1. **School, Department, Course # and Name:**
   SOLA, History Department, *HIST 120: Women in European History, 1500-Present*. The course number has been changed from the generic *HIST 110: Topics in European History* placeholder to a vacant course number in sequence with other Modern Europe courses.

2. **Justification for the Course:**
   As the majority of our students and history majors are women, this course recognizes the role played by women in the past (in both predictable and unpredictable ways) as well as challenges students to think about ideologies of gender and systems of inequality or separation that have shaped the experience of women, men, and children in the past and continue to inform their cultural and political expectations in the present.

   This course is grounded in the scholarly expertise and interest of a ranked faculty member in historical theories of gender and the lived experiences of women in Europe, and has become a standard fixture in post-secondary history department curricula nationwide. European women’s history not only engages with common Western and global themes of women’s movements, social inequality, and the politics of family formation and function, but it also contributes a unique historical perspective on important historical dynamics such as imperialism, labor regulation, maternalism and social welfare, literary traditions, education reform, and human rights.

3. **Objectives for this course:**
   a) *Course learning outcomes (from the syllabus):*
      - Examine historical experiences of European women in order to recognize the diversity of gender, class, nationality, race, and sexuality that has and continues to characterize European societies since 1500.
      - Interpret historical continuity and changes in diverse social and cultural values about women, gender, and sexuality; investigate both their causes and consequences.
      - Apply historical and critical thinking skills to the collection and interpretation of primary documents and scholarly sources, and demonstrate the ability to analyze arguments and points of view with integrity.

   b) These learning outcomes represent the goals of the History Department as an upper-level Modern European History course, which provides regional, temporal, and thematic specificity for majors, and a thorough introduction and critical engagement with primary and secondary source readings from/about the past. It contributes to the goals of the School of Liberal Arts by offering methodological and topical diversity to the ways in which our
students learn to read and think critically, write effectively, and engage in meaningful shared inquiry and connections their own lives outside the classroom. This course directly reflects the learning goals and outcomes of the Social, Historical, and Cultural Understanding requirement of the College’s Core Curriculum, and aligns with the College’s mission by exploring historical ideologies about gender and validating the lived experiences of women, which are fundamental to the social identities and experience of our students.

4. Assessment:
Basic geographic and temporal awareness are expected and assessed through in-class activities, quiz(es), and a final exam, all featuring historical maps and timelines. The course readings are divided by units, for which students are held accountable and encouraged to assimilate for themselves through the writing of synthesis essays that summarize and interpret the readings within a common historical era, region, or theme. In addition, the practice and application of historical methods and skills are assessed in three formal paper assignments (a historiographic tradition essay, a written and oral character debate, and an independent research bibliography with annotations). Pass/fail grading will be allowed according to the rules of the Undergraduate Course Catalog.

5. Student Population:
History major and minors, Women’s & Gender Studies majors and minors, Global & Regional Studies majors seeking European regional courses, students seeking to fulfill Social, Historical, & Cultural Understanding requirement of the Core, and interested students from allied majors, such as Economics or European languages (esp. German and French) seeking supportive history electives.

6. Relationship to Present College Curriculum:
This course both diversifies and complements the strengths of the History Department’s offerings by illuminating the role that women of varying nationalities, classes, ethnicities, and regions have played in the history of Europe and the West, while also reinforcing the existing concentration of courses on women/gender in Latin America and the United States. In addition, this course has been designated for Social, Historical, & Cultural Understanding in the Core Curriculum and will continue to be cross-listed as a Women & Gender Studies course and a core upper-division elective in Global & Regional Studies (Regional Track: Europe/History and Global Track: C: Regional Studies).

7. Any extraordinary implementation costs:
No.

8. Library Resources:
See attached library review by Sue Birkenseer.
9. **Course credit and grading options:**
   - 1 SMC course credit, 3 hours 15 minutes classroom time per week (~43 hours per semester)
   - Approximately two hours of preparation outside of classroom per in-class hour (~87 hours per semester)
   - Format of the course is a mixture of lectures, small and large group discussions, and task-based activities (debates, creative interpretations, popular culture analysis, etc.)

10. **Prerequisites/Co-requisites:**
    No prerequisites. First-year students are not permitted to register for upper-level courses without special permission. History majors and minors are encouraged to take their lower-level requirements (2 U.S. + 2 West/World + HIST 10) before upper-level courses. This ensures that students have been introduced to the basic skills of critical reading, primary text interpretation, and analytic writing in Seminar and other first-year core courses.
    Although this course covers a broad time period, it is not a survey course in the sense of being an introduction. Lower-level history courses (*U.S. History, Western Societies & Cultures, and World History*) reflect national curriculum standards with broad and diverse subtopics and themes to be covered. Upper-level history courses, such as HIST 120, are more specialized in nature, focusing on a narrower geographic region, theme, or time period (in this case the theme of women/gender). A further distinction in this case is that the course does not follow a traditional textbook and lecture model, but incorporates more independent reading and writing, engagement with gender methodology, historiography, scholarly readings, and advanced primary text analysis.

11. **Course description for the Catalog:**
    This broad but thematically-focused survey asks how European women of various classes, religions, nationalities, regions, and eras were viewed in their historical context and how they viewed the world around them. The course examines patterns in women’s everyday lives, the evolution of feminist theories and intellectual legacies, and pays particular attention to moments of significant historical change in European politics and culture. Primary, scholarly, and literary sources highlight the contributions of individuals and groups of women as historical subjects and offer students their own opportunities to practice critical thinking and analytic skills necessary for independent historical interpretation and synthesis.

12. **Course content:**
    See attached syllabus.

13. **Review of experimental offering:**
I taught this course in Spring 2014 at SMC as an experimental course after teaching variations of it twice (once as a lower-level survey and once as an upper-level writing course) at different institutions, so this has been a work-in-progress, slowly refined over time. I was happy with the overall design of the course in its last iteration, including the use of a new primary source reader. I am planning to continue the design of mini-topical lectures to orient the students better within the broader context of European history (particularly in the absence of a solid main textbook) and to balance the different needs of majors and those for whom it is their first history course.

HIST 110: WOMEN IN EUROPEAN HISTORY, 1500-PRESENT

COURSE SYLLABUS

PROFESSOR: AELEAH SOINE

EMAIL: ahs3@stmarys-ca.edu

MEETING TIME: MF 1:00-2:40PM

CLASSROOM: DANTE 116

OFFICE HOURS: MW 4:00-5:00, W 9:00-10:00, and by appt.

OFFICE: Galileo 311

COURSE DESCRIPTION—

This course traces the history of women in Europe since 1500. The organization is a broadly chronological path through evolving feminist theories and patterns of everyday life for women of various classes, regions, and eras. Given the breadth of this course, it will focus on particular moments that illuminate significant historical changes in how European women were viewed by their world and how they viewed the world around them. Scholarly essays provide the historical context necessary for a foundational understanding of course topics and introduce students to historical debates representing the diversity of scholars’ perspectives. Primary sources highlight the historical contributions of individuals and groups of women, and offer students their own opportunities to practice critical thinking and analytic skills necessary for independent historical interpretation and synthesis through written and oral communication.

COURSE OBJECTIVES—

- Examine historical experiences of European women in order to recognize the diversity of gender, class, nationality, race, and sexuality that has and continues to characterize European societies since 1500.
• Interpret historical continuity and changes in diverse social and cultural values about women, gender, and sexuality; investigate both their causes and consequences.

• Apply historical and critical thinking skills to the collection and interpretation of primary documents and scholarly sources, and demonstrate the ability to analyze arguments and points of view with integrity.

**REQUIRED BOOKS**—[subsequently abbreviated as in bold]

- [C/M] Christine Collette and Fiona Montgomery, eds. *The European Women’s History Reader* (Routledge, 2002).
- Peter Morton, *Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663* (University of Toronto, 2005).

**EXPECTATIONS FOR PARTICIPATION AND DAILY WORK**—includes class attendance, evidence of preparation before class, frequency and quality of contributions to class discussion and small group activities, and overall engagement with materials, activities, and people.

- **Preparation.** Read assigned texts carefully and bring them with to class.
- **Engagement.** Actively participate in lectures, discussions, and activities by asking questions when something is not clear, promoting critical thinking and discussion by drawing upon course materials, lectures, and contributions from classmates. Electronic devices are allowed for accessing course materials only, misused electronics and other sources of distraction are not allowed.
- **Respect.** Students should be open to and respectful of other students’ views. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people, or anything else that unnecessarily makes members of the class uncomfortable. Inappropriate use of language, including but not limited to cursing, name-calling, racial/ethnic/sexual/religious prejudice, and offensive use of slang or body language will not be tolerated! Students who disrupt the safe space of the classroom may lose participation credit or be dismissed from class.

**EXPECTATIONS FOR EXAMS AND WRITING:**

- **Quality.** Papers should demonstrate an original, focused, and thesis-driven engagement with the questions, themes, and texts specified by the assignment.
- **Format.** Assignments are expected to meet all specifications upon submission, including but not limited to a uniquely descriptive title, 1 inch margins, 12pt standard *Times New Roman* font, standard double-spacing without extra spaces between paragraphs, and a header of no more than 4 single spaced lines. Failure to meet length requirements or use of formatting techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading.
penalties. Websites such as *Wikipedia*, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate! When in doubt, ask.

- **Integrity.** All written and oral assignments are expected to be the sole product of the person(s) whose name is attached with complete and accurate attribution of credit for any references to the ideas, quotations, or contributions of others. Academic dishonesty (including but not limited to plagiarism, turning in someone else’s work, and lack of proper citation) is a violation of the Saint Mary’s College Academic Honor Code and will be referred to the Academic Honor Council. For more information on plagiarism or academic dishonesty, see the Academic Policies section of the Student Handbook.

**CAMPUS RESOURCES—**

*Library Reference Desk:* Contact the subject librarian for your major or any of the Reference librarians for an appointment: a) at the Reference Desk, b) by phone (925) 631-4624, c) text message or IM, d) the Library’s “Ask Us” link ([http://library.stmarys-ca.edu/ask-us/](http://library.stmarys-ca.edu/ask-us/)). Extended assistance by appointment is also available. Our subject librarian is Sue Birkenseer (sbirkens@stmarys-ca.edu).

*Student Disability Services:* Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: [http://www.stmarys-ca.edu/sds](http://www.stmarys-ca.edu/sds).

*Center for Writing Across the Curriculum (CWAC):* Through collaborative engagement, Advisers guide their peers toward expressing ideas clearly and revising their own papers, always weighing audience and purpose. Writers should bring their assignments, texts, and notes in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Hours: Sun. 5-8 p.m., M-Th 2-8 p.m. in Dante 202. Drop in or call 925.631.4684 or see [http://www.stmarys-ca.edu/center-for-writing-across-the-curriculum](http://www.stmarys-ca.edu/center-for-writing-across-the-curriculum).

**GRADING—**

**20%—Class Attendance, Participation, and Activities:**

- Participation is a major component of the overall course grade. It represents your overall level of engagement in the course, in-class activities, and the quality as well as quantity of discussion contributions and respectfully attentive behavior. Entering late, leaving early, or missing classes entirely will adversely affect participation grades. After three absences, students will lose additional percentage points from their final grades.
- In-class activities and assignments will be announced throughout the semester. They may require some out of class preparation, but will primarily take place in class.

**15%—Synthesis Essays:**
There are five opportunities throughout the course of the semester to take stock of and “synthesize” the historical and historiographic perspectives we have studied from the era or themes focused upon in the previous week(s). Students will write a 2 page essay on 3 of the 5 paper prompts of their choice. Students, who earn at least 90% on all three papers and an A average will be excused from the short-essay portion of the final exam. Students may write more than three papers, of which the top three scores will be recorded.

40%—Formal Papers:

- Assignment specific details will be handed out in class and posted on the website at least two weeks before it is due. Late papers will be reduced by 10% per day. After one week, assignments will be worth zero points, but must still be completed to pass the class.
  - Historiography Essay (10%)
  - Victorian Debate Analysis (15%)
  - Independent Annotated Bibliography (15%) + presentation

25%—Exams and Quizzes:

- Quizzes will evaluate geographic, chronological, and conceptual understandings fundamental to the larger themes and issues addressed in the course, as needed (5%).
- The final is a cumulative take-home exam that will draw on your understanding of change over time, course themes, and knowledge of major and/or reoccurring concepts. No extensions will be granted for the final exam (20%).

**SCHEDULE**

Readings from the booklist are listed with the author’s last name in bold. All other readings will be posted to the Moodle [M] site at least one week in advance.

**WEEK 1 (FEB 10-14): INTRODUCTIONS AND THE PRE-MODERN BACKGROUND**

**M**  Introductions

**F**  Women in Pre-Industrial Europe

**WEEK 2 (FEB 17-21): REFORMATIONS AND POLITICS**
Women and the Reformation


Early Modern Women and Political Power

- John Knox, “Empire of Women is contrary to the Revealed will of God” from *First Blast of the Trumpet against the Monstrous Regiment of Women* ([http://www.swrb.com/newslett/actualNLs/firblast.htm](http://www.swrb.com/newslett/actualNLs/firblast.htm))
- Elizabeth I, *Speech to the Troops at Tilbury* (1588) ([http://www.luminarium.org/renlit/tilbury.htm](http://www.luminarium.org/renlit/tilbury.htm))
- [M] Marguerite of Navarre, *The Heptameron* (Choose 2 tales)

Sat *Synthesis Essay 1 Due (2 pages) by midnight—See Moodle for prompt(s)*

WEEK 3 (FEB 24-28): HISTORIOGRAPHY

Historiography of Women/Gender in European History


F Watch *Dangerous Beauty* (in-class) + worksheet

*Historiographic Essay Due (3-5 pages):* What is the relationship between women’s history, gender history, and the history of feminisms? How have these distinct, yet closely related subfields, been theorized and practiced collaboratively among European, American, and international scholars?

WEEK 4 (MAR 3-7): GENDER, SUPERSTITION, AND RATIONALITY
M  Hunting Witches in the 17th Century
   o  Morton, The Trial of Tempel Anneke + worksheet

F  The Enlightenment
   o  Simonton, pp. 16-23, 73-77 (but read in the following order):
      o  1.3 J.J. Rousseau: Sophie, or Woman
      o  1.2 Mary Wollstonecraft: A Vindication of the Rights of Woman
      o  1.4 Catherine Macauley Responds (Letters on Education)
      o  1.48 Political testament of Empress Maria Theresa
      o  1.49 Regent for a son: Anna Amalia, Duchess of Saxe-Weimar-Eisenach
      o  1.50 Grand Instructions of Catherine the Great

Sat  *Synthesis Essay 2 Due (2 pages) by midnight—See Moodle for prompt(s)

WEEK 5 (MAR 10-14):

M  French Revolution
   o  Simonton, pp. 13-16, 97-106.
      o  1.1 Olympe de Gouges, Declaration of the Rights of Woman
      o  1.64-1.68 Intermezzo: the Revolutionary era (Rights of Women)
      o  1.69-1.72 Intermezzo: the Revolutionary era (Reflections on Revolution)

F  Industrial Revolution
   o  Simonton, pp. 140-162.
WEEK 6 (MAR 17-21):

M 1848: Revolutions Continue

*Map Quiz.

- [M] Louise Otto-Peters, The Lace Makers (poem)

W *Synthesis Essay 3 Due (2 pages) by midnight—See Moodle for prompt(s)

F Danger and Vice


WEEK 7 (MAR 24-28): SUFFRAGE AND CITIZENSHIP

M NO CLASS! Reading Day and Debate Prep.


F Maternalism and Feminism, continued…
Henrik Ibsen, *A Doll’s House* (1879)

**WEEK 8 (MAR 31-APR 4): IMPERIAL MODERNITIES**

**M**  *Imperialism*

- Simonton, pp. 287-291.
  - 3.54 Gender and Race
  - 3.55 Colonial Policy in Relation to Coloured Races

**F**  *Victorian Suffrage and Citizenship Debate!*

*Victorian Debate Paper Due (4-5 pages).*


**WEEK 9 (APR 7-11): WAR AND INTERWAR**

**M**  *The First World War*

- [M] Helen Zenna Smith, *Not So Quiet*, pgs. 130-239

**F**  *Meaning of the War*

- Simonton, pp. 244, 245-250.
  - 3.27 Employing Women in War
  - 3.29 In at the Deep End
  - 3.30 Replacing Men

**WEEK 10 (APR 14-18): SPRING BREAK, NO CLASS**

**WEEK 11 (APR 21-25): FASCISM**

**M**  NO CLASS!
**The New Woman and the Interwar Era**


**WEEK 12 (APR 28-MAY 2): WORLD WAR II**

- **Women and Fascism**

- **Women in World War II**
  - [M] Simonton, pp. 245-246.
    - 3.28 The Woman’s Front
  - [M] Alison Owings, *Frauen: German Women Recall the Third Reich*, pp. TBA.

**Sat**

*Synthesis Essay 4 Due (2 pages) by midnight—See Moodle for prompt(s)*

**WEEK 13 (MAY 5-8): COLD WAR**

- **Postwar Anxieties and Rebellions**

- **Containment and the Kitchen Debate**
  - [M] Selection from Anya von Bremzen, *Mastering the Art of Soviet Cooking*
WEEK 14 (MAY 12-16): CONTINUED CONTESTATIONS

M  Contemporary European Feminisms
   o Simonton, pp. 264-269.

W  *Synthesis Essay 5 Due (2 pages) by midnight—See Moodle for prompt(s)

F  European Women in the Era of Europeanization and Multiculturalism
   o Simonton, pp. 284-293.
      o 3.52 Call to Action
      o 3.53 Challenging the Male Elite
      o 3.56 Burqas and Frenchness, Myriam Benraad
      o 3.57 The Politics of the Veil, Joan Wallach Scott
   o Current Events

*Final Exam—Monday May 19, 2012—1:00-3:00PM.
Library Resources Review

This review is for History 120, Women in European History, 1500-Present

This report was prepared at the request of Myrna Santiago in order to present her proposal to the UEPC.

I. Library Resource Needs

A. Faculty Course Preparation: A reading list of books for his course was provided
B. Reserve Readings and film/videos for reserve: none indicated yet
C. Types of materials needed for student assignments. There is a “mini-research” project that includes an annotated bibliography.

II. Currently Available Library Resources

A. Reference Materials: The Library provides general resources on history in print, and online. These sources are best used by students to check simple factual information on historical events, or terms relating to women’s history. Such titles include: Greenwood’s Encyclopedia of Women’s Issues Worldwide (2003), Oxford Encyclopedia of Women in World History (2008), and Encyclopedia of Women in Renaissance Italy, France and England (2007).
B. Books: The Library has an extensive collection of books, both print and electronic, relating to women’s history. With continuing input from the instructor, this collection can be improved for this course, and for general campus needs.
C. Periodicals: The Library subscribes to thousands of (mostly online) periodicals. Examples of periodicals that the Library has access to include: Frontiers: A Journal of Women’s Studies, Journal of Women’s History, Journal of World History, and Journal of Social History. There should be sufficient access to periodicals for students to complete any research projects in this course.
D. Media/Videos: The Library has a good collection of videos relating to general women’s history.
E. Electronic Resources: Students gain access to online journals and online encyclopedias through our databases. Many of them are in full-text. The following databases offered at the Library have material relating to scholarship and research in the area of history. These databases are sufficient for the research projects in this course.
   • Historical Abstracts and America: History and Life provides access to scholarly literature for history issues
• *HAPI* provides scholarship in the history and literature of Latin and Central America as well as for the Latino community in the US

• *Gale Virtual Reference Library* and *Oxford Reference Online* are scholarly general reference access for terms, events, biography

• *Women’s Studies International* provides access to scholarly literature relating to women’s studies

• *Women and Social Movements in the United States, 1600 – 2000.* Offers information on a variety of social movements organized and/or directed by women.

• *OmniFile* and *Academic Search Complete* are multidisciplinary databases, offering a great deal of full text in a variety of topics.

• *JSTOR* provides an archive of scholarly journals in all subject areas

### III. Additional Resources Needed

#### A. Reading list of books not yet in the Library:


#### B. Periodicals:

Unknown needs

#### C. Video/Film:

Unknown needs

If there is a desire to purchase all possible materials for the Library, the cost would be approximately $29. This very modest amount can easily be absorbed by the normal purchasing capabilities of the Library. All videos and new materials can be a part of an ongoing allocation process to gain new material annually.
IV. Opportunities to Develop Information Literacy Skills
This course offers excellent opportunities to develop information literacy skills. It also offers a way to learn some beginning research skills in preparation for the capstone History 103 course.

Susan Birkenseer
Reference and Instruction Librarian
Saint Mary’s College
November, 2013

History Department
September 24, 2015
Support for Permanent Course: History 120: Women in European History, 1500-Present
Taught by Professor Aeleah Soine

Dear members of the UEPC:

The History Department wants to express its full support for the integration of History 120: Women in European History, 1500- Present into our curriculum. The department confirms that the course meets all the professional requirements we expect of our classes, in addition to bringing diversity to our curriculum. The class enhances our courses offerings in two other ways. First, it helps us consolidate a cluster of courses on women’s history (Latin American women’s history, U.S. women’s history, and now European women’s history) and, second, it advances our department’s collaboration with other academic programs across the College. In this particular case, the course is cross-listed with Women’s and Gender Studies and thus strengthens the relationship between both programs.

Professor Soine taught the course on an experimental basis and both she and the department were pleased with the reception among students and colleagues. For all those reasons, we would like to be able to include it as its own class in the next revision of the College catalog. We believe the course deserves to become a permanent offering in our curriculum and thus wholeheartedly support it.

If you have any additional questions, please do not hesitate to contact me. On behalf of the Department,

Myrna Santiago
Chair, History Department
Hi Kathy,

I am writing to offer my endorsement of the course proposal for *HIST 120: Women in European History, 1500-Present*. The course is being proposed for permanent course status and has been designated for *Social, Historical, & Cultural Understanding* in the Core Curriculum. I understand that it will also continue to be cross-listed as a Women & Gender Studies (WaGS) course and a core upper-division elective in Global & Regional Studies (GRS).

I find the course well-designed and appropriate both to the History major and as a core curriculum option for students in other programs. Please let me know if I can offer any further input.

I have also circulated the proposal to SOLA Chairs and Directors for commentary. Support was expressed by the directors of WaGS and GRS. No concerns were raised.

cheers,

Sheila

Sheila Hassell Hughes
Dean, School of Liberal Arts
Saint Mary's College of California