

**Women in European History****21:510:240****Fall 2016**

Cross-listed with: 21:988:389

Class Location: 352 Conklin Hall

Class Meeting Times: Tuesday, Thursday 2:30-3:50

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Thursday 1:00-2:00 and by appointment

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This course examines European history from 1700 to the present 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, communism and fascism, etc. At the same time, many of these developments drew on gender divisions and stereotypes, making women's experiences somewhat 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 that Europe faced in these three centuries.

To trace women's distinct experience of European history, this course relies on personal narratives, memoirs, speeches, and philosophical writings written mostly by women. Students will learn to read these primary sources closely: to read between the lines and analyze them in the historical context of their time. Students will also read these texts critically, assessing how well they function as evidence—which kinds of sources seem biased or more straightforward—as well as how women's different social, economic, and national backgrounds affected their viewpoints and choices. Students will regularly practice their writing skills in discussion journals, a midterm exercise and a final paper, and will have many opportunities to express their ideas verbally in class discussions.

**Course Requirements:**

This course is heavily based on reading and discussing the assigned primary texts – memoirs, speeches, philosophical texts, etc. The course requirements are therefore geared towards encouraging students' engagements with these sources. In a nutshell: there are no exams in this course; instead, students will be graded on the following four elements:

1. **Participation in class discussion.** Students will be expected to read the assigned texts before class (by the date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade.
2. **Discussion Journals,** 1-2 pages each. The discussion journals will be collected for every reading assigned for the class. It is intended as a study aid to help students critically analyze the course texts. You must base your journal entries on the prompts listed below for each reading. Entries **MUST** be completed at the start of the class on which the reading is due. I will count the top 10 journal grades (out of 12) for the final course grade.
3. **Midterm Exercise,** 3-4 pages long, due November 10, in two forms: as a paper copy by the beginning of class and submitted to Turnitin on Blackboard. Prompt and further instructions will be posted on Blackboard under the Assignments menu.

4. **Final Exam**, in two parts: Part 1 is a take home essay, due on December 22, submitted to Turnitin and as a paper copy. Part 2 is an in-class exam, on December 22, from 11:45-2:45. Instructions for both parts will be posted on Blackboard under the Assignments menu.

**Honor Code Pledge:**

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

**Grading:**

In-class participation:	10%
Discussion Journals (top 10 out of 12):	40%
Midterm Exercise:	10%
Final Exam, in 2 Parts:	40%

**Grading of Discussion Journals:**

The grading of the journal entries will be as follows:

check plus plus = A

check plus = B+

check = B

check minus = C

zero = F

**Grading Rubric for the course overall:**

- 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 – 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 succeed based on the quality of your work, and not just on how hard you try.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. 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 pedagogical review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, please email me to make an appointment at another time.

**Class Rules:**

European history is largely a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum. If I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

**Attendance policy:**

Attendance 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](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.

I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence.

After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With eight absences, the stakes change: 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.

**Late papers and exams:**

The Discussion Journals are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the beginning of the class when they are assigned. But: You can always hand in a set of notes early by email. Finally, I will drop the lowest two grades of the twelve journal discussion grades as an insurance policy against missing journals due to unforeseen circumstances.

The Midterm Exercise and Final Exam: Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late essays will have their grades lowered one full grade every day that they are late. The in-class portion of the Final Exam can only be rescheduled in the event of an emergency, and proof of emergency is required.

**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 Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

**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.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

You may only use the texts assigned in this syllabus to complete the assignments, notes, essay, and exam. 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. As a minimum, you will receive a failing grade (0 points) for that assignment and will not be able to make it up.

**Course Readings:**

The following books are required for the course. The books can be purchased from on-line sellers and at the Rutgers Newark bookstore, and are also on 2-hour reserve at Dana Library.

Required Book:

Emilie Carles, *A Life of her Own*.

Geoffrey Blainey, *A Short History of the Twentieth Century*

The rest of the **required** readings are either on **Blackboard (B)** under 'Course Documents' or on-line (you can follow the links on the syllabus).

## Syllabus

### Hierarchy and Individual Rights

Tues., Sept. 6: Europe in 1700 – Women in 1700

Thurs., Sept. 8: Peasants and Patriarchy

Tues., Sept. 13: In the Cities: from Guilds to the Bourgeoisie

Thurs., Sept. 15: Enlightenment Salons

Tues., Sept. 20: Enlightenment Ideas

**Discussion:** Mary Wollstonecraft, *A Vindication of the Rights of Woman* (B)

Discussion Journal Prompt # 1, 1-2 pages: What solutions does Wollstonecraft recommend to help women overcome their inequality to men? Which women does she have in mind?

Thurs., Sept. 22: The French Revolution, Part I

Tues., Sept. 27: Rights of Man and Citizen

**Discussion:** Lynn Hunt, *The French Revolution and Human Rights* (B)

Discussion Journal Prompt # 2, 1-2 pages: Drawing on the texts in Lynn Hunt's *The French Revolution and Human Rights*, what were the arguments for and against giving women the right to vote?

Thurs., Sept. 29: The French Revolution, Part II

### Separate Spheres and the Language of Gender

Tues., Oct. 4: Women in Public: Jenny Lind

**Discussion:**

P. T. Barnum, *Struggles and Triumphs* (B)

Foster, *Jenny Lind* (B)

Jenny Lind, *Lost Letters of Jenny Lind* (B)

Discussion Journal Prompt # 3, 1-2 pages: In 1850, P. T. Barnum and G. G. Foster marketed Jenny Lind to the American public. What image of Lind did they create in order to make her attractive to the public?

Thurs., Oct. 6: Women as Professionals: Medicine

Tues., Oct. 11: Women Travelers

**Discussion:**

Mabel Sharman Crawford, "A Plea for Lady Tourists" (B)

Mary Kingsley, "Travels in West Africa" (B)

Discussion Journal Prompt # 4, 1-2 pages: Mabel Sharman Crawford wrote her "Plea for Lady Tourists" in 1863; Mary Kingsley wrote her "Travels in West Africa" (the one with the crocodiles and the leeches) in 1893. Had things changed significantly during those 30 years, judging from how the two authors described women travelers and their own travel experiences?

## The Turn to Modernity: Women's Experience before World War I

Thurs., Oct. 13: Women in the Cities, Part I: Industrialization, Consumerism, Socialism  
Textbook: *Blainey*, "A Tempest of Change"

**Discussion:** Alexandra Kollontai, "Working Woman and Mother" in *Selected Writings* (B)

Discussion Journal Prompt # 5, 1-2 pages: What class groups did Kollontai describe in "Working Woman and Mother"? How did the experiences of those class groups differ? What were the root causes of their different positions in society?

Tues., Oct. 18: Imperialism

Thurs., Oct. 20: Women in the Countryside: Emilie Carles

**Discussion:** Emilie Carles, *A Life of Her Own* (pp.1-142)

Discussion Journal Prompt # 6, 1-2 pages: What was life like for women in the countryside in the early 20<sup>th</sup> century, when Carles was growing up? What position did women hold in peasant society? Use specific examples from the book to answer this question.

Tues., Oct. 25: Getting the Vote

**Discussion:**

Emmeline Pankhurst, "The Importance of the Vote" (B)

Lytton and Pankhurst, "Speech" and "Argument of the Broken Pane" (B)

Christabel Pankhurst, *Unshackled* (B)

Discussion Journal Prompt # 7, 1-2 pages: Why did the Pankhursts feel that suffrage (voting rights) were worth fighting for? What did they think would change if women had the right to vote? Which women did they have in mind?

## Twentieth Century: The State, the Individual, the Community

Thurs., Oct. 27: The Watershed: World War I

Textbook: *Blainey*, "The War of Wars" and "Revolt in Petrograd: Peace in Paris"

Tues., Nov. 1: Why did people vote for Hitler? Economics, Politics, Fear

**Discussion:** Christabel Bielenberg, *When I was a German*, Part 1 (pp.16-33) (B)

Discussion Journal Prompt # 8, 1-2 pages: According to Christabel Bielenberg, what were some of the reasons why people supported Hitler?

Thurs., Nov. 3: Why did people vote for Hitler? Economics, Politics, Fear, continued...

Textbook: *Blainey*, "A World Depression" and "The Rise of Hitler"

Tues., Nov. 8: No Class: Election Day – go out and vote!!

Thurs., Nov. 10: Images of Community, Part 1: Idealism and Civil War in the 1920s

**Midterm Exercise due** at the beginning of class. Prompt and instructions are on Blackboard, under Assignments menu.

Tues., Nov. 15: Images of Community, Part 2: the Nazi Racial Community  
Textbook: *Blainey*, “Utopia and Nightmare,” “Faster and Faster,” and “An Italian Drummer”  
**Film:** *Triumph of the Will*

Thurs., Nov. 17: Appeasement and Hitler’s Foreign Policy

Tues., Nov. 22: Life in the Nazi Regime  
**Discussion:** Christabel Bielenberg, *When I was a German*, Part 2 (pp.51-93) **(B)**  
Discussion Journal Prompt # 9, 1-2 pages: Using specific examples from Christabel Bielenberg’s memoirs, *When I was a German*, describe what life was like during the Nazi regime.

Thurs., Nov. 24: No Class: Thanksgiving

### **Rebuilding Europe after World War II**

Tues., Nov. 29: Rebuilding Europe after the War  
Textbook: *Blainey*, “A Second World War”  
**Discussion:** Heda Margolis Kovaly, *Under a Cruel Star* **(B)**  
Discussion Journal Prompt # 10, 1-2 pages: Using specific examples from *Under a Cruel Star*, what conditions and challenges did Heda Margolis Kovaly face when she returned home to Prague at the end of the war?

Thurs., Dec. 1: Post-War Realities, East and West  
Textbook: *Blainey*, “A Curtain Falls”

Tues., Dec. 6: Existentialism and Activism  
**Discussion:** Simone de Beauvoir, “Introduction” from *The Second Sex* **(B)**  
Discussion Journal Prompt # 11, 1-2 pages: What did Simone de Beauvoir mean when she said that women are the Other? Why are men the One and women the Other?

Thurs., Dec. 8: Life in the West, 1950s-1960s  
Textbook: *Blainey*, “Burning Spear and Changing Wind” and “A Seesaw Moves”

Tues., Dec. 13: Women’s Lib in the 1970s  
**Discussion:** *Spare Rib Reader* **(B)**  
Discussion Journal Prompt # 12, 1-2 pages: One of the mottos of the 1970s women’s movement was: “the personal is political.” Pick three articles in the Spare Rib Reader and explain why women’s personal issues should be dealt with on a political level (through legislation, state policies, etc.).

### **Final Exam, in 2 Parts:**

Part 1: Take-home essay, due December 22, 2016, both as a paper copy and submitted to Turnitin.

Part 2: In-class exam, on December 22, 2016, from 11:45-2:45.

Instructions for both parts will be posted on Blackboard under the Assignments menu.