History 462 Fall 2007 Syllabus
Women in History
Women and Gender in the Modern trans-Atlantic World
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Please refer to email etiquette guidelines on WebCT
http://www.csub.edu/~cmurphy
Office Hours: Monday and Wednesday 4:45-5:45, Thursday 8:30-10:15

Content of Course
This course examines women in history. More specifically, it examines women in the modern period (1750-1980). There will be a larger emphasis on Western Europe as this reflects my training, areas of research and publication. At the same time, I am fascinated by trans-Atlantic connections and influences. I realize the relevance, interest and importance of the US and Mexican experiences to our students, and how those experiences reflected/contrasted with those in Europe. So, aspects of the latter will be covered as well. Sadly, everything can’t be covered in ten weeks. This is an upper-division history course, and, therefore, will not attempt to live up to the general title of this course. Rather, as reflected in the subtitle, it will attempt to focus on the areas and period just described, and will attempt to do so in a rigorous scholarly manner.

Goals and Objectives (!!)
The goals of the course are to:
Introduce you to the various theories of women’s history with regards to the area we are covering.
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 democratic and non-democratic movements and regimes.

Required Books
Ellen Carol Du Bois and Lynn Dumenil, Through Women’s Eyes: An American History through Documents (Bedford St Martins) ISBN#031224731-1
Katherine L. French, Allyson M. Poska, Women Gender in the Western Past, Volume two since 1500 Houghton Mifflin.
Julia Tuhón Pablos, Women in Mexico: A Past Unveiled, University of Texas Press, 029278161-x
H.G. Wells, Ann Veronica any edition

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 between every class.

Electronic Reserve
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”
Carroll Smith Rosenberg “The Hysterical Woman: Sex Roles and Role Conflict in Nineteenth-century America”
Other readings may be put on electronic reserve or webCT, and you will be expected to read them.
Requirements
There will be four 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 36%.
One assigned paper 30%. Assignments handed out second week. Assignment due end of seventh week.
Final Exam 34%
Quizzes and Final will be based on readings, lectures, discussions, webCT, videos and DVD, and anything else covered in the class up to that point.

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.

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.
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 class as a whole. **During the discussions, I will wander from group to group, listen in, and join in where appropriate.**

If you do not feel ready for a History course with heavy reading, an emphasis on discussion (where you will have to speak in class) rather than lecture, and high academic and writing standards, this course may not be for you.

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. Switch off phones and other noisy objects. Do not read or send text-messages in class. Do not wear any type of listening device. If you are wearing a device for medical purposes that may “beep” let me know. If I consider you are distracting me or any other students, I will ask you to leave.

Important Note
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 main 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. This is not the place to vent your frustrations about the opposite sex.
**Class schedule**
This list of classes is tentative. You will be notified if there are changes. You should check webCT email between every class to see if the schedule has changed, or if new reading has been added. **If you are absent from class it is your duty to find out from fellow students or me if changes have been made.** 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.

**Week 1 Introduction to Course**
Monday (9/10)

Wednesday (9/12)
**Reading:** “Introduction for Students,” Through Women’s Eyes, pp. xxv-xxxiii , preface to Women and Gender in the Western Past.

**Week 2 European Background and A Midwife’s Tale**
Monday (9/17)
**Early Modern Europe, 1500-1700,**
**Reading:** Chapter 7, Women and Gender in the Western Past, pp. 218-232, 239-241 (gender theory)

**Whose Enlightenment? Whose Revolution? 1700-1815**
Reading: Women and Gender in the Western Past, chapter 8, pp. 256-265, 280-289
Through Women’s Eyes, pp. 92-96, 101

**Discussion groups.**

Wednesday (9/19)
**Movie:** Midwife’s Tale (on WebCT)

**Important:** Become familiar with this website:
http://www.pbs.org/wgbh/amex/midwife/

**Reading:** Women and Gender in the Western Past, 277-278 .

**Week 3 From Martha to Celia**
Monday (9/24)

**Discussion of Midwife’s Tale**
Reading: Same as above (including website).

**Discussion groups**

Wednesday (9/26)
**Discussion:** Celia, A Slave Girl

**Discussion groups**

**Week 4 Slavery, Work, Domesticity and Hysteria**
Monday (10/1)
**Discussion:** Celia, A Slave Girl (Read remaining chapters).

**Discussion Groups**

Wednesday (10/3)
**Reading:** Carroll Smith Rosenberg “The Hysterical Woman: Sex Roles and Role Conflict in Nineteenth-century America” (electronic reserve),

**Discussion groups**
Week 5 From Norway to Mexico
Monday (10/8)
Movie: A Doll’s House,

Wednesday (10/10)
Reading: A History of Women in Mexico: A Past Unveiled chapters 3 and 4.
Discussion groups (Doll’s House and above chapters)

Week 6
Colonialism: Colonized or Colonizers?
Monday (10/15)
Women and Gender in the Western past, pp 250-252 (native Women), 278-279, Through Women’s Eyes, “Cross Cultural Encounters in California”, 236-244.
Discussion groups

Wednesday (10/17)
Reading: Chapter 11, Women and Gender in the Western Past (also p.250) Discussion groups

Week 7 Nationalism: Citizens or Women, or both?
Monday (10/22)
Reading: “Women and the creation of national identities”, Women and Gender in the Western Past, pp. 361-371.

Wednesday (10/24)
Reading: Murphy, “A Problematic Relationship: European women and Nationalism” Through Women’s Eyes, 353-360 (immigration).
Discussion groups

Week 8 Suffrage
Monday (10/29)
Reading: “Power and Politics: Women in the Progressive Era”, Through Women’s Eyes, chapter 7
“From Revolution to Stability”, A History of Women in Mexico: A Past Unveiled, chapter 5
“The New Woman from War to Revolution, 1880-1919”, Women and Gender in the Western Past, pp. 411-425
Discussion groups

Wednesday (10/31)
Continue discussion on above readings and lecture on “Suffrage Movements on the Eve of World War 1

Monday (11/5)
Discussion groups

Wednesday (11/7) View Iron-Jawed Angels (WebCT)
Women and World War 1 Dilemmas of loyalty
Reading: Women and Gender in the Western Past, pp.425-442.
Week 10 War and Peace
Monday (11/12 no class Veterans Day)
**Reading:** Women in postwar democracies: After the Vote, *Western Past*, 462-468.

Wednesday (11/14)
Fascism, War, Holocaust and Post-War Europe
**Reading:** *Western Past*, chapter 14
**Discussion groups?**

Monday (11/19)
View Vera Drake?
**Reading:** *Western Past*, chapter 15 – selected pages.

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.