

**European Women's History 1400-present
History 318, section 1/WS 390R, section 3
1117 JKB
12:00-2:00 MWF
Summer 2009**

Instructor: Dr. Harris
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(I do not read, nor respond to, student emails on Sundays)

Office Hours: Mondays 10-11:00am and Wednesdays 2:30-3:30pm
Other times by appointment

Honor Code and Special Needs Policies

For more details see the attached University Policies. The Honor Code will be enforced because you will follow it and therefore avoid any awkward moments for yourself, the instructor, and your fellow students.

Learning Outcomes

This course is designed to provide the student with a general knowledge of European women's lives since 1350 and the historiography of women's history and gender history. Class will consist of a combination of lectures, discussions, exams, reports, field trips, and class presentations. Discussion is encouraged during all class times. A variety of learning and assessment tools are used to address different learning styles and to improve retention of information.

Each program at BYU has developed a set of expected student learning outcomes. All history courses contain elements meant to help students acquire and refine the skills listed in the history major learning outcomes. Some of the outcomes applicable to this class include:

- Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories
- Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.
- Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.
- Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.
- Demonstrate how faith and reason intersect.

For more details see https://learningoutcomes.byu.edu/wiki/index.php/History_BA and https://learningoutcomes.byu.edu/wiki/index.php/Family_History_BA

Course Structure

Assignments are designed to give students the opportunity to conduct research in secondary and primary sources and to provide students tools for critical thinking and originality. Assignments and exams are designed to measure a student's grasp and retention of key historical events and historiographical trends. Success in this class will be easiest if work is done steadily throughout the semester. Unless noted otherwise all assignments will be turned in to history318@gmail.com. Graded assignments will be returned to the email from which they were sent.

Required readings for each class are denoted with *. Some days' readings are split into groups (A*, B*, etc); groups will be assigned the first week of class. Other readings listed are meant as a resource for your historiographic research papers.

Writing

Study at BYU offers students the opportunity to become “prayerful thinkers” (Aims of a BYU Education). While writing is not necessary to prayer, it is essential to developing habits of thinking. Writing in history classes provides an excellent opportunity to practice becoming not just better historians and better writers, but better thinkers. The connection between thinking (and its written manifestations) and prayer is not accidental – the scriptures teach us that pondering (thinking), recording (writing) and conversation (prayer) are powerful learning tools.

History classes provide students the opportunity to think, write, and converse about historical topics. All historical writing expresses thought and engages in conversation. Historians’ thoughts and their expression form their contribution to historical knowledge and their connection with existing historical research links them with on-going conversations.

Historical writing takes various forms – review essays, research articles, books, conference papers, even blogs – but at the heart of these genres is the hope to expand knowledge about a specific time, a specific place, a specific people and to connect that specificity with larger concerns. Historians not only ask “What happened in the past?” They also ask “Why does it matter now?” Good historical writing strives to answer both questions. Becoming prayerful thinkers and historical writers are mutually beneficial goals – goals history classes endeavor to foster.

Grading

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Winston Churchill

Grading will be tough, but everyone can be successful if they do the required work at the standards of excellence. Letting sloppy work slip with passable grades does both you and the school a disservice. Earning an A will require diligence and effort, not just check-listing the assignment’s components (that’s C level work). However, as grading is supposed to measure (not punish) learning, improvement during the semester will weigh in your favor. If you feel that you are not making the progress in the class you would like to, **consult with the instructor** when it is still early enough to make effective corrections.

Homework turned in late will result in a 10% deduction in grade for the first day (calendar, not class day) and an additional 5% deduction each subsequent day.

Grading will be done on the typical scale (94% and above A; 90-93% A-, 87-89% B+, 84-86% B, 80-83% B-, etc.).

Required Texts

Hartman, Mary S. *The Household and the Making of History*

Course Readers (selections from *Lives and Voices* and *Ages of Woman* are all grouped together at the back of the reader)

Various websites, including course blog: history318.blogspot.com

Optional Text

Bridenthal, Renate, et al. *Becoming Visible: Women in European History*

Assignments and Point Breakdown (see attached sheet for details and due dates)

In-class writing exercises: 0 points, or down to -2 points per assignment

Completing online student evaluation: 5 points

Book approval: 5 points

Writing Lab: 10 points

First draft of book review: 30 points
Thematic-list mid-term: 25 points
First draft of research report: 25 points
Pop Culture Moment: 25 points
Final draft of book review: 100 points
Final draft of research paper: 75 points
Final exam: 100 points
TOTAL: 400 points

University Policies

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Exams and assignments are due on the dates stated in the syllabus. Exceptions will not be made, except for extreme circumstances. Do not ask for exams and assignments to be scheduled for a later date to accommodate travel and other plans. If you have a conflict, you may turn in assignments early.

Required readings marked with an *

Section One: Historiography, Feminism, and the Politics of History

22 June: Course Goals, Historical Reading and Research Techniques

- Readings
 - **The Family: A Proclamation to the World*, particularly section on men and women, and gender (available at lds.org)
- Activity
 - “Reading” academic history efficiently
 - Group primary research project
 - Discussion of Contemporary Attitudes’ Affect on Historical Imagination
 - NPR story on Hillary Clinton and Sarah Palin
 - <http://www.npr.org/templates/story/story.php?storyId=94369835>

24 June-26 June: Gender, Feminism, Women’s History, and Historiography

- Secondary Sources
 - Group A: Joan Scott, “Gender a Useful Category of Analysis” from *Gender and the Politics of History* (1989)
 - (SKIM) Joan Scott, “Women’s History” from *Gender and the Politics of History* (1989)
 - Renate Bridenthal, et al, “Introduction” from *Becoming Visible: Women in European History* (1998)
 - Group B: Joanne Meyerowitz, “A History of ‘Gender’” *American Historical Review* vol 113, no 5 (December 2008), 1346-1356
 - (SKIM) Joan Kelly-Gadol, “Did Women Have a Renaissance?” (1977)
 - Renate Bridenthal, et al, “Introduction” from *Becoming Visible: Women in European History* (1998)
- Primary Sources (choose 2)
 - *Elaine Sciolino, “Ségolène Royal shakes up France’s gender politics” from *International Herald Tribune* (2006)
 - *Bonnie Erbe, “Lure husbands into the ‘second shift’” from *Deseret News* 2 April 2006
 - *Robert Ebert, “Review of *Elizabeth: the Golden Age*” (2007)
 - * Robin Abcarian, “Insiders see new ‘feminism’”, *Los Angeles Times*, 4 September 2008 available at: <http://articles.latimes.com/2008/sep/04/nation/namotherhood4>
 - Skim feminist terminology, available at: <http://www.faqs.org/faqs/feminism/terms/>
- **Assignment:** Have book for book review approved by professor by 26 June

Section Two: Late Medieval Europe: 1350-1500

29 June: Women at Home and Work and Gender in Middle Ages

- Secondary Sources
 - *Mary S. Hartman, “How Northwestern Europe Was Strange: Marriage, Households, and History” in *The Household and Making of History* (2004)
 - *Becoming Visible*, Chapter 5 (Susan Moshe Stuard, “The Dominion of Gender or How Women Fared in the High Middle Ages”)
 - Marc Boone, Thérèse de Hemptinne and Walter Prevenier, “Gender and Early Emancipation in the Low Countries” in *Gender, Power,*

and Privilege in Early Modern Europe by Jessica Munns and Penny Richards (2003)

- Primary Sources
 - Group A* Chojnacka and Wiesner-Hanks, *Ages of Woman, Ages of Man* (2002), 230-231, 256-57, 272-273 (pages 864-865, 867 in Course Reader)
 - *(skim) Bridget of Sweden, extracts from *Liber Celestis* (1340s), from *Medieval Writings on Female Spirituality*, pages xxviii-xxx, 145-149, 157-160
 - Group B* Christine de Pizan, *The Book of the City of Ladies* (1405), pages 116-126, skim other pages

Section Three: Early Modern Europe: 1500-1700

1 July: Women in the Protestant and Catholic Reformations and Witch Trials

- Secondary Sources
 - A* Hartman, “The Women and Men of Montailou and Salem Village” in *The Household and the Making of History* (2004), 111-143
 - B* Hartman, “Communities in Crisis” in *The Household and the Making of History* (2004), 144-175
 - *Craig Harline, *The Burdens of Sister Margaret* (2000), selections
 - Susan Karant-Nunn, “The Reformation of Women” *Becoming Visible*, Chapter 7
 - Raisa Toivo, “Women at Stake: Interpretations of Women’s Roles in Witchcraft and Witch Hunts from the Early 20th Century to the Present” *Arv* 62 (2006): 187-205
 - Merry Wiesner, *Witchcraft in Early Modern Europe* (2007)
 - Lyndal Roper, *The Holy Household* (1989)
 - Merry Wiesner-Hanks, “Women and the Reformations: Reflections on Recent Research” *History Compass* (2004)
- Primary Sources
 - **Ages of Woman*, 188-189
 - *Teresa of Avila, *The Life of Saint Teresa of Avila by Herself* (bef. 1567), 104-111

6-8 July: Women at Home and Work and Abroad in the World, 1500-1700

- Secondary Sources
 - A *Natalie Zemon Davis, “Arguing with God: Glikl Bas Judah Leib” in *Women on the Margins*, selections 5-15, 19-30, 50-62 (1995)
 - *Susan Doran, “Elizabeth I: Gender, Power, and Politics” in *History Today* 2003 53 (5): 29-35
 - B* Cissie Fairchilds, “Women in Overseas Colonization” and “Conclusion” in *Women in Early Modern Europe, 1500-1700* (2007), 310-326
 - *(SKIM) Merry Wiesner, “Having Her Own Smoke: Employment and Independence for Singlewomen in Germany, 1400-1750” in Judith Bennett and Amy Friode, eds, *Singlewomen in the European Past, 1250-1800* (1999), 192-216
 - Amy L. Erickson, *Women and Property in Early Modern England* (1993)

- Penny Richards, “The Guise Women” Politics, War and Peace” in *Gender, Power, and Privilege in Early Modern Europe* by Jessica Munns and Penny Richards (2003)
- Merry Wiesner, “Spinning Out Capital: Women’s Work in Preindustrial Europe, 1350-1750” in *Becoming Visible: Women in European History* (1998), 203-210
- Julie Hardwick, *The Practice of Patriarchy . . . Early Modern France* (1998)
- Barbara J. Harris, “Aristocratic and Gentry Women, 1460-1640” *History Compass* (2006)
- Primary Sources (choose two)
 - *Elizabeth I, Speech at Tilbury (1588)
 - **Malleus Maleficarum* (1486)
(<http://www.malleusmaleficarum.org/index.html>)
 - *Choose one or two primary sources from this collection:
<http://history.hanover.edu/early/wh.html>
- **Assignment:** First draft of book review due by 8 July to history318@gmail.com

Section Four: The Long Eighteenth Century, 1690-1815

10 July: Production and Consumption and Gender in the Enlightenment

- Secondary Sources
 - A*Carla Hesse, “The Perils of Eloquence” in *The Other Enlightenment* (2001), 3-30
 - B* Jennifer Jones, “Coquettes and Grisettes: Women Buying and Selling in Ancien Regime Paris” in Victoria de Grazia, ed, *The Sex of Things: Gender and Consumption in Historical Perspective* (1996), 25-53
 - Merry Wiesner, “Spinning Out Capital: Women’s Work in Preindustrial Europe, 1350-1750” in *Becoming Visible: Women in European History* (1998), 211-232
 - Anthony Fletcher, “Gender, Patriarchy and Early Modern Society” in *Gender, Sex, and Subordination* (1995)
 - Barbara Taylor, “Feminism and the Enlightenment” *History Workshop Journal* (1999)
 - Christine Mayer, “Education for All: Why Were Women Included? Sketches from Eighteenth-Century Germany” *History of Education* (2006)
 - Shirley Brice Heath, “Child’s Play or Finding the Ephemera of Home” in Mary Hilton, et al, eds. *Opening the Nursery Door* (1997), 17-30
- Primary Sources
 - *(SKIM) Jean Jacques Rousseau, “Education of Girls” from *Emile*, 217-252
 - *Travell family documents, handed out in class
 - * Henrietta Hobart Howard Berkeley letter, 1727 and excerpts from diary of Margaret Magdalen Jasper Althens, 1783

13 July: Women and the Revolution, Legal Reforms, Early Feminism

- Secondary Sources
 - Group A*Suzanne Desan, “Freedom of the Heart: Men and Women Critique Marriage” in *The Family on Trial in Revolutionary France* (2004), 15-46

- Group B* Karen Offen, “Reclaiming the Enlightenment for Feminism” and “Challenging Masculine Aristocracy: Feminism and the French Revolution” in *European Feminisms, 1700-1950* (2000), 27-76
- Ruth Perry, “Mary Astell And The Feminist Critique Of Possessive Individualism” *Eighteenth-Century Studies* (1990)
- Joan Landes, *Women and the Public Sphere in the Age of the French Revolution* (1988)
- Primary Sources
 - * “Declaration of the Rights of Man and Citizen” (1789)
 - *Olympe de Gouges, Declaration of the Rights of Woman” (1791)
 - * (SKIM) Mary Wollstonecraft, “The Prevailing Opinion of a Sexual Character Discussed” from *A Vindication of the Rights of Woman* (1796)
 - Jane Austen, *Persuasion* (1816)
- **Assignment:** Thematic lists due

Part Four: The Long Nineteenth Century, 1789-1914

15 July: Civil Code and Post-Revolutionary Gender, and Education and Learning 1800-1850

- Secondary Sources
 - * “Interpreting the Western past with the Women and the Households Left In, 1500-1800” in *The Household and the Making of History* (2004), 202-242
 - * (SKIM) “Susan Smith-Peter, “Educating Peasant girls for Motherhood” *Russian Review* (2007), 391-405
 - Anthony Fletcher, “School” in *Growing Up in England* (2008), 312-326
 - Leonore Davidoff and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850* (1987)
- Primary Sources
 - Jane Austen, *Persuasion* (1816)
 - Anna Maria Mozzoni, “Women and the Project for the New Italian Civil Code” in DiCaprio and Wiesner, *Lives and Voices* (2001), 298-301

17 July: Women and the “Isms” – Religious, Civil, and Social Reforms and Industrialization

- Secondary Sources
 - A* Charles Sowerwine, “Socialism, Feminism, and the Socialist Women’s Movement” in *Becoming Visible* (1998), 357-377
 - B* Judith Coffin, “Machinery, Political Economy, and Women’s Work, 1830-1870” in *The Politics of Women’s Work: The Paris Garment Trades, 1750-1915* (1996), 46-73
- Primary Sources
 - A* John Stuart Mill, Chapter Four of *The Subjection of Women* (1861)
 - B* Women Miners in the English Coal Pits (1840s)
 - B* Andrew Ure, “The Philosophy of the Manufacturers” (1835)
 - Pauline Kergomard, “The French Association for Child Rescue” (1889) DiCaprio and Wiesner, *Lives and Voices* (2001), 316-318
 - Julie-Victoire Daubié, “Women Workers in France” in DiCaprio and Wiesner, *Lives and Voices* (2001), 276-280
 - Elizabeth Gaskell, *North and South* (1855)

20 July: 1848 and its Impact on Women and Gender and Mid-Century Domesticity

- Secondary Sources

- A*Karen Offen, “Birthing the ‘Woman Question,’ 1848-1870” in *European Feminisms, 1700-1950* (2000), 108-143
- B*Haris Exertzoglou, “The Cultural uses of Consumption” *International Journal of Middle East Studies* (2003), 77-101
- David Hamlin, “The Structures of Toy Consumption: Bourgeois Domesticity and the Demand for Toys in Nineteenth-Century Germany” in *Journal of Social History* (2003)
- Primary Sources
 - A*”Getting to the Source” Henriette, “The Wise Women of Athens” (1848) translated by Karen Offen in *Journal of Women’s History*, 1997 9 (2)
 - A*Coventry Patmore, *The Angel in the House* (1854), Canto 12 and Epilogue
 - B*(skim) Suzanne Voilquin, “Recollections of a Daughter of the People” (1866) in Mark Traugott, trans., *The French Worker*, 92-115.
- Assignment: First draft of research report

22 July: Imperialism, Gender, the New Woman, and the Suffrage Movement

- Secondary Sources
 - A*John Tosh, “‘All the masculine virtues’: English emigration to the colonies, 1815-1852” in *Manliness and Masculinities* (2005), 173-191
 - A* (skim)John Tosh, “Manliness, masculinities and the New Imperialism, 1880-1900” in *Manliness and Masculinities* (2005), 192-214
 - B* Lynn Abrams, “First-Wave Feminism” in *The Making of Modern Woman* (2002), 265-296
 - B* (skim) Louise Tilly and Joan Scott, “Women in the Family Consumer Economy” in *Women, Work, and Family* (1978), 176-213
 - Laura Mitchell, “‘This is the Mark of the Widow’: Domesticity and Frontier Conquest in Colonial South Africa” in *Journal of Women’s Studies* 2007 (28)
 - Angela Bourke, *The Burning of Bridget Cleary* (1999)
- Primary Sources
 - * Harriet Taylor, “On Marriage” in DiCaprio and Wiesner, *Lives and Voices* (2001), 355-357
 - *British Suffrage Art in DiCaprio and Wiesner, *Lives and Voices* (2001), 392
 - *Emmeline Pankhurst “Why We Are Militant” in DiCaprio and Wiesner, *Lives and Voices* (2001), 387-392

Part Five: The Twentieth Century and Today

27 July: Women in War and Ideologies

- Secondary Sources
 - A*Susan Grayzel, “Women’s War Work: Remunerative, Voluntary and Familial” in *Women and the First World War* (2002), 27-50
 - A*Victoria de Grazia, “The Family Versus the State” in *How Fascism Ruled Women, Italy 1922-1945* (1992), 77-115
 - B*Wendy Goldman, “Origins of the Bolshevik Vision: Love Unfettered, Women Free” in *Women, the State and Revolution: Soviet Family Policy and Social Life, 1917-1936* (1993), 1-58

- B* Elizabeth Harvey, “We Forgot All Jews and Poles” *Contemporary European History* (2001), 447-461
 - Claudia Koonz, “Introduction” in *Mothers in the Fatherland: Women, the Family, and Nazi Politics* (1987), 3-17
 - Sandi Cooper, “Women in War and Peace, 1914-1945” in *Becoming Visible: Women in European History* (1998), 451-462
 - Susan Grayzel, “Assessing the Consequences of the War for Women” in *Women and the First World War* (2002), 99-116
 - Henriette Donner, “Under the Cross” in *Journal of Social History* (1997)
- Primary Sources
 - *Elsa Harmann, “This Is the New Woman” (1929) <http://www.mariabuszek.com/kcai/Expressionism/Readings/HrrmnnNewpdf.pdf>
 - Flora Shaw, “Belgian War Refugees” in DiCaprio and Wiesner, *Lives and Voices* (2001), 404-410
 - Hanna Schmitt, “The Disfranchisement of Women”(1937) in DiCaprio and Wiesner, *Lives and Voices* (2001), 499-502
 - “Soviet Women in Defense of the Motherland” (1941) in DiCaprio and Wiesner, *Lives and Voices* (2001), 538-542
 - Irène Némirovsky, *Suite Française* (1942)

29 July: Field Trip

- Meet at the Springville Art Museum to view Soviet art display

31 July: The Modern Woman

- Secondary Sources
 - A*Stephanie Spencer, “Reflections on the ‘site of struggle’ *History of Education* (2004), 437-449
 - B*Signild Vallgård, “Hospitalization of Deliveries” *medical History* (1996), 173-196
- Primary Sources
 - The United Nations, “1979 Convention on the Elimination of All Forms of Discrimination Against Women” (1979) in DiCaprio and Wiesner, *Lives and Voices* (2001), 580-583
 - The Right to Choose: Abortion on Trial in France” (1973) in DiCaprio and Wiesner, *Lives and Voices* (2001), 564-573

3 August: 1968 and Second-Wave Feminism

- Secondary Sources
 - *Karen Offen, “Defining Feminism” in *Signs* (1988) vol 14, no. 1.
- Primary Sources
 - *Simone de Beauvoir, *Second Sex* (selections) (1949), “Introduction”, 7-35.
- **Assignment:** Last day to visit Writing Lab

5 August: Women and Feminism after the Fall of the Wall

- Secondary Sources
 - A*Susan Gal and Gail Kligman, “Dilemmas of Public and Private” in *The Politics of Gender After Socialism* (2000), 37-62
 - B*Laura Busheikin, “Is Sisterhood Really Global?” in *Ana’s Land: Sisterhood in Eastern Europe* edited by Tanya Renne (1997), 12-22

- * (skim) Rosemarie Tong, “Postmodern and Third-Wave Feminism” in *Feminist Thought* (2009), 270-291
- Primary Sources
 - *Slavenka Drakulić, “Buying a Vacuum Cleaner” in *Café Europa* (1996), 109-117
 - Pragna Patel, “Third Wave Feminism and Black Women’s Activism in Britain” (1997) in DiCaprio and Wiesner, *Lives and Voices* (2001), 612-616
 - “Petra Kelly and the German Green Party” (1983) in DiCaprio and Wiesner, *Lives and Voices* (2001), 594-598
- **Assignment**: Final draft of book review due

7-10 August: Discussion and Summary

- Secondary Sources
 - *Mary Hartman, “The Late-Marriage Household, the Sexes, and the Modern World” and “Epilogue” in *The Household and the Making of History* (2004), 243-284
- Primary Sources
 - *Melinda Zook, “Integrating Men’s History into Women’s History: A Proposition” in *History Cooperative* (2002), vol 35, no. 3.
- **Assignment**: Final draft of research report due by 10 August

12 August, 1-2:50pm

- Final Exam, 1117 JKB