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Women in European History
Focus: France in Europe, 1700-1970

Fall 2021

Class Structure: Synchronous on Canvas and Zoom

Professor: Dr. Eva Giloi

Office Hours: by appointment

Email: evagiloi@newark.rutgers.edu

Zoom Lecture times, synchronous: Mondays 2:30-3:50 pm and Wednesdays 1:00-2:20 pm

Course Description

This course examines European history, with a focus on France, from 1700 to the 1970s 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 are 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.

Course Requirements

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

Zoom Lecture Participation:	10%
Reading Responses (4) = 15% each	60%
Final Analysis Assignment:	30%

1. Participation in Zoom Lectures

There are two Zoom Lectures per week. Attendance at the Zoom Lectures is required, and participation is worth 10% of the course grade. I will be doing most of the talking in the lectures, but students are also expected to participate by reading the assigned texts before class and taking part in the discussions through Chat. You are welcome to have your video on or off during the lectures, but you do need to interact with me through Chat in order to get credit for participation. I will be posing questions during the lecture and will use your Chat answers as the basis for your

participation grade for the day. I will give one of three grades for participation – A, B, or C – based on your interactions with me through Chat.

If you don't come to class, I will give you a D for that day (rather than a 0 or an F). I will also drop the lowest 4 participation grades (out of 28), so you can miss up to 4 class sessions without any effect on your participation grade.

If I need to cancel class for any reason – (i.e. personal health issue) – I will give you the same grade that day (for the cancelled session) that you got for the previous class session.

2. Reading Responses

There are 4 required Reading Response papers due during the semester. The Reading Responses must be 2-3 pages in length, double-spaced. The Reading Responses must answer the discussion prompts posted on Canvas in each corresponding Unit when they are due.

Reading Response 1: History and Context. For this reading response, you will be asked to write on one (out of a choice of two) secondary sources. The two prompts that you can choose from are in Unit 2 on Canvas; you only need to write on one of the two.

Reading Response 2: 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 regards 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 3: 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 4: Primary Source Analysis. For this reading response, you will be asked to write on one (out of a choice of three) primary sources regarding the conditions women faced in the first half of the twentieth century. The three prompts that you can choose from are in Units 7, 9, and 10; you only need to write on one of the three.

3. **Final Analysis Assignment.** The Final Analysis Assignment is due on Monday, December 20 at 6 pm. You must write on 2 prompts out of a choice of 4, with each answer length set at a minimum of 3-4 pages. Instructions are posted on Canvas.

Submitting Papers

The 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.”**

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 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.

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 cut and paste either literally or figuratively by using other people's ideas. If I find that you have used 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.

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>. 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 web site at: <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: Intro

Lecture 1. Wed. Sept. 1 Introduction: Europe in 1700 – Women in 1700

Labor Day. Mon. Sept. 6 = No Class =

Lecture 2. Wed. Sept. 8 Setting the Context: Simone de Beauvoir and Gender Codes
*****This lecture is scheduled from 2:30-3:50 pm – it is on a Monday schedule*****

-- Required Readings: two newspaper articles on Simone de Beauvoir and the “Introduction” to *The Second Sex*, first page (all three are on Canvas).

Unit 2: Early Modern Europe: Tradition and Change

Lecture 3. Mon. Sept. 13 The Rise of Marianne

Lecture 4. Wed. Sept. 15 Peasants and Patriarchy
-- Required Reading: Natalie Davis, *The Return of Martin Guerre* (1-93, 123-125)

Reading Response 1 – Choice 1: due by Friday, Sept. 17, 11:59 pm, based on Natalie Davis, *The Return of Martin Guerre* (1-93, 123-125). The prompt is available in Unit 2.

Lecture 5. Mon. Sept. 20 In the Cities: from Guilds to the Bourgeoisie
-- Required Reading: Robert Darnton, “The Great Cat Massacre”

Lecture 6. Wed. Sept. 22 The Scientific Revolution and its Effects

Reading Response 1 – Choice 2: due by Friday, Sept. 24, 11:59 pm, based on Robert Darnton, “The Great Cat Massacre.” The prompt is available in Unit 2.

Unit 3: Absolutism = Louis XIV

Lecture 7. Mon. Sept. 27 Louis XIV in Versailles: from Feudalism to Absolutism

Lecture 8. Wed. Sept. 29 The Reading Revolution

Unit 4: Enlightenment = Louis XV and Louis XVI

Lecture 9. Mon. Oct. 4 Enlightenment Salons and the History of Manners
-- Required video clip: https://www.youtube.com/watch?v=jY2T_fdQi4g

Lecture 10. Wed. Oct. 6 Jean-Jacques Rousseau and Marie Antoinette
-- Recommended textbook reading: Schwartz, Chapter 1: The French Revolution

Unit 5: French Revolution and Aftermath

Lecture 11. Mon. Oct. 11 French Revolution Pt. 1: Rights of Man, Rights of Woman
-- Required Reading: Lynn Hunt, *The French Revolution and Human Rights*, pp. 77-79, 124-129 (“Declaration of the Rights of Man and Citizen” and “Declaration of the Rights of Woman”)

Lecture 12. Wed. Oct. 13 French Revolution Pt. 2: Republican Motherhood

Lecture 13. Mon. Oct. 18 Napoleon I, Queen Luise, and the Cult of Motherhood
** This lecture will be asynchronous and the video will be accessible through Canvas.

Lecture 14. Wed. Oct. 20 From Napoleon I to Napoleon III: Europe at Mid-Century

Unit 6: Napoleon III

Lecture 15. Mon. Oct. 25 Paris at Mid-Century: Haussmann, Cities, Socialism
-- Required Reading: P. T. Barnum, *Struggles and Triumphs*; Foster, *Jenny Lind*; Jenny Lind, *Lost Letters of Jenny Lind*

Lecture 16. Wed. Oct. 27 Florence Nightingale and the Rise of the Professionals
** This lecture will be asynchronous and the video will be accessible through Canvas.

Reading Response 2: due by Friday, Oct. 29, 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 in Unit 5.

Lecture 17. Mon. Nov. 1 Eiffel Tower and the Heroes of Technology
-- Recommended textbook reading: Schwartz, Chapter 3: Paris and magnetic appeal

Lecture 18. Wed. Nov. 3 Darwin, Freud, and Department Stores

Unit 7: Third Republic Part 1 = 1870 to 1918

Lecture 19. Mon. Nov. 8 Jules Ferry Part I: Education
-- Required Reading: Emilie Carles, *A Life of her Own* (pp. 5-49, 101-108, 119-123)

Lecture 20. Wed. Nov. 10 Jules Ferry Part II: Imperialism
-- Recommended textbook reading: Schwartz, Chapter 2: French and the civilizing mission

Reading Response 3 due by Friday, Nov. 12, 11:59 pm, based on Emilie Carles, *A Life of her Own* (pp. 5-49, 101-108, 119-123). The prompt is available in Unit 7.

Lecture 21. Mon. Nov. 15 Fin-de-Siècle Gender and Art
-- Required Reading: Simone de Beauvoir, *Memoirs of a Dutiful Daughter* (pdf)

Lecture 22. Wed. Nov. 17 World War I
-- Recommended Reading: Edward Berenson, *The Trial of Madame Caillaux*

Reading Response 4 – Choice 1: due Friday, Nov. 19, 11:59 pm, based on Simone de Beauvoir, *Memoirs of a Dutiful Daughter*. The prompt is available in Unit 7.

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

Lecture 23. Mon. Nov. 22 Interwar Culture: Coco Chanel and Corbusier

Thanksgiving. Wed. Nov 24 = No Class =

Lecture 24. Mon. Nov. 29 Interwar Politics: Petain, De Gaulle, and the Invasion of France

*****This class session is scheduled from 1:00-2:20 pm – it is on a Wednesday schedule*****

Unit 9: Vichy France and Fourth Republic

Lecture 25. Wed. Dec. 1 Vichy France: Collaboration, Resistance, Victory

-- Required Reading: Simone de Beauvoir, *The Prime of Life* (pp. 369-376, 395-407)

Reading Response 4 – Choice 2: due Friday, Dec. 3, 11:59 pm, based on Simone de Beauvoir, *The Prime of Life* (pp. 369-376, 395-407). The prompt is available in Unit 9.

Lecture 26. Mon. Dec. 6 Fourth Republic: Reckoning with the Past, Looking to the Future

-- Recommended textbook reading: Schwartz, Chapter 5: France hurtles into the Future

Unit 10: Fifth Republic

Lecture 27. Wed. Dec. 8 Fifth Republic: France, the USA, and the EU

-- Required Readings: *Ambassade de France*, “Women in France” and *Ambassade de France*, “French Women in Executive and Professional Positions” (2 pdfs)

-- Required Film: *Breathless*

Lecture 28. Mon. Dec. 13 Simone de Beauvoir and the *Second Sex*

-- Required Reading: Simone de Beauvoir, “Introduction” (entire) to *The Second Sex* and excerpt on Existentialism

Reading Response 4 – Choice 3: due on Wednesday, Dec. 15, 11:59 pm, based on *Ambassade de France*, “Women in France” and *Ambassade de France*, “French Women in Executive and Professional Positions.” The prompt is available in Unit 10.

Final Analysis Assignment, due Monday December 20, by 6 pm.

You will have to write on two prompts out of a choice of four.

Details available on Canvas.

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 the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.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) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., 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 (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

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 Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

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

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.