University of Texas Rio Grande Valley Department of History

HIST 3307 
WOMEN IN HISTORY

Class Room: ELABS 303
Class Time: Mondays and Wednesdays, 10:50 am to 12:05 pm

Instructor: Dr. Friederike Brühöfener
Office: ELABS 346A
Office Hours: Wednesdays, 2:30 pm to 4:00 pm (and by appointment)
Email: friederike.bruehoefener@utrgv.edu

Course Topic

Women in History introduces students to the growing and diverse field of women’s and gender history. Focusing on Modern Europe (19th and 20th centuries), it examines and compares women’s and men’s lives, roughly from the era of the late Enlightenment and the French Revolution to the end of World War I. Together, we will explore the experiences, roles and contributions of women and men in politics, economics, labor, culture, and war.

The course investigates two main questions:

1) How did major political, economic, social, and cultural changes (e.g. the economic and political revolutions of the 19th century and the wars of the 20th century) shape the lives and identities of ‘ordinary’ men and women?
2) How did these major changes influence and alter ideas about femininity, masculinity, and sexuality?

Course Objectives and Goals

In addition to learning about major historical developments, events, and individuals during the long 19th century, you will be able to improve your methodological skills as a historians. This means that you will…

- learn and/or improve your skills to critically engage with secondary academic literature such as monographs and journal articles.
- learn and/or improve your skills to carefully analyze and interpret primary sources (including diaries, posters, governmental documents, and newspapers).
- learn and/or improve your skills to critically discuss your analysis and interpretation with your
classmates and peers.
• learn and/or improve your skills to coherently and argumentatively present your analyses and interpretations in writing.

In addition, you will be able to improve your
• social competence by advancing your intercultural aptitude, your knowledge of civic responsibility, and your ability to engage effectively in regional, national, and global communities.

**Course Format and Required Readings**

This course is a combination of lectures and discussions. Each class session, we will discuss primary documents and secondary literature. You are required to complete the readings prior to the class session for which they are assigned. Moreover, it is utterly important that you bring the assigned readings to class. (Be aware that I do not allow electronics in my classes! Hard/paper copies of the readings or reading notes only!). I reserve the right to dismiss students from class who repeatedly fail to prepare the assigned readings.

In order to participate in this course, you are required to obtain a copy and read major parts of the following book:


In addition, we will read scholarly articles, book chapters, and primary sources. These readings are available as PDFs on blackboard.

**Assignments and Grading**

A central part of your class performance is active participation, meaning you engage actively in class discussion, group discussions, and in-class exercises. In addition, you will have to complete four related writing assignments: two primary source report; and a final research paper (6-8 pages), which is preceded by a research question and annotated bibliography.

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Active participation</td>
<td>30%</td>
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<tr>
<td>Primary source report</td>
<td>15%</td>
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<td>Article Review</td>
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<td>Research question and bibliography</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
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Please be aware that there will be no extra-credit assignments offered in this course.
Rules of the Road

1. Absolutely no electronics! You are not allowed to use any electronic devices (including cellphones, smart phones, iPhones, iPads, tablets, laptops, etc.) in class. They have to be turned off and stored away in your bags during class time. Students who violate this rule will lose participation points and may be dismissed from class.

2. No late papers or other written work will be accepted, except in the case of well-documented dire emergencies (e.g. health emergencies including problems during pregnancy and childbirth; death in the family). Remember to make back-up copies of your drafts and papers; a crashing hard drive on the day, or a couple of days before a paper are due is not an acceptable excuse for turning in a late paper.

3. Academic Dishonesty: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

4. Sexual Harassment, Discrimination, and Violence: In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

5. Disabilities: Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

6. Pregnancy, Pregnancy-related, and Parenting Accommodations: Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

7. Student Accessibility Services: Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

8. Mandatory Course Evaluations: Students are required to complete an ONLINE evaluation of
this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Schedule

Week I

Monday, August 27
Welcome and Introduction to the Course

Wednesday, August 29
Women and Gender in European History: Introduction
Required Reading:

Week II

Monday, September 3
Labor Day Holiday

Wednesday, September 5
At the Eve of Revolution: Ideas of Gender during the Period of the Enlightenment
Required Readings:
• Secondary Literature:
• Primary Documents:

Week III

Monday, September 10
Women’s Right in the Era of the French Revolution
Required Readings:
• Secondary Literature:
  o Fuchs and Thompson, Modern Women in Nineteenth Century Europe, 13-23.
• Primary Documents:
  o The Napoleonic Code (1804) – Book I: Of Persons, Title V of Marriage, at The Napoleon Series.

Wednesday, September 12
Ideas About Men's and Women's Roles in Society
Required Readings:
• Primary Document:
  o Excerpts from Staats-Lexikon: “Relations between the Sexes” (1845-1848).
Week IV

Monday, September 17
Family Life in 19th Century Europe: The Household
Required Readings:
- Secondary Literature:
- Primary Document:

Wednesday, September 19
Family Life in 19th-Century Europe: Engagement and Marriage
Required Readings:
- Secondary Literature:
- Primary Documents
  - Excerpts from *The Etiquette of Courtship and Matrimony: with a Complete Guide to the Forms of a Wedding*

Week V

Monday, September 24
Family Life in 19th-Century Europe: “Redundant Women” and Bachelors
Required Readings:
- Secondary Literature:
- Primary Document:
  - “London Bachelors and Their Mode of Living,” *The Leisure Hour* (1886).

Wednesday, September 26
Reproduction and Sexuality in 19th-Century Europe: Contraception and Abortion
Required Readings:
- Secondary Reading:
  - Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 24- 42

Week VI

Monday, October 1
Women at Work: Middle-Class Women’s Work Experiences in the 19th Century
Required Readings:
- Secondary Literature:
Wednesday, October 3
Women at Work: Working-Class Women’s Work Experiences in the 19th Century
Required Readings:
- Secondary Literature:
- Primary Sources:

Week VII

Monday, October 8
The Debates about the Education of Women in 19th Century Europe
Required Readings:
- Secondary Literature:
- Primary Documents:

Wednesday, October 10
Primary Source Report – Writing, Writing, and Writing

Week VIII

Monday, October 15
Debates about Higher Education of Women in 19th Century Europe
Primary Source Report is due at the beginning of class via Blackboard.
No Required Readings

Wednesday, October 17
Women Travelling and Exploring the World in the 19th Century
Required Readings:
- Secondary Literature:
- Primary Document:

Week IX
Monday, October 22
European Emigration and Immigration in the 19th Century
Required Readings:
- Secondary Literature:
- Primary Document:
  - The Seyffardt Letters, reproduced in *Immigrant Voices*.

Wednesday, October 24
The Women’s Movements in 19th Century Europe
Required Readings:
- Secondary Literature:

Week X

Monday, October 29
Making Modern Men: Masculinities in the 19th Century
Required Readings:
- Secondary Literature:

Wednesday, October 31
The History of Sexuality: Prostitution in Modern Europe
Required Readings:
- Secondary Literature:

Week XI

Monday, November 5
The History of Sexuality: Science, Medicine, and Sexology in Late 19th Century Europe
Required Readings:
- Secondary Literature:

Wednesday, November 7
The Article Review: Writing, Writing, and Writing

Week XII
Monday, November 12
The Article Review is due at the beginning of class via Blackboard.
The Final Research Paper
No Required Readings

Wednesday, November 14
Gendering the Fin-de-Siecle: Anxiety, Degeneration, and Decadence
Required Readings:
• Secondary Literature:

Week XIII

Monday, November 19
Getting Ready For War? Europe at the Eve of World War I
No required readings

Wednesday, November 21
The Research Question and Bibliography are due by the beginning of class via Blackboard.
Home/Front: The Gender Order of the First World War
No required readings

Week XIV

Monday, November 26
A New World – A New Gender Order? The Aftermath of World War I
No required readings

Wednesday, November 28
Final Paper – Writing, Writing, and Writing

Week XV

Monday, December 3
Final Paper – Writing, Writing, and Writing

Wednesday, December 5
Final paper is due at the beginning of class via Blackboard Review