

History 310: Women and the Family in Europe, 1750-1930 **Alisa Webb, Winter 2010**

Office Hours: Abby, D3104: TBA
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Or by appointment

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Course page at my.UFV.ca (online supplements,
announcements, etc.)

This course will introduce students to the lives of women and their families in Europe from 1750 to 1930, with emphasis on the British, French, and German contexts. The course is divided between lectures and seminars. Introductory lectures will provide the necessary context for understanding a particular historical issue, examined in seminar form. These issues are organized thematically and form the bulk of the course content. Key topics include revolution, industrialization, work, education, imperialism, domesticity, women's bodies, legal issues, feminism, and war.

Emphasis in the course is placed on developing students oral and written skills. Students will be expected to read, discuss, and analyze a variety of sources. Active student participation is a fundamental part of the course, as reflected in the evaluation criteria.

Evaluation:

Three Reflections	15%
Participation	15%
In-Class Writing Assignment	10%
Research proposal and Bibliography	10%
Research Paper	25%
Final Exam	25%

Texts: Coursepack, plus a few online readings

Prerequisites: Nine credits of lower-level history or 45 university-level credits. HIST 110 or 209 (formerly HIST 202) is strongly recommended.

Participation:

Participation is an essential part of the learning process. You will learn and retain more if you engage in the readings, lectures, and discussion. I will make every attempt to ensure a wide range of activities for students to participate in. Here are some tips for making the most of your participation:

- Read with discussion in mind. Try to determine what the author is trying to say (the thesis) and what evidence is given to support the thesis. This will help make our classes more productive and will go a long way in preparing you for your exam.
- Prepare questions out of your reading. Were there parts that you did not understand? Did you have problems with the central arguments of a document? Were you curious about how themes within the reading linked to larger issues? Write down anything that comes to mind when reading and bring up relevant comments and questions in class.
- If you are struggling with participating in class, please see me early on. I want you to be successful!

Your participation mark is based on your weekly contributions in both small and large group settings, as well as your attendance. If you are not present, you cannot participate. **Each student is granted one non-penalized absence. Each subsequent absence, regardless of reason, will result in a ½ mark deduction from the final participation mark. Absence for more than 5 classes could result in you receiving ‘0’ for participation.**

Plagiarism:

Plagiarism is a serious offence and, in some cases, could result in your expulsion. Read and familiarize yourself with the University’s policies regarding plagiarism, as outlined in the policy statement at the end of the syllabus. Make sure that you carefully document all sources in your written work, unless otherwise indicated. Do not copy a friend’s work; do not download papers off the internet; do not use the same paper for 2 or more classes; do not copy words directly from a text without stating where they are from; do not adopt another’s ideas without giving credit for them. Your academic future depends on a strict adherence to these guidelines. If in doubt, please contact me.

If I detect plagiarism, the following will occur:

1. The paper in question will receive a ‘0’ and depending on the degree of plagiarism, the student will either be warned or the incident will be reported to the university.
2. If a second incident occurs, the student will receive a ‘0’ for the course and the transgression will be reported to the university, resulting in a permanent notation in the student’s academic file.

Weekly Outline:

- Week One:** **Course Introduction**
January 15
- Week Two:** **Women and the Family in 18th Century Europe**
January 22 Plenary Session
- Week Three:** **Industrialization**
January 29 1. Coursepack Readings
- Week Four:** **The Enlightenment**
February 5 1. Coursepack Readings
2. http://www.cwrl.utexas.edu/~ulrich/RHE309/vicfembios/jean-jacques_rousseau.htm
- Excerpts from Rousseau's *Emile*, 1762
- Week Five:** **The French Revolution**
February 12 **Due: Reflection**
1. Coursepack Readings
2. Napoleonic Code:
http://www.napoleon-series.org/research/government/c_code.html
- Introduction
- Title V: Of Marriage (Chapters VI-VIII)
- Title VI: Of Divorce (Chapters I-V)
 o Focus on the regulations governing women and children
- Title IX: Of Paternal Power
3. <http://faculty.fullerton.edu/nfitch/history110b/decfr.html>
- "Declaration of Rights of Man and Citizen" – National Assembly
- "Declaration of Rights of Woman and the Female Citizen" – Olympe de Gouges
- Please come prepared to discuss these readings in detail. That means you will need to either print off the sources or make detailed notes.**
- Week Six:** **No Class – Reading Break**
February 19
- Week Seven:** **Women and the Family in 19th Century Europe**
February 26 Plenary Session

- Week Eight:** **Girls' Bodies**
March 5
1. Coursepack Readings
- Week Nine:** **Women's Bodies**
March 12
Research Proposal and Annotated Bibliography Due
1. Coursepack Readings
- Week Ten:** **Feminism**
March 19
In-Class Writing Assignment
1. Coursepack Readings
2. Chapters I-II of *A Vindication of the Rights of Women* by Mary Wollstonecraft
Website: <http://www.bartleby.com/144/>
- Week Eleven:** **Work**
March 26
1. Coursepack Readings
- Week Twelve:** **No Class – Good Friday**
April 2
- Week Thirteen:** **The Great War**
April 9
1. Coursepack Readings
- Week Fourteen:** **Interwar Europe and Gender Reconstruction**
April 16
Research Papers due
1. Coursepack Readings

Assignments:**Reflections: 3 worth 5% each**

Reflections are short, analytical essays that show you engaging with a particular topic. Students will write 3 reflections throughout the course, each 2, double-spaced pages in length. You do not need to include a bibliography or a title page for these assignments.

Reflection #1: Due Week 5 (February 12)

Read the excerpts from the Napoleonic Code (website link given in weekly outline). Discuss what you see as the implications of these clauses on women and the family.

Reflection #2: Your choice (due the week of the seminar of your choice)

Discuss one of the issues from the seminar readings for the week. This should not be a summary of the articles, but rather a closer examination of one of the issues/arguments raised by the readings.

Reflection #3: Your choice (due the week of the seminar of your choice)

Discuss one of the issues from the seminar readings for the week. This should not be a summary of the articles, but rather a closer examination of one of the issues/arguments raised by the readings.

In-Class Writing Assignment: worth 10% (March 19)

Students will write a short, in-class paper on Wollstonecraft's *A Vindication of the Rights of Women*. You will be expected to analyze a particular quote or idea from the book. In addition, you will need to consider this quote or idea in relation to the larger themes and ideas of the course. This is a **closed-book** assignment.

Research Paper:

You will write a research paper on the topic of your choice. It may build on one of the topics covered in the course or be independently defined. If you wish to develop a research topic unrelated to the major topics in the course, **you must have your topic approved by me before the research proposal is due.**

The total value of the research paper is 35%, divided as follows:

- 10% is for a research proposal and an annotated bibliography
- 25% is for the final research paper

Research Proposal and Annotated Bibliography:

Due Date: Week 9 – March 12

Length: 1-2 pages for proposal, plus bibliography (your annotated bibliography is **NOT** included in the page length)

Specifics: 12 point font with 1 inch margins and double spaced

Your research proposal must:

- Introduce your topic
- State your central argument (thesis);
- State the questions you will ask; and
- Address the types of evidence you will use.

Your proposal must be written in paragraph form (i.e. no point form and no lists).

Your annotated bibliography must:

- Include a list of the sources you will use for your paper;
- Explain why each source is of value to your paper; and
- Note any gaps in your research (i.e. "I am looking for a source on ... but have been unable to find one).

In addition, if you include internet sites in your bibliography you must state:

- Who created the site;
- Who maintains it;

- When it was created;
- The date you accessed it; and if the site is affiliated with any organization.

A Note on Sources:

Your paper may make use of historical monographs, scholarly journal articles, and primary sources. Your sources **must** include:

- 2 books on the subject
- 2 scholarly articles from reputable historical journals

The additional sources are up to you.

Not all sources on the internet are of equal value. While on-line journal articles, such as those in the J-Stor database or those linked from the library web page, are obviously sound academic sources, other web pages can be more questionable. Before using an internet site, ask yourself the following:

1. Is the site affiliated with an academic institution?
2. If it is a private web page, is it recommended by an academic institution (such as in a links page)?
3. If it is not linked to an academic institution in any way, does the site reflect a high level of educational standards? Look for evidence of research having been done and question the presentation. Is there any reference to where the information came from? Are there numerous editing errors in the text? Such occurrences might cause you to question the validity of a web site.

Your research proposal and annotated bibliography **cannot** be completed at the last minute. They must show that you have undertaken some research on your topic of choice and that you have begun to formulate the central ideas of your final paper.

Research Paper:

Due Date: Week 14 – April 16
 Length: Approximately 12 pages (not including citation)
 Specifics: 12 point font with 1 inch margins and double spaced
 Title page
 Bibliography
 Citation format: *Chicago Manual of Style* (footnotes or endnotes)

Expectations:

- Your research paper must be carefully constructed and well argued.
- It should have a formal introduction and conclusion.
- Your arguments must be based on evidence. Avoid making generalizations and stick to what you can prove.

- Your paper should be analytical and should move beyond simply reporting on a particular issue. Remember to ask yourself why the topic is important and/or why it is significant.

Your research topic is up to you; I am more than happy, however, to help you define a research topic. Please see me early on in the course if you are struggling to come up with a topic. I have provided some suggestions below.

Suggested approaches to the paper:

- You could build a research topic on any one of the themes from the course. For example, if the early process of industrialization interests you, you may want to do a research paper on how industrialization impacted mothers and family rhythms.
- You could take a methodological approach to your paper, reviewing the literature on a given topic and coming to your own conclusion. For example, the impact of the Great War on women's lives is a highly debated subject. If that interests you, you could review the various arguments in your paper, critique them, and decide which of those arguments seems most reflective of the situation and why.
- You could choose to write a paper on one of the women that we study in the course. For example, if Mary Wollstonecraft interests you, you could read her other work and analyze it within the historical context of the struggle for women's rights.
- There are an infinite number of possibilities for this paper. Find something that interests you, see me about it, and then run with it!

Late Papers/Assignments:

The due dates for assignments are all provided at the very first class. Generally, extensions will not be granted except in cases of extreme need (i.e. hospitalization, death of a family member, etc.). All extensions requested within 24 hours of the assignment deadline will be refused. **For each day that your paper is late without permission you will lose half a grade.** A 'B' paper, for example, will become a 'B-', with a subsequent half-grade deduction for each subsequent day that the paper is late.

Here's to a great semester!!

Department of History University College of the Fraser Valley

Students registered in history courses should be aware of the following Department and institutional policies:

Audit Policy

A student may change to audit status no later than the fourth week of class. The instructor reserves the right to change the audit grade to an NC if the student does not meet the requirements as listed in the UFV Calendar. As stated in the 2007/2008 UFV online Calendar, (www.ucfv.ca/calendar) under “Registration”, “An audit student is required to attend at least 80% of classes and participate as a regular class member, but does not normally complete class assignments or examinations”.

Plagiarism Policy

As stated in the 2007/2008 UFV online Calendar (www.ucfv.ca/calendar) under “Regulations and Policies”, “Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.

Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

UFV Policy 310.12 states: When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course.

It is the student's responsibility to provide adequate references in all written work. Information about when and how to cite may be found in Mary Lynn Rampolla, *Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's Press, 2004).

Student Attendance Policy

UFV Policy 210.01 states: Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class.

Grade Scale

A+	95 – 100	B+	80 – 84	C+	65 – 69	P	50 – 54
A	90 – 94	B	75 – 79	C	60 – 64	NC	0 – 49
A-	85 – 89	B-	70 – 74	C-	55 – 59		

Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc...) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

Recommended guide to historical writing:

Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's Press, 2007.

The Writing Centre also offers a variety of different writing guide handouts (i.e. MLA, APA, Chicago Style).

Message for students interested in continuing their studies in SFU's PDP program:

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

History 310: Table of Contents for Course Pack

Week 3: Industrialization

Simonton, Deborah. *A History of European Women's Work: 1700 to the Present*. London: Routledge, 1998: 37-83; 273-277.

Valenze, Deborah. *The First Industrial Woman*. New York: Oxford University Press, 1995: 85-112; 207-214.

Week 4: Women and the Enlightenment

Fox-Genovese, Elizabeth. "Women and the Enlightenment." *Becoming Visible: Women In European History*. Second Edition. Ed. Renate Bridenthal, Claudia Koonz, and Susan Stuard. Boston: Houghton Mifflin, Co., 1987: 250-77.

Week 5: The French Revolution

Gay Levy, Darline and Harriet Branson Applewhite. "Women and Political Revolution in Paris." *Becoming Visible: Women In European History*. Second Edition. Ed. Renate Bridenthal, Claudia Koonz, and Susan Stuard. Boston: Houghton Mifflin, Co., 1987: 278-306.

Scott, Joan Wallach. *Only Paradoxes to Offer: French Feminists and the Rights of Man*. Cambridge: Harvard University Press, 1996: 19-56.

Week 8: Girls' Bodies

Gorham, Deborah. *The Victorian Girl and the Feminine Ideal*. Bloomington: Indiana University Press, 1982: 85-122.

Stewart, Mary Lynn. *For Health and Beauty: Physical Culture for Frenchwoman, 1880s-1930s*. Baltimore: John Hopkins University Press, 2001: 79-94; 223-229.

Brumberg, Joan Jacobs. *Fasting Girls: The Emergence of Anorexia Nervosa as a Modern Disease*. Cambridge: Harvard University Press, 1988:101-125; 304-312.

Week 9: Women's Bodies

Poovey, Mary. *Uneven Developments: The Ideological Work of Gender in Mid-Victorian England*. Chicago: The University of Chicago Press, 1988: 24-50; 206-219.

Stewart, Mary Lynn. *For Health and Beauty: Physical Culture for Frenchwoman, 1880s-1930s*. Baltimore: John Hopkins University Press, 2001: 56-74; 216-221; 112-129; 234-241.

Fuchs, Rachel G. "The Right to Life: Paul Strauss and the Politics of Motherhood." In *Gender and the Politics of Social Reform in France, 1870-1914*. Elinor A. Accampo, Rachel G. Fuchs, and Mary Lynn Stewart. Baltimore: John Hopkins University Press, 1995: 82-105; 202-209.

Week 10: Feminism

Primary Documents from *Women, the Family, and Freedom: The Debate in Documents, Volume One, 1750-1880*. Ed. Susan Groag Bell and Karen M. Offen. Stanford: Stanford University Press, 1983: 391-408; 482-493; 504-17.

Primary Documents from *Women, the Family, and Freedom: The Debate in Documents, Volume Two, 1880-1950*. Ed. Susan Groag Bell and Karen M. Offen. Stanford: Stanford University Press, 1983: 232-245.

Week 11: Work

Simonton, Deborah. *A History of European Women's Work: 1700 to the Present*. London: Routledge, 1998: 233-260; 289-292.

Rose, Sonya O. "Protective Labor Legislation in Nineteenth-Century Britain: Gender, Class, and the Liberal State." In *Gender and Class in Modern Europe*. Ed. Laura L. Frader and Sonya O. Rose. Ithaca: Cornell University Press, 1996: 193-210.

Canning, Kathleen. "Social Policy, Body Politics: Recasting the Social Question in Germany, 1875-1900." In *Gender and Class in Modern Europe*. Ed. Laura L. Frader and Sonya O. Rose. Ithaca: Cornell University Press, 1996: 211-237.

Week 13: War

Kent, Susan Kingsley. *Making Peace: The Reconstruction of Gender in Interwar Britain*. Princeton: Princeton University Press, 1993: 31-50; 149-153.

Grayzel, Susan R. *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*. Chapel Hill: The University of North Carolina Press, 1999: 1-10; 247-249; 121-136; 267-274.

Week 14: Interwar Europe and Gender Reconstruction

Kent, Susan Kingsley. *Making Peace: The Reconstruction of Gender in Interwar Britain*. Princeton: Princeton University Press, 1993: 97-113, 157-160.

Bridenthal, Renate. "Something Old, Something New: Women Between Two World Wars." *Becoming Visible: Women In European History*. Second Edition. Ed. Renate Bridenthal, Claudia Koonz, and Susan Stuard. Boston: Houghton Mifflin, Co., 1987: 472-497.

Hausen, Karin. "Mother's Day in the Weimer Republic." *When Biology Became Destiny: Women in Weimar and Nazi Germany*. Ed. Renate Bridenthal, Atina Grossman, and Marion Kaplan. New York: Monthly Review Press, 1984: 131-152.