Scope and Focus of the Course:
A major objective of this course is to enhance our understanding of the ways in which European societies have constructed gender; how those constructions have changed over time; and how they have affected the lives of women and men. A glance at the booklist shows that there is an emphasis on the modern era of European history. However, there are readings that will reflect the broad chronological range of interests of the students enrolled in the course, ranging from antiquity to the twentieth century. This course should help participants prepare to use gender as an intellectual tool for understanding and teaching European history as well as to use gender as a factor of analysis in research.

Reading List


I have not ordered the books through the WMU bookstore. I believe you will prefer to obtain copies in various ways, and given the size of the class it would be no favor to the bookstore to ask them to stock this list of books. Some of these titles are available on-line as used copies. If you have difficulty in obtaining any of them, we can discuss strategies. You can spread out your purchases of the books over the semester if it is helpful to you, but plan ahead in order to avoid last-minute crises. As you will see, there will be one book discussed nearly every week of class.

You will see that my book, *Productive Men, Reproductive Women*, is among those required. I do not want to require you to purchase my book, hence, I will have copies to lend to anyone who wishes to borrow one.

**Attendance:**
Attendance is mandatory, and absences must be documented and excused (except in emergencies, in advance). More than one absence could result in a lower course grade.

**Participation:**
Active participation in class discussions is necessary. Each member of the class will have the responsibility of leading one of the weekly discussions (your choice, to be determined in advance). Additionally, each class member will have the responsibility of offering constructive criticism on one colleague’s final project.

**Weekly Papers:**
There is a written assignment for each class period in which a book will be discussed, usually a 750-word review of the book. These assignments can vary, and if so it will be announced. If not otherwise directed, use the guidelines for January 9 for the weekly papers. Be sure to give appropriate attention to style of writing as well as to content. Budget time for revisions. Papers should not be first drafts.

**Assignment for January 9, 2008:**
Bring to class a written review of Kathleen Canning, *Gender History in Practice* and be prepared to discuss it. Your review has a limit of 750 words. It can be written as if introducing the book to readers who do not know it. It is important to observe the word limit, within plus or minus 50 words. Please print the number of words at the end of your review. Your review should include:

- The primary thesis or the main argument of the work.
- The ways in which the author substantiates her thesis, including specific enough evidence that your reader will gain a sense of the flavor of the work.
- The value of the book (to you – or to others).
- Reservations or criticisms you may have about the work. (You are not required to have criticisms, but if you do, it is important to state them.)
- Anything else that you would like to add.
Final Course Project:
Please select a project that will be of intellectual interest and professional worth for you. This should be developed during the course of the semester, not something revised from a previous assignment. See the list of possibilities below. Whatever the project, gender must be a major focus, and the content must be about European history—including European empire(s). Generally consider these projects to be of 15-20 pages in length, though they may vary, according to project type. Suggested projects:

- A thesis or dissertation prospectus using gender as a major factor of analysis
- A critical literature review of women’s and/or gender history in your chosen chronological or geographical area of specialization.
- A chapter (or part of a chapter) of a thesis or dissertation in which gender is the major factor of analysis. Prepare this so that it can be read independently of the larger work. However, it would be useful to place this piece in context by indicating where it will fit into a table of contents of the thesis or dissertation and also to indicate what additional material might be included in this chapter.
- An independent research paper using gender as a factor of analysis. You might, for example, write this according to the guidelines of a conference presentation.
- Two undergraduate syllabi in European gender (or women’s) history. One should be for a survey course with a broad chronology, the exact parameters to be determined by you. The other should be for an advanced course demarcated by chronology (ancient, medieval, early modern, modern) and/or by theme (religion, work, sexuality, life course, etc.). In these syllabi, indicate your rationales for topics, readings, and assignments.
- A project of your own design. Please consult with me.

Academic Integrity
A fundamental principle of university life is academic integrity. A university is “a purposeful community a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.” (WMU Student Code) This requires that every individual does his or her own work and that graded work is based on one’s own knowledge and skills. Academic dishonesty will not be tolerated. The following constitute academic dishonesty: cheating, fabrication, falsification, forgery, plagiarism, complicity, and computer misuse. Please be familiar with the definitions of these terms as used in the WMU Student Code. See p. 278-280 of the 2005-06 Graduate Catalog or the Office of Student Conduct web site: [http://osc.wmich.edu/](http://osc.wmich.edu/).

Grade Components:
- Weekly written papers: 50%
- Class Participation: 20%
- Final Project: 30%

Grading System
- 92-100% = A (exceptional)
- 88-91% = BA (excellent)
- 82-87% = B (very good)
- 78-81% = CB (good)
- 72-77% = C (satisfactory)
- 68-71% = DC (acceptable)
- 60-67% = D (poor)
- below 60% = E (failing)
E-Mail:
Please use your WMU e-mail address for all communications regarding this course.

Calendar of Assignments:

January 9: Kathleen Canning, *Gender History in Practice*
January 16: Bonnie Smith, *The Gender of History*
January 30: Barbara Hanawalt, “Of Good and Ill Repute”
February 6: Lyndal Roper, *Holy Household*
February 13: Natalie Zemon Davis, *Women on the Margins*
February 20: Marion W. Gray, *Productive Men, Reproductive Women*
February 27: Joan Wallach Scott, *Only Paradoxes to Offer*

[March 5: Spring Break]

March 12: Dagmar Herzog, *Intimacy and Exclusion*
March 19: Leonore Davidoff and Catherine Hall, *Family Fortunes*
March 26: Susan Kingsley Kent, *Sex and Suffrage in Britain*
April 2: Sonya O. Rose, *Which People’s War?*
April 9: Marion. A. Kaplan, *Between Dignity and Despair*
April 16: Student Reports (course projects) due by e-mail to class noon Monday Apr. 14
April 23: Student Reports (course projects) due by e-mail to class noon Monday Apr. 21