San José State University
College of Social Sciences/Department of History
History 153 - 01 (27603) – History of Women in Europe

This class provides 3 units of university credit.

SPRING 2016

Instructor: Dr. Mary Pickering
Office Location: DMH 218
Telephone: (408) 924-5516
Home Phone: (415) 921-3157 (please no calls after 9:30 pm)
Email: Mary.Pickering@sjsu.edu
Office Hours: Wednesday, 1:30-3:30 and by appointment
Class Days/Time: Monday, Wednesday, 10:30-11:45
Classroom: DMH 165

"... History, real solemn history, I cannot be interested in. Can You?
"Yes, I am fond of history."
"I wish I were too. I read it a little as a duty, but it tells me nothing that does not either vex or
weary me. The quarrels of popes and kings, with wars or pestilences, in every page; the men all
so good for nothing, and hardly any women at all--it is very tiresome. . . ."

Jane Austen, Northanger Abbey

“I do not wish [women] to have power over men; but over themselves.”

Mary Wollstonecraft

“I myself have never been able to find out precisely what feminism is; I only know that people
call me a feminist whenever I express sentiments that differentiate me from a doormat.”

Rebecca West
Faculty Web Page and Messages

Course materials, including the syllabus, select bibliography, oral presentation choices, oral presentation and paper guides, and grammar manual, can be found on Canvas. You are responsible for regularly checking your emails to get updates and/or course materials from me. Please make sure SJSU has your current email address. Use email, not CANVAS, to communicate with me.

Course Description

This course is designed as an introduction to the economic, social, cultural, and political history of women in Europe from the Greeks to the present. It will focus on women in both their private and public roles, exploring their relationship to other women and to men in different national cultures and in various time periods. In terms of women’s private lives, we will look at such issues as love, family life, sexuality, lesbianism, birth control, illegitimacy, abortion, and fertility. These subjects will lead to an investigation of how women presented themselves to the "outside" world in their choice of fashion and design of their homes. In terms of women's public lives, we will consider the problems they faced in gaining access to education; their position in liberal, socialist, and feminist parties; their roles in revolutions, mass movements (e.g. Nazism), and wars; their contributions to the economy (ranging from farming to factory work to domestic service); and their difficult entry into the professions, especially medicine. The course will analyze not only the state’s regulation of women’s live in such areas as prostitution, welfare, and crime, but medicine’s interest in defining gender.

Moreover, we will look at the interaction of women of different ethnic groups, classes, and races. How did socialist women relate, for example, to the suffragettes, who were usually of a different social class? How did the Age of Exploration, which led to the discovery of women of different races, affect European women's image of themselves? During the age of imperialism, how did European women in the African and Asian colonies treat the indigenous women? What problems did women of different races and ethnic groups face in domestic service and factory work? Why did Jewish women dominate salons in nineteenth-century Germany?

Finally, we will study the ways in which images of women were constructed by the dominant culture (i.e. in chivalry, the witchcraft trials, and Nazi culture) as well as by the various feminist movements. By studying the reflection of such images in art, literature, science, and philosophy, students will gain insights into how representations of women can be limiting or empowering. Students will investigate how such images are transplanted to the United States and how the United States has in turn affected European representations of women. It is hoped that this course will help students understand that contemporary debates on "women issues" have a deep impact on their own lives.
Course Goals

Course Learning Outcomes

After this course, students should be able to do the following:

1. to define the meaning of gender as a social and/or cultural construct.
2. to communicate intelligently the significance of various people, movements, and events in
women's history.
3. to establish why women were treated differently in the various European cultures and why
they continue to be treated differently today.
4. to explain why traditional theories of progress often do not apply to women's history
5. to report how contemporary debates on "women issues" in the United States have a deep
impact on their own lives.
6. to identity ways in which individuals can empower themselves as both men and women in the
twenty-first century.
7. to recognize the influence of cultural representations of gender, whether these representations
come from TV, the movies, the internet, drawings, songs, books, politicians, the clergy,
professors, and so forth.
8. to write and speak cogently and critically.

Prerequisites, General Education Requirements, and GE Learning Outcomes

This course meets the requirements for Area V of SJSU Studies (formerly Advanced GE). Area V is “Culture, Civilization, and Global Understanding.” Courses to meet Areas R, S, and V of SJSU Studies must be taken from three separate SJSU departments, or distinct academic units. Passage of the Writing Skills Test (WST), completion of Core General Education, and upper division standing are prerequisites to this course and all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended.

As reflected in the objectives listed above, this course fulfills the goals set by the
administrators in terms of opening up students’ eyes to issues of diversity and developing their
analytical and writing skills. It meets the administrators’ expectations regarding the following
overall “learning objectives”:

1. “Students should receive an appreciation for human expression in cultures outside the U.S.
and an understanding of how that expression has developed over time.”
2. “Students should understand how traditions of cultures outside the U.S. have influenced
American culture and society.”

These goals entail the following more specific student learning objectives:
Classroom Protocol

It is important that students attend class regularly. Be polite. Please turn off your cell phone and refrain from using a laptop. Roaming the internet during class disturbs students behind you and hurts your own grade in the course. If you need to use your laptop, please ask my permission, sit on the right side of the classroom and show me your notes after class. Once you have entered the classroom, please do not leave because your departure is distracting to your fellow students and your professor.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf. For this three-unit course, you should count on spending nine hours per week.

Each class will consist of a lecture and discussion. You will be expected to have completed every reading assignment on time so that you can participate actively in the class discussion. Class participation counts in your final grade as it helps in meeting the course objectives.

In addition, to meet the GE skills requirements, each of you will have the opportunity to write two five-page papers, which are due April 6 and May 16. The instructor will correct your papers for grammar and content and give you written feedback. You may redo the first paper if you wish to raise your grade. You will have two weeks to do so. In addition, each of you must give an oral presentation, which cannot be based on a Wikipedia entry. Lastly, all of you are required to take three quizzes (Feb. 29, April 18, and May 4), a midterm examination (March 14), and a final examination (May 24). The quizzes are multiple choice and short answers. The midterm and final exams consist of short identifications and essays. You may not take a makeup quiz or exam without a written medical excuse that explains why you could not be in class on the day the exam was given. Otherwise, you will receive a zero for the quiz or exam. A zero on a quiz will reduce your final grade by five points. For example, if you skip a quiz, your grade could go down from a B (84%) to a C+ (79%).

Also, please note that the course schedule, assignment due dates, and quiz and exam dates are subject to change with fair notice. So please make sure you attend each class because dates could change.

ORAL PRESENTATION

Early in the semester you will be asked to choose a subject for an oral presentation from a
list of approximately fifty topics related to the lectures. Such topics could include the following: Vestal Virgins in Rome, Olympe de Gouges during the French Revolution, and women in Nazi concentration camps. You will present your topic to the class in a five- to ten-minute talk. Please make an outline of your talk, which you may either photocopy and give to the class or email to your classmates. At the bottom of the outline, you will append a bibliography, which **must** include books from the library and research on the internet. Again, you may not use Wikipedia, which is notoriously inaccurate. Indeed, do not rely exclusively on the internet for your information. A list of helpful books is in the “Selected Bibliography” on my webpage. Also, please refer to the History Department Web Site for more information on how to do research and bookmark it:

http://libguides.sjsu.edu/history

When you give your presentation, **bring to class at least one book or article** on your topic to show to your fellow students and your professor. Explain why you found it useful. You may be asked to discuss your other sources.

**PAPERS**

You will write two papers to meet the GE requirements concerning writing skills. You may not hand in a paper that you have used or are using for another course. Your paper will be scanned for plagiarism with “Turnitin” when you submit it on Canvas. **Unless you speak to me beforehand about problems you are having, a late paper will be marked down.** Ten points will be subtracted for every class period that it is late. After two weeks, late papers will no longer be accepted.

The purpose of the first paper is to entice you to look more closely at primary sources. The paper should be an in-depth analysis of an issue, such as marriage or prostitution, using at least two primary sources. The primary sources must be your jumping off point in your discussion. You must discuss two different time periods or two different societies. You may, for example, use documents in your course reader, the *Lives and Voices* textbook, or anthologies on reserve in the library to compare and contrast the treatment of rebellious women in Ancient Rome and sixteenth-century Germany. You must support your argument with at least two secondary sources. One secondary source must be a book from the library or an article in a database, such as JSTOR, which is accessible through the SJSU library website. Wikipedia is not acceptable. Look at the “Select Bibliography” on Canvas for secondary sources.

The second paper will be an in-depth analysis of images of women presented in two paintings (by European men or women) or in two European films (or films dealing with European topics). Again, different time periods and/or nations should be represented. You could for example, compare and contrast *Lion in Winter* (about Eleanor of Aquitaine) and *Mrs. Brown* (about Queen Victoria). Or, you could analyze how women of the lower classes were depicted by
Delacroix and Hogarth. In examining the paintings or movies, ask yourself the following questions: How are women portrayed? Do their lives exemplify the ideology on women’s role that was prevalent at the time? If not, why not? What pressures do women face to act in a certain way? How do women attempt to achieve independence? How do they question social constraints on their behavior? Can you discern the attitude of the painter or filmmaker? Again, you must do some background research to back up your argument. One secondary source must be a book from the library or an article in a database, such as JSTOR.

**Footnotes or endnotes and a bibliography** must be included. The papers must follow the *Chicago Manual of Style* format, which is covered in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Turabian is the designated style manual of the History Department. Some samples may be found at the following websites:

http://www.chicagomanualofstyle.org/tools_citationguide.html
https://owl.english.purdue.edu/owl/resource/717/01/

If you need help in doing your research, please contact the library liaison for the history department:

Nyle Monday
Reference Librarian
(408) 808-2041
Nyle.Monday@sjsu.edu

**GRADING POLICY**

Final grades will be based on the following:
- class participation - 5%
- oral presentation - 5%
- 3 quizzes - 15% (each counts 5%)
- two papers - 30% (each counts 15%)
- midterm examination - 20%
- final examination - 25%

Grades are calculated according to the following percentages:
A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: anything below 60.

The oral presentation will be graded according to the quality of the research, the effectiveness in presenting that research to the class, and the skill in engaging the attention of the audience.

To do well on the papers and essay questions on the exams, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central
argument. This argument should reflect your insights into the material. The rest of the paper or essay should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity of writing style are essential for success.

**Qualities of an “A” Assignment**

**Content and Organization**
- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

**Clarity and Correctness**
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

**Qualities of a “B” Assignment**

**Content and Organization**
- fulfills most of the requirements of assignment
- presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
- defines terms if necessary
- has a recognizable thesis or subject line
- has appropriate organization
- contains unified paragraphs that support recognizable topic sentences
- has an appropriate introduction and conclusion
- contains transitions

**Clarity and Organization**
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
- shows evidence of editing.
Qualities of a “C” Assignment
Content and Organization
- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

Clarity and Correctness
- uses understandable sentences
- shows some variety in sentence construction
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

Qualities of a “D” or “F” Assignment
Content and Organization
- fails to fulfill main parts of the assignment
- provides scant information and little support
- has a barely recognizable thesis or subject line
- has poor organization
- contains only a few paragraphs with topic sentences

Clarity and Correctness
- has many sentences that are not understandable upon first reading
- shows little variety in sentence construction
- has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension.

Extra Credit

To raise your final grade by two points, you may bring in an article about an AMERICAN current event that has something to do with the course. Please give me the article so that I can photocopy it and schedule a time for you to discuss it at the end of one of the classes. I will limit the articles to two per class. Do not wait until the end of the semester.

INCOMPLETES

Incompletes are given only if the student has completed in a satisfactory manner at least half of the course requirements and cannot finish the course because of illness, an accident, or some event beyond his or her control.
UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. Both audio and video recordings require prior permission. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. For this course, written permission must be obtained from the instructor and guests, who will grant it for the entire semester if they see fit.

Such permission allows the recordings to be used for students’ private, study purposes only. The recordings are the intellectual property of the instructor; students have not been given any rights to reproduce or distribute the material.
In addition, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on quizzes or exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. They also demonstrate a lack of respect for oneself, fellow students, and the course instructor and can ruin the university=s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity.

If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Cheating:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

1. copying in part or in whole, from another=s test or other evaluation instrument
2. submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy
3. submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy
4. altering or interfering with grading or grading instructions
5. sitting for an examination by a surrogate, or as a surrogate
6. committing any other act in academic work which defrauds or misrepresents, including aiding
or abetting in any of the actions defined above.

**Plagiarism:**

To prevent breaches of academic integrity, you are required to submit your papers electronically to TURNITIN.COM through CANVAS. It will be checked for plagiarism. At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to:

1. the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work;
2. the act of representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

Violators of the Academic Integrity Policy will receive a zero on the test or paper and will risk failing the course. **AGAIN, faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.** Disciplinary action could result in suspension or expulsion from San José State University.

The policy on academic integrity can be found at [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct).

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities...
for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

http://www.sjsu.edu/at/asc/

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. The url is http://www.sjsu.edu/at/asc/. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. If you need to stream movies, you can use computers on campus. A wide variety of audio-visual equipment is available for student checkout from Media Services, located in the IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
The schedule is subject to change with fair notice. The instructor will email you if there is a change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon., Feb. 1</td>
<td><strong>INTRODUCTION TO THE COURSE</strong></td>
</tr>
<tr>
<td></td>
<td>Wed., Feb. 3</td>
<td><strong>WOMEN IN ANCIENT GREECE</strong></td>
</tr>
<tr>
<td>2</td>
<td>Mon., Feb. 8</td>
<td><strong>WOMEN IN ANCIENT ROME</strong></td>
</tr>
<tr>
<td></td>
<td>Wed., Feb. 10</td>
<td><strong>THE MIDDLE AGES: THE IMPACT OF CHRISTIANITY</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lefkowitz and Fant, <em>Women's Life in Greece and Rome</em>, 31-34 (Juvenal), 132-133</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Livy on the rape of Lucretia), 147-149 (Plutarch on Cleopatra), 163-165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(on correct behavior), 259-260, 262 (Pliny), 288-91 (Vestal Virgins). (Course Reader)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Wed., Feb. 24</td>
<td><strong>MOVIE: Return of Martin Guerre</strong></td>
</tr>
<tr>
<td>5</td>
<td>Mon., Feb. 29</td>
<td><strong>DAILY TOILS</strong>&lt;br&gt;*** <em>The Life of Glückel of Hameln</em> – QUIZ **</td>
</tr>
</tbody>
</table>

History 153 – History of Women in Europe – Spring 2016
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Mon., March 14</td>
<td>MIDTERM EXAMINATION</td>
<td></td>
</tr>
</tbody>
</table>

History 153 – History of Women in Europe – Spring 2016
<table>
<thead>
<tr>
<th></th>
<th>Monday, March 28</th>
<th>Spring Recess</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, March 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday, April 4</td>
<td>Economic and Social Changes: 1875-1925</td>
</tr>
</tbody>
</table>
|    | Wednesday, April 6 | \[\text{DiCaprio and Wiesner, } \text{Lives and Voices}, 347-54, 365-71.\]
|    |                   | Bell and Offen, \textit{Women, the Family, and Freedom}, vol. 2, 172-79 (sex education). (Course Reader).\]
<p>| 9  | <strong>First Paper is Due</strong> |               |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ann Laura Stoler, &quot;Carnal Knowledge and Imperial Power: Gender, Race, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bell and Offen, <em>Women, the Family, and Freedom</em>, vol. 2, 328-341 (Course Reader)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Radclyffe Hall, <em>The Well of Loneliness</em> - QUIZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bell and Offen, <em>Women, the Family, and Freedom</em>, vol. 2, 287-289 (Lenin) 302 (abortion). (Course Reader)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bell and Offen, <em>Women, the Family, and Freedom</em>, vol. 2, 369-370 (Mussolini); 372-78 (Hitler). (Course Reader)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in Nazi Germany*, (St. Paul: Paragon House, 1993), 188-207. (Course Reader)</td>
</tr>
<tr>
<td></td>
<td>Wed., April 27</td>
<td>WOMEN AND WORLD WAR II: THE HOLOCAUST</td>
<td></td>
</tr>
</tbody>
</table>

History 153 – History of Women in Europe – Spring 2016


---

**Mon., May 2**

**WOMEN AT HOME AND ON THE MOVE AFTER WWII**

**THE CHALLENGE OF IMMIGRATION**

***QUIZ on BOTH Scott and Amara***


<table>
<thead>
<tr>
<th></th>
<th>Mon., May 9</th>
<th>Movie: <em>Inch’Allah Dimanche</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Wed., May 11</td>
<td>Discussion of the Movie</td>
</tr>
<tr>
<td>16</td>
<td>Mon., May 16</td>
<td>Recent Problems: Genocide in the Balkans</td>
</tr>
<tr>
<td></td>
<td>Tues., May 24</td>
<td>***** SECOND PAPER IS DUE</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td><strong>FINAL EXAMINATION in DMH 165, 9:45-12:00</strong></td>
</tr>
</tbody>
</table>