Instructor: Dr. Harris  
Office: 2150 JFSB, ext. 2-6408  
Email: amy.harris@byu.edu  
(I do not read, nor respond to, student emails on Sundays)  
Office Hours: Mondays 11-11:45am; Wednesdays 2-3pm or by appointment

**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**
Gaskell, Elizabeth. *Wives and Daughters*
Kertzer, David and Marzio Barbagli. *Family Life in the Twentieth Century*
Sarti, Rafaella. *Europe at Home: Family and Material Culture 1500-1800*
Shakespeare, William. *Taming of the Shrew*
Turgenev, Ivan. *Fathers and Sons*
Writing and Research Guide at http://www.bowdoin.edu/writing-guides/  
Articles and book chapters available online or via Course Reserve (password har319)

**Optional Texts**
Sheehan, Michael. *Marriage, Family, and Law in Medieval Europe*  
Traugott, Mark. *The French Worker: Autobiographies from the Industrial Era*
**Learning Outcomes and Expectations**
Each program at BYU has developed a set of expected student learning outcomes, see [https://learningoutcomes.byu.edu](https://learningoutcomes.byu.edu). Course-specific outcomes and student expectations are as follows:

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<tr>
<th>Learning Outcome</th>
<th>Expectations</th>
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<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>
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<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>
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<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>
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<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>
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<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>
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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: 15 points
Preliminary proposal: 15 points
Faith and reason essay: 20 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: 75 points
Final draft of paper: 200 points
TOTAL: 500 points
**Section One: Introduction**
27 August: Course Goals, Guidelines, and Structure
- **Reading**
  - *The Family: A Proclamation to the World*
  - Citation guide
- **Activity**
  - Designing a research project, using and analyzing primary sources

29 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)

31 August: **Meet at Special Collections in HBLL (TBA)**
- **Reading**
  - “How to Read a Primary Source” at [http://www.bowdoin.edu/writing-guides/](http://www.bowdoin.edu/writing-guides/)
  - Review “Collections” on HBLL Special Collections website
- **Activity**
  - Manuscript sources, research topics

3 September: Labor Day holiday

**Section Two: Historiography of Family History**
5 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. (Available on Course Reserve)
    - 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.

7 September: Women, Gender, and Children’s History
- **Reading**
    - Concentrate on the big picture (not the details about girls’ history)
10 September: Hartman and Resurgence of Family History
- **Reading**

**Section Three: Ancient Precedents and Medieval Families and Law**
12 September: Family Governance and Law
- **Reading**
- **Assignment**
  - Preliminary proposal (see assignment sheet), submit to history319@gmail.com

14 September: Religion and Family Rituals
- **Reading**

17 September: Fieldtrip – Objects of Devotion exhibit – meet at MOA
- **Reading** (primary sources on religion and families)
  - 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=VIJIFBAAjvE

24 September: Children, Childhood, and Posterity
- **Reading**
Section Four: Early Modern Families
26 September: From Medieval to Early Modern

- **Reading**

- **Assignment**
  - Paper proposal

28 September: No class, individual research meetings with Dr. Harris week of 24 September

1 October: No class, research day

3 October: Gender and Families

- **Reading**
  - William Shakespeare, *Taming of the Shrew*

4 October: Guest Lecture: Amy Froide (University of Maryland, Baltimore County).

- 11am, B002 JFSB
- Lecture on early modern English women and business

5 October: Reformations and Household Governance

- **Reading**
  - (Group B) Mary Hartman, “Communities in Crisis” in *The Household and the Making of History* (2004), 144-175

- **Activity**
  - 11am, HBLL Special Collections lecture by Amy Froide
  - 1pm, HBLL Special Collections, viewing early modern English land documents

8 October: Marriage and Starting Families

- **Reading**

- **Activity**
  - View *Taming of the Shrew* (first half in class, remainder in place and time TBA)

10 October: Dissolution of Marriages and Families

- **Reading**
  - Crispin marriage case, Chester Diocese, England, 1716 (handed out in class)
12 October: Family Economy and Material Culture

- **Reading**

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

15 October: Childhood and Youth in the Eighteenth Century

- **Reading**

17 October: The Demographic Transition

- **Reading**

18 October: Phi Alpha Theta writing workshop, 11am, place TBA.

- 5 points extra credit for attendance.

19 October: Revolution

- **Reading**

22 October: Consumption and Production

- **Reading**
  - Rafaella Sarti, “Inside and Outside the Home” in *Europe at Home* (2002), 214-240

24 October: Mid-Term

**Section Five: Making Modern Families**

26 October: 1800

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

- **Assignment**
  - First draft of paper due to professor
29 October: Class and Industrialization
  • Reading

31 October: Domesticity, Authority, and Men
  • Reading
    o Ivan Turgenev, *Fathers and Sons* (1862)

2 November: Domesticity, Authority, and Women
  • Reading
    o Elizabeth Gaskell, *Wives and Daughters* (1866)

5 November: Girls and Boys and Discussion of Novels
  • Reading
    o Images of childhood by Carl Larsson at [http://www.carllarsson.net/](http://www.carllarsson.net/)

Section Six: Twentieth- and Twenty-First-Century Families
7 November: Life before 1914
  • Reading
  • Activity
    o View selections of *Downton Abbey*

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

12 November: The Home Front in Wars and Ideologies, part two
  • Reading
  • Assignment
    o Second draft due to Writing Fellows

14 November: Cold War Families
  • Reading

16 November: Family Economy in Boom Times
  • Reading
    o Denise Lawrence-Zúñiga, “Material Conditions of Family Life” in *Family Life in the Twentieth Century* (2003), 3-54
19 November: Children and the Science of Childhood
- **Reading**
- **Activity**
  - View 7 Up

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

21-25 November: Thanksgiving Break

26 November: Legal and Demographic Transitions
- **Reading**
  - (Group A) Paola Ronfani, “Family Law in Europe” in *Family Life in the Twentieth Century* (2003), 113-151

28 November: Identity, Blended Families, and Reproductive Technology
- **Reading**

30 November: Family Policies in Europe
- **Reading** (skim)
- **Assignment**
  - Last day to consult with Dr. Harris and receive credit

3 December: No class. Writing day.

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

- **Reading**
  - *The Family: A Proclamation to the World*
  - John Gillis, “Prologue” from *A World of Their Own Making* (1996) (Handed out in class)

- **Assignment**
  - Faith and reason essay

10 December: Final Exam, 11am – 2pm in classroom

- See attached exam description for details