

HIST 322
WOMEN IN MODERN EUROPE
Wednesday, 6.30-9.15pm
NIU Hoffman Estates

Instructor: Dr. Sandra Dawson.

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Office Hours: By appointment before class

Tel. n/a

Course Description:

The history of women in modern Europe is a course about the experiences, achievements, and representations of women of all social classes since 1700. Students will be introduced to the ongoing debate about differences between men and women, the conflict between gender and class, as well as different types of feminism through lectures, readings and discussions. Whenever possible, we will look at women's lives and experiences using a comparative framework. Consequently, Modern Europe is broadly defined to stretch from Great Britain in the west to Russia in the east. Readings will focus on women's voices at critical historical junctures that include the more traditional wars, revolutions and politics of the modern period but we will also look at cultural moments that have defined ideas about women and gender and that have influenced lived experience.

Assigned Readings:

- *The European Women's History Reader*, edited by Fiona Montgomery and Christine Collette
- *Women and Gender in the Western Past*, edited by Katherine French and Allyson Poska.

Books are available on Amazon, in the University Bookstore or at the Village Commons Bookstore.

Course Requirements:

- Three 4-5 page papers based on the readings and lectures (20% each)
- One final presentation on a topic of your choice (40%). This will be divided as follows: a 1-2 page proposal of the topic indicating why this topic is significant to the history of European Women from 1700-present due week seven (5%); a list of 7-10 sources to be used in the presentation (5%) in week ten and an outline of the presentation due on the last day of class (5%). The presentation itself will be 25% of the total grade for the class.

Grading Scale:

A	93% and above
A-	90--92.9%
B+	87—89.9%
B	82—86.9%

B-	79—81.9%
C+	77—78.9%
C	74--76.9%
There is no C minus grade	
D	70—73.9%
F	65.9 and below

Academic Honesty:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for, or assisting others in, either cheating or plagiarism on an assignment, including cutting and pasting from an internet source without correctly citing the source OR directly or indirectly quoting from a written source without correctly citing the source, cheating on a quiz, or examination, will receive a grade of F for the course and will be reported to the University Authorities.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the Office of Community Standards and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the Office of Community Standards and Student Conduct making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the University Judicial System. With regards to finding the student either responsible or not responsible for his or her action, the ruling of the Judicial Hearing Board shall be binding. In cases where there is either a finding of responsibility or an admission of responsibility by the student, any recommendations by the hearing board regarding the course grade are non-binding on the instructor, who remains solely responsible for assigning a course grade, consistent with the policies set forth in the course syllabus.

Classroom Behavior:

Each participant in the course, staff and students, will respect the right of every individual to voice opinions, offer information, & reflect on readings whether or not she/he agrees with what is expressed. Please refrain from personal conversations for the duration of the class time. You will be asked to leave the classroom if you participate in behavior that distracts the instructor or other students.

Special Needs

If you are a student with a disability, please let me know in the first week so that we can design strategies that best suit your learning needs.

Weekly Meetings Schedule and Required Reading:

Week One: September 9

- *Introductions and Expectations*
- *Ideologies of Sex and Gender*
- *European Society—Structure and Social Status*

Read: Debra Thom, "A Lop-sided View: Feminist History of the History of Women?" in *European Women's History Reader*, 27-43, and *Women and gender in the Western Past*, p. 256-260.

Week Two: September 16

- *Women, Science and the Enlightenment*
- *Catherine the Great* (DVD)
- Discussion of readings

Read: Barbara Taylor, "Mary Wollstonecraft and the Wild Wish of Early Feminism," *European Women's History Reader*, p. 52-70, and *Women and gender in the Western Past*, p. 261-271.

Week Three: September 23

- *Women and Changes in the Eighteenth Century*
- *Women and the French Revolution*
- *Women and Urbanization*

Read: Katrina Honeyman and Jordan Goodman, "Women's Work, Gender Conflict, and Labour Markets in Europe, 1500-1900," in *European Women's History Reader*, p. 77-99, and *Gender in the Western Past*, "Women in the French Revolution," p. 279-289.

Week Four: September 30

- *The Cult of Domesticity*
- *The First Industrial Woman*
- *New Opportunities for Women*
- **Paper #1 due in class today**

Read: Catherine Hall, "The Early Formation of Victorian Domestic Ideology," in *European Women's History Reader*, p. 120-123 and *Women and Gender in the Western Past*, p. 294-328.

Week Five: October 7

- *Abolition and Women—Activism and Conflict*
- *The Feminist Movement*
- *Women and Socialism*

Read: *Women and Gender in the Western Past*, p. 333-356 and Rachel Fuchs and Leslie Page March, "Pregnant, Single and Far From Home: Migrant Women in Nineteenth Century Paris," *European Women's History Reader*, p. 152-178.

Week Six: October 14

- *Women, Empire and the Imperial Project*
- *Women and World War One—Nurses, Spies and Mothers*
- *Women and War—Is War Good for Women?*

Read: *Women and Gender in the Western Past*, p. 374-407 and Seth Koven and Sonya Michel, "Womanly Duties: Materialist Politics and the Origins of Welfare States in France, Germany, Great Britain and the United States," *European Women's History Reader*, p. 225-243.

Week Seven: October 21

- *Women and the Russian Revolution*
- *The Women's Bureau and the Bolsheviks*
- *The Easter Uprising—Irish Women Speak Out*

Read: *Women and Gender in the Western Past*, p. 412-446 and Elizabeth Waters, "The Modernization of Russian Motherhood," *European Women's History Reader*, p. 277-286.

- **One page summary of final presentation topic due in class today**

Week Eight: October 28

- *The "New Woman"*
- *Women in Interwar Western Europe—Return to the Past?*
- *The Women's International Peace Movement*
- **Paper #2 due in class**

Read: Claudine Mitchell, "Madeleine Pelletier (1874-1939): The Politics of Sexual Oppression," *European Women's History Reader*, p. 256-270 and *Women and Gender in the Western Past*, p. 450-468.

Week Nine: November 4

- *Women and Fascism—Italy and Germany*
- *Women in World War Two—Voices from the Holocaust*
- *Women's Bodies—War and Occupation*

Read: *Women and Gender in the Western Past*, p. 468-483.

Week Ten: November 11

- *Women in World War Two—Internment in the East*
- *Paradise Road* (DVD)
- **Final presentation source list due in class today**

Read: *Women and Gender in the Western Past*, p. 488-521 and Penny Summerfield, "They Didn't Want Women Back in that Job: The Second World War and the Construction of Gendered Work Histories," *European Women's History Reader*, p. 329-343.

Week Eleven: November 18

- *Women and Post-war Europe—Resettlement and Retrenchment?*
- *East and West—Welfare and Women's Rights*
- *Women, Work and Childcare*

Read: Hsu-Ming Teo, "The Continuum of Sexual Violence in Occupied Germany, 1945-1949," in *European Women's History Reader*, p. 346-364.

Week Twelve: November 25

Thanksgiving Break—No Class

Week Thirteen: December 2

- *Cold War Politics and Ceaucescu's Romania*
- *Taking it to the Courts—Abortion in Poland, Sweden and France*
- *Prostitution and International Organization*
- **Paper #3 due in class today**

Read: *Women and gender in the Western Past*, p. 537-543.

Week Fourteen: December 9

- In class final presentations.
- **Outline of presentation due in class today.**

Congratulations! You did it!

