Content and Structure
This course is designed to give an overall knowledge of families in the European past – beginning with precedents from the ancient world and concluding in the early twenty-first century. It concentrates on family structures and relationships (including the importance of gender), on the intersection between families and the law (secular and religious), and the social and cultural aspects of family life and the influence of family on other social and cultural trends. Students should leave the class with knowledge of historical change in families as well as a working knowledge of everyday life in families in the past.

Class will consist of group work, lecture, discussions, written assignments (large and small), exams, and presentations. Assignments provide students with tools for critical thinking and originality. A variety of learning and assessment tools are used to address different learning styles and to improve retention of information.

Class participation is necessary for successful completion of this class. Reading the text will only provide you with a small fraction of the information that you will gain from interaction with your fellow students and the professor.

Course Themes
Demography
Law, State, and Church
Gender
Family Relations and Economics
Marriage and Its Dissolution
Age, Childhood, and Parenthood

Texts
Required Texts
Austen, Mansfield Park
Chojnacka and Wiesner-Hanks, Ages of Woman, Ages of Man (Pearson, 2002)
Fforde, Something Rotten (Viking, 2004)
Course Reader (to be divided with another student)
Learning Outcomes and Expectations

Each program at BYU has developed a set of expected student learning outcomes, see https://learningoutcomes.byu.edu. Course-specific outcomes and student expectations are as follows:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>Students will be able to understand and explain major trends in European family life, relationships, and law between 1100 and the present.</td>
<td>Students will engage in daily in-class writing exercises. These writings offer students the opportunity to synthesize the arguments found in course readings (both secondary and primary sources).</td>
</tr>
<tr>
<td>Students will be able to analyze and synthesize historiography of family history.</td>
<td>In addition to in-class writings students will compile timelines and thematic lists that organize all course reading into six general topics (demography, law/state/church, gender, age/childhood/parenthood, family relations/economics, marriage and its dissolution).</td>
</tr>
<tr>
<td>Students will read, analyze, and write about primary and secondary sources and explain their connections to one another.</td>
<td>Students will read approximately 1500-2000 pages of secondary and primary sources – some of these pages are read by every student and some come from students’ individual research projects. Students will write a primary source analysis that connects with secondary literature.</td>
</tr>
<tr>
<td>Students will interpret important shifts or trends in the experience of family functions and relationships and their connections with the law. Students will apply this understanding to the legal, religious, and culture contexts for those shifts or trends.</td>
<td>Using their timelines and/or thematic lists students will complete oral and written exams that require they formulate a historical argument and then support that argument with primary and secondary evidence.</td>
</tr>
<tr>
<td>Working in tandem with each other students will have opportunities to question, investigate, and interrogate historical experiences and historiographic interpretations.</td>
<td>Depending on local opportunities students will visit local museums or performances that relate to course content. In-class writing and the exams contain elements that encourage students to verbally discuss these experiences with other students.</td>
</tr>
</tbody>
</table>
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. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. The complete version of the Academic Honesty Policy is available at honorcode.byu.edu.

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.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

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.

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. . . . I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010
Grading

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

Winston Churchill

Grading will be rigorous, but everyone can be successful if they do the required work at the standards of excellence. (Note, “successful” and “an A grade” are not synonymous). Letting sloppy work slip with passable grades does both you and the school a disservice. If you feel that you are not making the progress in the class you would like to, consult with the professor for help in making corrections.

Homework turned in late will result in a 10% deduction in grade for the first day (calendar, not class day) and an additional 10% each subsequent day until one week after the original due date. No late work will be accepted more than a week after the original due date.

Unless noted otherwise all assignments should be submitted to history319@gmail.com by midnight of the due date. Graded work will be returned to the email address from which it was sent.

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

Point Break-down (see Assignment 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
Research topic brainstorming: 5 points
Research consultation with Dr. Harris: 10 points
Preliminary proposal: 15 points
Final Proposal: 25 points
Writing Fellows (15 for first meeting, 25 for second): 40 points total
Mid-term: 50 points
First draft of paper: 50 points
Final exam: 100 points
Final draft of paper: 150 points
TOTAL: 450 points
Class Schedule

Section One: Introduction

29 August: Course Goals, Guidelines, and Structure
- **Reading**
  - *The Family: A Proclamation to the World*
- **Activity**
  - Designing a research project, using and analyzing primary sources

31 August: Thinking, Reading, and Writing Historically
- **Reading**
- **Activity**
  - Strategies for reading academic books and articles
- **Assignment**
  - 1-page brainstorming about research project (bring hard copy to class)

2 September: Meet at Special Collections in HBLL (TBA)
- **Reading**
  - Review “Collections” on HBLL Special Collections website
- **Activity**
  - Manuscript sources, research groups

Section Two: Historiography of Family History

7 September: Social History and Demography
- **Reading**
  - (Group A) Lawrence Stone, “Problems, Methods and Definitions” in *The Family, Sex and Marriage in England 1500-1800* (1977), 3-41
    - Skim, read sections concentrating on his overall argument and approach – don’t get bogged down in the specifics
    - Concentrate on her analysis of Stone and the overall stretch of family history. Don’t try to memorize the different authors and titles and the minutiae of their arguments.

9 September: Women, Gender, and Children’s History
- **Reading**
    - Concentrate on the big picture (not the details about girls’ history)

12 September: Hartman and Resurgence of Family History
- **Reading**
- **Assignment**
  - Preliminary proposal (see assignment sheet), submit to history319@gmail.com

Comment [ah1]: Writing to learn: 2-minutes writing about what makes a good learning atmosphere or 5 minutes writing on what questions about families in the past they have
- Family statue get into groups based on interests
- Low tech day
- Have Trace get films ready (Taming of Shrew, Mansfield Park, 49 up)
- Scriptures on thinking/pondering
- Themes

Comment [AH2]: Groups by time/place.
- Give supplemental readings
- Reader buddy – bring to class on second day to get divided

Comment [AH3]: Move into thematic groups.
- Consultation sign-up sheet

Comment [AH4]: Milanich, Whither FH in lecture.
Section Three: Ancient Precedents and Medieval Families and Law

12 September: Family Governance and Law

- **Reading**

14 September: Religion and Family Rituals

- **Reading**

16 September: Law, State, Church Primary Sources

- **Reading**
  - View medieval art at: http://www.wga.hu/index.html

19 September: Marriage and Gender

- **Reading**
  - Mary Hartman, “Marrying Early and Marrying Late” in *The Household and the Making of History* (2004), 34-69

21 September: Family Economy and Demography

- **Reading**
  - “Making History: Wattle and Daub” at http://www.youtube.com/watch?v=VIJFBAAjvE

23 September: Children, Childhood, and Posterity

- **Reading**

- **Assignment**
  - Paper proposal
Section Four: Early Modern Families

26 September: From Medieval to Early Modern

- **Reading**

30 September: Gender and Families

- **Reading**

3 October: Reformations and Household Governance

- **Reading**
  - (B) Mary Hartman, “Communities in Crisis” in *The Household and the Making of History* (2004), 144-175
  - Choose three from “Religion” in *Ages of Woman, Ages of Man*, 181-216

- **Activity**
  - View *Taming of the Shrew* (place and time TBA)

5 October: Marriage and its Dissolution

- **Reading**
  - Choose three from “Married Life” in *Ages of Woman, Ages of Man*, 113-143

7 October: Family Economy

- **Reading**
  - (A) Raffaella Sarti, “Home and Family: Bringing Things Together or Setting Up Home” in *Europe at Home* (2002), 42-75
  - View early modern homes at http://www.geffrye-museum.org.uk/ (period rooms)
October: Early Modern Childhood, Youth, Old Age, and Death

- **Reading**
  - (B) Susannah Ottaway, “Independent but Not Alone: Family Ties for the Elderly” in *The Decline of Life* (2004), 141-172
  - Choose five from “Youth, Sexuality, and the Single Life” and “Widowhood and Old Age,” from *Ages of Woman, Ages of Man*, 42-71 and 251-282

- **Assignment**
  - First draft due to Writing Fellows

12 October: Discussion

- **Reading**
  - Jane Austen, *Mansfield Park*

- **Activity**
  - View selections of *Mansfield Park*

14 October: Mid-Term

**Section Five: Making Modern Families**

17 October: 1800

- **Reading**
  - Travell family [documents](handed out in class)

19 October: The Demographic Transition

- **Reading**

21 October: No class, research day

24 October: Revolution and Class

- **Reading**
  - (A) Suzanne Desan, “Reconstituting the Social After the Terror” in *The Family on Trial in Revolutionary France* (2004), 249-282

26 October: Class

- **Reading**

- **Assignment**
  - First draft of paper due to professor

28 October: No class, meetings with TA and Fellows
31 October: Domesticity and Social Reforms
  • **Reading**
    - (A) John Tosh, “Authority and Nurture in Middle-class Fatherhood” in *Manliness and Masculinities in Nineteenth-Century Britain* (2005), 129-147
    - View Victorian homes at http://www.geffrye-museum.org.uk/ (period rooms)

4 November: Race, Nation, and Empire
  • **Reading**
    - (A) Elizabeth Buettner, “Not Quite Pukka” in *Empire Families* (2004), 72-109

7 November: Childhood and Class
  • **Reading**
    - Images of childhood by Carl Larsson at http://www.carllarsson.net/
  • **Activity**
    - View selections of *Downton Abbey*

**Section Six: Twentieth- and Twenty-First-Century Families**

9 November: The Home Front in Wars and Ideologies, part one
  • **Reading**

11 November: The Home Front in Wars and Ideologies, part two
  • **Reading**
    - (B) Victoria De Grazia, “The Family Versus the State” in *How Fascism Ruled Women, Italy 1922-1945* (1992), 77-115

14 November: Home Front Primary Sources
  • **Reading**
    - Choose three sources from http://www.firstworldwar.com/diaries/index.htm
    - (B) Janusz Korczak, *The Child’s Right to Respect* (1929)
  • **Assignment**
    - Second draft due to Writing Fellows

16 November: Post-War Boom
  • **Reading**
    - View 20th century homes at http://www.geffrye-museum.org.uk/ (period rooms)
21 November: Children and the State
  • **Reading**
    o Background to Mass Observation diaries:
  • **Activity**
    o View 7 Up

22 November: Fieldtrip to Springville MOA – Russian and Soviet collection

23-27 November: Thanksgiving Break

28 November: Families in Post-Communist East
  • **Reading**

30 November: Identity, Blended Families, and Reproductive Technology
  • **Reading**

2 December: Family Policies in Europe
  • **Reading**
    o (A) Vladimir Putin, “Annual Address to the Federal Assembly 10 May 2006”
    o (B) European Union and Family-Friendly policies.
      http://ec.europa.eu/employment_social/families/index_en.html
    o (B) European Parliament resolution of 19 June 2007 on a regulatory framework for measures enabling young women in the European Union to combine family life with a period of studies.

5 December: Families and History
  • **Reading**
    o Mary Hartman, “The Late-Marriage Household, the Sexes, and the Modern World” and “Epilogue,” pages 243-284
  • **Assignment**
    o Final draft due

7 December: Discussion – Contemporary Families in Europe and the Church
  • **Reading**

12 December: Final Exam 7-10am 348 MARB
  • See attached exam description for details