

HIST 350, W St 350

Fall, 2011

European Women's History, 1400-1800

Tuesdays and Thursdays, 10:35-11:50, VLIB 264

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Tuesdays and Thursdays, 1:00 - 2:00 and by appointment

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Themes

The early modern period, 1400 to 1800, has traditionally been portrayed as the time of "Renaissance," "Reformation" and "Enlightenment." Through a survey of women's family life cycle, sexuality, work, spirituality, education and persecution this course seeks to reexamine these categories to see how they apply (or do not apply) to continuity and change in the lives of European women. We will explore the strengths and shortcomings of the theoretical framework of "gender" which has influenced much of the recent historiography on women.

Required Texts (prices for new books are approximate)

Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*. 3rd ed. Cambridge: Cambridge University Press, 2008. (978-0-521-69544-2) \$26.99

Judith C. Brown, *Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy*. Oxford: Oxford University Press, 1986. (978-0-19-504225-2) \$19.99

The Memoirs of Glöckel of Hameln. New York: Schocken, 1987. (978-0-8052-0572-5) \$16.00

Angel: This course utilizes the Angel website: <https://lms.wsu.edu/> (be sure to type the "s" in "https"). To access your account, use your WSU User ID and password (the same as for **Zzusion**).

If Angel is not working as expected, please check your browser. Firefox does a better job rendering Angel than other browsers and is essential for opening Library Electronic Reserve Readings. If you are using Vista or XP and have IE 8 installed, set the compatibility mode. Safari, Google Chrome and any other browsers are not supported by Angel may not display your information correctly.

Angel forwards email ONLY to WSU's student email system, Outlook Live. To receive class announcements (including changes to assignments), you must go to **Zzusion** to set yours up.

Many of the readings and most of the handouts are posted on Angel. This saves the cost of using a photocopied "Coursepack." However, it can be difficult to read these .pdf files on your computer screen. I strongly recommend that you print them out so that you can underline and write in the margins before class.

I do not post lecture notes on Angel. Please take careful notes in class as these will be very useful for studying for the mid-term and final exams. I do not use Angel for collecting written assignments. Please bring your printed papers to class.

Grades

10%	Class Participation (Attendance, discussions)	25%	Mid-Term Exam
40%	Think Questions	25%	Final Exam

Undergraduate Program Goals

Identify and state problems of historical analysis.

Communicate the solutions to the above in words.

Understand the difference between fact and interpretation.

Recognize the contested nature of evidence and the value of historical scholarly debate.

Show awareness of change over time.

Be able to place the present in a historically-based context.

“Think” Questions

Think Questions are short (300-400 word, typed, double-spaced) written assignments designed to get you thinking about an issue before a class discussion. They are listed on the syllabus. Be sure to do the associated reading assignment before you answer the Think Question. PLEASE run a spell-check program before you submit your Think Question. **A Think Question is marked down one full grade for every day that it is late.**

Do not use Angel’s Digital Dropbox function or email for written assignments (Think Questions, Exam). Please print these out and hand them in during class on the assigned due date.

Revisions

You may revise and resubmit a Think Question. If the revised answer is an improvement on the original, the higher grade will replace the lower one. "Improvement" is based upon a deeper understanding of the issues, not merely correcting typographical errors. All such revisions are due NO LATER THAN the last day of classes.

Exams

Exams consist primarily of essay questions based on readings, lectures, and discussions. They are graded on how well you integrate all of these materials into a correct and clear essay.

Grades

Grades for writing assignments are based on the following criteria:

- A = An intelligent, insightful, clear, and well organized essay that shows a sophisticated awareness of historical argumentation (i.e., that history is a written discussion with evidence offered to support a thesis).
- B = Mostly correct, well written, this essay is solid but does not sparkle with independent thinking or analysis
- C = This essay contains some errors of fact or interpretation and/or numerous stylistic problems
- D = This essay does not show evidence of much effort or contains unforgivable errors
- F = Usually reserved for plagiarism or for papers that have been submitted several

days late

Failure to cite sources with **parenthetical citations (Author, page number) or footnotes** will result in one full grade penalty.

Attendance

Attendance is required at all class meetings. If you cannot attend a class due to illness or other personal emergency, you may obtain an “Excused Absence” by notifying the instructor prior to the class session. Leaving a message by voice mail or sending an e-mail message is sufficient to obtain an Excused Absence. Please note that whether or not an absence is excused, you are responsible for learning what happened in class and mastering that material (e.g. obtaining notes from a reliable classmate).

Tardiness disturbs the teacher and your classmates. Furthermore, it can affect your work in the class. I usually make important announcements at the beginning of class (e.g. announce the location of exams, a change in assignments). If you miss these announcements, there is no guarantee that information will be repeated later. On occasion, tardiness is unavoidable. If you find yourself arriving late to class, please take your seat with a minimum of commotion. **Three late arrivals constitute an unexcused absence.** (Note: if your work schedule necessitates regular late arrivals, please clear this with me in advance).

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be referred to the Office of Student Conduct, will receive an “F” on the assignment and may receive an “F” in the course. For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573. Examples of violations of Academic Integrity include:

- * presenting someone else’s words or ideas as your own, in writing or in speaking
- * presenting ideas without citing the source
- * paraphrasing without crediting the source
- * using direct quotes with no quotation marks
- * using direct quotes without footnotes or other textual citation of the source
- * presenting work in a group project that is not your own or the work of the group
- * submitting the same paper for credit in more than one course without discussing this option with the instructors
- * submitting material written by someone else as your own (this includes purchasing a term or research paper)
- * submitting a paper or assignment for which you have received so much help that it is no longer your own work
- * not doing an equal part of the work on a group project
- * copying someone else’s exam or graded homework
- * referring to a text, class notes, or other materials during an exam without being authorized to do so
- * purposefully allowing another student to copy your work or submitting work you have written as his/her own
- * collaborating with others on a take-home exam, or spending more time than that specified

by the instructor on a take-home exam.

Disability Accommodation: Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

Emergency Notification System: WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on ROnet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://safetyplan.vancouver.wsu.edu/>

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.

Hist 350: European Women's History 1400-1800

Week	Date	Reading and Writing Assignments
1:1	8/23	
1:2	8/25	Wiesner-Hanks, <i>Women and Gender in Early Modern Europe</i> , Introduction, and "Ideas and Laws Regarding Women"
2:1	8/30	Wiesner-Hanks, "The Female Life Cycle," 41-81 "Public record of the labour of Isabel de la Cavalleria," January 10, 1490, Zaragoza. Translated by Montserrat Cabre. Access via ORB: The Online Reference Book for Medieval Studies: http://www.the-orb.net/birthrecord.html
2:2	9/1	ANGEL: Montserrat Cabré, "Women or Healers? Household Practices and the Categories of Health Care in Late Medieval Iberia," <i>Bulletin of the History of Medicine</i> 82, no. 1 (2008): 18-51.
3:1	9/6	Think Question #1 Due (print and bring to class): Based on both of the two previous reading assignments ("Public Record," and "Women or Healers") answer the question in a single essay with a thesis: Why have women's roles in medicine during the medieval era been overlooked by many scholars?
3:2	9/8	Wiesner-Hanks, "Women's Economic Role" in <i>Women and Gender in Early Modern Europe</i>
4:1	9/13	ANGEL: Perry, Chase, Jacob, Von Laue, <i>Western Civilization: Ideas, Politics and Society. Vol. 1: To 1789</i> , 3 rd ed. Boston: Houghton Mifflin, 1989. pp. 259-281 ANGEL: McKay, Hill, Buckler, <i>A History of Western Society. Vol. I: From Antiquity to the Enlightenment</i> , Third Edition. Boston: Houghton Mifflin, 1987, pp. 403-433 Be prepared to discuss the following three questions in class: 1) What aspects of the Renaissance appear in both books? 2) How do the two accounts differ? 3) How did the Renaissance affect women?
4:2	9/15	ANGEL: Joan Kelly-Gadol, "Did Women Have a Renaissance?" in <i>Becoming Visible</i> , 2nd edition (Houghton Mifflin, 1987), 175-201

		Think Question #2 Due: Joan Kelly-Gadol's article asks the question, "Did Women Really Have a Renaissance?" Based upon your reading of Kelly-Gadol's article and of Western Civilization textbooks, what do you think?
5:1	9/20	Wiesner-Hanks, "Religion"
5:2	9/22	ANGEL: Sarah Hanley, "Family and State in Early Modern France: The Marriage Pact," in <i>Connecting Spheres</i> , 53-63 ANGEL: Retha Warnicke, "Why Elizabeth I Never Married," <i>History Review</i> 67 (Sept. 2010): 15-20.
6:1	9/27	Mid-Term Review
6:2	9/29	Mid-Term Exam
7:1	10/4	Judith Brown, <i>Immodest Acts</i> , 3-74
7:2	10/6	
8:1	10/11	Judith Brown, <i>Immodest Acts</i> , 75-142, 158-164
8:2	10/13	Wiesner-Hanks, "Witchcraft" ANGEL: Kramer, Heinrich and James Sprenger. <i>The Malleus Maleficarum</i> . Translated with Introductions, Bibliography and Notes by Rev. Montague Summers. New York: Dover Publications, 1971. Pages i-iv, 41-48.
9:1	10/18	ANGEL: Roper, Lyndal. "Witchcraft and Fantasy in Early Modern Germany." In <u>Oedipus and the Devil: Witchcraft, Sexuality and Religion in Early Modern Europe</u> . New York and London: Routledge, 1994. Pages 199-225. ANGEL: Warnicke, Retha M. "Sexual Heresy." In <i>The Rise and Fall of Anne Boleyn</i> . New York and Cambridge: Cambridge University Press, 1989. Pages 191-233, 294-306. (more, next page) ANGEL: Geis, Gilbert and Ivan Bunn. "Appendix." In <u>A Trial of Witches: A Seventeenth-Century Witchcraft Prosecution</u> . New York and London: Routledge, 1997. Pages 212-228.
9:2	10/20	Think Question # 3 Due: Be sure that you have read and are prepared to discuss <i>all</i> of the following reading assignments (from the two previous class meetings) for class. Then select one of the following questions. Please write the title of the question you select, below, at the top of your

		<p>paper.</p> <p><u>1. The <i>Malleus Maleficarum</i></u> Why do the authors of <i>Malleus Maleficarum</i> (first published in 1486) believe that women are especially susceptible to engaging in witchcraft and “superstition”? What are the causes and/or effects of these assertions?</p> <p><u>2. Roper: “Witchcraft and Fantasy”</u> According to historian Lyndal Roper, why were lying-in maids in seventeenth-century Augsburg particularly vulnerable to accusations of witchcraft? Do you find her explanation persuasive?</p> <p><u>3. Warnicke: “Sexual Heresy”</u> According to historian Retha Warnicke, why was Anne Boleyn accused of witchcraft? Do you find her explanation persuasive?</p> <p><u>4. A <i>Tryal of Witches</i></u> Why do you think the accusers of Amy Duny and Rose Cullender brought charges against the women? -OR- What role, if any, did skepticism play in the 1664 “Tryal of Witches”?</p>
10:1	10/25	<p>ANGEL: Londa Schiebinger, “Why Mammals are Called Mammals: Gender Politics in Eighteenth-Century Natural History,” <i>American Historical Review</i> 98 (1993): 382-411</p> <p>Wiesner-Hanks, "Literacy and Learning"</p>
10:2	10/27	Glückel, <u>Memoirs of Glückel of Hameln</u> , vi-39
11:1	11/1	Glückel, <u>Memoirs of Glückel of Hameln</u> , 40-145
11:2	11/3	Glückel, <u>Memoirs of Glückel of Hameln</u> , 146-221
12 :1	11/8	Glückel, <u>Memoirs of Glückel of Hameln</u> , 222-277
12:2	11/10	Wiesner-Hanks, "Women and the Creation of Culture"
	11/10-11/12	<p>EXTRA CREDIT: Attend an appropriate panel (dealing with women or gender) at the meeting of the Western Society of French History meeting, Benson Hotel, Portland and write a summary of the papers you heard, as well as what you found interesting (&/or challenging) about the session. For a list of the panel topics, click on the program link at the bottom of the page: http://www.wsfh.org/annual-conferences.html. Due 11/29.</p>

13:1	11/15	ANGEL: Rousseau, Jean-Jacques. <i>Politics and the Arts: Letter to M. d'Alembert on the Theatre</i> . Translated by Allan Bloom. Ithaca: Cornell University Press, 1960. Pages 47-57, 75-92.
13:2	11/17	Think Question # 4 Due: Why does Jean-Jacques Rousseau object to women's participation in theatre so much?
	11/22-11/24	THANKSGIVING BREAK
14:1	11/29	ANGEL: <i>Declaration of the Rights of Man and of Citizens</i>
14:2	12/1	
15:1	12/6	ANGEL: Olympe de Gouges, <i>The Rights of Woman</i>
15:2	12/8	Final Exam Review
	12/15 10 :35 am	Take-Home Final Exam Due No outside sources (internet, books, etc.). Use only materials from class. Drop in Multimedia Center 202 Office Drop Box (near secretaries' desk).