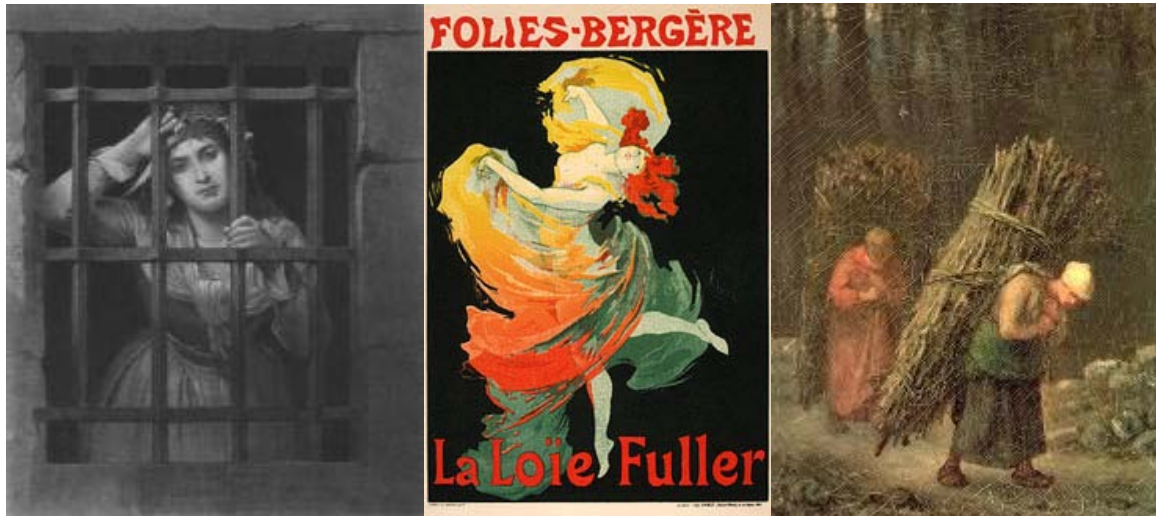


Eastern Oregon University
HIST 210: Women and Gender in European History
GEC/AEH, DPD, UWR (5 credit hours)
Summer 2011, On-line

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Office Hours: by appointment



Course Description: This course examines the history of European women and compares men's and women's lives in modern Europe from the era of the late Enlightenment to the post WWII era. The course will focus on the following themes:

- The cultural and political uses of gendered imagery; Women's and men's roles in the household, the family and the workplace; women's and men's roles in the public spheres of civil society, nation and state; and women's and men's experiences of wars and revolutions.

The course will explore the multiple differences between various groups of women and men as well as examine the hierarchies and power relations between them.

Required Texts:

Bonnie G. Smith, *Changing Lives: Women in European History Since 1700*
Colette, *The Vagabond*

Class Format: Delivered via online, the class is structured around discussion of the main textbook *Changing Lives*, and work with primary documents. In history, primary documents are the 'stuff' of history—letters, pictures, documents etc. from the past. Students will have a chance to study these documents and then write brief reports on their interpretations of the documents. Students will also comment on the primary document reports of their colleagues. In this way, we learn about history, but we get to practice *being* historians and working together and

independently in the same way professional historians work.

This approach is designed to provide students the opportunity to take an active role in thinking and analyzing historically. Because of the nature of this pedagogy, **it is very important that you complete the assigned readings in a timely fashion. The reading will provide you with essential background information, so doing the reading is critical to your success.**

Course Requirements and Grading:

Class participation-for Online delivery, this is Discussion Board postings (20% of grade)

Primary document reports (1-2 pages) (30%)

Essay assignment on *The Vagabond* (3-4 pages) (10%)

Midterm exam (20%)

Final exam (20%)

(Exams are open-book and are not proctored.)

Grading Policies:

See Course Requirements above.

A 91-100%

A- 89-90

B+ 88-89%

B 80-87%

B- 79%

C+ 77-78%

C 70-76%

C- 69%

D 60-68%

F Below 60% passing and/or incomplete work or work that fails to

fulfill the assignment requirements

I weight consistently-produced work in the second half of the term more heavily than assignments early in the term. Thus, while grades are averaged, students will not be penalized for improving. By weighting work that is *consistently* produced at the end of the term, your grade reflects your improvement. This does not mean that if you have produced 'C' level work all term and write an 'A' final exam that you will get an 'A.' The key concept here is *consistency*. If you struggle early in the class but then 'get' it and produce stronger work for the remainder of the term, I will not penalize you by weighting the early work the same as the rest of your work.

Means of Assessment:

Class participation (20%) See rubric for discussion board grading

Primary document reports (1-2 pages) (30%)

Essay (3-4 pages) assignment on *The Vagabond* (10%)

Midterm exam (20%)

Final exam (20%)

Brief Outline of Course:

- WEEK ONE: Women in the Enlightenment
Read: Smith, Chapter Two
Primary documents
Film: *Dangerous Liaisons*
- WEEK TWO: French Revolution
Read: Smith, Chapter Three
Primary documents
- WEEK THREE: Industrialization, gender, class
Read: Smith, Chapter Four
Primary documents
Lecture: Podcast and print: Victorian domesticity
- WEEK FOUR: Revolution, Reform, Feminism
Read: Smith, Chapter Six
Primary documents
- WEEK FIVE: A World Torn Asunder-the Belle Époque
Read: Smith, Chapter Seven
Midterm Due by end of week 5(Sunday midnight)
- WEEK SIX: The “New Woman” and the Sexologists
Read: Smith, Chapter Eight
Collette, *The Vagabond*
Film: *Bramwell*
- WEEK SEVEN: Women in World War I
Read: Smith, Chapter Nine
Primary documents
Essay on The Vagabond Due by end of week 7 (Sunday midnight)
- WEEK EIGHT: Modernity, the Modern woman and Mass culture
Read, Smith, Chapter Ten
- WEEK NINE: Women, Fascism and War Again
Read, Smith, Chapter Eleven
Primary documents
- WEEK TEN: Gender, Technology & Power, Late 20th-Century
Read, Smith, Chapter Twelve
Primary documents
Film: *Ladybird, Ladybird*
Final Exam due by Friday of Finals Week (Friday 5pm)

General Education: This course fulfills the General Education Core requirement for Aesthetics and Humanities (AEH) and GEC Breadth Outcomes: Inquiry (I); Communication (C); Critical Thinking (CT); Program Outcomes: Content Knowledge (CK):

Upon completion of the course, students should be able to demonstrate:

- 1. Familiarity with the central cultural, social, political and economic developments of Europe from c. 1789 to c. 1974 with a focus on women's experiences (CK)
- 2. Fluency in identifying and explaining key historical issues from the time period with a focus on gender and women's experiences (CT; CK; I)
- 3. An ability to locate, summarize, and critically analyze a variety of historical texts (CT, I; DPD)
- 4. The capacity to recognize contexts and assumptions in historical evidence (CT; I, DPD)
- 5. an awareness of multiple perspectives both in history and in the interpretation of history (CT; DPD; I; CK)
- 6. The ability to present historical concepts clearly in writing and orally (C)
- 7. The skill of evaluating evidence to reach conclusions (CT; I)
- 8. An ability to apply key analytical concepts—including gender, race, sexuality and class—to the study of the past. (CT: DPD)

UWR Learning Outcomes: Students will produce at least 3,000 words (including document reports, novel essay, midterm and final exams); 1,000 words of this total will be in polished papers which students have revised after receiving feedback and criticism (Essay assignment on *The Vagabond*.) This essay will also integrate source material from the novel using Turabian documentation style. At least three document reports will be edited, revised and resubmitted before final grading.

Learning Outcomes: Upon completion of the course, students should be able to demonstrate:

- Familiarity with the central cultural, social, political and economic developments of the U.S from the Civil War to the present (content)
- Fluency in identifying and explaining key historical issues from the time period (CT)
- An ability to locate, summarize, and critically analyze a variety of historical texts (CT)
- The capacity to recognize contexts and assumptions in historical evidence (CT)
- an awareness of multiple perspectives both in history and in the interpretation of history (CT)
- The ability to present historical concepts clearly in writing and orally
- An ability to work collaboratively with peers
- The skill of evaluating evidence to reach conclusions (CT)
- An ability to apply key analytical concepts—such as gender, race and class—to the study of the past. (CT)

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and would like accommodations, please contact the Disability Services Program in Loso Hall 236 (962-3235). Students may also want to contact the EOU Learning Center (2-3663) Loso Hall 234 for additional assistance.

Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university—or a combination of these. (Please see Section II of the *Student Handbook and Planning Calendar: Campus Citizenship (Academic)*, p. 32ff. *Campus Citizenship (Behavior)*, p. 41ff.) TRANSLATION: Cheating in Dr. Hartman's classes results in profound misery and regret, both on the part of the student and the professor. Please come talk to me rather than make an unwise choice.

NUTS AND BOLTS

Proofread your work (or even better, have someone else proof it). University-level work should be as polished as possible. Carefully checked work reflects a student's self-respect.

Have fun, keep an open but critical mind, learn some history, and challenge yourself, others and your professor!

If there is any topic you have special interest in or would like to see covered more fully in class, please let me know. I can't guarantee that I can accommodate your interest, but I'll certainly try.

ROLE OF THE STUDENT

- *Read and THINK about the assigned materials*
- *Complete the required assignments for the grade you seek*
- *Keep a calendar and meet assignment due dates*
- *Practice the discipline of curiosity*
- *Facilitate and advance the learning of fellow students and instructor*
- *Be aware of THE STUDENT CODE OF CONDUCT*

Once you have read this syllabus, please send me an email acknowledging that you have read, understood, and agree to the terms of the syllabus. Be sure to include your name in the body of the email. Something like this: Dear Dr. Hartman, I, name, have read and understood the syllabus for History 210, Summer 2011.