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

**Spring 2022**

Professor: Dr. Eva Giloi  
Tuesdays and Thursdays: 2:30 pm – 3:50 pm  
Location: Warren Hall 311  
Office Hours: by appointment  
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### **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 Lectures, Required Readings, and Reading Response assignments.

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

#### **1. Participation in Lectures**

There are two lectures per week. Attendance is required, and participation is worth 10% of the course grade.

The Participation grade is divided into two parts – Participation Grade 1 and Participation Grade 2. Each part is worth 5% of the final course grade.

**Participation Grade 1** is the grade you get for participating while in class in person.

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 giving a grade covering your participation in class as a whole to cover 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.

**Participation Grade 2** applies to synchronous remote and asynchronous remote lectures.

Participation Grade 2 covers the lectures that will not be in-person. For these, you will get a grade for each individual session. I will be posting these grades on Canvas after each session. Some of these remote lectures are already planned, and more may be added in case I cannot come to campus for any reason (for instance health issues).

Since Rutgers will not be in-person until January 31, our first four class sessions will be taught as synchronous but remote Zoom lectures. For these, you must sign on to the Zoom lecture through the link that is provided in that Unit. You will be graded for those lectures based on your participation by chatting with me through the Zoom chat function.

Chat: I will be doing most of the talking in the synchronous Zoom lectures, but you are also expected to participate in the lectures by reading the assigned texts before class and taking part in the discussions. 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 asking questions during the lecture and will use your chat answers as the basis for your participation grade for that day. I will give one of three grades for participation – 95, 85, or 75 – based on your interactions with me through chat. If you don't chat or don't attend, you will get a 65 for that session.

Along with these synchronous remote lectures, I have also scheduled one asynchronous remote lecture, on February 3, and may need to add more at short notice. If we have an asynchronous lecture, I will post a lecture video for that class session. To get credit for asynchronous lectures, you need to submit notes after viewing the video for that day. For all asynchronous lectures, you are required to watch the lecture video and write up three things that you found important/interesting in each lecture, one item from the beginning of the lecture, one item from the middle of the lecture, and one item from the end of the lecture. What do you think is important/interesting about these things? Do you have questions about them? Did they connect with something else we talked about in class in the past? You should submit your notes in Canvas in the relevant Assignment unit.

I have already scheduled one asynchronous remote lecture, on February 3. To get credit for that class session, you need to submit your notes from that lecture, as described directly above.

I may add more asynchronous lectures to that one, and in each case, you will need to submit notes to get credit. For example, if I cannot come to class in person because of a health issue, then that lecture will be switched into an asynchronous remote video lecture, and you will need to submit the notes for that session. If you don't do the notes, that will have an impact on your Participation Grade 2.

I will be adding those assignments as needed, and will notify all students about the change as soon as I can before the lecture was meant to begin. Since these lectures are asynchronous, you can view the lecture and submit the assignment at your convenience up to two days after the scheduled lecture.

## 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 two) primary sources regarding the conditions women faced in the first half of the twentieth century. The two prompts that you can choose from are in **Units 7 and 9**; you only need to write on one of the two.

3. **Final Analysis Assignment.** For the Final Analysis Assignment, 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

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.”**

## 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](mailto: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. 18            Introduction: Europe in 1700 – Women in 1700  
-- Zoom lecture
- Lecture 2.** Thurs. Jan. 20            Setting the Context: Simone de Beauvoir and Gender Codes  
-- Zoom lecture  
-- Required Readings: newspaper article on Simone de Beauvoir and the “Introduction” to *The Second Sex*, first page (both are on Canvas).

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

- Lecture 3.** Tues. Jan. 25            The Rise of Marianne  
-- Zoom lecture
- Lecture 4.** Thurs. Jan. 27            Peasants and Patriarchy  
-- Zoom lecture  
-- Required Reading: Natalie Davis, *The Return of Martin Guerre* (1-93, 123-125)
- Lecture 5.** Tues. Feb. 1            In the Towns: Hierarchy and Guilds  
-- in-person lecture  
-- Required Reading: Robert Darnton, “The Great Cat Massacre”
- Lecture 6.** Thurs. Feb. 3            The Scientific Revolution and its Effects  
-- Asynchronous remote, not in-person = watch lecture video  
\*\* This lecture will be **asynchronous** and the video will be accessible through Canvas.  
-- Asynchronous Video Notes due

**Reading Response 1:** due Friday, Feb. 4, 11:59 pm. Choose **one** of the two prompts available on Canvas. One prompt is based on Natalie Davis, *The Return of Martin Guerre* (1-93, 123-125). The other prompt is based on Robert Darnton, “The Great Cat Massacre.” You can choose which one you want to write on.

### Unit 3: Absolutism = Louis XIV

- Lecture 7.** Tues. Feb. 8            Louis XIV in Versailles: from Feudalism to Absolutism  
-- in-person lecture
- Lecture 8.** Thurs. Feb. 10            Rise of the Bourgeoisie = Mercantilism and Reading Revolution  
-- in-person lecture

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

- Lecture 9.** Tues. Feb. 15            Enlightenment Salons and the History of Manners  
-- Required video clip: [https://www.youtube.com/watch?v=jY2T\\_fDQi4g](https://www.youtube.com/watch?v=jY2T_fDQi4g)

-- in-person lecture

**Lecture 10.** Thurs. Feb. 17      Jean-Jacques Rousseau and Marie Antoinette  
-- in-person lecture  
-- Recommended textbook reading: Schwartz, Chapter 1: The French Revolution

### **Unit 5: French Revolution and Aftermath**

**Lecture 11.** Tues. Feb. 22      French Revolution Pt. 1: Storming the Bastille  
-- in-person lecture

**Lecture 12.** Thurs. Feb. 24      “Declaration of the Rights of Man and Citizen”  
-- in-person lecture  
-- 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 13.** Tues. March 1      French Revolution Pt. 2: Jacobins and Republican Motherhood  
-- in-person lecture

**Lecture 14.** Thurs. March 3      Napoleon I, Queen Luise, and the Cult of Motherhood  
-- in-person lecture

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

**Lecture 15.** Tues. March 8      From Napoleon I to Napoleon III: Europe at Mid-Century  
-- in-person lecture  
-- Required Reading: P. T. Barnum, *Struggles and Triumphs*; Foster, *Jenny Lind*; Jenny Lind, *Lost Letters of Jenny Lind*

**Lecture 16.** Thurs. March 10      Florence Nightingale and the Rise of the Professionals  
-- in-person lecture

**Reading Response 2:** due by Friday, March 11, 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 6.

March 15: Spring Break

March 17: Spring Break

**Lecture 17.** Tues. March 22      Paris at Mid-Century: Haussmann, Cities, Socialism  
-- in-person lecture  
-- 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 24      Birth of the Third Republic: Turning Peasants into Frenchmen  
-- in-person lecture  
-- Required Reading: Emilie Carles, *A Life of her Own* (pp. 5-49, 101-108, 119-123)

**Lecture 19.** Tues. March 29      Darwin, Freud, and Department Stores  
-- in-person lecture

**Lecture 20.** Thurs. March 31      Fin-de-Siècle Gender and Art  
-- in-person lecture

**Reading Response 3** due by Friday, April 1, 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.** Tues. April 5      Imperialism and Socialism  
-- in-person lecture  
-- Required Reading: Simone de Beauvoir, *Memoirs of a Dutiful Daughter* (pdf)

**Lecture 22.** Thurs. April 7      World War I  
-- in-person lecture  
-- Recommended textbook reading: Schwartz, Chapter 2: French and the civilizing mission

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

**Lecture 23.** Tues. April 12      Interwar Culture: Coco Chanel and Corbusier  
-- in-person lecture

**Lecture 24.** Thurs. April 14      Interwar Politics: Petain, De Gaulle, and the Invasion of France  
-- in-person lecture

### **Unit 9: Collaboration and Resistance = Vichy France and the Fourth Republic**

**Lecture 25.** Tues. April 19      Vichy France: Collaboration and Resistance  
-- in-person lecture

**Lecture 26.** Thurs. April 21      Fourth Republic: Reckoning with the Past, Looking to the Future  
-- in-person lecture  
-- Required Readings: *Ambassade de France*, “Women in France” and *Ambassade de France*, “French Women in Executive and Professional Positions” (2 pdfs)

**Reading Response 4:** due Friday, April 22, 11:59 pm. Choose **one** of the two prompts available on Canvas. One prompt is based on Simone de Beauvoir, *Memoirs of a Dutiful Daughter*. The other prompt is based on *Ambassade de France*, “Women in France” and *Ambassade de France*, “French Women in Executive and Professional Positions.” The prompts are available in Unit 9.

### **Unit 10: France between EU and USA = Fifth Republic**

**Lecture 27.** Tues. April 26      Simone de Beauvoir and the *Second Sex*  
-- in-person lecture  
-- Required Reading: Simone de Beauvoir, “Introduction” (entire pdf) to *The Second Sex* and excerpt on Existentialism

**Lecture 28.** Thurs. April 28      Fifth Republic: France, the USA, and the EU  
-- in-person lecture  
-- Required Film: *Breathless*  
-- Recommended textbook reading: Schwartz, Chapter 5: France hurtles into the Future

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**Final Analysis Assignment:** date TBD. The final assignment is composed of two essays. You will have to write on two prompts out of a choice of four. Details available on Canvas.

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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 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](https://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](http://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](mailto: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](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto: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.