

Professor Sheryl Kroen
219 Keene-Flint Hall

Class time: T/Th 10:40-11:30/10:40-12:35
Office Hrs: T: 12-1:30; Th: 1-2:30

stkroen@ufl.edu
tel: Tel: 273-3384
CSE E221

Society and the Sexes in Modern Europe
EUH 4610: Section 14250; EUH 3931: Section: 22070

Description: Consulting novels, political treatises, pedagogical manuals, scientific texts, paintings, memoirs, and an opera, we will explore the changing debates and practices defining society and the sexes in Europe since the seventeenth century. Topics include: the Enlightenment, the French Revolution, the industrial revolution, the consumer revolution; the rise of modern social science and political ideologies (liberalism, conservatism, feminism, socialism, and fascism); the history of sexuality, marriage, the family, work, and education.

Common Readings: Please get the precise edition below when I do specify **in bold**. Any edition of the other books is fine, as long as it is not abridged. Many of the classic texts are available for free on line. In addition I will make available short primary source texts as pdf's through the class list serve.

Natalie Zemon Davis, *Women on the Margins: Three Seventeenth Century Women's Lives*

Jean-Jacques Rousseau, *Emile* (1762)

Isabelle de Charriere, *The Nobleman and Other Romances*, translated and with an introduction by Caroline Warman, Penguin Books, 2012

Mary Wollstonecraft, *Vindication of the Rights of Woman* (1792)

OR Mary Wollstonecraft, *Mary* (1788) and *Maria* (published posthumously, 1798)

Penguin edition includes her daughter, Mary Shelley's *Matilda* (Penguin, 1991)

Jane Austen, *Persuasion* (1818)

Elisabeth Gaskell, *North and South* (1855)

Gustave Flaubert, *Madame Bovary* (1856) OR Emile Zola, *Ladies Paradise* (1882)

Sigmund, Freud: *Dora: An Analysis of a Case of Hysteria* (1905)

Virginia Woolf, *A Room of One's Own* (1929)

Virginia Woolf, *Orlando* (1928)

Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives* (1986)

Elena Ferrante, *My Brilliant Friend* (2012) or Elena Ferrante, *Frantumaglia: A Writer's Journey* (2016) or Jamaica Kincaid, *Lucy*

Requirements: Written Assignments: 1) In class exam; 2) 5-page paper; 3) annotated bibliography (to build toward final paper, including two primary and two secondary sources); 4) 7-10-page paper on approved primary and secondary sources. Class participation: attendance, completion of assigned reading and contribution to class discussion.

GRADE BREAKDOWN:

1-page/paragraph essay	5%	Thursday, August 30
In class exam	20%	Tuesday, Sept. 25
5 page paper	20%	Tuesday, Oct. 30
Annotated Bibliography	10%	Tuesday, November 15
Presentation	10%	Tuesday, November 29
7-10-page paper	20%	Tuesday, Dec. 4
Class participation	15%	Attendance and participation

Written Assignments: There is a writing assignment at the end of each unit (roughly, the 18C, 19C, 20C). They are designed to help you work through the material we are reading together as a class.

The first assignment is an in-class exam, on Tuesday, Sept. 25. You will identify and explain the significance of quotations from our primary sources, and compose a short essay (to a question given out in advance).

The second assignment, due Tuesday, Oct. 30, will be a 5-page (double-spaced) analysis of 2 primary sources, based either on a prompt I provide or on a topic of your own choosing.

Individually designed readings: The final two assignments are designed to encourage you to dive into a topic of your own choice. The professor will work with each of you to identify the appropriate sources given your interests (and/or lines of thought developed in earlier papers.) You may focus on one century, or one decade; you could devise a comparative topic that carries you across the centuries; you could dive into one author you want to learn more about. The list is endless. The Professor's approval of your choice of sources is required.

The third assignment, due November 15, is a 3-4-page (double-spaced) annotated bibliography, including 2 primary sources (from the common readings) and 2 (additional) secondary sources that will be at the center of your final written assignment.

The fourth and final written assignment is the full 7-10-page (double-spaced) in-depth analysis of (at least) two primary sources and two secondary sources explored in your annotated bibliography. This is due the last day of class, December 4.

Policies and Expectations:

Students are expected to attend all classes and to arrive promptly. Students are allowed 2 absences without penalty, after which the participation grade goes down one fraction of a grade per absence. More than 6 absences will result in an automatic failing grade for the course.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you. Anyone caught texting in class will be marked absent for the day.

Come to class prepared to discuss the texts assigned for each day. The readings provide the raw material for all discussions. The more prepared you are before class, the more you will get out of both lectures and discussions. Class participation is essential. Students can expect a respectful and open atmosphere in which to participate in discussions.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

In writing papers be sure to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is plagiarism. All incidents of plagiarism will be reported to the Dean of students and met with sanctions (e.g failing grade for affected assignment, failing grade for the course, etc.). Please review the University's student code of conduct and conflict resolution procedures.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

Counseling services: Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>

Week-by-Week Schedule follows on next page

Weekly Schedule:

Th., Aug. 23: Introduction: Patriarchy and Unfreedom

Jean Bodin, excerpt from *Six Books of the Commonwealth* (1576); Jacques Bossuet, *Politics Drawn from the Very Words of Holy Scripture* (1709).

Start reading NZ Davis, *Three Seventeenth Century Women's Lives* for next week!

Tu., Aug. 28: The Liberal Challenge to Absolute Monarchy and therefore Patriarchy
John Locke, "Of Parental Authority," *Second Treatise on Government* (1690)

Th., Aug. 30: Writing Women's Lives

**NZ Davis, *Women on the Margins: Three Seventeenth Century Women's Lives*
Read, entire; write a one paragraph analysis of ONE of the three essays, paying particular attention to the sources and approaches of historian Natalie Zemon Davis.**

Tu., Sep. 4: The Enlightenment and the Woman Question

Th., Sep. 6: Every(wo)man: Emile (and Sophie)

Read Jean-Jacques Rousseau, *Emile* (1762), entire

Tu., Sep. 11: Writing Women

"Introduction," by Caroline Warman, translator for Isabelle de Charriere, *The Nobleman and Other Romances* (1763-1799), Penguin Books, 2012 (**Don't skip the very informative footnotes!**)

Th., Sep. 13: One writing woman takes on Rousseau (entre autres)

Read: "The Nobleman," and "Constance's Story" in Isabelle de Charriere, *The Nobleman and Other Romances*.

Also read the following Documents from the French Revolution: Declaration of the Rights of Man and Citizen (1789); Condorcet, "On the Admission of Women to the Rights of Citizenship," (1790); Olympe de Gouges, "Declaration of the Rights of Woman," (1791); Napoleonic Code (1804)

Tu., Sep. 18: The French Revolution: the Assault on Patriarchy, the Rights of Man, Woman, Wife and Daughter

Choose and read one of the following articles by Susanne Desan:

Suzanne Desan, "'War between Brothers and Sisters': Inheritance Law and Gender Politics in Revolutionary France," *French Historical Studies*, Vol. 20, No. 4 (Autumn, 1997), pp. 597-634.

Suzanne Desan, "Reconstituting the Social after the Terror: Family, Property and the Law in Popular Politics," *Past & Present*, No. 164 (August, 1999), pp. 81-121.

Th., Sep. 20: Another writing woman takes on Rousseau

either

Mary Wollstonecraft, *Vindication of the Rights of Woman* (1792)

or

Mary Wollstonecraft, *Mary* (1788) and *Maria* (published posthumously, 1798)

Recommended: volume with the novel of her daughter, Mary Shelley, *Matilda* (Penguin, 1991)

Tu., Sep. 25: In class exam: Tuesday, Sep. 25, 2018 (Bring Blue Book)

Th., Sep. 27: Another Writing Woman, this one very proper

Jane Austen, *Persuasion* (1818), entire

Charriere, "Mistress Henley's Letters" in Isabelle de Charriere, *The Nobleman and Other Romances*.

Tu., Oct 2: Family Fortunes through The Industrial Revolution

Excerpts, Friedrich Engels, *The Condition of the Working Class in England* (1844)

Mrs. Sarah Ellis, "The Women of England," *The Family Monitor* (1850)

Th., Oct. 4: Mrs. Gaskell: a writing, lecturing, reforming woman

Elisabeth Gaskell, *North and South* (1855, but began to appear, serially, in 1854),

entire

Tues., Oct. 9: From the Frontier of the Industrial Revolution to the Frontier of Commodity Capitalism

Definition of "Woman" in *Larousse: Le Grand Dictionnaire du XIXeme siècle* (1872)

Th., Oct. 11: The Woman Question posed anew (by a man who said, "I am Madame Bovary)

Gustave Flaubert, *Madame Bovary*, (1856), entire

or

For students interested in a later depiction of consuming women in the context of the department store, read: **Emile Zola, *Ladies Paradise* (1883)**

Tues., Oct. 16: Public Women

Th., Oct. 18: Guiseppe Verdi, *La Traviata* (1853) **(In class viewing)**

Tu., Oct. 23: The Woman Question posed anew, by Science, especially the nascent field of psychoanalysis

Sigmund, Freud: *Dora: An Analysis of a Case of Hysteria* (1905)

Th., Oct. 25: HARN MUSEUM VISIT

5-page paper due in class: Tuesday, October 30.

Tu., Oct. 30: War and Revolution (Discussion of exhibit on Thursday)

Th., Nov. 1: The Woman Question: ha! ha! ha!
Virginia Woolf, *A Room of One's Own* (1929)

Tu., Nov. 6: Every(wo)man: Orlando
Virginia Woolf, *Orlando* (1928)

Th., Nov. 8: Women and the State (Fascism, Socialism, Welfare State)
Gisela Bock, "Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State," (1984)

Tu., Nov. 13: What is Woman? Simone de Beauvoir and the French Feminists
Simone de Beauvoir, *The Second Sex* (the introduction and as much as you like beyond that) (1949)
Luce Irigaray, *The Sex Which is Not One* (1985)

Annotated Bibliography Due in Class, November 15

Th., Nov. 15: Historians Writing Women's Lives
Writing Experiments: between history and psychoanalysis
Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives* (1986)

Tu., Nov. 20: Novelists Writing Women's Lives: A. S. Byatt, Elena Ferrante

THANKSGIVING BREAK

Tu., Nov. 27: Elena Ferrante
Elena Ferrante, *My Brilliant Friend* (2012)
or
Elena Ferrante, *Frantumaglia: A Writer's Journey* (2016)

Th. Nov. 29: Presentations on Final Papers

Final Papers due in class

Tu., Dec. 4: Open Discussion