

Welcome to HIST 215  
A HISTORY OF WOMEN & GENDER IN EUROPE, 1550-1980

Spring 2014  
1550-1980  
Office Hours: M, 11-noon; H 10-11 am, & by appt.

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Course Description: This course examines the history of attitudes toward sexuality, experiences of women (and men), and various constructions of gender in Europe from



men), and various constructions of gender in Europe from the sixteenth century to the present-- taking care to distinguish differences attributable to status or social class. Drawing from primary documents, recent historical scholarship, novels, films, and memoirs, we will consider such topics as the legacy of ancient attitudes toward women and sexuality; the evolving definitions of feminine and masculine; the structures of everyday life; working women and women of "leisure" in pre-industrial and industrial Europe; the impact of the French Revolution, WWI, & WWII

on women and men and gender definitions, women's quest for education, women's voices in literature and the arts—as well as a variety of women's individual and collective struggles to transform their lives.

The following books are available at the Wells College Bookshop:

Jane Austen, *Pride and Prejudice*  
Henrik Johan Ibsen, *A Doll's House*  
Bonnie Smith, *Changing Lives: Women in European History Since 1700*  
Jeanette Winterson, *Oranges are not the Only Fruit*

**Each student will also read one additional book (a novel or memoir) as part of a group project.** Occasionally, short readings and special assignments will be placed on reserve in the library, accessible by the Internet, (such as JSTOR), or handed out in class.

During the term students will be expected to give one or two oral presentations, participate in discussion, take a midterm and a final exam, write one 6-8 page analysis of a novel/memoire with presentation, and each week turn in short responses/discussion questions for the assigned readings that can serve as a basis for discussion. Participation and attendance (15%), response papers (15%), presentations (20%), longer paper (15%), midterm (15%), final exam (20%). Attendance is expected.

*More than two absences will be detrimental to your grade*

Comment [C1]:

### Course Objectives:

As a 200-level history course, History 210 aims to improve a student's ability

- to read carefully and analytically, to take meaningful notes, and articulate a response to a given text
- to understand the difference between a primary and secondary source
- to engage with ideas expressed in the assigned readings, films, and the classroom
- to participate in the give-and-take of discussion
- to develop a stronger understanding of grammar and academic prose in order to communicate ideas more effectively

As a history course that looks at women, gender, and sexuality over the long term, History 210 intends to help make students aware

- of the various historical epochs and eras in Europe from mid-16<sup>th</sup> century to the present

- of the ways women's and men's experiences have differed during these various historical moments
- of the ways status or social class influence women's experiences and possibilities
- of the ways attitudes about sexuality and gender have been "socially constructed" over time and what that means
- of how those constructions affect attitudes/perceptions of women and men--and the opportunities open to them
- of the way historical research and historical narrative itself is constructed and how it has undergone change since it has begun to address the history of women, gender, and sexuality
- of the consequences of prejudice and a lack of tolerance toward women and diverse sexual orientations over time
- of women's long battle for political rights, reproductive health care, and work and educational opportunities
- of changing definitions of femininity and masculinity over time
- of women's participation in culture as artists, novelists, and social critics

History 210 also functions to strengthen academic culture, by providing students with opportunities

- to understand what it means to be a part of an academic community that values respect, tolerance, and diversity
- to take risks and move out of comfort zones, by addressing difficult and sensitive issues such as human sexuality, gender discrimination, sexism, classicism, and homophobia as we encounter them throughout history

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ACADEMIC INTEGRITY

You are expected to do your own work for this course. Submitting any information or ideas that you acquire from someone else as if they were your own, regardless of their origin (whether it be from printed materials, electronic sources, lectures, friends, etc.) or *how* they are presented (verbatim or paraphrased, spoken or printed) is plagiarism. The simple solution is to reference honestly and accurately all of your sources. Citing your sources will only make you look smarter. Consult OWL (On Line Writing lab) at Purdue Univ. (<http://owl.english.purdue.edu>) for guidance on how to avoid plagiarism. This site is also an invaluable aid for grammatical and stylistic questions. **Your receipt of this syllabus and continuation in this course are your agreement to abide by these standards, which are consistent with and required by the Wells Honor Code (see the General Catalog).**

Twelve tips on how to succeed in a course taught by C. J. Koopp:

1. Come to class (90% of success in life is just showing up.)
2. Read before you come to class.
3. Think (about the readings/assignments) before you come to class.
4. Make notes about what you read and think about so that you will be able to remember your ideas and questions.
5. Come with something to say about the day's assignment  
(bring your comments, questions; keep track of problematic, important, puzzling, or fascinating passages that you think we should consider in our discussion)
6. Take notes on our discussions (so that you will remember when they come time to write a paper or take an exam)
7. Do your assignments on time so you can avoid using lame excuses.
8. Get enough sleep (so that you don't get sick)
9. Wash your hands often (ditto)
10. Eat nutritious meals (ditto)
11. Exercise often (ditto)
12. Expect that this class will be fun and that you will participate.

Topics and assignments (expect some slight changes)

**The Legacy of Attitudes toward Women, Men, and Sexuality from the Antiquity and the Renaissance**

21 Jan Introduction: Thinking about Gender and Doing Women's History

"Just Add Women and Stir"? **PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ac**

23 Jan **Classical, Judeo-Christian, and Renaissance Ideas and Laws Regarding Women, Men, and Sexuality**

**PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab**

Readings: Selections from classical antiquity and Christian texts (handout) and Bonnie Smith, *Changing Lives*, pp. 3-26

28 Jan **Sex, Marriage, and Morals in the Sixteenth Century**

Readings: Bonnie Smith, *Changing Lives*, Chapter 1 (pp.26-51)

Film: *The Return of Martin Guerre* (on reserve in the library)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ac

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\*\*View film before you come to class and write short analysis paper\*\*

30 Jan **The Making of a Witch: Misogyny, Religion, and Class**

Readings: handout: selections from Klaitz, *Servants of Satan* and other sources

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ac

4 Feb **Policing Gender in 1620: Female Transvestites and Effeminate Men**

Readings: (handout) *Hic Mulier* and *Haec Vir* and other selections

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

## Winds of Change in the Eighteenth Century

6 Feb **Literacy and Learning**

Readings: B. Smith, Chapter 2

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

11 Feb **Honor, Sexuality, Enlightenment and the Salons**

Readings: Chapter Two continued, plus handout from *The War of the Fists*, by Robert C. Davis, and other selections about women in 17<sup>th</sup> & 18<sup>th</sup> century

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

3 Feb **Rights, Revolution, and the Limits of Equality: Republican Motherhood and Pornography as Protest**

Readings: B. Smith, *Changing Lives*, ch. 3 (pp. 93-116)

Handout with selections from D. Levy, *Women in Revolutionary Paris*, Olympe de Gouges, "Declaration of the Rights of Women, and Condorcet, "On Women as Citizens" (1791),

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

18 Feb **A Revolutionary Woman: Mary Wollstonecraft**

Readings: M. Wollstonecraft, "A Vindication of the Rights of Women"

Selections (handout)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3abc, 4abc

- 20 Feb The Napoleonic Code and the Romantic Reaction  
Readings: B. Smith, *Changing Lives*, ch. 3 (pp. 117-133)  
and J. J. Rousseau, *Emile* (selections)  
PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

- 25 Feb Marriage and Morals in England (circa 1800)  
Readings: Jane Austen, *Pride and Prejudice*  
PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

- 27 Feb Women Breaking Rules ~~in early 19<sup>th</sup> century:~~  
George Sand as Libertine and an  
~~other Literary Women~~  
~~Readings: handout Anne Lister's Construction of Lesbian Identity 1805~~  
PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

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\*\*MIDTERM/ESSAY DUE 8:00a.m. MARCH 3RD

## 19<sup>th</sup> century Industrialization, Urbanization, and Social Movements

- 4 Mar Women and Early Industrialization  
Readings: B. Smith, *Changing Lives*, ch. 4 (start)  
PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab
- 6 Mar Work and Domesticity in Industrializing Europe  
Readings: B. Smith, *Changing Lives*, ch. 4 (finish)  
PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab
- 8-15 Mar SPRING BREAK *Have a good time!*
- 18 Mar Idleness, Charity, and the Victorian Matron  
Reading Gender Attitudes & Possibilities through Fashion  
(a slide lecture) PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc  
Readings: B. Smith, *Changing Lives*, ch. 5 (first half)
- 21 Mar Gender Issues at Mid Century: Breach of Promise  
Readings: B. Smith, *Changing Lives*, ch. 5 (second half)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3abc, 4abc

25 Mar **Culture and Politics at Mid-Century (Socialism and Feminism)**

Readings: B. Smith, *Changing Lives*, ch. 6 (finish)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

27 Mar **Women's Fight for Higher Education:**

**Marie Curie and others**

Readings: B. Smith, *Changing Lives*, ch. 7 (start)

Handout (and slide lecture)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

1 April **Working Class Life in the Belle Epoque:**

**Working Women's Cooperatives**

Readings: B. Smith, *Changing Lives*, ch. 7 (finish)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

STUDENT PRESENTATION LO 5a

Margaret Davies: *Life As We Have Known It*

3 April **Working Class Life in the Belle Epoque:**

**Poverty and Prostitution**

Readings: B. Smith, *Changing Lives*, ch. 8 (start)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

STUDENT PRESENTATION

Emile Zola, *L'Assommoir*

The New Woman, ~~circa~~ 1900

8 April **How the Bicycle Emancipated Women: A slide show**

Readings: B. Smith, *Changing Lives*, ch. 6 (start)

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

10 April **The New Woman and New Choices**

Readings: B. Smith, *Changing Lives*, ch. 8 (finish)

and Henrik Ibsen, *A Doll's House*

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

STUDENT PRESENTATION:

Henrik Ibsen, *Ghosts* LO 5a

15 April **Women and WWI: Warriors, Pacifists, and Revolutionaries (1914-1919)**

Readings: B. Smith, *Changing Lives*, ch. 9

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

17 April **Changing definitions of Gender after WWI**

**Shell-shocked Men, Feminists and Lesbians: Berlin 1920s**

Readings: handout of selected articles

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

22 April **A novelist speaks out for Women: Virginia Woolf**

Readings: Virginia Woolf, *A Room of One's Own*

STUDENT PRESENTATION LO 5a

24 April **The Gendering of Consumer Culture: Women and Modernization**

Readings: B. Smith, *Changing Lives*, ch. 10

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

29 April **Women and World War II**

Readings: B. Smith, *Changing Lives*, ch. 11

\*Claudia Koonz, "Mothers in the Fatherland: Women in Nazi Germany,"  
in *Becoming Visible*

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4abc

### Modern and Contemporary Issues

1 May **A Mid-20<sup>th</sup> Century Girlhood in the UK**

**Review of the Course**

Reading: Jeanne Winterson, *Oranges are not the Only Fruit*

PG 1, 2, 3, 4 LG 1ab, 2 ab, 3ab,c, 4ab

STUDENT PRESENTATION LO 5a