GENDER IN MODERN EUROPEAN HISTORY

“We do not talk about Woman with a capital W. That we leave to our enemies.”

--Millicent Garrett Fawcett, 1884.

I. Course Description:

This course will examine modern European history from a gender perspective. In other words, we will examine the ways in which the constantly challenged and changing social division of humans into the categories of women and men structured the political, economic, and cultural history of Europe during its period of global dominance. The period covered is roughly from the 18th century through the 20th, with background provided at one end and a brief review of Europe today at the other.

We will conduct our study through reading three scholarly monographs, two book length primary sources, and additional primary and secondary selections posted on Blackboard. Classes will be primarily lecture-based, but will also include opportunities for student input and discussions. We will use Blackboard to help with class organization and communication, to provide readings and internet links, as well as to provide an alternate forum for class discussion.

This is not a course in "women's history" insofar as we start from the presumption that "women" and "men" are both culturally fabricated categories that are defined against each other and constantly in flux. From that perspective "men" are as much a subject of gender history as are "women". At the same time, the gendered division of society and the subordinate role assigned to women has resulted in the near erasure of one half of humanity from the historical record. We will, therefore, highlight the experiences of women and reshape the historical narrative in a way that puts those experiences in the center. As part of this process, we will continuously consider the challenge of writing the histories of less visible groups such as women: How can we uncover their particular experiences and perspectives? What kind of sources can we use?

Three themes will persist throughout the course. First is the paradox of identity. The cultural construction of sexual, racial, and other categories of difference is an inherently unstable process, as the "Other" created by these categories must alternatively assert and deny its identity in the struggle for power and inclusion. (Example: See the above quote from Fawcett, who argued for the vote on behalf of women, but, at the same time, insisted that women were humans and denied that there was something timeless and essential called "Woman"). This paradox will
help us see the links between the histories of women and the histories of other "Others" in this period, including imperial subjects and sexual, religious, and ethnic minorities.

The second theme is the pivotal place of gender relations within the heart of modern democratic political theory. The cultural construction of sexed bodies as the fundamental category of "natural" difference plays a key role in mediating the inherent contradictions within liberal political systems and within the capitalist economic relations that accompany them. Recognizing the role of gender in political and economic history helps us analyze the changing meaning of "citizen" and of "work" in this period, as well as the corresponding changes in ideals of the family.

The third theme is the performance of identity. Through language, dress, rituals, and other forms of symbolic communication, humans constantly act out their gender and other identities in ways that will maximize their power and secure their place within a community. Through this perspective, the history of Europe can be seen as a stage upon which actors perform their roles and seek to please their audience, with the most persuasive and appealing ones rewarded with political and economic power.

This is an upper division course that will require significant time, effort and thought. You are ill-advised to take it unless you have the time and the will to work hard. Successful completion of HIS 102 or a comparable survey of modern European history is strongly recommended.

II. Learning Outcomes/Course Goals
- Students will review, reinforce, and expand their existing understanding, gained through lower division courses, of the major contours and events of Modern European History.
- Students will be introduced to the ways in which a gender analysis can affect and broaden their understanding of history, and they will apply this analysis to the political, economic, and cultural history of Europe from the 18th through the 20th centuries.
- Students will learn how to apply the techniques of gender analysis to the histories of other categories of difference such as race.
- Students will explore the varieties of historical evidence and how they are used to construct narratives and historical themes.
- Students will learn to analyze and contextualize primary documents.
- Students will learn to evaluate and critique complex scholarly monographs.
- Students will practice writing clear, grammatical, and persuasive essays.

III. Requirements
A. Reading. The reading requirement will average over 125 pages of moderately difficult reading per week. The readings assigned for each week should be completed before the first class (Monday) of the week.
B. Attendance and Participation. While the class is lecture-based, we will try to promote discussion when possible, both in class and on Blackboard. Your cooperation in this
effort will be rewarded. Also, attendance provides an objective way to measure effort. Therefore, attendance will be taken beginning Week Three and will be factored into the overall participation score. All students are granted two excused absences for attendance purposes, but with the third and subsequent absences your participation grade will be affected, regardless of the reason for the absence.

C. Weekly Writing Assignments/Exercises/Quizzes. Most weeks there will be some kind of written assignment or quiz based on the readings for that week. These assignments and quizzes cannot be made up, but at least one will be deducted from the total grade.

D. Short Papers. Three short (around 5 page) papers will be assigned. You will post the papers on Blackboard through Safe Assign and turn in a paper copy in class on the due date. E-mailed papers will not be accepted. 10 points will be deducted for late papers.

IV. Evaluation:

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V. Readings: (All books are available at the University Bookstore, and on 4 hour reserve at the Main Library.)

6. Additional readings posted on Blackboard.

VI. Electronic Communication:

Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways we will officially communicate with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (http://www.stonybrook.edu/mycloud) but you may verify your official Electronic Post Office (EPO) address at: http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo

If you choose to forward your official University email to another off campus account, we are not responsible for any undeliverable messages to your alternative personal accounts. You can set up email forwarding using these DoIT-provided instructions found at:
http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu.

VII. Blackboard Accounts:
This course is set up with a Blackboard site, and you will need to use it to access additional readings, internet links, the class Discussion Board and other basic information about the course. It is important, therefore, for each of you to access the Blackboard site at http://blackboard.sunysb.edu For help or more information see: http://www.sinc.sunysb.edu/helpdesk/docs/blackboard/bbstudent.php For problems logging in, go to the helpdesk in the Main Library SINC Site or the Union SINC Site. You can also call: 631-632-9602 or e-mail: helpme@ic.sunysb.edu

VIII. Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

IX. Disabilities:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site: http://studentaffairs.stonybrook.edu/dss/index.shtml

X. Critical Incident Management:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

XI. Tentative Course Schedule: [Note: Details of weekly reading assignments, as well as PDFs of or links to the readings (other than Valenze, Roberts, and Wood books), will be available at Blackboard under “Readings”. Optional readings may also be found there for those who wish to supplement their required weekly readings or who wish to pursue a particular subject further. Required readings should be completed by the beginning of the week in which they’re assigned.]

Week 2 (2/1 & 3): **Industrialization/Commercialization and Women’s Work.** *Reading:* Valenze, 13-112; Chronology 2.


Week 7 (3/7 & 9): **The Belle Epoque: Cosmopolitanism and the Suffrage Movement.** *Reading:* Brittain, 135-236; Suffrage Movement documents; Chronology 7.

Week 8 (3/14 & 16): **SPRING BREAK**


Week 11 (4/4 & 6): **Paper Two due 4/4.** (Posted at Safe Assign and paper copy in class.) **Modernism/Postmodernism.** *Reading:* Woolf, 3-84; Chronology 11.


Week 15 (5/2 & 4): Gender in the 21st Century. Reading: Herzog, 220-end;

Paper Three due 5/9 History office, before 4:30 pm (and post on Safe Assign).

“If we do not know our own history, we are doomed to live it as though it were our private fate.” Hannah Arendt (1906-1975).