This course explores major themes and developments in the history of gender and sexuality in Europe from the 1700s to the present. We will discuss the impact of political and economic changes on gender roles, attitudes towards sexuality, reproduction, and the family. In addition we will examine how women have individually and collectively struggled to define themselves and their roles in society and how these impacted on the social identities of men.

This course is in the Gender and Sexuality Pathway and is intended to offer you opportunities to improve your research, writing, critical thinking, and discussion skills. To that end, HIST 326 incorporates the Department of History’s Student Learning Outcomes (SLO) goals, listed below, into the work we will do during the semester.

**Student Learning Outcomes**

1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student’s work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student’s work reflects an understanding of historiographic traditions.
6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.
7. Student’s work reflects an understanding the roles of race, class, gender, or ethnicity in history.

**Required Texts:**

Bonnie G. Smith, *Changing Lives: Women in European History since 1700*

Gustave Flaubert, *Madame Bovary*

Judith Walkowitz, *City of Dreadful Delight*

Alison Owings, *Frauen: German Women Recall the Third Reich*

There will also be a required course pack that you can purchase from Mr. Kopy.
Course Requirements

Discussion is an essential element of this course. It is therefore important to come to class prepared to talk about the assigned readings. In order to facilitate discussions, all students must come to class on Thursdays with an outline of that week’s readings in the Smith book. This will count for 25% of your grade.

Two short (2-3 pages) book reviews on Flaubert and Walkowitz. These will count for 15% each. These papers are due in class on the day of the discussion. No late papers will be accepted.

One in-class presentation to be discussed in class. This will count for 15% of your grade.

One midterm exam and one final essay will each count for 15% of your grade. If, for any reason you miss more than 5 classes, it is an automatic F—no make-ups, no incomplete, no pleading, no discussion.

Classroom Decorum:

Part of your education includes learning to behave in a professional manner. Therefore, I expect you to come to class on time, prepared for the day’s lesson, and showing respect for your colleagues. I will do the same. To help create the best environment for all of us, I've developed the following guidelines. If you believe that you cannot adhere to them, I strongly encourage you to drop this class now.

1. We--students and faculty--all contribute to the creation of a classroom atmosphere that encourages the free exchange of thoughts and ideas. To sustain this atmosphere for the duration of the semester, it is important that all members of the class are treated with dignity and respect.

2. You may bring a computer to class for the purpose of taking notes ONLY. However, you must sit in the front row. If you choose to look at e-mail, Facebook, or anything not pertinent to the class, you will lose the privilege of using the computer in class.

3. Cell phones must be turned off and remain out of sight during class. Same with iPods and other similar devices.

4. Newspaper reading, texting, listening to music, and prolonged conversations (in person or on a cell phone) are rude and disruptive. Engage in these activities before or after class, but not during. I will drop frequent offenders from the class roster.

5. Habitual late arrivals and early departures are rude and disruptive. If you need to arrive late or leave early for a bona fide reason, please let me know. I will drop frequent offenders from the class roster.
6. **There are NO make-ups** for missed quizzes or homework assignments. **Make-up examinations may** be offered at my discretion. Please note that I am under no obligation whatsoever to offer make-up assignments or examinations.

7. **Students with special needs and circumstances** are encouraged to contact Disability Support Services (DSS, x5959). I am happy to accommodate students through DSS, but cannot offer similar support or services independent of that center.

8. **Academic Dishonesty.** Because I value your education, I absolutely do not tolerate cheating including plagerism. (Please refer to the Chico State Student Judicial Affairs website (http://www.csuchico.edu/sjd/sja.shtml#Integrity) for specifics on university policies and procedures. Any cheating will result in a failing grade and I will report you to Student Judicial Services. I mean it. It is not worth it.

**Course schedule and topics:**

Week 1: (Aug 28-30) **The Field of Gender History**
   
   (Readings: Joan Scott, "Gender: A Useful Category of Historical Analysis," in Course pack)

Week 2: (Sept 4-6)
   
   **Gender and Sex in Pre-industrial Society**
   
   (Reading: Smith, chapter 1)

Week 3: (Sept 11-13)
   
   **The French Enlightenment**
   
   (Readings: Smith, chapter 2; Essay on the Character, Morals, and Mind of Women Across the Centuries, AND Louise d’Epinay’s letter to Abbe Ferdinando Galiani AND Vindication of the Rights of Woman in Course pack)

Week 4: (Sept 18-20)
   
   **The Feminine in the French Revolution**
   

Week 5: (Sept 25-27)
   
   **The Impact of the Industrial Revolution on Gender Roles**
   

Week 6: (Oct 2-4)
   
   **Victorian Gender and Sexuality**
   
   (Smith, pp. 181-200; 204-219)

Week 7: (Oct 9-11)

The "Woman Question" in 19th Century Literature
   
   (Smith, 117-131; 200-204; Flaubert discussion and papers due Tuesday.

(NB: No outlines due this week)
Week 8: (October 16-18)

*****MIDTERM EXAM THURSDAY OCTOBER 18*****
(Except for documented medical emergencies, no make-up exams will be given)

(NB: No outlines due on Thursday)

Week 9: (Oct 23-25)

The Birth of Modern Feminism
(Smith, pp. 233-264 and Chapter 7 AND Critiques of Marriage, Sexual Norms and Women’s Fashions—Harriet Taylor, Harriet Martineau, Josephine Butler, Anna Rueling in Course pack )

Week 10: (Oct 30-Nov 1)

Women, Prostitution, and State Control
(Walkowitz, City of Dreadful Delight, discussion and paper due Tuesday)

(NB: No outlines due this week)

Week 11: (Nov 6-8)

Women’s Suffrage and The Emergence of the New Woman
(Smith, pp. 317-360; Suffrage Movements on the Eve of WWI—The French Union for Women’s Suffrage; Emmeline Pankhurst, and British Suffrage Act in Course Pack )

Week 12: (Nov 13-15)

Gender, Sex and Total War
(Smith 365-384)

******NOVEMBER 21-25 THANKSGIVING BREAK! Yes!******

Week 13: (Nov 27-29)

Women’s Liberation vs Fascist Family and Work
(Smith, 395-451; Women and Fascism—Teresa Noce; Hanna Schmitt, Marguerite Lebrun, Marta Appel in Course Pack)

Week 14: (Nov. 29-Dec 1)

World War II and The Welfare State
(Smith, 479-493; 497-517; Class Presentations this week)

(NB: No outlines due this week)

Week 15: (Dec 4-6)

Post-War Feminism
(Smith, 509-539; “The Right to Choose,” AND Simone de Beauvoir in Coursepack).

(NB: No outlines due this week)

FINAL EXAM: THURSDAY December 20, 10:00-11:50