



COURSE OUTLINE

<u>HIS 232</u>	<u>Women in Europe Since 1500</u>
Course Number	Course Title
3	3
Credits	Hours: lecture

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.

Prerequisites:

None

Corequisites:

None

Required texts/other materials:

Renate Bridenthal, Susan Mosher Stuard, and Merry E. Wiesner-Hanks, *Becoming Visible: Women in European History*, 3/e (Houghton Mifflin 1998)

Lisa DiCaprio and Merry E. Wiesner-Hanks, *Lives and Voices Sources in European Women's History*, (Houghton Mifflin 2001)

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

Last revised: Spring 2008

Course coordinator: (Name, telephone number, email address)

Padhraig Higgins, higginsp@mccc.edu, ext. 3495

Information resources: www.oldbaileyonline.org

Other learning resources: N/A

Course Competencies/Goals:

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.
2. Analyze and interpret primary sources and use them as evidence to support historical arguments.
3. Identify and describe the significance of major figures, ideas, and events of western civilization.
4. Describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

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

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. 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.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

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.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit I: Women in Early Modern Europe

The student will be able to:

- Discuss women's experience of the Renaissance and the Reformation. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Understand women's role with regard to the family and the economy. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Compare and contrast the gendered experience of the body and sexuality during this period. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Understand the role of women rulers in the process of Early Modern State-building. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit II: Enlightenment, Industry, and Revolution

The student will be able to:

- Discuss women's experience of the Enlightenment and the French Revolution. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Compare and contrast the gendered experience of men and women in the course of the French Revolution and understand new gendered conceptions of citizenship. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Understand women's role in the process of industrialization and in the new consumer economy. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit III: Varieties of Feminism

The student will be able to:

- Understand working-class women's role in socialist politics and the trade union movement. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the gendered experience of men and women in Bourgeois culture with regard to sexual norms and the domestic sphere. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss the rise of Feminism and the variety of approaches to achieving rights for women. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources that examine women's experience, such as Harriet Taylor's "On Marriage." **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit IV: Empire, Gender, and Reform

The student will be able to:

- Understand the variety of roles played by women in the promotion and contestation of Empire. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss women's complex and contradictory relationship to Empire in the nineteenth and twentieth centuries. **(Course Competencies 2 & 4; Gen Ed Goal 7)**

- Identify the ways in which the experience of imperialism was gendered. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- 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." **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit V: Women in War and Peace

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. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the goals and tactics of the Suffrage movements in its different national contexts. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- 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. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources that examine women's experience, such as Vera Brittain's *Testament of Youth*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit VI: Women and Post-war Europe

The student will be able to:

- Discuss the impact of the Welfare state on understandings of family and gender in post-war Europe. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Compare and contrast the experiences of women in the Women's Movement and Peace Movement based on class, race, and nationality. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Understand women's role in promoting and resisting anti-colonial movements such as in French Algeria. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Understand the dynamics of a multicultural Western Europe and the increased racial and religious divisions. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources that examine women's experience, such as Simone de Beauvoir's *Second Sex*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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 access 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.

In summary, student learning will be assessed using examinations, tests, quizzes, research papers, case studies, and assignments. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given.

Academic Integrity Statement:

Students shall abide by all provisions of the Academic Integrity policy as described in the student handbook.