History 462 Winter 2007  Syllabus draft#1
Women in History – with a focus on Modern Western European History and the U.S.

Dr. Cliona Murphy

Office Hours:  Tuesday 4:30-5:45, Monday and Wednesday 5:00-6:00, Thursday 1:00-2:00, FT 304-B, 654-2146

Required Books
Ellen Carol Du Bois and Lynn Dumenil, Through Women’s Eyes : An American History through Documents (Bedford St Martins)
1isbn#031224731-1
H.G. Wells, Ann Veronica any edition

Optional (to buy, readings will be required)

Optional

WebCT
All outlines, questions, maps, movies and other materials on WebCT need to be studied.  
I will email the class through WebCT –so you need to check it frequently.

Electronic Reserve
Natalie Davis “Any Resemblance to persons Living or Dead”  
Cliona Murphy, “Women’s History, Gender History or Feminist History?” Irish Review, Summer 1992
Cliona Murphy, “H.G. Wells and Votes for Women” The Wellsian, #10, Summer 1987
Cliona Murphy, “A Problematic Relationship: European women and Nationalism”
Joan Scott “Did Women have a Renaissance?” Women, History and Theory
Carroll Smith Rosenberg “The Hysterical Women: Sex Roles and Role Conflict in Nineteenth-century America”

Requirements
There will be five unannounced quizzes. Three will count. You can take whichever three you wish. Or, you can take them all. There will be no make-ups.
Quizzes 40%
One assigned paper 30% Assignments handed out second week. Assignment due end of seventh week.
Final Exam 30%

Grading: While I will grade each individual assignment, the grade for the course will not be merely the sum of the individual grades. Rather, I will take into account an overall sense of quality in the general tone of one’s work. However, the sum of one’s individual grades will certainly be a strong indication of where one stands.

Content of Course
This course examines women in history. More specifically it examines women in the early modern (1500-1750) and modern period (1750-1980). The bulk of the course will focus on the modern period (since 1800). About 60% of the course is devoted to western Europe and 40% of the course to the Unites States. An effort will also be made to identify connections between politicized women in the U.S. and Europe in the nineteenth and twentieth centuries.
**Goals and Objectives (!!!)**
The goals of the course are to:
- Introduce you to the various theories of women's history
- To see how the discipline of women's history has evolved over the last forty years.
- To examine how historians of women actually put together their histories (what sources they use, what approaches they take).
- To get an idea of the struggles and disadvantages many women faced in the past.
- To understand how class and ethnic differences influenced women's rights, attitudes and lives.
- To understand ideas and myths concerning women's bodies and behaviors
- To see how and why certain women and men came to demand their rights in law, education and politics, and why some did not.
- To understand women's role in the nation, in democracy and non-democratic movements and regimes.

**Seminar Class**
This is an upper division, 400 level course. Therefore, it will be mainly conducted as a seminar. We will talk about the readings you have done before you come to class. You need to do the readings in order to participate in discussion and to do the quizzes and final exam. You should also be prepared to answer questions about the readings in class. **If you do not wish to speak about what you have read and learnt in front of others, this is not the class for you.**

In many class periods you will be divided into discussion groups in order to discuss questions based on the readings. Discussion times will vary. Everybody is expected to participate and take turns leading and reporting on discussion. This can only work well if the required readings have been completed. Discussion questions will be either given in the previous class or given the day of the class. Discussions are structured. Each discussion group reports back to the professor and the other groups.

The class will be roughly chronological in format. Not all readings will be discussed in class. Nevertheless, they may come up in quizzes and the final exam.

**Classroom Rules.**
Come to every class and on time. Do not leave early. Do not leave during class unless necessary. Treat classmates and Professor with respect. There will be time to talk during discussions.

This is a history class - **not a therapy class or a class with a particular agenda.** Please treat it as such. We are not here to work through anyone’s personal problems or pursue a political or social cause. It should be accepted the focus of the class is women, just as another class may focus on Mexican Americans, African Americans or people in China, Ireland or Timbuktu. The aim is to objectively examine and come to conclusions on some of women's experiences in history within a rigorous academic context.

Switch off phones and other noisy objects. If you are wearing a device for medical purposes that may “beep” let me know.

**Week 1 Introduction**
Wednesday January 4

Monday: January 8
**Reading:** “Introduction for Students,” *Through Women’s Eyes*, pp. xxv-xxxiii
Read *The Return of Martin Guerre* first six chapters
**Week 2  Mystery and Micro-history**
Wednesday January 10
Movie: *Le Retour Martin Guerre*
Reading: remaining *The Return of Martin Guerre*

**Monday January 15**  Holiday

**Week 3  Birth**
Wednesday January 17
Movie: *Midwife’s Tale* (on WebCT)
Reading: article by Natalie Davis. (electronic reserve)

**Monday January 22**
Discussion of *Midwife’s Tale* and *Martin Guerre*

**Week 4  Enslavement**
Wednesday January 24
Discussion: *Celia, A Slave Girl*

Monday January 29
Discussion: *Celia, A Slave Girl* (Read remaining chapters).

**Week 5  Domestcity and Work**
Wednesday January 31
Movie *A Doll’s House*,
**Reading:** Carroll Smith Rosenberg “The Hysterical Women: Sex Roles and Role Conflict in Nineteenth-century America” (electronic reserve).

Monday February 5:
**Reading:** “The Development of Bourgeois and working Class Feminism”, Chapter 10, pp. 343-383 in *Lives and Voices* (reserve). Make a summary of each document noting its main points before you come to class. This can be submitted instead of a quiz and should be 3 pages (12 point font and double-spaced). As well as bringing a copy to class, it should be submitted electronically before class.

**Week 6  Colonialism: Colonized or Colonizers?**
Wednesday February 7
**Reading:** chapters 1 and 2 Strobel (reserve)

Monday February 12
**Reading:** “Women and Colonialism” chapter in *Lives and Voices*, 323-342 (reserve), *Through Women’s Eyes*, “Cross Cultural Encounters in California”, 236-244.
Week 7 Nationalism Citizens or Women, or both?
Wednesday February 14
Nationalism lecture

Monday February 19
Nationalism discussion

Week 8 Suffrage
Wednesday February 21
View Iron-Jawed Angels (WebCT)
Reading: first half of Ann Veronica

Monday February 26
“Suffrage Movements on the Eve of World War 1
Reading: end of Chapter 10 in Lives and voices, pp.384-393.
Finish Ann Veronica by next class

Week 9 Suffrage
Wednesday February 28

The Century of War
Monday March 5
Women and World War 1 Dilemmas of loyalty
Reading: Lives and Voices, 394-403, 410-415

Week 10 Fascism, War, Holocaust and Post-War Europe
Wednesday March 7
Reading: “Women and Fascism, World War II and the Holocaust”, Chapter 13 in Lives and Voices (selected documents)

Monday March 12
View Vera Drake
Reading: “Women and Post-war Europe, 1945-1980”
Chapter 14 in Lives and Voices (selected documents)

Email and Email Etiquette
I regard all email communication from you as part of your assessed writing in the course, and part of your training to enter the professional world. Remember, do not email me like you would text message a friend.
Therefore:
You need to address me properly.
You need to sign off with your full name.
You need to state which class you are in
Use an appropriate polite tone.
Please do not tell me to reply ASAP or some other such command. I will try to reply within forty-eight hours during weekdays.
Please do a spell check on your communication. Use upper and lower case letters as appropriate in any formal academic written communication. If there are spelling, grammar or other errors in your email you will be informed that your communication has errors and you should resubmit. You can use this list as a checklist before you send your email.

**Students with Disabilities**
To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.