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read the full transcripts of Deanie Parish, Nicole Malachowski and Vernice Armour, and portions of Francoise Bonnell’s transcripts on the *Unsung Heroes* educational website and portions of Holm, Women in the Military. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages: 113-123, 313-323, 424-432, 484-485 and 490-494.
2. Holmstedt, Kirsten. Band of Sisters: American Women at War in Iraq. Mechanicsburg, PA: Stackpole Books, 2007. Chapters Four (Call Sign: “Krusty”) & Seven (Who Wants to be Average).
3. Thompson, Mark. “Air Boss.” Time Magazine, April 18, 2011, pages 37-38.
4. Turner, Betty Stagg. Out of the Blue and Into History: Women Airforce Service Pilots WW II. Arlington Heights, IL.: Aviatrix Publishing Inc., 2001.

Leadership



COURSE GOALS: To provide viewers a historical overview and understanding of women leaders in the military. The emphasis of this lesson is to examine the Army’s “Basis of Leadership” and “Leader Character” traits and the service of two key military women who served as leaders in the military — one during World War II, the other from the Gulf War to the current War on Terror. At the completion of this lesson, you will possess knowledge of military (Army) leadership and have a historical understanding of women’s contributions to the success of the military at the highest levels from World War II to the current War on Terror.

SCOPE: This “Leadership” lesson is designed with the understanding that each individual begins with varying levels of understanding of women as leaders in the military. The course introduces you to Lieutenant Colonel Charity Adams and the 6888th Postal Battalion she commanded during World War II. General Ann Dunwoody, the first female four-star general; and their significant contributions to the American military. The lesson also introduces you to “The Basis of Leadership” and “Leader Character” as outlined in Field Manual (FM) 6-22 Army Leadership: Competent, Confident, and Agile.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the roles women have played in the military as leaders at all levels from World War II to the present. The lesson will inspire, motivate and foster discussion and debate about the fundamentals of military (Army) leadership from the basic level to the strategic level by discussing Major Adams and General Dunwoody’s leadership during war.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website and chapters 1-4 from FM 6-22 Army Leadership: Competent, Confident, and Agile; “AMC: Paving the Way with a 21st-Century Construct and a ‘Factory to Foxhole’ Logistics Connection”, Army Magazine, March 2012, pages 24-33. (can be found at www.ausa.org, navigate to Publications, Army Magazine, March issue, Features tab).
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Leadership” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

STANDARDS: The viewer will be able to:

1. Identify and discuss women as leaders in the military beginning with World War II.
2. Demonstrate a historical understanding of at least two women leaders and the missions they carried out during war.
3. Explain the fundamentals associated with the Army’s “Basis of Leadership” and “Leader Character” traits.
4. Illustrate the evolution and importance of technology in the success of the American military.
5. Demonstrate an understanding of the Army Material Command (AMC).

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Evaluation and Application of the fundamentals of military (Army) leadership and of women leaders in the military from World War II to the present

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Define Army “Leadership” and discuss the three “Influencing” aspects within the definition.
2. Select aspects from the “Leadership” definition and discuss Charity Adams’ selection to lead the 6888th Postal Service Battalion overseas during World War II. Discuss the mission of the 6888th.
3. Identify the Army Values and Warriors Ethos.
4. Select some of the Army Values and apply them to Ann Dunwoody’s rise to become the first woman four-star general in the United States military.
5. Assess the role of women as leaders in the United States military from World War II to the present.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Leadership” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Leadership” portion of the educational DVD, the two recommended transcripts from the educational website, portions of the readings from FM 6-22 Army Leadership and the article from Army Magazine, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who believe military Leadership, Values and the Warrior Ethos transcends the boundaries of gender versus those who do not; and whether military Leadership, Values and the Warrior Ethos have evolved significantly from World War II to the present versus those who do not — or use some anonymous method to divide viewers.

Discussion Prompt 1: “An enduring aspect of Army Leadership has been “BE-KNOW-DO.” What exactly does Be-Know-Do mean?

Discussion Prompt 2: Commissioned officers and enlisted personnel both swear an oath, however, their oaths are slightly different. Why? You might also discuss the military civilian; they also swear an oath.

Discussion Prompt 3: Direct Leadership, Organizational Leadership and Strategic Leadership are the three levels of Army leadership. Discuss the significance and importance of each level, and the one you consider most important and why? Support your answer with evidence from the readings.

Discussion Prompt 4: Ask viewers to “anonymously” prioritize the seven Army Values in order of importance/significance to them. Then discuss the top three and apply at least one to the *Unsung Heroes* portion for this lesson with regards to Charity Adams and another to Ann Dunwoody.

Discussion Prompt 5: Name the unit Charity Adams commanded during World War II, identify its mission and discuss at least three matters of significance relative to the unit. Why was Adams selected to command the 6888th?

Discussion Prompt 6: As you watch Ann Dunwoody discuss the evolution of the military’s ability to sustain war from the Gulf War to the current War on Terror, what strikes you about her comments? Discuss at least four overarching takeaways from Dunwoody’s interview. You might also incorporate the article from Army Magazine to bolster this discussion.

CLASS DEBATE: Using examples from the “Leadership” portion of the educational DVD, the two recommended transcripts from the educational website, portions of the readings from FM 6-22 Army Leadership, the article from Army Magazine, and any other assigned readings, debate the following question. The facilitator should begin by asking the debate question below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt: Military (Army) Leadership, Values and the Warrior Ethos are the same whether you are a man or woman, whether you served during World War II or the current War on Terror. Explain if you agree or disagree using examples from the “Leadership” portion of the educational DVD and readings associated with this lesson to support and/or defend your evaluation.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Leadership” portion of the documentary on the educational website.
- Leadership defined.
- Significance of the Declaration of Independence and Constitution.
- Leadership Roles, Level and Teams.
- The seven Army Values vs. personal values and empathy.
- Army Material Command mission under General Dunwoody.
- Portions of Ann Dunwoody and Francoise Bonnell’s full transcripts on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Four-Star rank
- Charity Adams
- 6888th Postal Battalion
- LDRSHIP
- 2 Forms of Leadership
- Competencies
- Sustainment
- Warrior Ethos
- Kim Olson

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Ann Dunwoody and Francoise Bonnell’s transcripts on the *Unsung Heroes* educational website and portions of FM 6-22 Army Leadership and the article from Army Magazine. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. “AMC: Paving the Way with a 21st-Century Construct and a ‘Factory to Foxhole’ Logistics Connection,” Army Magazine, March 2012, pages 24-33. (can be found at www.USA.org, navigate to Publications, Army Magazine, 2012, March issue, Features tab).
2. Biank, Tanya. Undaunted: The Real Story of America’s Servicewomen. London: Penguin Books, 2013. Pages, 31-51, 75-88, 100-107, 136-138, 191-196, 231-237, 271-281.
3. Early, Charity Adams. One Women’s Army: A Black Officer Remembers the WAC. College Station: Texas A&M University Press, 1989.
4. Field Manual (FM) 6-22 (FM 22-100) Army Leadership: Competent, Confident, and Agile. Headquarters: Department of the Army, 2006.
5. Olson, Kim. Iraq and Back: Inside the War to Win the Peace. Annapolis, MD: Naval Institute Press, 2006.

Prisoners of War



COURSE GOALS: To provide viewers a historical overview and understanding that military women have been Prisoners of War (POWs). The emphasis of this lesson is on highlighting the seventy-seven nurses who became POWs in the Philippines during World War II and one of two, Rhonda Cornum, who became a POW during the 1991 Gulf War. At the completion of this lesson, you will possess historical knowledge of the largest group of military women to become POWs with the opportunity to focus on one, Dorothy Still Danner, in more detail; and Rhonda Cornum’s more isolated experience.

SCOPE: This “Prisoners of War” lesson is designed with the understanding that each individual begins with varying levels of understanding of women in the military becoming POWs during war. The course introduces you to Pearl Harbor and the subsequent fall of the Philippines, resulting in the capture of seventy-seven Army and Navy nurses over the course of four months — January through May 1942 — during World War II; the various significant roles ward and head nurses played; and the experiences of life as a POW as illustrated by an expert in the subject matter and from one of the last surviving World War II POWs. Selected readings will also offer the opportunity to read and examine firsthand accounts of Dorothy Danner and Rhonda Cornum, POWs respectively during World War II and the 1991 Gulf War.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the fact that American military women have been POWs during War. The lesson will inspire, motivate, and foster discussion and debate about women as POWs.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website; facilitators may choose to assign chapters 1, 3, 5, 7, 9 and 10 from Cornum, Rhonda, as told to Peter Copeland. *She Went to War: The Rhonda Cornum Story*. Novato, CA: Presidio Press, 1992, and chapters 6 to 21 from Danner, Dorothy Still. *What a Way to Spend a War: Navy Nurse POWs in the Philippines*. Annapolis, MD: Naval Institution Press, 1995.
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Prisoners of War” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion.

STANDARDS: The viewer will be able to:

1. Understand, in part, the emotions of a POW and identify the roles and jobs women POWs performed in the Philippines during World War II.
2. Juxtapose the experience of a War World II POW in a large group who “gradually” became a POW versus a 1991 Gulf War POW in a very small group who “abruptly” became a POW.
3. Determine similarities in emotions, fears, concerns, etc. from one that spent three years as a POW versus one who spent 8 days as a POW.

4. Debate the treatment of men versus women POWs. Candidly discuss what a man might face versus what a woman might face from their captors.
5. Share their own personal thoughts about women as POWs.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis and Synthesis of the reality that military women have been POWs.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Analyze the experiences of Dorothy Still Danner as a POW during World War II.
2. Summarize the experiences of Rhonda Cornum as a POW during the 1991 Gulf War.
3. Identify the greatest fear of women such as Mildred Manning who spent three years as a POW during World War II.

CONCRETE EXPERIENCE: Watch the “Introduction” and “Prisoners of War” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.

CLASS DISCUSSION: Using examples from the “Prisoners of War” portion of the educational DVD, the two recommended transcripts from the educational website and portions of Cornum’s [She Went to War](#) and Danner’s [What a Way to Spend a War](#), discuss the following questions. The facilitator can either place students into groups and provide them with an argument to defend, or, ask for a show of hands from those who have concerns about the reality that women will become POWs versus those who are resigned to the reality of women becoming POWs — or use some anonymous method to divide viewers.

Discussion Prompt 1: Dorothy Danner spent more than three years as a POW during World War II. Discuss her living conditions and experiences in Santo Tomas. Recall at least three factors that contributed to her survival.

Discussion Prompt 2: Rhonda Cornum survived being a POW after enemy fire downed the Blackhawk helicopter she was aboard, which killed five crewmembers. Among other serious injuries, she suffered two broken arms yet survived her POW ordeal. Analyze and restate at least two factors that contributed to her survival.

Discussion Prompt 3: Compare and contrast Danner’s World War II POW experience with Cornum’s 1991 Gulf War POW experience. Were there any similarities? What were the significant differences?

Discussion Prompt 4: Does the fact that women have been POWs and may become POWs sway your views on whether women should serve in combat zones? Explain your position. Regardless of your position on the previous question, propose how the military and Nation should prepare for the potentiality of women being POWs given the policy issued on 24 January 2013 lifting the ban on women in combat.

CLASS DEBATE: Using examples from the “Prisoners of War” portion of the educational DVD, the two recommended transcripts from the educational website, portions of the readings from Cornum, [She Went to War](#) and Danner, [What a Way to Spend a War](#), debate the following question. The facilitator should begin by asking the debate question below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt: Is the potential for women to become POWs cause enough to keep women out of certain military career fields. Yes or no? Use examples from the “Prisoners of War” portion of the educational DVD and readings associated with this lesson to support and/or defend your evaluation.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Prisoners of War” portion of the documentary on the educational website.
- Internment camp portions of Danner’s book. (Optional only if the reading is used)
- POW captivity portions of Cornum’s book. (Optional only if the reading is used)
- Portions of Mildred Manning’s and Rhonda Cornum’s full transcripts on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Pearl Harbor
- Philippines (Bataan/Corregidor)
- Santo Tomas
- Maude Davison (Army)
- Laura Cobb (Navy)
- Combat Trauma Nurse
- Dorothy Still Danner
- Mildred Manning
- Troy Dunlap

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Mildred Manning and Rhonda Cornum’s transcripts on the *Unsung Heroes* educational website. Because there are very few short excerpts about women POWs, facilitators might choose to assign portions of Cornum, *She Went to War*, and/or portions of Danner, *What a Way to Spend a War*. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Cornum, Rhonda, as told to Peter Copeland. *She Went to War: The Rhonda Cornum Story*. Novato, CA: Presidio Press, 1992.
2. Danner, Dorothy Still. *What a Way to Spend a War: Navy Nurse POWs in the Philippines*. Annapolis, MD: Naval Institution Press, 1995.
3. Wise, James E. Jr. and Scott Baron. *Women at War: Iraq, Afghanistan, and other Conflicts*. Annapolis, MD: Naval Institute Press, 2006.

This Lesson is dedicated to Mildred Manning who passed away shortly after the interview for *Unsung Heroes: The Story of America’s Female Patriots* was conducted.

Freedom Is Not Free



COURSE GOALS: To provide viewers a historical overview and understanding of the sociological debates and challenges associated with the evolution of women in the military. The emphasis of this lesson is on exploring the continuing integration and acceptance of women in the military. At the completion of this lesson, you will possess historical knowledge of the challenges women have faced on the road to becoming accepted in the military. This lesson is a natural evolution of the “Called to Duty” lesson and establishes the foundation for the last lesson, “Against All Odds.”

SCOPE: This “Freedom Is Not Free” lesson is designed with the understanding that each individual begins with varying levels of understanding of the sacrifices women have made and continue to make as a result of military service. The lesson introduces you to: the dependency (spouse and children) and pregnancy debates of the 1960s through the 1990s, the continued debates about women and the draft versus the Equal Rights Amendment (ERA) and the impact of the Gulf War on women in the military.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the unique challenges that have dominated the debate(s) along the road to “Freedom Is Not Free” for women in the military. The lesson will inspire, motivate and foster discussion and debate about the sociological aspects of women in the military while addressing some of the myths that have been shattered along the way.

CONDITIONS:

- Assigned reading — to include at a minimum selected transcripts from the educational website and pages 289-303, 381-397 and 438-471 from Holm, Jeanne. Women in the Military: An Unfinished Revolution.
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Freedom Is Not Free” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Define the family structure — with regard to dependency and marriage — in the military prior to 1964 and discuss the changing definition of the military family structure throughout the 1960s and into the 1970s.
2. Identify key executive orders and policies that hindered the service of women during the 1950s through the 1970s and the legal cases and policy changes between 1971 and 1982 that made it possible for women to begin to play increasing roles in the military.
3. Restate the uncertainties of the 1980s with regard to women in the military and explain how the future of women in the military could have been altered had it not been for organizations and individuals pushing for the inclusion of women in the military.

4. Discuss how the Gulf War, more than any other event in American history, caused America to pause and realize that women are, and have been, a large part of America's "Freedom Is Not Free" moniker. Discuss sacrifice and patriotism.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Analysis, Evaluation and Application of the dominating sociological debates and gender specific aspects associated with the progression of women in the military since 1951.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Explain the definition of the "family structure" in the military prior to 1964.
2. Describe the military climate with regard to dependency (spouses and children) and pregnancy in the 1960s and 1970s. Be sure to discuss President Harry S. Truman's 1951 executive order and the impact it had upon this debate/climate.
3. Identify two specific arguments against including women as part of the 1980s military buildup. Describe at least three manpower challenges that favored including women in the 1980s military buildup. Be sure to interject the debates "for and against" women and include when/why the discussion shifted from "how many" women to "what roles" women should play.
4. Review the 1991 Gulf War and how it was a game-changer with regard to women in the military. Discuss the various roles, missions and duties women played. Explain how, if at all, their service and participation differed from their male counterparts.
5. Demonstrate the differences between the Army, Navy, Marine Corps, Air Force and Coast Guard approach to including women in the military during the 1970s and 80s and juxtapose that to each services' use of women during the Gulf War and the current War on Terror.

CONCRETE EXPERIENCE: Watch the "Introduction" and "Freedom Is Not Free" portion from the documentary *Unsung Heroes: The Story of America's Female Patriots*.

CLASS DISCUSSION: Using examples from the "Freedom Is Not Free" portion of the educational DVD, the three recommended transcripts from the educational website and portions of Holm, Women in the Military, discuss the following questions. The facilitator can either put students into groups and provide them with an argument to defend, or, ask for a show of hands from those who believe as a result of the Gulf War the military has overcome the challenges of dependency (spouses and children), pregnancy and the overall inclusion of women in the military versus those who do not — or use some anonymous method to divide viewers. Once the discussion begins, the facilitator should ensure the discussion evolves through to the War on Terror.

Discussion Prompt 1: Identify Tammy Duckworth's main concerns when she realized she had been in an accident while flying her Blackhawk. How would you characterize the phrase "Freedom Is Not Free" with regard to this scene from *Unsung Heroes* and her concerns?

Discussion Prompt 2: Select and discuss two takeaways from the scenes of Vernice Armour and Rhonda Cornum. Do you believe America has received and/or accepted the viewpoints they expressed?

Discussion Prompt 3: Compare and contrast the debates over dependency and pregnancy during the 1960s through 1980s and discuss how each branch of service handled the challenge. Be sure to use specific examples from the Holm's readings. Would you say the debates were logical for the time period?

Discussion Prompt 4: Discuss the pros and cons of the debate during the early 1980s about military buildup and the level at which women should be included. Discuss the transition period between the Carter and Reagan administrations, the ERA versus the draft, and, most importantly, how the 1991 Gulf War changed the landscape with regards to women in the military. How do you account for those who

remained critics of women in the military after the Gulf War? Can you relate their viewpoint to the current War on Terror?

Discussion Prompt 5: Relate how the debate over parenthood changed during the Gulf War. What role did media play and what role does it continue to play in military debates?

CLASS DEBATE: Using examples from the “Freedom Is Not Free” portion of the educational DVD, the three recommended transcripts from the educational website, portions of the Holm, Women in the Military reading, debate the following questions. The facilitator should begin by asking one of the debate questions below or some variation of the questions. From that point, it will be the facilitator’s role to guide the discussion through to the 1991 Gulf War and into present day. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt 1: Do you believe women became accepted partners in the military between the early 1950s and mid-1990s through an evolutionary process or was the change revolutionary? If revolutionary, explain? If evolutionary, explain. Or, is the revolution yet to come and/or evolution still ongoing? Use examples from the “Freedom Is Not Free” portion of the educational DVD and readings associated with this lesson to support and/or defend your position.

Debate Prompt 2: If the decision had been made to activate the draft circa 1979-1981 so that women would not have had to serve “forward” during the 1991 Gulf War, the United States would have still prevailed. Do you agree or disagree and why?

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Freedom Is Not Free” portion of the documentary on the educational website.
- First Lieutenant Sharron Frontiero and Colonel Eleanor L. Skinner.
- Lieutenant General Robert J. Dixon and Captain Tommie Sue Smith & Major Lorraine R. Johnson (dependency debate/policy).
- Seaman Anna Flores and Captain Susan R. Struck (pregnancy debate/policy).
- The irony of Army Patriot Missile Systems, Marine Corps Forward Support Battalions, Air Force Airborne Warning and Control Systems (AWAC), and Navy Service and Support vessels.
- The eight “Myths” in the Holm’s reading.
- Direct Combat.
- Tammy Duckworth’s full transcript on the *Unsung Heroes* educational website.
- Portions of Vernice Armour and Rhonda Cornum’s full transcripts on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Rear Admiral Clifford A. Swanson
- Executive Order 10240
- Spouse
- Crawford v. Cushman
- Womanpause
- “Mommy War”
- Dan Milberg

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read the full transcripts of Tammy Duckworth and portions of Vernice Armour and Rhonda Cornum’s transcripts on the *Unsung Heroes* educational website and portions of the Holm, Women in the Military reading. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,”

“Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Biak, Tanya. Undaunted: The Real Story of America’s Servicewomen. London: Penguin Books, 2013. Pages 52-71, 89-99, 139-144, 201-205, 220-230, 241-255, 259-270 and 298-300.
2. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Pages 289-303, 379-381 and 438-471.

Against All Odds



COURSE GOALS: To provide viewers a historical overview and understanding of the initial “against all odds” challenges women faced during the early stages of World War II and the debate(s) immediately following the 1991 Gulf War. The emphasis of this lesson is twofold. First, to explore challenges during World War II associated with women’s initial participation in the military. Secondly, to examine the National Defense Authorization Act (NDAA) of 1992/93. Upon completion of this lesson, you will possess historical knowledge of the quest to recruit and incorporate women into the military during World War II, and the milestone NDAA that began the unraveling of the Exclusion Rules, Risk Rules, and other restrictive measures that hindered the progress of women in military. This lesson serves as a culminating lesson where many lessons learned from earlier lessons can be applied.

SCOPE: This “Against All Odds” lesson is designed with the understanding that each individual begins with varying levels of understanding of the historical obstacles women overcame in their quest to serve in the military. The lesson introduces you to: the World War II recruiting campaigns of each service, the slander campaigns directed towards servicewomen, the social challenges military women faced such as dating and marriage, and the unique challenges of African-American women and female officers. Additionally, the Congressional debates of the early 1990s resulting in the passage of the NDAA, which led to increased women’s roles in the military in the late 1990s and the new millennium, will be examined.

TERMINAL LEARNING OBJECTIVE:

ACTION: To gain an understanding of and appreciation for the “against all odds” struggle for women’s right to serve in the military. The lesson will inspire, motivate and foster discussion and debate about the early stages of women entering the military and milestone Congressional debate shortly after the 1991 Gulf War.

CONDITIONS:

- Assigned reading — to include, at a minimum, selected transcripts from the educational website and pages 44-79 and 473-509 from Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992; Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006, one vignette, pages 28-32 (SSgt Jessica Lee Clements).
- Introductory comments (3—4 minutes) or lecture (15—20 minutes).
- Viewing of the “Introduction” and “Against All Odds” portion from the documentary *Unsung Heroes: The Story of America’s Female Patriots*.
- Class discussion and/or debate.

STANDARDS: The viewer will be able to:

1. Identify and discuss many of the “against all odds” challenges women faced while trying to enter the military during World War II.

2. Identify the unique challenges African-American women encountered and female officers experienced.
3. Explain the significance of the National Defense Authorization Act of 1992/93 and relate the impact it had on the service of women in the military.
4. Recount the terms *sacrifices*, *patriotism* and *service* as they relate to America's Unsung Heroes, women in uniform.

LEVEL OF LEARNING: Undergraduate to graduate/seminar level.

COGNITIVE DOMAIN: Knowledge, Comprehension, Evaluation and Application of the challenges women faced during the early stages of World War II and the debate(s) immediately following the 1991 Gulf War.

LESSON PLAN

INTRODUCTORY LECTURE:

Lecture Points

1. Explain the various challenges the women of World War II, and the service leadership, had to endure with regard to attitudes towards women in the military.
2. Describe the passion women, past and present, have towards serving in the United States military.
3. Identify the main focal points of the National Defense Authorization Act of 1992/93 and briefly assess the NDAA debates in the House and Senate.
4. Recall the history of women in the military from the American Revolution to the present (provided this is the last lesson in a course of study).

CONCRETE EXPERIENCE: Watch the "Introduction" and "Against All Odds" portion from the documentary *Ungung Heroes: The Story of America's Female Patriots*.

CLASS DISCUSSION: Using examples from the "Against All Odds" portion of the educational DVD, the six recommended transcripts from the educational website, portions of Holm, Women in the Military and Wise, Women at War assigned readings, discuss the following questions. The facilitator can either place students into groups and provide them with an argument to defend, or, ask for a show of hands from those who believe most of the challenges and odds women face because they choose to serve in the military are in the past versus those who do not — or use some anonymous method to divide viewers.

Discussion Prompt 1: Identify at least three common themes that are evident as you view the "Against All Odds" portion of the *Ungung Heroes* DVD. What strikes you about the comments and attitudes of the eight women on screen?

Discussion Prompt 2: During the interview, Vernice Armour mentions: "the definition of the word sacrifice is giving up something of lesser value for the greater good"; Denise Jelinski-Hall states: "the women that are commissioned into the United States military today, they know full well that they will be on the battlefield. . . but they continue to enlist because they want to serve. . . , and they serve with bravery and courage and honor every day all over the world"; and Leigh Ann Hester says: "I love the Army, I love being able to serve my country, . . . not everybody wants to go fight wars, not everybody wants to put on a uniform every day. . . somebody's got to do it, and I just happen to be good at it." Interpret how those statements impact you? Explain.

Discussion Prompt 3: Compare and contrast the early stages of recruitment and induction of women into the Army, Navy, Marine Corps and Coast Guard during World War II. What were some of the pitfalls each service experienced? Identify and discuss at least five "against all odds" challenges that were unique to women during World War II, and beyond World War II. These challenges can be gleaned from both the DVD and the readings.

Discussion Prompt 4: Identify the main target (as in occupational skillset) of the NDAA of 1992/93 and discuss why that particular skillset was selected as focal point for the debate. Juxtapose the relative ease with which the NDAA passed in the House with the struggle it endured to pass in the Senate.

CLASS DEBATE: Using examples from the “Against All Odds” portion of the educational DVD, the eight recommended transcripts from the educational website, portions of the Holm, Women in the Military and Wise, Women at War assigned readings, and any other assigned readings, debate the following question. The facilitator should begin by asking the debate question below or some variation of the question. From that point, it will be the facilitator’s role to guide the discussion from the World War II era and bring it forward to present day. Once the debate has begun, the facilitator might incorporate the Discussion Prompt questions as appropriate.

Debate Prompt: How have the “against all odds” challenges for women in the military evolved for the better since World War II? Has significant or modest progress been made? Use examples from the “Against All Odds” portion of the educational DVD and readings associated with this lesson to support and/or defend your evaluation.

ADDITIONAL TOOLS

STUDY TOPICS:

- Watch the “Against All Odds” portion of the documentary on the educational website.
- Slander Campaign.
- The Social Caste System — women vs. men; women officers vs. enlisted women; white vs. African-American women; attitudes towards women.
- National Defense Authorization Act (NDAA) of 1992/93.
- Combat Exclusion Rule, Revisted
- The Nunn, Warner, Glenn and McCain strategy relative to the NDAA of 1992/93.
- Portions of Francoise Bonnell, Vernice Armour, Laura Brown, Dorothy Dempsey, Deanie Parish, Denise Jelinski-Hall, Leigh Ann Hester and Latianna Wilson’s full transcripts on the *Unsung Heroes* educational website.

Identification of Significance (ID/SIG):

- Strength Goals of 1.5 Million
- WAAC v. WAC
- Women’s Draft Debate (World War II)
- Women Skills
- AAA Experience
- Dick Chaney
- Jessica Lee Clements

HOMEWORK ASSIGNMENT: At a minimum, facilitators should encourage students to read portions of Francoise Bonnell, Vernice Armour, Laura Brown, Dorothy Dempsey, Deanie Parish, Denise Jelinski-Hall, Leigh Ann Hester and Latianna Wilson’s transcripts on the *Unsung Heroes* educational website and portions of Holm, Women in the Military and Wise Women at War. Based upon the specific topics individual facilitators choose to highlight from the “Lecture Points,” “Discussion/Debate Questions,” “Study Topics” and “ID/SIGs” segments listed above, assign approximately 30 pages per class hour from the recommended reading list below to undergraduates. For postgraduate/seminar level environments, assign approximately 70 pages per seminar session from the recommended reading list.

RECOMMENDED READINGS:

1. Holm, Jeanne. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press: Revised Edition, 1992. Page 44-79 and 473-509.
2. Wise, James E. Jr. and Scott Baron. Women at War: Iraq, Afghanistan, and other Conflicts. Annapolis, MD: Naval Institute Press, 2006. One vignette, pages 28-32 (SSgt Jessica Lee Clements).

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Additional Tools

United States Army Women's Museum (AWM) Collection

The AWM is much more than a museum; it is an archive and research center. Among the primary source holdings spanning the World War I era are the telephone operators who were affectionately known as the "Hello Girls." The Hello Girls collection abounds with photos, orders, articles, War Department correspondence and the Military Telephone Regulations dated September 1, 1918. A second WW I research box contains biographical folders with an assortment of items relative to more than 25 nurses, yeomanettes, Hello Girls and other women who served during the war. Ethel Gray, who served as a reconstruction aide in France during World War I, compiled three large photo albums; all are at AWM.

The World War II-era collection contains many more biographical folders, including Alice Nater and Florence Bogart's. Nater is the subject of the premiere WAC Poster entitled "Mine Eyes Have Seen The Glory" and Bogart is the subject of the WAC Poster entitled "Are you a girl with a Star-Spangled heart?" AWM has more than 90 other posters relative to women in the military. A third box with an assortment of WASP folders also exists. One interesting and extensive folder is that of WAC Emma Jane Burrow Windham who died while listed as a flight engineer on an overseas flight that collided in mid-air with another aircraft. Director Oveta Culp Hobby's full collection is at AWM as are the collections of the other eight WAC Directors.

Vietnam-era and Beyond: Nine (9) boxes of Vietnam era scrapbooks, mainly photos, are archived. To stay ahead of the current wave of what will soon become Women's Military History, AWM has been actively collecting what they call Ready Reference (RR) materials. RR is material associated with the current War on Terrorism. At press time of this bibliography, there are eleven (11) boxes of RR material. Among the RR collections is a box entitled FETs/CSTs, or Female Engagement Teams and Cultural Support Teams. Since the Marine Corps were the first to establish FETs — by employing Army women — AWM has collected on them as well. Lastly, a collection entitled Casualty VI catalogues all the Army women who have offered the ultimate sacrifice in Iraq and Afghanistan.

There is significantly more in the archives and collections. In fact, there are more than 1.5M documents in the collection and the AWM is considered the ninth largest artifact holding within the Army. Plus, the museum exhibits in the front of the museum are first rate.

Women In Military Service For America Foundation, Inc./Women's Memorial Foundation Collection (Women's Memorial)

The Women's Memorial collects and artifacts are relative to women in every military service. There are more than 5,000 collections, small and large, of known and unknown women that will keep researchers and visitors busy for hours, days and weeks. Visitors can find specifics about each collection through the Women's Memorial "Collection Information Record" filing system. The collections categorized by type and are housed in four separate rooms, described below.

1) Uniforms, Textiles and Objects: Uniforms have been donated from every period dating back to the American Civil War, including blankets, quilts, flags and anything made of cloth. Shoes, boots, purses, hats, TA 50 (military issued equipment), duffle bags, footlockers and a World War II-era typewriter, are in the collection as, for example, are Nicole Malachowski's 2007 World Tour Coin and Thunderbird Uniform and a 1977 West Point woman's dress jacket with tails. Colonel Ruth Chaney Streeter and Lieutenant Colonel Charity Adams' uniforms and other items are in the collection. The collection includes a World War I "Model B Camera" used by Lillian Goucher in France and a World

War II WAC Victory Medal. While there are items dating back to the Civil War, the oldest collected uniforms date back to World War I. Cultural items such as a Vietnam-era “P.O.W.s Never Have A Nice Day” button and a 1957-60 Offutt Air Force Base Women’s Air Force cigarette lighter are stored. The Memorial Foundation loans to museums and institutions that want to put items on display as part of an exhibit.

2) Documents, including period and primary sourcebooks: Among the thousands of documents collected is one cabinet full with the majority of the “American War Mothers” documents. Another 13 large cabinets with collections spanning the American Revolution to the present have individually donated collections of well-known and unknown women who have served in the military. For those interested in stamps, a nearly complete collection of all stamps ever made depicting women associated with the military and/or civilian service exists. Papers of the Yeomen (F) and Yeomen (M) of World War I, and WAVES and SPARs of World War II are archived. By far the most extensive collection is that of World War II. Six of the 13 cabinets are dedicated to World War II. There is a rare book collection with more than 30 books. The entire collection of Margaret Nash is in Collection #2158. The resource files for the writing of several books are also on hand, including Philip Bigler’s and Linda Bird Francke’s files.

3) Photographs and Audio Visuals: This room has literally thousands of pictures, photographs, posters, scrapbooks and audiovisual collections in many different forms. For example, there are two areas containing more than 40 World War I posters germane to the Y.W.C.A., Salvation Army, Victory Girls and American Red Cross. The Women’s Memorial has a large original American Red Cross poster titled “The Greatest Mother in the World” in the collection. Fourteen small “Collection AV Cabinets” and one large cabinet with film reels, newsreels, documentaries, archival footage and period reels exist. For example, the 1943 WAAC to WAC conversion ceremony is on a 16mm reel. More than 20 drawers of oversized pictures from World War I and World War II, framed and unframed, are in the collection. Many more oversized pictures are rolled and remain in tens of boxes waiting to be researched. There are more than 25 drawers of slides depicting mostly Korean War and Vietnam War-era events. Lastly, there are five cabinets with five drawers, each filled with sketches, prints and photographs dating from the American Revolution to the present. The World War I, World War II and 1950’s collections are exceptionally extensive. There is considerably more and a scanner for limited use is conveniently located in this room.

4) Library: Last, but certainly not least, is the Women’s Memorial Library. This small-in-room-size library is huge when it comes to its collection. The library has the most complete selection of books in one room relative to women in the military than any other place. Visitors are welcome and encouraged to schedule the use of the library for hours and even consecutive days while working on research projects. Several books on each era, ranging from the American Revolution to the current War on Terror, are on hand. With perhaps one or two exceptions, every book within the bibliography for this guide exists in this library and there are, obviously, hundreds more.

Conclusion



The production of *Unsung Heroes: The Story of America's Females Patriots* is intended as an educational tool. However, it also has the potential to enhance the current national debate on women in the American military. It will educate and foster discussion with reference to women's contributions to the defense of this Nation because it brings their service from the American Revolution to the current War on Terror clearly to light on screen. *Unsung Heroes* will also add to the debate about women who choose to join the military and willingly serve in combat.