

History 2810F/G
Gender and Modern Europe, 1789-1989

Course Outline

Department of History
Huron University College
Fall 2018

History 2810F/G: Gender and Modern Europe

Instructor: Dr. Deanne van Tol

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Scheduled class times: Tuesdays, 6:30-9:30pm

Classroom: W101

Office Hours: Tuesdays, 2:30- 4:30

Course Website: <https://owl.uwo.ca/portal>

COURSE DESCRIPTION

This class explores the field of gender and modern European history. It begins with an overview of the theoretical literature on gender and then proceeds chronologically through the modern period examining historians' observations about gender in a variety of historical contexts. The class will, for example, discuss gender and the French Revolution, nationalism, the industrial revolution, Empire, feminism, fascism, and the Cold War. Students should emerge from the course with a sound understanding of both the theoretical basis for gender history and modern European history.

COURSE LEARNING OBJECTIVES

By the end of this course, students should be able to:

- Identify key concepts in—and articulate the basic chronology of—modern European history
- Apply a gendered analysis to historical issues
- Compile and discuss scholarly evidence in support of historical argument in verbal and written forms of communication
- Design an oral or visual presentation that translates academic content for a broad audience

DESCRIPTION OF CLASS METHODS

This class meets once per week for three hours. Classes will be a mix of lecture, discussion, and activities. Regular class participation is a key component of the final course grade.

TEXTBOOKS AND OTHER REQUIRED RESOURCES

Angela Bourke, *The Burning of Bridget Cleary* (Random, 2006; ISBN 9781844139347)

METHOD OF EVALUATION/ASSESSMENT

Assignment	Due Date	Weight
Reflective Journal	Oct 16; Nov 27	5%; 5%
Participation	ongoing	20%
Proposal	Oct 16	5%
Research Essay	Oct 30	25%
Final Project	Dec 4	20%
Final Exam (2 hours)	TBD	20%

Reflective Journal (5% x2): This assignment asks you to track, over the course of the semester, your own reflections on the intellectual challenges of readings and class discussions, and the major themes or key ideas emerging from course materials. It provides a space for you to identify connections within and beyond the course material, and to generate self-awareness of your own learning process and. Journals will be submitted in two parts (Oct 16; Nov 27).

Participation (20%): You are expected to complete the assigned readings, and to come to class each week prepared to discuss the issues and to engage with each other in respectful and informed manner. The ability to raise thoughtful questions, to build constructively on the ideas of others, and to explore ways of resolving/pursuing questions, are important, as is a demonstration of a mastery of “the facts.” Discussion grades will be based on a combination of attendance, active participation during discussion, and a short in-class written reflection. Simply showing up for class will not enable you to achieve a passing grade on this component.

Proposal (5%) & Research Essay (20%) You will be required to write an argumentative research essay of 7-8 pages (double spaced, 2.54 cm margins, 12 pt Times New Roman), drawing on at least 4 scholarly sources on a topic relating to gender in modern European history. More detailed instructions concerning topics and appropriate sources will be given in class during the course of the term. As a first step towards the research essay, a one page outline should be submitted by Oct 16. The outline should contain a preliminary argument/thesis statement, key points, and list of sources.

Final Project (25%) As a final project you will be asked to translate your research essay into a public-facing oral or visual presentation. Significant class time will be set aside for discussion of project possibilities.

Final Exam (20%) Two hours, including short identification questions and longer essay questions.

SPECIAL INSTRUCTIONS, IF ANY

Students should check OWL regularly for course updates and information.

TENTATIVE SCHEDULE OF CLASSES & READINGS

Week 1 (Sept 11) Introductions: Where does the [Gender] Historian Write From?

Week 2 (Sept 18) Revolutionary Europe

Jennifer S. Milligan, “ ‘What is an Archive?’ in the History of Modern France,” in *Archive Stories: Facts, Fictions, and the Writing of History*, ed. Antionette Burton (Durham & London: Duke University Press, 2005), 159-83.

Week 3 (Sept 25) Gender, Science, and Citizenship

Julia L. Epstein, “Writing the Unspeakable: Fanny Burney’s Mastectomy and the Fictive Body,” *Representations* 16 (1986): 131-166.

Week 4 (Oct 2) The Long 19th Century: Emancipation & Empire-Building

Angela Bourke, *The Burning of Bridget Cleary* (Penguin, 2001), p. 1-129

Week 5 (Oct 9) READING BREAK, NO CLASS

Week 6 (Oct 16) The Long 19th Century: Emancipation & Empire-Building, Pt. II

Bourke, *The Burning of Bridget Cleary*, p. 130-239

Week 7 (Oct 23) The Great War

Santanu Das, “Kiss Me, Hardy”: Intimacy, Gender, and Gesture in First World War Trench Literature,” *Modernism/Modernity* 9, no. 1 (2002): 51-74.

Week 8 (Oct 30) Interwar Internationalism

Susan Pedersen, "Metaphors of the Schoolroom: Women Working the Mandates System of the League of Nations," *History Workshop Journal* no. 66 (2008): 188-207

Week 9 (Nov 6) WWII

Laurie Marhoefer, "Lesbianism, Transvestitism, and the Nazi State: A Microhistory of a Gestapo Investigation, 1939-1943," *American Historical Review* 121, no. 4 (October 2016): 1167-1195.

Week 10 (Nov 13) Post-War Reconstruction to the Cold War

Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Krushev," *Slavic Review* 61, no. 2 (Summer 2002): 211-252.

Week 11 (Nov 20) The Era of Decolonization

Jordanna Bailkin, "The Postcolonial Family? West African Children, Private Fostering, and the British State," *Journal of Modern History* 81, no. 1, (March 2009): 87-121.

Week 12 (Nov 27) Film Analysis

Week 13 (Dec 4) Exam Review

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.

6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

¹ They should be in Arabic, not Roman numerals or letters.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.



Appendix to Course Outlines is posted on the OWL course site.