EUROPEAN WOMEN’S HISTORY:
HIST. 4340-001
Dr. Sandrine Sanos
O’ Connor Bdg (9:30am-10:45pm)

Office: FC 268
Office Hours: T 1:30pm-3:30pm, W by appointment, Th 1:30pm-4:30pm
Phone: x2466
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Course Description

The history of women is neither an anecdotal nor a marginal endeavor. It is central to our understanding of European history—and of the past in general—and challenges our assumptions and presuppositions regarding continuity and change, as well as the nature of historical events and developments. This course will provide an overview of the history of women in modern European history, from the French Revolution to the present. In doing so, it takes as its framework the idea that gender structures social relationships. It will focus on themes such as: work, class, politics, religion, the state, race & colonialism, but also: sexuality, violence, activism, among others. As we explore these themes, we will reflect on the ways in which women’s history does not just add to our knowledge of the European past, but fundamentally rewrites it.

Student Learning Outcomes:

. acquire the basic skills of professional historians, namely:
. read and analyze original sources (documents from the past)
. learn to develop historical interpretations (in class & in writing)
. reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
. write critically and historically in a wide range of assignments.

Course Readings:


All other required readings will be available at the library either as electronic copies or as hard copies (photocopies)
Please be aware this syllabus is provisional and may be liable to change.

Course Expectations and Guidelines

Class participation:
PARTICIPATION IN CLASS IS CRUCIAL.
We will have small and large-group class discussion.
This class will involve both lecture and student discussion.
Engaging with the material, being prepared for class, and participating in class are essential for productive discussions: you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document).
You will be assessed for your participation: you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.
Participation must include:
- evidence of reading done.
- comments in class offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.

Never be afraid to ask questions in class, if you need clarification, or want more insights or information. That also constitutes participation as it shows you are actively engaged in issues raised by the readings.

The classroom should be a pleasant, exciting, and rewarding experience:
Students are expected to be respectful of each other in demeanor, tone, and behavior.
Rude or inconsiderate behavior and remarks will not be tolerated.
Please turn off your cell phones BEFORE CLASS.
Please do not send text messages, check, or use phones during class.
Please do not use laptop computers in class.
If students engage in ANY of the above, I will ask you to leave class and this may affect your participation grade as you will be considered absent for the day.

Students are expected to come to class ON TIME:
this is a sign of respect towards your peers and myself.
Any substantial lateness will be counted as an absence—unless documented or justified.
If you anticipate being late on a regular basis (because of work, family commitments,
etc.), please come and inform me at the beginning of class, or email me as soon as you can.

**Class Attendance:**
Students are expected to attend ALL class sessions: attendance is part of your participation grade. Students are allowed ONE UNJUSTIFIED ABSENCE. More than one unjustified absence will result in an F for your participation grade. (All absences must be documented in order to be justified. More than 4 unjustified absences (two weeks of classes) will result in an F for the entire course.

It is your responsibility to make sure you keep up with the work done when absent.

Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email, so alternate arrangements can be made.
A policy of honesty is usually the wisest in communicating with me.

**Academic Affairs**

**Disability:** The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or go and visit the office: Driftwood 101.

**Academic Dishonesty:**
There will be a no-zero tolerance policy on cheating (in class writing or in take-home essays). Plagiarism will not be tolerated and means you will be failed for the entire course. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” ([http://owl.english.purdue.edu/owl/resource/589/01](http://owl.english.purdue.edu/owl/resource/589/01)).
Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism.
To avoid plagiarism: *always be safe rather than sorry!* Cite (provide quotation marks, citation in MLA, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: [http://owl.english.purdue.edu/owl/resource/589/03/](http://owl.english.purdue.edu/owl/resource/589/03/)

Note: wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the essay or writing.

How to cite Chicago-Style:

The Chicago style (or Turabian) is the format used in history: footnotes or endnotes. PLEASE USE THE HISTORY AREA STYLE GUIDE FOR REFERENCE. [http://history.tamus.edu/History%20Area%20Guide%20Fall%202009.pdf](http://history.tamus.edu/History%20Area%20Guide%20Fall%202009.pdf)

Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade. For in-class writing: use the MLA format.

**Academic Advising:**

Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

**Course Assignments**

There will be a series of written assignments in this course.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>In-class writing</td>
<td>15%</td>
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<tr>
<td>Essay #1</td>
<td>20%</td>
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<tr>
<td>Essay #2</td>
<td>20%</td>
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<tr>
<td>Final Essay</td>
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**In-class Writing:**

Each piece of writing will be given a letter-grade. These are NOT quizzes, even if they do test your knowledge of the reading. More importantly, they are an opportunity for you to put into clear and concise writing the knowledge you gained from your reading. You will be asked to reflect on a
particular issue raised by the reading or the author’s argument, to provide a synthesis, make connections with issues or themes raised in class, or draw conclusions about the reading. They help practice writing and give you a chance to organize your ideas. The final grade will be an average of all semester in-class writing grades.

**Deadlines:**
There will be no make-up in-class writing, unless you had a justifiable and/or documented reason (such as illness, etc.). Extensions will only be granted more than 2 days in advance. Late essays will be graded down by one full letter-grade for every day late.

Again, in trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

**Essays:**
You will be asked to write historical essays responding to a particular question. In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed and offer an original argument.
A historical essay does more than just tell me what happened at the time. It offers an argument (or interpretation) on how to think about that time period and the issues that matter then.

**Grade Appeal Process:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see: University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at: http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Success and Engagement.
Course Outline

Week 1

Jan. 24  Introduction: *What is Women’s History and Why should we study it?*
Lecture & Discussion
Syllabus Overview

Week 2

Jan. 29  Theories of Women’s History (I)

Jan. 31  Theories of Women’s History (II): From Women to Gender
Reading: Scott, “Gender a Historical Category of Historical Analysis,” (pages to be announced) (reserve)

Week 3

Feb. 05  The French Revolution

Feb. 07  Reading: *Lives & Voices*, 248-55 & 258-71

Week 4

Feb. 12  Work & Industrialization

Feb. 14  Reading: *Lives and Voices*, pp. 276-80 & 305-10

Week 5
Feb. 19  The 19th Century: Working Women
Lecture & Reading: Davidoff, “Class & Gender in Victorian England,”
(reserve)

Feb. 21  Reading: Lives & Voices, 280-295

Week 6

Feb. 26  The 19th Century: Bourgeois Women
Lecture & Reading: Smith, Ladies of the Leisure Class: Ch. 3 (pages to be
announced) 53-92 & Ch. 6: 123-161 (reserve)


Week 7

March 05  Women & Imperialism
Lecture & Reading: Strobel, “Gender & Race in the 19th & 20th c.
Empire,” 375-396 (reserve)

March 07  NO CLASS: Essay #1 to hand in

Week 8
Spring Break

Week 9

March 19  Women & Imperialism (II)
Lecture & Reading: Levine, Ch. 6 (pages to be announced) (reserve)


Week 10

March 26  Feminism, Suffrage, & The 'Woman Question'
335-373 (reserve)
March 28  Reading: *Lives & Voices*, 298-305 & 384-393

**Week 11**

Apr. 02  The Twentieth Century: A World Torn Apart
Lecture

Apr. 04  NO CLASS: Essay #2 to hand in

**Week 12**

Apr. 09  World War One
Lecture & Reading: Lee Downs, “Women’s Strikes & The Politics of Popular Egalitarianism,” 114-147 (reserve)

Apr. 11  Reading: *Lives & Voices*, 394-403 & 410-415

**Week 13**

Apr. 16  The Interwar Years: Challenges
Discussion & Reading: *Lives & Voices*, 440-455

Apr. 18  The New Woman
Reading: *Lives & Voices*, 455-469

**Week 14**

Apr. 23  Women, Gender and Fascism:
Lecture & Reading: Koonz, “The Fascist Solution to the Woman Question in Italy & Germany,” 498-533 (reserve)

Apr. 25  Reading: *Lives & Voices*, 489-508

**Week 15**

Apr. 30  World War Two

May 02 Reading: Lives & Voices, 508-10 & 517-33

Week 16

May 07 Post-War Imaginings

Lecture

Essay #3 to hand in