Women in European History

Focus: France in Europe, 1700-1960

Spring 2024

Professor: Dr. Eva Giloi
Tuesdays and Thursdays: 2:30 pm – 3:50 pm
Location: Smith 243
Office Hours: by appointment
Email: evagiloi@newark.rutgers.edu

Course Description
This course examines European history, with a focus on France, from 1700 to 1960 through the prism of women’s experience. Women were affected by the main developments of modern European history in the same way as men – they too experienced the rise of nationalism, the expansion of individual rights, the industrial revolution, urbanization, professionalization, imperialism, World War I and World War II, etc. At the same time, many of these developments drew on gender divisions, codes and stereotypes, making women’s experiences different from men’s. For instance, the concept of modern citizenship was initially based on the male ideal of the ‘citizen in arms’ (i.e. military service protecting the state), and thus specifically excluded women. Equally, ideas about men’s and women’s ‘natural’ relationship to violence had an effect on how women participated in the many conflicts in Europe in these three centuries. This course will examine the historical events, actions and discourses that shaped women’s everyday lives.

Learning Objectives
In this course, students will practice the following skills:
-- Analyzing evidence with a critical mind: students will analyze primary source readings and ask relevant questions about how to evaluate different types of sources.
-- Writing clear and concise summaries of evidence: in homework assignments, students will write summations and opinions about the historical materials they read, and will learn to craft persuasive arguments supported by facts and evidence.
-- Evaluating ‘subject positions’ by analyzing how women’s different class, social and economic backgrounds affected their viewpoints and choices.

Class Attendance Policy
Attendance in class is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

If you have more than four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example). If you have more than six unexcused absences, your grade will be lowered by one full grade (B+ to C+, for example). Any student who misses eight
or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

**Course Requirements**
There are 10 Units in this course, which are posted on Canvas. Each Unit has Instructions for the Lectures, Required Readings, and Reading Response assignments.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Lecture Participation:</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses (3) = 15% each</td>
<td>45%</td>
</tr>
<tr>
<td>Final Exam, take-home and in-class:</td>
<td>45%</td>
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1. **Participation in Lectures**
There are two lectures per week. Attendance is required, and active participation in the course discussions is worth 10% of the course grade. (For the Attendance Policy, see above.)

The more you talk in the class, the better your grade will be. This grade will be cumulative at the end of the semester: I will not be grading each individual in-person course session, but will give a grade for your participation in class as a whole covering the entire semester. If you come to class regularly but don’t participate in any discussions, you can expect to receive a C. If you participate occasionally, you would be likely to get a B. And if you participate regularly, then you would probably get an A.

2. **Reading Responses**
There are 3 required Reading Response papers due during the semester. The Reading Responses must be 3 pages in length, double-spaced. The Reading Responses must answer the discussion prompts posted on Canvas in each corresponding Unit when they are due. Each Reading Response is worth 15% of the final course grade.

Reading Response 1: De-Coding Jenny Lind. For this reading response, you will be asked to write on several primary sources related to the opera singer Jenny Lind, specifically in regard to the gender codes that you find in those primary sources. You must write on this prompt; it is in Unit 6 on Canvas.

Reading Response 2: Patriarchy and A Life of Her Own. For this reading response, you will be asked to write on the memoirs of Emilie Carles and how patriarchy functioned in her community. You must write on this prompt; it is in Unit 7 on Canvas.

Reading Response 3: Assessing Gender Relations in the Bourgeois Household. For this reading response, you will be asked to write on Simone de Beauvoir’s memoirs regarding the conditions middle-class women faced in the early twentieth century. You must write on this prompt; it is in Unit 8 on Canvas.

3. **Final Exam.**
The final exam will consist of two parts, one take-home, and one in-person. Both will be scheduled for the final exam week, with the exact date TBD. The entire final exam is worth 45% of the final grade, with take-home part 1 worth 20% and in-person part 2 worth 25%.
Part I: Take-home written essay, worth 20% (of the total 45% final exam grade). The take-home essay must be a minimum of a full 3 pages in length, double-spaced. You will have a choice of two prompts, based on primary sources that will be provided on Canvas. You must write on one of these two prompts; the prompts will be in Unit 10 on Canvas.

Part II: In-class exam, worth 25% (of the total 45% final exam grade). I will hand out a study guide with preparation instructions in advance of the in-class exam. The exam will ask you to write short essays, and will be based on the material we cover in the course lectures. It will be open-note and open-book, but you will not be allowed to use electronic devices (laptops, tablets, phones) during the exam period. To best prepare for the final exam, you should take notes during each lecture over the course of the semester and bring those notes (handwritten or printed out) with you to the exam.

Submitting Reading Responses:
All written work must be submitted on Canvas. All students must put the Rutgers Honor Code Pledge on their assignments. The wording of the pledge is: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

Late Reading Response papers: For each day that a Reading Response paper is late, the grade will be lowered by one-third of a grade (from a B+ to a B, for instance), up until the third day. I will not accept Reading Response papers that are more than three days late.

Policy on Academic Integrity (Cheating and Plagiarism)
Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

The University’s Academic Integrity policy can be found at: http://academicintegrity.rutgers.edu

All students are required to sign the Rutgers Honor Code Pledge. The History Department REQUIRES that the following honor pledge is written and signed on every exam, paper, or other major course assignment that is submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

You may only use the texts assigned in this syllabus to complete the assignments in this course. Resist the urge to use ChatGPT or any other AI resource. Resist the urge to cut and paste either literally or figuratively by using other people’s ideas. If I find that you have used an AI resource or other people’s ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up, and I will have to report the incident to the Office of Academic Integrity.
The Grade Scale for this course is:

A -- 93.0-96.9
A- -- 90.0-92.9
B+ -- 87.0-89.9
B -- 83.0-86.9
B- -- 80.0-82.9
C+ -- 77.0-79.9
C -- 73.0-76.9
C- -- 70.0-72.9
D+ -- 67.0-69.9
D -- 63.0-66.9
D- -- 60.0-62.9
F -- 00.0-59.9

The Grade Scale applies to the final course grade as a range. If your combined assignment and discussion grades fall into one of these ranges, you will get the corresponding letter grade at the end of the semester.

Grades on individual assignments: I will be giving points (out of 100) to each individual assignment. In order for the grades to be reflected accurately in the Canvas Gradebook, I will be giving the following point numbers to correspond to the following letter grades:

A = 95
A- = 91
B+ = 88
B = 85
B- = 81
C+ = 78
C = 75
C- = 71
D = 65
F = 50

What the grades mean in descriptive terms:

A: Outstanding
A-: Outstanding, with one or two areas of improvement
B+: Very good
B: Good
B-: Good overall, with some significant weaknesses
C+: Satisfactory, with some potential for improvement
C: Satisfactory, but needs significant development
C-: Barely satisfactory
D: Poor: overwhelming flaws
F: Failing: doesn’t complete the assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – and not the amount of effort you put into the work. (In other words, students don’t get an “A for effort” at the college level.) “Outstanding” is not defined as how the final product compares to your own previous work, but how it compares to
other students’ work. All of this is a reflection of the real world: in the professional working world, you will be assessed according to how effective you are compared to other people.

I am happy to talk to you about assignments at any time during the semester, but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must contact me to schedule an office hours appointment.

**Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form). For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

For the full Accommodation and Support statement, see Appendix A at the end of this syllabus.

**Required Readings**

The Required Readings are all available on Canvas, either as PDFs or accessible through links to an on-line version. If you would like to have a textbook to accompany the course, I would recommend: *Modern France: A Very Short Introduction*, Vanessa R. Schwartz: ISBN-13: 978-0195389418

**Schedule of Classes**

**Unit 1: Introduction = Gender Codes in History**

**Lecture 1.** Tues. Jan. 16  
Introduction: Europe in 1700 – Women in 1700

**Lecture 2.** Thurs. Jan. 18  
Gender Codes: Simone de Beauvoir and Marianne

*** Required Readings: newspaper article on Simone de Beauvoir and the first page of the “Introduction” to *The Second Sex*

**Unit 2: Early Modern Europe = Tradition and Change**

**Lecture 3.** Tues. Jan. 23  
Peasants and Patriarchy

**Lecture 4.** Thurs. Jan. 25  
The Great Chain of Being: Hierarchies
*** Required Reading: Natalie Davis, *The Return of Martin Guerre* (1-93, 123-125)

**Lecture 5. Tues. Jan. 30**
In the Towns: Guilds and the Scientific Revolution

**Unit 3: Absolutism = Louis XIV**

**Lecture 6. Thurs. Feb. 1**
Louis XIV in Versailles: from Feudalism to Absolutism

**Lecture 7. Tues. Feb. 6**
Rise of the Bourgeoisie = Mercantilism
*** Required Reading: Robert Darnton, “The Great Cat Massacre”

**Lecture 8. Thurs. Feb. 8**
The Reading Revolution: Women and Human Rights

**Unit 4: Enlightenment = Louis XV and Louis XVI**

**Lecture 9. Tues. Feb. 13**
Enlightenment Salons and the History of Manners
*** Required video clip: https://www.youtube.com/watch?v=jY2T_fDQi4g

**Lecture 10. Thurs. Feb. 15**
Jean-Jacques Rousseau: Emile and Sophie
-- Recommended textbook reading: Schwartz, Chapter 1: The French Revolution

**Unit 5: French Revolution and Aftermath**

**Lecture 11. Tues. Feb. 20**
French Revolution Pt. 1: Storming the Bastille

**Lecture 12. Thurs. Feb. 22**
Mary Wollstonecraft and Olympe de Gouge

**Lecture 13. Tues. Feb. 27**
French Revolution Pt. 2: Jacobins and Republican Motherhood

**Lecture 14. Thurs. Feb. 29**
Napoleon I, Queen Louise, and the Cult of Motherhood

**Unit 6: Europe at Mid-Century = Napoleon III**

**Lecture 15. Tues. March 5**
From Napoleon I to Napoleon III: Europe at Mid-Century

**Lecture 16. Thurs. March 7**
Florence Nightingale and the Rise of the Medical Profession

**Reading Response 1:** due by Friday, March 8, 11:59 pm, based on P. T. Barnum, *Struggles and Triumphs*; Foster, *Jenny Lind*; Jenny Lind, *Lost Letters of Jenny Lind*. The prompt is available on Canvas in Unit 6.

March 12: Spring Break
March 14: Spring Break
Lecture 17. Tues. March 19  
Paris at Mid-Century: Haussmann, Cities, Socialism  
-- Recommended textbook reading: Schwartz, Chapter 3: Paris and magnetic appeal

Unit 7: Nationalism and Imperialism = Third Republic Part 1, 1870-1918

Lecture 18. Thurs. March 21  
The Difficult Birth of the Third Republic

Lecture 19. Tues. March 26  
Solving Socialism: Hygiene and Imperialism

Lecture 20. Thurs. March 28  
Darwin, Freud, and Department Stores  
*** Required Reading: Emilie Carles, A Life of her Own (pp. 5-49, 101-108, 119-123)

Reading Response 2 due by Friday, March 29, 11:59 pm, based on Emilie Carles, A Life of her Own (pp. 5-49, 101-108, 119-123). The prompt is available on Canvas in Unit 7.

Lecture 21. Tues. April 2  
Jules Ferry: ‘Turning Peasants into Frenchmen’

Lecture 22. Thurs. April 4  
Fin-de-Siècle Gender and Art  
-- Recommended textbook reading: Schwartz, Chapter 2: France and the civilizing mission

Unit 8: Between the Wars = Third Republic Part 2, 1918-1940

Lecture 23. Tues. April 9  
World War I

Lecture 24. Thurs. April 11  
Interwar Culture: Coco Chanel and Le Corbusier  
*** Required Reading: Simone de Beauvoir, Memoirs of a Dutiful Daughter (pdf)

Reading Response 3: due Friday, April 12, 11:59 pm, based on Simone de Beauvoir, Memoirs of a Dutiful Daughter. The prompt is available on Canvas in Unit 8.

Unit 9: Collaboration and Resistance = Vichy and Post-War France

Lecture 25. Tues. April 16  
Interwar Politics: Petain, De Gaulle, and the Invasion of France

Lecture 26. Thurs. April 18  
Vichy France: Collaboration and Resistance  
-- Recommended textbook reading: Schwartz, Chapter 5: France hurtles into the Future

Lecture 27. Tues. April 23  
Post-War France: Reckoning with the Past  

Lecture 28. Thurs. April 25  
Simone de Beauvoir and the Second Sex  
*** Required Reading: Simone de Beauvoir, “Introduction” to The Second Sex (entire pdf)

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**Final Analysis Assignment**: due TBD, 11:59 pm, submitted to Canvas. The final take-home essay will give you a choice between two prompts. Details will be available on Canvas in Unit 10.

**Final In-Person Exam**: date and time TBD, held in our classroom. The final in-person exam will be composed of several short essays, based on material we covered in the lectures. It will be open-note and open-book, but you will not be able to use electronic devices (tablets, laptops, phones) during the exam period. I will hand out a study sheet in advance of the exam.

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**Accommodation and Support Statement**

Rutgers University-Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further its mission of access and support:

**For Individuals Experiencing Disability**: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website (ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

**For Individuals who are Pregnant**: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at TitleIX@newark.rutgers.edu.

**For Short-term Absence Verification**: The Office of the Dean of Students can help with absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

**For Individuals with temporary conditions/injuries**: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, recovery from surgery, etc.). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

**For Gender or Sex-Based Discrimination or Harassment**: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Title IX Policy and Grievance Procedures located at https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf
For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. VPVA is a confidential resource and does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. VPVA also maintains a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence to receive assistance; any student can receive services, information, and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805. Additional support is available to any RU-N student through Uwill services:
- Umatch: Teletherapy with flexible scheduling, starting with a free account.
- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.
Access Uwill@RUN at https://my.rutgers.edu using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.