



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 232	Women in Europe Since 1500	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	ENG 101	Fall 2022

Catalog description:

This course examines, through a variety of sources, the history of women in Western society since 1500. Through close readings and critical discussion of literature, legal and economic texts, art, as well as scholarly commentary, a deeper appreciation of the legal, social, and cultural roles and status of women in Europe from the Reformation to the present is developed. While focusing mostly on the historical conditions of women, this course also explores the history of gender and sexuality.

<u>General Education Category:</u>	<u>Course coordinator:</u> Padhraig Higgins, higginsp@mccc.edu , ext. 3495
<u>Goal 8: Diversity and Global Perspective</u>	

Required texts & Other materials:

Annette F. Timm, Joshua A. Sanborn, *Gender, Sex and the Shaping of Modern Europe: A History from the French Revolution to the Present Day* (Bloomsbury Academic, 2016) ISBN: 9781472583802

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard University Press, 1983) ISBN: 0674766911

Amanda Vickery, *Behind Closed Doors: At Home in Georgian England* (Yale University Press, 2010) ISBN 9780300168969

Angela Bourke, *The Burning of Bridget Cleary: A True Story* (Penguin, 2006) ISBN: 1844139344

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions; individual writing assignments]*
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions]*
3. identify and describe the significance of major figures, ideas, and events of European Women’s history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: quizzes; individual writing assignments]*
4. describe and analyze the context of major movements, trends, and developments of European Women’s history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of European Women’s history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*
6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11) *[Methods of assessment: Digital History project; essay]*
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay]*
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: small and large-group discussions; individual writing assignments]*

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:
Introduction to the Scope and Sources for Women’s History

Learning Objectives:

- Explain what is meant by Women’s History and the concept of Gender. **(SLO 1-8; ILG 1, 5-11)**
- Demonstrate an understanding of the periodization and chronology of the course. **(SLO 1-8; ILG 1, 5-11)**
- Identify primary vs. secondary sources and discuss the uses and limitations of each. **(SLO 1-8; ILG 1, 5-11)**

Unit I: Women in Early Modern Europe [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Discuss women’s experience of the Renaissance and the Reformation.
- Understand women’s role with regard to the family and the economy.
- Compare and contrast the gendered experience of the body and sexuality during this period.
- Understand the role of women rulers in the process of Early Modern State-building.
- Assess a selection of literary, historical and artistic primary sources that examine women’s experience, such as Christine de Pizan’s *Book of the City Ladies*.

Unit II: Enlightenment, Industry, and Revolution [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Discuss women’s experience of the Enlightenment and the French Revolution.
- Compare and contrast the gendered experience of men and women in the course of the French Revolution and understand new gendered conceptions of citizenship.
- Understand women’s role in the process of industrialization and in the new consumer economy.
- Assess a selection of literary, historical and artistic primary sources that examine women’s experience, such as Mary Wollstonecraft’s *A Vindication of the Rights of Woman*.

Unit III: Varieties of Feminism [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Understand working-class women’s role in socialist politics and the trade union movement. (
- Compare and contrast the gendered experience of men and women in Bourgeois culture with regard to sexual norms and the domestic sphere.
- Discuss the rise of Feminism and the variety of approaches to achieving rights for women.
- Assess a selection of literary, historical and artistic primary sources that examine women’s experience, such as Harriet Taylor’s “On Marriage.”

Unit IV: Empire, Gender, and Reform [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Understand the variety of roles played by women in the promotion and contestation of Empire.
- Discuss women’s complex and contradictory relationship to Empire in the nineteenth and twentieth centuries.
- Identify the ways in which the experience of imperialism was gendered.
- Assess a selection of literary, historical and artistic primary sources that examine women’s experience, such as Annie Besant’s “The Education of Indian Girls.”

Unit V: Women in War and Peace [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Understand women's role in the course of the Russian Revolution and relation to communism in a broader European context.
- Discuss women's experience of the Great War and on the Home Front and how gender relations were transformed during the course of this war.
- Identify the goals and tactics of the Suffrage movements in its different national contexts.
- Compare and contrast the different attitudes of right-wing extremist movements in Germany, Spain, and Italy to the family, gender, and race in the 1920s and 1930s.
- Assess a selection of literary, historical and artistic primary sources that examine women's experience, such as Vera Brittain's *Testament of Youth*.

Unit VI: Women and Post-war Europe [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Discuss the impact of the Welfare state on understandings of family and gender in post-war Europe.
- Compare and contrast the experiences of women in the Women's Movement and Peace Movement based on class, race, and nationality.
- Understand women's role in promoting and resisting anti-colonial movements such as in French Algeria.
- Understand the dynamics of a multicultural Western Europe and the increased racial and religious divisions.
- Assess a selection of literary, historical and artistic primary sources that examine women's experience, such as Simone de Beauvoir's *Second Sex*.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students. History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- Textbook as well as primary documents should be clearly assigned to the students.

Exams & Quizzes

- At least (2) one-hour exams
- A Final Exam
- Exams should include at least a short essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives-written or verbal or both-that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy)

- At least two (2), but preferable (3), writing assignments.

- At least one (1) assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.
- Length of the essays may be determined by the instructor; short (e.g., two page) essays are acceptable.