

populace and all of the ambivalent fears and desires inherent in sexual predation, coercion, and prostitution for protection. Several authors also discuss the figure of the *Trümmerfrau*, or “rubble woman,” upon whose shoulders the burden of reconstruction often rested in the absence of a male workforce.

Women in the two Germanys also worked out of necessity, forced into low-paying and unskilled “pink collar” jobs when the war was over, their hard work seen as only a temporary “stopgap” effort, as Rebecca Boehling puts it. Laura McEnaney dismisses the simplistic view of factory girls running off to the comfort of the suburbs by labelling it the “Rosie [the Riveter]-to-June [Cleaver] arc,” arguing instead that “women’s military timelines are not tidy, for women do not march away and then home again, the usual demarcation between war and peace,” as this collection shows.

The overriding theme of this book is the tension between women’s struggle for equality and men’s struggle to recast masculinity, as Hagemann and Michel explain in their introduction. The cover art—a photograph of a uniformed soldier trying to steal a bicycle from a worker woman—says it all. At an impossible impasse, women were subjugated back into the spheres of *Kinder*, *Küche*, and *Kirche* while men adjusted to civilian life at the head of the family.

The new “army family” unit modelled gender relations as well as social norms. While many returning German POWs felt the “abject status” of the vanquished, the experiences of ethnic and sexual minorities also felt the stigma of being marginalized. Angela Tudico describes how war brides and fiancées were treated to the heightened scrutiny of red tape and racial profiling when seeking U.S. citizen-

ship. Likewise, Steve Estes shows how the command to “man the guns” was not only used as a verb but also represented empowerment to black men in service, despite their having to return to the Jim Crow South after the war. What many of the authors of this volume have in common is their exposure of the tacit double standard of educating Germans about democracy in theory while not practicing it at home.

Finally, Robert G. Moeller and Jennifer V. Evans’ closing essays about Paragraph 175, an antiquated sodomy law kept on the books during denazification, show how Big Brother had no place governing the private sphere of the bedroom. The decriminalization of homosexuality proved more progressive on both sides of the wall than the gradual mobilization of political activism stateside, movements that have their roots in the forties as much as the sixties.

Hagemann and Michel’s collection of essays adds to the survey of war literature provided by John Keegan’s *Book of War* (1999) and makes a fine companion text to Elena V. Baraban, Stephan Jaeger, and Adam Muller’s *Fighting Words and Images: Representing War Across the Disciplines* (2012). Of course, only Hagemann and Michel offer a side-by-side commentary of the American geopolitical hypocrisy of bringing democracy to the defeated and the problematic reconstruction of the “two Germanys.”

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## WOMEN’S COLLEGES & UNIVERSITIES IN A GLOBAL CONTEXT

Kristen A. Renn  
Baltimore: Johns Hopkins University Press, 2014

### REVIEWED BY TRINA DE SOUZA

Women’s education is a complex and urgent matter as it relates to global gender equity and is necessary for improving societies, argues Kristen A. Renn, in her book, *Women’s Colleges & Universities in a Global Context*. Renn investigates the role that women’s colleges and universities play in the twenty-first century, using on-site studies of thirteen schools in ten countries worldwide including Australia, Canada, China, India, Italy, Japan, Kenya, South Korea, the United Arab Emirates, and the United Kingdom. In her analysis, Renn identifies five roles that women’s colleges and universities play contemporarily. They are (1) providing access, (2) campus climate, (3) leadership development, (4) gender empowerment, and (5) symbolism and paradox.

Renn utilizes a vertical case study, in which she compiles data from all levels of the institution and provides a variety of methodological approaches including interviews and focus groups with students, faculty, and administration; data such as documents and websites; and informal observations of and participation in campus life. By utilizing this approach, Renn paints a rich picture of women’s colleges and universities globally, engaging in a productive discussion of the commonalities and differences of each role/theme across institutions.

In clear and accessible chapters on each role/theme, Renn success-