HISTORY 201, THE HISTORIAN'S CRAFT: WOMEN AND GENDER IN MODERN EUROPE

Prof. Emma Kuby
University of Wisconsin-Madison, Fall 2023
White 7115
Mon. & Wed., 4:00-5:15
Link to Course Canvas

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She/her **Office hours: MW 2:00-3:00, and by appt.**

OVERVIEW

Welcome to History 201! This iteration of "The Historian's Craft" (section 201-18) invites students to explore the history of women, gender, and sexuality in modern Europe. Over the course of the semester, we will seek answers to three big, intertwined questions:

(1) How have European **gender norms** and understandings of masculinity, femininity, family structure, and human sexuality changed between 1750 and the present?
(2) How have **women** taken part in the major political events and social transformations of modern European history, from the French Revolution to World War II, early industrial strikes to Soviet communist state-building, violent colonial conquests to "Black Lives Matter"?
(3) How have **activist movements** for women's social, sexual, reproductive, and political rights taken form over time, and what impact have these movements had on the lives of all Europeans?

The course tackles these questions via a diverse array of sources. We also consider work by scholars who have found creative ways to uncover the experiences of ordinary, unprivileged European women despite their seemingly sparse presence in the archival record. Along the way, you will develop the skills to design and carry out your own original research project within the broad framework of European gender history.

COURSE DESIGNATION AND ATTRIBUTES

Gen Ed - Communication Part B
Breadth – Humanities
Level – Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S

OBJECTIVES

All History 201 courses have a set of shared course objectives. These are:

- *Ask Questions*: develop the habit of asking questions, including questions that may generate new directions for historical research.
- *Find Sources*: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
- *Evaluate Sources*: determine the perspective, credibility, and utility of source materials.
- *Develop and Present an Argument*: use sources appropriately to create, modify, and support tentative conclusions and new questions.

- *Plan Further Research*: draw upon preliminary research to develop a plan for further investigation.
- *Communicate Findings Effectively*: make formal and informal, written and oral presentations tailored to specific audiences.

In addition, this particular course has some content-specific objectives:

- Explain the significance of gender as a category for historical analysis, and the importance of exploring women's agency as historical actors.
- Describe women's experience of major events in modern European history.
- Identify how European norms concerning gender and sexuality changed over the course of the modern period, and characterize how different political actors (e.g., German feminists, French revolutionaries, Soviet Communists) promoted distinct visions of gender roles.

COURSE CREDIT HOURS, STRUCTURE, AND PACING

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include our regularly scheduled seminar meeting times of Mon. and Wed. from 4:00-5:15 throughout the Fall semester as well as occasional one-on-one meetings with the instructor and a steady stream of reading, research, and writing activities outside of class.

Most weeks (there are some exceptions!), our class meeting on Monday will focus on seminar-style discussion of shared readings; on Wednesdays, we will engage more heavily in developing historical question-framing, research, and writing skills, workshopping drafts, and troubleshooting issues with work in progress. As the semester progresses, students can expect to spend an increasing amount of time working on their own projects.

CONTACTING THE INSTRUCTOR AND GETTING HELP

I strongly encourage all of you to come talk with me in person during my office hours (see above) in Humanities 5126. You can drop by to get help with your research, discuss a specific assignment, share thoughts/ideas/concerns about the class, or chat about gender history, European history, or the history major. But you can also drop by just to say hello – please do!

You can also always contact me by email (emma.kuby@wisc.edu) to ask a question or make an appointment for a meeting (in person or via Zoom) outside office hours. Note that I may take up to 24 hours to respond to your email.

For additional writing help, consider the **History Lab** (Humanities 4225), a wonderful resource center for undergraduate students studying, researching, and writing about the past that is staffed by experienced graduate students in History. You can make an appointment online.

REGULAR AND SUBSTANTIVE INTERACTION

This course involves regular and substantive student-instructor interaction through direct instruction during our twice-weekly seminar meetings. Further substantive interaction occurs through frequent feedback on written work and during individual meetings.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Please come talk with me early if you have questions about disabilities – this is important for you, and for me. Note that you will not be required to disclose your disability, only your accommodations.

READINGS

The 3 required books for this course are:

- Mary Wollstonecraft, *A Vindication of the Rights of Woman and The Wrongs of Woman, or Maria*, eds. Anne K. Mellor and Noelle Chao (Longman Cultural / Pearson)
- Nimisha Barton, *Reproductive Citizens: Gender, Immigration, and the State in Modern France, 1880–1945* (Cornell University Press)
- Djaimilia Pereira de Almeida, *That Hair*, transl. Eric M.B. Becker (Tin House Books)

These can be purchased either from the college bookstore or from an online bookseller. Used copies are great – just check that you've got the right editions! Library copies are also an excellent choice, and can be easily obtained – consult with me if you need help with this. NOTE: *Reproductive Citizens* is available in full text digitally through the Library system.

All additional readings (marked in the schedule with an *) will be available as PDF documents via our course Canvas page.

***A Note about Content*:** A course on women's history contains a lot of fun and joyful material, but it also must necessarily confront some difficult topics, including sexism, racism, homophobia, and transphobia, as well as gender-based forms of oppression, intimate abuse, and sexual violence. Sexual violence is most directly thematized in Week 11. Please take extra care of yourself if/when our course content hits close to home, and please let me know if I can direct you to resources/people on campus that can help support you – there are a lot of them.

REQUIREMENTS AND GRADING

This is a seminar-style class with no exams. Your grade is determined by the following schema:

Short reading/thinking/writing exercises – 20% (12 assigned, must complete 10 for 2% each. These are due in Canvas by the start of class time and are graded credit/no credit. Separate instructions explain how you can be sure to earn credit on your work – the short answer is to do the reading and genuinely reflect on it!)

Wollstonecraft paper (3p.) – 10%

Scholarly conversation paper (3p.) – 10%

Research project --

- Refined Proposal – 5%
- Introduction/thesis draft – 5%
- Final draft (9-10p.) – 25%
- Research presentation – 5%

Participation – 20%

Note: your participation grade includes all three of the following factors: attendance, contributions to seminar discussions and workshops, and completion of small non-writing assignments (e.g. the pre-archives activity) marked in the schedule with a # symbol. Attendance is fundamental to learning in a seminar-style class, and we only have 20-some meetings over the course of the semester. So, you get two free absences (no need to email me, no questions asked). After that, absences will begin to affect your participation grade, although excused absences for emergencies (e.g. illness) can always be "made up" through small writing assignments – contact me right away if you know you can't attend.

Participation Rubric:

- 90-100% credit for participation looks like: student attends all or nearly all class meetings, completes all small assignments, consistently comes to class having not only done the reading but thought critically about it, and offers strong, regular, substantive, and constructive contributions to class discussions and workshops.
- 80-90% credit for participation looks like: student attends all or nearly all class meetings, completes all small assignments, consistently comes to class having done the reading, and offers regular contributions to class discussions and workshops.
- 70-80% credit for participation looks like: student misses a significant number of class meetings or small assignments, is sometimes well prepared for discussion, and offers only occasional contributions to class discussions and workshops.
- < 70% credit for participation looks like: student misses many class meetings and small assignments, and/or contributes minimally or disruptively to discussions and workshops.

Detailed assignment sheets and grading guidelines will be provided for all formal writing assignments. These are all due in Canvas (except for the introduction/thesis rough drafts).

Late work policy: In general (except in cases of illness, etc.), due dates in this class are firm – that's because assignments build on one another and I want you to stay on track. However, I understand that life can intervene, and that this class is only one of many things happening for each of you this semester. Please **reach out to me** by email or in person if you are falling behind on readings or running late on assignments, and we will make a plan!

ACADEMIC INTEGRITY

Students are expected to follow the University's policies regarding plagiarism and academic honesty. All work you turn in during the course must be your own. Quoted material in papers must always be in **quotation marks**; whether quoting or paraphrasing, you must always include a careful **citation** of your source. Paraphrase involves substantive reworking of an author's ideas in your own language; simply changing a few words around to mask the borrowing is not sufficient and is a form of academic dishonesty.

The use of generative AI (e.g., ChatGPT) is not acceptable in this course and is considered an act of academic dishonesty. That's because this is a skills-building class focused on research and writing; using ChatGPT would get in the way of you learning and practicing those skills. What's more, in this class we use writing assignments as opportunities to "think on paper" about history, and letting ChatGPT do your thinking for you would rob you of the opportunity to really figure out where you stand on the material.

When in doubt, please *ask*!

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

COURSE SCHEDULE

Note that the schedule is subject to minor adjustment over the course of the semester, but the key due dates will not change.

UNIT I: THE GENDER OF ENLIGHTENMENT

WEEK 1 – Women, Gender, Feminism

Date:	**Mon. 9/6**
Theme:	Greetings, Definitions (who are "women"?), and Goals
Read:	None (in-class readings: Western Civ textbook 1p. excerpt and "Petition of Women of the Third Estate to the King," 1789)

WEEK 2 – Women's Lives, Women's Rights circa 1750

Date:	**Mon. 9/11**
Theme:	Gender and "Nature" in the Enlightenment
Read:	*Timm and Sanborn, *Gender, Sex, & the Shaping of Modern Europe*, 33-40 * Introduction and excerpt from Jean-Jacques Rousseau, *Emile*, 17-22
Post/Bring/Do:	Short Exercise 1

Date:	**Wed. 9/13**
Theme:	Skills Workshop: Identifying & Analyzing Sources in Gender History
Read:	Mary Wollstonecraft, *A Vindication of the Rights of Woman,* 3-13 (intro by Mellor), 23-27, 36-56
Post/Bring/Do:	Short Exercise 2 Please bring your book to class with you if you can!

WEEK 3 – The Wrongs of Woman: Late 18th-Century Politics and Family Life

Date:	**Mon. 9/18**
Theme:	The Structures of Patriarchy in European Families and States
Read:	Wollstonecraft, *The Wrongs of Woman, or Maria*, 235-243 (intro by Mellor), 245-289

Date:	**Wed. 9/20**
Theme:	Skills Workshop: Using Primary Sources as Historical Evidence in Writing – Quoting, Paraphrasing, and Citing
Read:	Wollstonecraft, *The Wrongs of Woman, or Maria*, 289-357
Post/Bring/Do:	Short Exercise 3

UNIT II: REVOLUTION AND GENDER ROLES/REVOLUTION *IN* GENDER ROLES?

WEEK 4: Women's Participation in the French Revolution

Date:	**Mon. 9/25**
Theme:	Women as Revolutionaries
Read:	* French Revolution primary documents, 119-139 * Dominique Godineau, *The Women of Paris and the French Revolution*, 97-123
Post/Bring/Do:	Short Exercise 4

Date:	**Wed. 9/27**
Theme:	Skills Workshop: Library Research – **MEET IN MEMORIAL LIBRARY ENTRANCE AREA (workshop will be in Room 231)** Remember you'll need your Wiscard to badge in
Read:	Begin reading *Timm and Sanborn, *Gender, Sex, & the Shaping of Modern Europe*, 95-115 and 128-136 to make next week a bit easier for yourself
Post/Bring/Do:	# Library Preparation Activity in Canvas

***** WOLLSTONECRAFT PAPERS DUE IN CANVAS BY 5PM FRIDAY, 9/29*****

WEEK 5: Gender Norms in Revolutionary Times: Change and Continuity

Date:	**Mon. 10/2**
Theme:	The Gender Politics of Industrial Capitalism
Read:	*Timm and Sanborn, *Gender, Sex, & the Shaping of Modern Europe*, 95-115 and 128-136
Post/Bring/Do:	Short Exercise 5

Date:	**Wed. 10/4**
Theme:	Suffrage, Citizenship, & Empire AND Skills Workshop: Reading Articles for Argument
Read:	*Documents on suffrage from Bell and Offen, eds. *Women, The Family, and Freedom*, *Vol. I*, p. 482-493 and 512-517, and *Vol. II*, p. 221-239 * Antoinette Burton, "British Imperial Suffragism and 'Global Sisterhood,' 1900-1915," p. 46-80
Post/Bring/Do	Short Exercise 6

UNIT III: GENDER, RACE, FAMILY & CITIZENSHIP IN MODERN EUROPE

WEEK 6: Women, Men, and the Great War

Date:	**Mon. 10/9**
Theme:	Skills Workshop: Developing Research Questions
Read:	*Gullace, "Sexual Violence and Family Honor: British Propaganda and International Law during the First World War," 714-747 *Stockdale, "'My Death for the Motherland Is Happiness': Women, Patriotism, and Soldiering in Russia's Great War, 1914-1917," 78-116
Post/Bring/Do:	Short Exercise 7

Date:	**Wed. 10/11**
Theme:	Skills Workshop: Doing Archival Work in Women's History – **MEET IN WISC. HISTORICAL SOCIETY, 2ND FLOOR CIRCULATION DESK**
Read:	Nimisha Barton, *Reproductive Citizens*, 1-70
Post/Bring/Do:	# Pre-Archives Activity (link also available via Canvas)

WEEK 7: Women and States in the Aftermath of 1918

Date:	**Mon. 10/16**
Theme:	Sex and Citizenship
Read:	Barton, *Reproductive Citizens*, 71-126
Post/Bring/Do:	Short Exercise 8

Date:	**Wed. 10/18**
Theme:	Skills Workshop: Crafting Research Proposals
Read:	Barton, *Reproductive Citizens*, 127-180
Post/Bring/Do:	# Bring a PRINTED copy of your rough initial research proposal to class (notes form is OK)

*****REFINED RESEARCH PROPOSAL DUE IN CANVAS BY 5PM, FRIDAY 10/20*****

WEEK 8: Gender History, Gender Historians

Date:	**Mon. 10/23**
Theme:	Skills Workshop: Engaging with Gender History Scholars(hip)
Read:	Barton, *Reproductive Citizens*, 181-216 *Gerald Graff and Cathy Birkenstein, *They Say, I Say*, 7-27 and 51-63

Date:	**Wed. 10/25**
Theme:	**Scholarly Conversation with Dr. Nimisha Barton (via Zoom) – MEET IN HUMANITIES 2251, not our regular classroom**
Read:	No new reading
Post/Bring/Do:	# Please be sure to come prepared for our guest, with your questions in hand

WEEK 9: One-on-One Conversations

Date:	**Mon. 10/31 – NO CLASS MEETING – INDIVIDUAL MEETINGS SCHEDULED**

Date:	**Wed. 11/1 – NO CLASS MEETING – INDIVIDUAL MEETINGS SCHEDULED**

***** SCHOLARLY CONVERSATION PAPERS DUE IN CANVAS BY 5PM, FRI. 11/3*****

UNIT IV: WOMEN IN AN AGE OF CATASTROPHE

WEEK 10: Interwar Freedoms and Tensions

Date:	**Mon. 11/6**
Theme:	Experiments in Sex and Gender after WWI
Read:	*Laurie Marhoefer, "Degeneration, Sexual Freedom, and the Politics of the Weimar Republic, 1918-1933," 529-549 *Lauren Kaminsky, "Utopian Visions of Family Life in the Stalin-Era Soviet Union," 63-91
Post/Bring/Do:	Short Exercise 9

Date:	**Wed. 11/8**
Theme:	The Gender Politics of Nazism
Read:	Adelheid von Saldern, "Victims or Perpetrators?" 141-165 Alison Owings, *Frauen: German Women Recall the Third Reich*, pgs. TBA
Post/Bring/Do:	Short Exercise 10

WEEK 11: Women in the Maelstrom of World War II

Date:	**Mon. 11/13**
Theme:	Women and Combat
Read:	Svetlana Alexievich, *The Unwomanly Face of War*, 27-69
Post/Bring/Do:	# Bring one of your primary sources (or a printed copy of 1 page of a digital source) to show the class. Be prepared to (very) briefly present your source and discuss how you plan to use it as evidence.

Date:	**Wed. 11/15**
Theme:	Gendered Retribution in the Wake of War
Read:	*Claire Duchen, "Crime and Punishment in Liberated France: The Case of *les femmes tondues*," 233-250 *Atina Grossmann, "A Question of Silence: The Rape of German Women by Occupation Soldiers," 42-63

WEEK 12: Post-1945: Reconstructing Femininity and Family

Date:	**Mon. 11/20**
Theme:	Skills Workshop: Learning from and through Peer Review
Read:	*Dagmar Herzog, *Sexuality in Europe*, 96-131
Post/Bring/Do:	Bring TWO PRINTED copies of your introduction draft to class

Date:	**Wed. 11/22**
Theme:	Towards the Sexual Revolution – **NO CLASS MEETING – INDEPENDENT FILM VIEWING**
Read:	Something to WATCH instead of read this week: via Kanopy streaming service through the UW Library, watch *The Marriage of Maria Braun* (dir. Rainer Werner Fassbinder, 1978)
Post/Bring/Do:	Have a great Thanksgiving break!

UNIT V: DEFINING AND REDEFINING FEMINISM IN TODAY'S EUROPE

WEEK 13: Riding the "Second Wave": Feminisms East and West

Date:	**Mon. 11/27**
Theme:	Feminist Movement Politics in Western Europe
Read:	*Excerpt from Simone de Beauvoir, *The Second Sex*, 1-20 * "Manifesto of the 343" *Geoff Eley, "Feminism: Regendering the Left," 366-383
Post/Bring/Do:	Short Exercise 11

Date:	**Wed. 11/29**
Theme:	Women's Rights and Women's Lives in the Communist States
Read:	*Slavenka Drakulić, *How We Survived Communism and Even Laughed*, pgs. TBA *Kristen R. Ghodsee, "Why Women Had Better Sex Under Socialism," *The New York Times*, August 12, 2017
Post/Bring/Do:	Short Exercise 12

WEEK 14: Women and Gender in Twenty-First Century Europe

Date:	**Mon. 12/4**
Theme:	Postcolonial Societies, Postcolonial Feminisms
Read:	Pereira de Almeida, *That Hair*, begin (start on ix)

Date:	**Wed. 12/6**
Theme:	Skills Workshop: "So What?" Articulating Why Your Research Matters
Read:	Pereira de Almeida, *That Hair*, continue
Post/Bring/Do:	Optional "Bonus" Short Exercise

WEEK 15: European Women's History Out Loud

Date:	**Mon. 12/11**
Theme:	Student Presentations and Concluding Activities
Read:	Pereira de Almeida, *That Hair*, continue

Date:	**Wed. 12/13**
Theme:	Student Presentations and Concluding Activities
Read:	Pereira de Almeida, *That Hair*, finish

***** RESEARCH PAPERS DUE IN CANVAS BY 5PM, FRIDAY DECEMBER 15*****