In this course, we will explore an enormous swath of European history, focusing specifically on women’s experiences. This broad scope will allow us to consider particular important eras (such as women’s role in the Enlightenment and waves of feminism), but it will also allow us to ask bigger questions:

• Does history affect women differently than it affects men?
• What happens to our understanding of periods of history when we add the experience of women?
• What has it meant to be “feminine” and “masculine” in different times and what kinds of behaviors have been seen as normal, natural?
• Why have women had so little power...given that they’re 50% of human population? What kind of power have they had?
• What does it mean to be liberated? Has the story of women in Europe been a story of progress toward liberation?

With these guiding questions, we will analyze evidence ranging from creation stories to United Nations declarations, as well as examples from art, film and literature. Ultimately, students will construct their own answers to the complex questions of what women’s lives have actually been like, how being “a woman” has been portrayed, and what those both reveal about European (and world) history in different eras. In keeping with the goals of this SJSU Studies Area (V) course, students will receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students will understand how traditions of cultures outside the U.S. have influenced American culture and society.

Course Goals and Student Learning Objectives

SJSU Studies GE Learning Outcomes

On successful completion of this SJSU Studies Area (V) course, students will be able to do the following:

1. Compare systematically ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S (GELO 1);
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (GELO 2);
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures. (GELO 3);
4. Demonstrate an understanding and appreciation of different ideas, cultures, values, religions, institutions, languages and peoples of the world;
5. Address the civic relevance of topics discussed in class in an appropriate manner;
6. Demonstrate their ability to articulate and discuss their values and engage in civil discourse;
7. Write evidence-based essays that are grammatical, clear, concise and coherent.

Course Learning Outcomes (CLO’s)

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: Extract from various kinds of evidence information about the realities of women’s lives in different time periods. Students will learn to do this through through
feedback on their reflections and guided discussion. They will be assessed on this ability on their exams, reflections, and subsequent projects.

CLO 2: Infer the assumptions, motivations and affects of portrayals of women. Students will learn to do this through guided discussion and practice this in their document reflections. They will be assessed on this ability on their exams, reflections, and subsequent projects.

CLO 3: Understand and apply key conceptual approaches to the study of women’s history (focusing on patriarchy, the body, gender in society, feminisms and critiques of traditional feminism). Students will learn to do this through guided discussion; they will be assessed on this ability in their exams, group project and essay.

CLO4: Construct their own complex narratives of women’s history in Europe that account for portrayals of women and women’s experiences. Through homework and in-class activities, students will gain skills at identifying and evaluating appropriate evidence and using them to construct narratives. They will demonstrate these abilities in their final group project and essay.

Required Texts/Readings

Textbooks

Available for purchase at the Spartan Bookstore


Course Requirements and Assignments

1) CLASS PARTICIPATION INCLUDING “REFLECTIONS” AND GROUP PROJECT (25% of grade):

- You should come to class having done the assigned reading.
- Read closely the portions of the reading we will “Focus On” in class. You should at least skim the rest of the reading.
- “Reflection” due in class on day of each assigned reading: MUST BE TYPED. For each reading, you will be given a choice of questions posed in the textbook. You should choose one of these questions, responding in one or two thoughtful paragraphs. The reflection should respond to the question and include evidence to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings. You should save all of your “Reflections.” I'll collect one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional “pop quiz.”). You will be graded with a “√” (satisfactory), “+” (exemplary), or “-” (unsatisfactory). Because the
reflections require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You'll turn in your five best reflections at the end of the semester as a portfolio (see below). You can also make an appointment or come to office hours to get feedback on any of them.

- **Group Project**: In conjunction with your final essay, you will prepare an oral presentation on the same topic, responding to one of our course’s guiding questions. The oral presentation will be a group project that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for your presentations on May 6. You will be assessed not only on the final product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

2) **MID-TERM EXAM, MARCH 9 (20% of grade)**: Exam will cover Themes 1 and 2 of the class. A study guide will be posted two weeks prior to the exam and we will go over expectations in class. BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. NO OTHER NOTES OR BOOKS ARE ALLOWED.

3) **FINAL ESSAY, 5 PAGES, DUE ON CANVAS, SUNDAY, MAY 17 AT 5 PM (20% of grade)**: The final essay will build on the work you did for the group project (see above). You will choose one of the key questions for the class and answer it using at least four of the sources (texts or films) we’ve used this semester. Specific requirements will be provided well in advance of the due date.

4) **FINAL EXAM, MONDAY, MAY 18, 7:15AM-9:30AM (20% OF GRADE)**: Exam will cover Themes 3 and 4 of the class. There will also be an essay question that covers the whole course. A study guide will be posted two weeks prior to the exam and we will go over expectations in class. BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. NO OTHER NOTES OR BOOKS ARE ALLOWED.

5) **5 BEST REFLECTIONS (15% OF GRADE)** *(Submitted on Canvas by Monday, May 18, 7:00AM on Canvas)*: For each day when you have a reading assignment, you will write a one- or two-paragraph reflection, responding to one of the questions in the textbook (from those listed as choices in the assignment) that you find most interesting. The reflection should respond to the question and include evidence to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings, and how they might connect to themes or issues we’ve encountered in the class or of significance to you. You'll turn in your five best reflections at the end of the semester as a portfolio. I will collect and give feedback on at least two of the reflections during the semester. You can also make an appointment or come to office hours to get feedback on any of them and you can revise them before turning in your 5 best at the end of the semester.
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

**FINAL EXAM, MONDAY, MAY 18, 7:15AM-9:30AM (20% OF GRADE):**
Exam will cover Themes 3 and 4 of the class. There will also be an essay question that covers the whole course. A study guide will be posted two weeks prior to the exam and we will go over expectations in class. BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. NO OTHER NOTES OR BOOKS ARE ALLOWED.

Grading Information

**Determination of Grades**
Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

**Letter grades are assigned as follows:**
A plus = 97 to 100 points
A = 93 to 96.99 points
A minus = 90 to 92.99 points
B plus = 87 to 89.99 points
B = 83 to 86.99 points
B minus = 80 to 82.99 points
C plus = 77 to 79.99
C = 73 to 76.99 points
C minus = 70 to 72.99 points
D plus = 67 to 69.99
D = 63 to 66.99 points
D minus = 60 to 62.99 points
F = below 60 points

**Weighting of Assignments**
In-Class Exams: 40%; Written Assignments: 35%; Participation (including homework and group projects): 25%.

**Policy on Late Work:** During the semester, Reflections can be turned in late for partial credit. In order to get grades submitted at the end of the semester, the final essay and the portfolio of Reflections will not be accepted late, except in the case of truly unforeseeable circumstances. If those should occur, you should contact me immediately.
Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring food to class.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”. Make sure to visit this page, review and be familiar with these university policies and resources.

Hist153-01 / Twentieth Century, Spring 2020 Schedule

The schedule is subject to change with fair notice via email and in class.

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 27</td>
<td><strong>Introduction: WHAT WILL WE BE STUDYING?</strong></td>
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<tr>
<td>1</td>
<td>Jan. 29</td>
<td><strong>THEME I: WHY PATRIARCHY?</strong></td>
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<td></td>
<td><strong>EQUALITY OR DOMINATION IN THE STONE AGE</strong></td>
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<td></td>
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<td>Reading: Start reading for next class</td>
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<td>2</td>
<td>Feb. 3</td>
<td><strong>WOMEN AND GODS: Women’s roles in early religions</strong></td>
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<td>FOCUS ON: Intro to Chapter 1; and Section #2</td>
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<td></td>
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<td>Due: Reflection (choose from questions 2 or 4 on p. 19)</td>
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Explanation:

*Reflection:* You should come with a one- or two- paragraph typed reflection, responding to one question you find most interesting. The reflection should respond to the question and include evidence to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings.

*Assessment:* You should save all of your “Reflections.” I'll collect one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional “pop quiz.”). You will be graded with a “√”
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| 2    | Feb. 5 | WOMEN AND FAMILY: Women’s roles in the household from Mesopotamia to Greece  
Reading: *Lives and Voices*, Chapter 1: pp. 27-34; Chapter 2: 35-53  
FOCUS ON: Intro to Chapter 2; and Sections #12, #13, #14  
Due: Reflection (choose from questions 1, 2 or 3 on p. 52) |
| 3    | Feb. 10| WOMEN AND LAW: Legal and social norms for women in Rome  
Reading: *Lives and Voices*, Chapter 3: pp. 65-84  
FOCUS ON: Intro to Chapter 3; and Sections #23, #25, #27, #28  
Due: Reflection (choose from questions 1, 2 or 4 on p. 84) |
| 3    | Feb. 12| THEME II: WOMEN’S BODIES AND SPIRITS:  
NATURAL, UNNATURAL AND SUPERNATURAL  
IMPERFECTIONS AND IMPURITIES: Women’s biological nature in Ancient Greece and Early Christianity  
FOCUS ON: Sections #20, #21, #22, #30, #31, #32, #33, #34, #35.  
Due: Reflection (choose from questions 2, 3 or 4 on p. 64, OR questions 1, 2, 3 or 5 on p. 101.) |
| 4    | Feb. 17| CONTROLLING WOMEN: Power over women’s bodies and souls in Medieval Europe  
FOCUS ON: Intro to Chapter 4; Sections #37, #39, #40, #43, #44, #45, #46  
Due: Reflection (choose from questions 2 or 3 on p. 116, OR questions 3 or 4 on p. 131, OR questions 3 or 4 on p. 139.) |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>4</td>
<td>Feb. 19</td>
<td><strong>A RENAISSANCE FOR WOMEN?</strong>&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 5: pp. 140-142; pp.163-175; Chapter 6: pp. 176-200&lt;br&gt;<strong>FOCUS ON:</strong> Intros to Chapters 5 and 6; Sections #49, #50, #58, #60, #61, #62, #63, #65, #66, #67, #68, #69, #70, #73&lt;br&gt;<strong>Due:</strong> Reflection (Choose from questions 2, 4 or 5 on p. 175, OR question 1 on p. 184, OR questions 1, 2, 3 or 4 on p. 196, OR question 1 on p. 209)</td>
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<td>5</td>
<td>Feb. 24</td>
<td><strong>WORKERS, WITCHES AND QUEENS:</strong> Women who controlled nature in Late Medieval and Early Modern Era &lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 6: pp. 200-209; Chapter 7: 210-212; 223-238 (through excerpt #86) &lt;br&gt;<strong>FOCUS ON:</strong> Intro to Chapter 7; Sections #75, #81, #82, #86 &lt;br&gt;<strong>Due:</strong> Reflection (Choose from question 3 on p. 209, OR question 1 on p. 235)</td>
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<td>5</td>
<td>Feb. 26</td>
<td><strong>Film:</strong> Return of Martin Guerre</td>
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<td>6</td>
<td>Mar. 2</td>
<td><strong>Film:</strong> RETURN OF MARTIN GUERRE</td>
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<td>6</td>
<td>Mar. 4</td>
<td><strong>Discussion</strong> Return of Martin Guerre</td>
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<td>7</td>
<td>Mar. 9</td>
<td><strong>Midterm Exam</strong>&lt;br&gt;Exam will cover Themes 1 and 2 of the class. A study guide will be posted two weeks prior to the exam and we will go over expectations in class. <strong>BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER NOTE WITH HANDWRITTEN NOTES ON BOTH SIDES</strong></td>
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| 7    | Mar. 11    | **THEME III: A GENDERED WORLD: DEFINING FEMININE AND MASCULINE SPHERES**\<br>**INALIENABLE RIGHTS?** Women, Politics and the Public Sphere in the Enlightenment and the French Revolution \<br>Reading: *Lives and Voices*, Chapter 7: pp. 243-255; Chapter 8: pp.256-271 (through excerpt #98) \<br>**FOCUS ON:** Intro to Chapter 8; Sections #91, #92, #94, #98 \<br>**Due:** Reflection (Choose from questions 3, 4 or 5 on p.255, OR
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<tr>
<td>8</td>
<td>Mar. 16</td>
<td><strong>A CULT OF DOMESTICITY: PORTRAYING WOMEN</strong>&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 9: pp. 296-297, 338-342&lt;br&gt;<strong>FOCUS ON:</strong> Intro to Chapter 9; Sections #115, #116, #117&lt;br&gt;<strong>Due:</strong> Reflection (Choose from questions 1, 2 and 3 on p. 342).</td>
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<td>8</td>
<td>Mar. 18</td>
<td><strong>WORK OUTSIDE OF THE HOME: Women in public in the 19th c.</strong>&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 8: pp. 275-288 (through excerpt #102); Chapter 9: pp.316-323.&lt;br&gt;<strong>FOCUS ON:</strong> Section #100, #110&lt;br&gt;<strong>Due:</strong> Reflection (Respond to question 1 on p.323).</td>
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<td>9</td>
<td>Mar. 23</td>
<td><strong>GENDER IN COLONIAL PRACTICES</strong>&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 9: pp.323-338.&lt;br&gt;<strong>FOCUS ON:</strong> Sections #112, #113&lt;br&gt;<strong>Due:</strong> Reflection (Choose from questions 1 or 2 on p.338)</td>
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<td>9</td>
<td>Mar. 25</td>
<td><strong>THEME 4: EQUALITY FOR ALL? FEMINISM AND ITS REVISIONS</strong>&lt;br&gt;&lt;br&gt;<strong>FIGHTS FOR RIGHTS:</strong> First-wave feminists and Russian revolutionaries&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 10: pp. 343, 384-393; Chapter 11, pp. 394-395, 433-447&lt;br&gt;<strong>FOCUS ON:</strong> Intros to Chapters 10 and 11; Sections #128, #129, #130, #140, #141&lt;br&gt;<strong>Due:</strong> Reflection (Choose from questions 1, 2 or 3 on p. 393)</td>
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<td>10</td>
<td>Mar. 30-Apr. 1</td>
<td><strong>SPRING BREAK</strong></td>
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<td>11</td>
<td>Apr. 6</td>
<td><strong>STRUGGLES OVER VALUES: Marriage, sexual norms, fashion</strong>&lt;br&gt;Reading: <em>Lives and Voices</em>, Chapter 10: pp. 355-370; Chapter 12: pp. 448-450, 455-463.&lt;br&gt;<strong>FOCUS ON:</strong> Intro to Chapter 12; Sections #121, #122, #123, #124, #144, #145, #146, #147&lt;br&gt;<strong>Due:</strong> Reflection (Choose from questions 1, 2, 3 or 4 on p. 371, OR questions 1, 2, 3 or 4 on p. 463)</td>
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<td>11</td>
<td>Apr. 8</td>
<td>Film: <em>Suffragette</em></td>
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<td>12</td>
<td>Apr. 13</td>
<td>Film: <em>Suffragette</em></td>
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<td>12</td>
<td>Apr. 15</td>
<td>Discussion of Film: <em>Suffragette</em></td>
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| 13   | Apr. 20| **WOMEN AND WAR: World War I, the Rise of Fascism and World War II**  
FOCUS ON: Intro to Chapter 13; Sections #131, #133, #137, #138, #162, #163  
Due: Reflection (Choose from questions 2, 4, 8 or 9 on p.433, OR question 2 on p.526) |
| 13   | Apr. 22| **STRUGGLES OVER WOMEN’S BODIES: Imperialism and Second-Wave Feminism**  
Reading: *Lives and Voices*, Chapter 14: 544-545, 553-583.  
FOCUS ON: Intro to Chapter 14; Sections #172, #173, #174, #175, #176, #177  
Due: Reflection (Choose question 1 on p. 558, OR questions 1, 2, 3, 4 or 5 on pp. 582-583). |
| 14   | Apr. 27| **EUROPEAN WOMEN AND GLOBAL ISSUES**  
FOCUS ON: Intro to Chapter 15; Sections #180, #183, #184, #187, #188  
Due: Reflection (Choose from question 1 on p. 618 OR question 2 on p.633). |
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<th>Topics, Readings, Assignments, Deadlines</th>
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| 14   | Apr. 29  | **THEME V: BIG PICTURES**  
                  Work on Group Projects                                                                                     |
| 15   | May 4    | Work on Group Projects                                                                                  |
| 15   | May 6    | **Group Project Presentations**                                                                          |
| 16   | May 11   | **Group Project Presentations**  
                  AND Wrap up                                                                                              |
|      |          | **DUE SUNDAY, MAY 17, AT 5PM ON CANVAS:**  
                  *FINAL ESSAY (5 PAGES) The final essay will build on the work you did for the group project. You will choose one of the key questions for the class and answer it using at least four of the sources (texts or films) we’ve used this semester. Specific requirements will be provided well in advance of the due date. |
|      |          | **DUE ON MONDAY, MAY 18, AT 7:00AM ON CANVAS:**  
                  *5 BEST DOCUMENT REFLECTIONS**                                                                 |
| Final Exam | MONDAY, MAY 18 | DMH 163, 7:15AM-9:30AM  
**Final Exam:** Exam will cover Themes 3 and 4 of the class. There will also be an essay question that covers the whole course. A study guide will be posted two weeks prior to the exam and we will go over expectations in class. BRING 1 LARGE GREEN BOOK. YOU CAN ALSO BRING AN 8 X 11 PIECE OF NOTEBOOK PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. |