Women in European History

REQUIRED READINGS
With one exception, the readings will be available electronically, either through e-reserve or simply on the World Wide Web. The one book required for purchase is Margaret Llewellyn Davies, ed., Life as We have Known It by Cooperative Working Women, first published in 1931 and republished in 1975, most recently republished in 2012 by Little Brown, ISBN 9781844088010.

COURSE REQUIREMENTS
1. Two interpretive historical essays written out of class and based primarily on previously assigned material. You will select your own topic, and I will be available to consult with you. Guidelines are found on the e-learning site. The essays should be 1000-1500 words (four to six pages) in length, typed, double-spaced. Together the essays will constitute 35% of the final grade.
2. Six on-line quizzes over daily readings and material presented in class. The lowest grade will be dropped. Make-up quizzes will not be given. Quizzes will constitute 20% of the final grade.
3. Three half-hour exams. Together they constitute 35% of the final grade.
4. Participation and professionalism: Reading and participation are essential requirements. Much of the class will be conducted by discussion. You will have many opportunities to participate in class discussions–Absences from class in excess of three (designated for emergencies) will lower the discussion grade by 2 points. (Attendance will be taken.) Consistently coming to class late or leaving early will be a negative factor in the professionalism component of the grade. So will participation in distracting activities such as texting, reading material not related to the course, or talking. Three “Instructor Letters” will be due, enabling me to be in touch with you and accommodate to needs. There will be occasional surveys, as well. Instructor Letters and survey responses will not be graded, but failure to submit them will be negative factors in the professionalism grade. Professionalism will constitute 10% of the final grade.

COURSE OBJECTIVES
This course meets Western Michigan University’s General Education requirements for Area II: Humanities. Upon completion of the course, students should:
1. Understand the concept of gender as a cultural construction that changes over time.
2. Be able to use chronology and historical context to interpret human behaviors.
3. Understand the types and varieties of sources historians employ in the study of gender history.
4. Be familiar with significant transitions in the historical experiences of women and men in European history from the Middle Ages to the contemporary era.
5. Understand the complex relationship between gender and work; gender and social class; gender and politics; gender and religion.
6. Understand the relationship between the gendered past and the gendered present.

Grading Scale
- 94-100% = A (exceptional)
- 89-93% = BA (excellent)
- 83-88% = B (very good)
- 78-82% = CB (good)
- 72-77% = C (satisfactory)
- 67-71% = DC (acceptable)
- 60-66% = D (poor)
- below 60% = E (failing)
**Course Website, On-Line Assignments, and E-Mail**

It is your responsibility to check your WMU e-mail account and the course website regularly and open e-mails from me. *Assignments will be posted weekly by Thursday noon of the week before assignments are due.* Use your WMU e-mail account for all university correspondence.

**Religious Observances Policy**

I respect religious holidays. It is your responsibility to make arrangements with me in advance of any planned religious holidays. Contact me with sufficient notice, and we will discuss alternative assignment options. Religious observance does not relieve you of course responsibilities. For more information, please access [http://www.wmich.edu/policies/religious-observances-policy](http://www.wmich.edu/policies/religious-observances-policy)

**Academic Accommodation for Persons with Disabilities**

In compliance with the Americans with Disabilities Act (ADA), I want to work with you if you have a disability that is relevant to your work in this course. *If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.* Please provide a written statement from Disability Services for Students outlining the accommodations you need. Contact DSS at 269-387-2116 or [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices).

**Instructor and Course Evaluation System (ICES)**

Near the end of the term you will be contacted by the Office of Institutional Effectiveness and asked to complete an evaluation form for this course, please complete the evaluation. The form will be made available through GoWMU. Please take this responsibility seriously.

**Academic Integrity, Misconduct Policy**

You are responsible for understanding the university’s policies and procedures that pertain to Academic Misconduct. These policies address situations of cheating, fabrication, falsification and forgery, multiple submission, plagiarism, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). For information see [http://www.wmich.edu/conduct/](http://www.wmich.edu/conduct/), especially the sections on Academic Honesty. If you believe you are not responsible for academic misconduct, you will have the opportunity of a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment. I will be glad to discuss these topics with you.

**The Classroom: A Place for Learning: No Texting, etc.**

Please respect your fellow students and your instructor by refraining from all distracting activity in class, including talking (except for participation in class discussions), using cell phones, texting, reading web and printed materials not related to the class. Arrive by the beginning of class and do not leave before class is over.

**Maintaining a Portfolio of your Work**

It is important that you keep all materials related to this course in a portfolio. This includes materials that you receive in class and your own notes, written work, returned assignments, etc. Bring this portfolio with you when you wish to discuss your progress or status in the class. It is your responsibility to keep and store carefully all graded material returned to you. In case you have questions about your grade, it will be necessary to bring in the material. Without this, questions cannot be considered. Your portfolio will be one of your most important resources for preparing for exams and papers.

**Bring Readings to Class**

We will discuss the readings in class. If you print the on-line readings, be sure to bring your hard copy with you. Or you may refer to the on-line readings on your electronic device. Otherwise, bring specific notes. It will be important that we be able to talk specifically about the readings.
CALENDAR OF ASSIGNMENTS

I. Women in Pre-Industrial Societies

JANUARY


[M. 18: Martin Luther King Day. No Class.]


First Instructor Letter Due


Quiz 1

FEBRUARY

M. 01: The first woman in Medieval Europe to make a living as a writer. Christine de Pizan, The Book of the City of Ladie, Selections. library e-reserve.

W. 03: Reformation Europe: Women’s Bodies. Heide Wunder, He is the Sun, She is the Moon: Women in Early Modern Germany (Cambridge: Harvard University Press, 1998), Chapters 6 and 7: “‘The Lord Have Mercy on All Pregnant Women’: The Female Body as Destiny,” pp. 113-128 and “‘Single and Unattached’: Maids and Widows, pp. 128-143. library e-reserve

M. 08: Women and the Witchcraft Craze. Read an excerpt from the primary source: Heinrich Krämer and Jacob Sprenger, Malleus Maleficarum (The Hammer of Witches), 1486. Part I, Question VI, “Concerning Witches who copulate with Devils: Why is it that Women are chiefly addicted to Evil Superstitions? http://www.sacred-texts.com/pag/mm/mm01_06a.htm. Also, Heide Wunder, He is the Sun (see above), Chapter 8, “’Evil Women’: Sorceresses and Witches,” pp. 143-153. Quiz 2

W. 10: IN-CLASS HALF-HOUR EXAM; Discussion of the Enlightenment and Social Change

II. Political and Industrial Revolutions

M. 15: Enlightenment and Gender ca 1750-1830:

1. Read, on e-reserve, the selections of Hippel’s On the Improvement of the Status of Women. I have excerpted passages from Chapter Two. Notice that there are footnotes
following page 166. Because Hippel makes allusions to literature and events that his educated contemporaries would have known, but which we do not. These are explained in the footnotes.

2. Read, on e-reserve, the selections of Rousseau’s *Emile.* For purposes of brevity, you do not have to read the whole chapter. Read these sections: a, b, c, d, g, and h.

W. 17: Enlightenment and Gender: Readings from Mary Wollstonecraft, an early feminist who proposed "Radical" Solutions" to the gender question.

In the WMU Library’s search engine, search “Vindication of the Rights of Woman.” You will get several options. Go to the on-line version

M. 22: *The French Revolution, Citizenship and Gender*

Read three documents from the first three years of the French Revolution (1789-1791) Class time for discussion of paper topics. Quiz 3

1. Petition of Women of the Third Estate to the King (1 January 1789)
   https://chnm.gmu.edu/revolution/d/279/
2. Declaration of the Rights of Man and Citizen, 26 August 1789
   https://chnm.gmu.edu/revolution/d/295/
3. Olympe de Gouges, “Declaration of the Rights of Woman” (September 1791)
   https://chnm.gmu.edu/revolution/d/477/


M. 29: **Papers Due.** Bring your paper to class. Be prepared to discuss your thesis and how you substantiated it.

MARCH

W. 2  In-class: Gender and the Industrial Revolution

[Mar. 7, 9 Spring Break. No class]

M. 14: Daughters and Wives of the Modern Working Class: *Life as We Have Known it,* by Cooperative Working Women

W. 16: Patterns of Life and Possibilities for Change *Life as We Have Known it,* II.

M. 21: **Quiz 4 Middle-Class Women:** Mrs. Beeton’s *Household Book.* Read from e-book in WMU Library. Read the “Preface” and Chapter I, “The Mistress.” Also look over the Table of Contents to gain a sense of what the whole book contains.

### III. Women and Gender in the Age of Nation States

W. 23: Middle-Class Feminism: Prostitution, Sexual Norms, Marriage


M. 28: **IN-CLASS HALF-HOUR EXAM.** In class: Feminism and the Nation State

W. 30: Socialist Feminism. Social Class, Gender, and Revolutionary Ideals

1. Rosa Luxemburg, “Women’s Suffrage and the Class Struggle” (1912) [https://www.marxists.org/archive/luxemburg/1912/05/12.htm#doc-1]

APRIL

M. 04: The Nation State, Gender, and the Great War

1. Emmeline Pankhurst’s speech, “Why We Are Militant” (1913) [https://bcc-cuny.digication.com/MWHreader/Pankhurst_Why_We_are_Militant_1913]
2. On e-reserve, three short essays by Sylvia Pankhurst (1915) from A Sylvia Pankhurst Reader.
3. On e-reserve, entries from Käthe Kollwitz’s diary (1914-1916) from The Diary and Letters of Kaethe Kollwitz

W. 06: Between the World Wars: Political, Economic and Reproductive Freedoms? **Quiz 5**


M. 11: Women, Fascism, the Second World War. **Third Instructor Letter due.**

Readings are on E-Reserve in the selection “Women and Nazism,” in European Women: A Documentary History 1789-1945, edited by Eleanor S. Riemer and John C. Fout (New York: Schoken, 1980) 104-113. There are five documents:

2. Guida Diehl, “A New Type of Woman” (1933);
3. Guida Diehl, “Principles of the National Socialist Women’s Organization” (1933);
4. Hanna Schmitt, “Women Against the Nazis” (1937);
5. [A Woman Worker], “Discharged—When You Are Too Old” (1937)

W. 13: War, Slave Labor, Resistance

M. 18: Two Gender Regimes in Post-War Europe, 1945-1990. Quiz 6


2. Click on “GDR Documents” in e-learning for the German Democratic Republic Constitutional and Legislative measures concerning women and family.

W. 20: IN-CLASS HALF-HOUR EXAM. In class: Gender Issues in Contemporary Europe.

Final Exam: FINAL PAPER PRESENTATION, THURSDAY April 28, 12:30-2:30 pm.
Guidelines for Out-Of-Class Essays

A. General criteria for historical writing

1. **Development of an argument or interpretation.** Good history does not merely tell "what happened." It *interprets* events of the past. Given the nature of your assignments, writing interpretive essays will not be difficult, but be sure that you convey clearly the argument or interpretation you wish to make. Do this by developing a descriptive title, a clear thesis-sentence in an opening paragraph, and a conclusion. (25%)

2. **Substantiation of your argument with historical data.** While interpretation is the ultimate goal, every interpretation of a historical subject is meaningful only if it rests on concrete evidence. In writing history it is important to demonstrate your evidence, not only to support your argument, but also because the details of human activities give history its interest and bring readers into the historical situation. Merely restating the conclusions of historians is *not* a good way to substantiate your argument. Using the data you find in their work is what is important. The use of primary sources is also important. *It is essential to identify your sources of information.* (25%)

3. **Utilizing historical perspective.** History is characterized by a concern with *change over time.* Historians deal with all facets of human experience including economics, culture, religion, politics and social customs, but they always focus on how the issues they are investigating are shaped by the particular *historical context.* For example, historians know that they cannot explain the division of labor by gender in medieval Europe without particular attention to cultural, legal, political, religious and social factors unique to the Middle Ages. Moreover, historians always avoid judging historical situations by standards belonging to an era different from the one they are investigating. One would not, for example, judge a pre-industrial European practice on the grounds that it was undemocratic, since only by the eighteenth century did Europeans begin to value and strive for democratic institutions. (25%)

4. **Clear communication.** Use a precise, grammatical, well-organized writing style. Write your paper before the deadline so that you can revise, revise, revise. Write multiple drafts in order to make your paper readable and to make it say what you intend. (25%)

B. Techniques to use in this assignment.

1. **Choice of topics.** Essays are to be based primarily on assigned reading material and discussions. *They are not research papers* in which the object is to uncover new information. The essays should give you the opportunity to draw your own informed conclusion on a topic that personally interests you.

2. **Using non-assigned material.**
   a. If, in order to substantiate your argument, you find that you need data not found in assigned readings, it is legitimate to use library resources. However, the major thrust of your argument should come from material you have read and discussed. Be extremely careful of sources found on the **World Wide Web.** Examine their origin and use them *only* if you can verify their reliability. Document them carefully.
   b. *One of your three essays may be on a topic not specifically covered in the syllabus, although it should be within the confines of the geographical and chronological material discussed during the unit of study. This will allow class members to pursue their own interests and will broaden the scope of the course. All topics of this type must be discussed with me prior to the writing of the paper.*

3. **Documenting sources.** Formal footnotes are not required. However, it is *essential to identify the sources of your information in order to convey your method of utilizing information and to avoid the fact or appearance of plagiarism.* The simplest way to do this is to indicate sources and page numbers in parentheses, giving a complete bibliographical listing at the end of the paper. For those sources assigned in class, abbreviated references can be made. For other sources, give complete bibliographical information. If you find it simpler to do so, use footnotes. *Documentation of sources is a requirement.* See separate handout on documenting sources.

4. **Print your name at the end of the paper,** not on a title page. **Print a word count on the paper.** The essays should be 1000-1500 words (four to six pages) in length.