HIST 089-001 (First Year Seminar in History)

WOMEN’S VOICES: EUROPEAN HISTORY in FEMALE MEMORY

SYLLABUS

Instructor: Karen Hagemann

Time of the Course: Monday: 5:00 – 6:15 pm
                  Wednesday: 5:00 – 6:15 pm

Location of the Course: TBA

Office Hours: Monday: 3:00 – 5:00 pm

Office: Hamilton Hall 566

AIMS OF THE COURSE

The course examines nineteenth and twentieth century European history through the lenses of women’s autobiographical writings. It explores women’s voices from different generational, social and national backgrounds and asks what formed their memories. We will read autobiographical texts by eight women who tried to make a difference in society, politics or culture: ADELHEID POPP (1869-1939), an Austrian working class woman and social democratic activist; ALICE SALOMON (1872-1948), a liberal Jewish-German social reformer who advocated women's rights and social justice; EMMELINE PANKHURST (1858-1939), the leader of the radical wing of the suffragist movement; VERA BRITTAIN (1893-1970), a British student who volunteered in World War I as a nurse and later became a peace activist; TONI SENDER (1888-1964), one of the first female parliamentarians in Weimar Germany; RUTH KLÜGER (1931-), an Austrian-Jewish Student who survived Auschwitz and later became a professor for German literature in the United States; GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002), a member of the French resistance against Nazi occupation and a survivor of the women’s concentration camp Ravensbrück; and JELLA LEPMAN (1891-1870), a German-Jewish
writer, who migrated with her family 1936 to Britain, returned with the American occupation troops after 1945 to Germany and worked for the Re-education program.

Overarching themes of our exploration of the experiences and memories of these women will include their upbringing in the family, their education and workforce experiences, their struggles for equal economic, social and political rights, their experiences of the two World Wars, and the Holocaust. By the close reading and intensive discussion of these eight autobiographical accounts and related background readings and your own research on a women and their autobiographical accounts of your own choice the course offers a unique perspective on Modern European history and introduces student into historical research. The major questions of the course are what we can learn from the experiences and the memories of these female voices and who can we present them to a broader audience? The planned result is a small exhibition of posters in which each student presents one women and their autobiography.

FORMAT OF THE COURSE

Active learning and independent research will play a crucial role in the course. Classes will center on the discussions of the assigned readings, therefore you should complete the reading assignment for all classes and note comments and at least three questions for the discussion of the reading for each class.

The course has no midterm and final examination. Instead, you will have to choose one autobiographical account listed at the end of the syllabus and write a 10-page research paper on the live and work of this woman and her autobiography. At the end of the term your will have to inform the class about your research results with a 10-minute presentation and a poster (44x34 inches). This poster should present the bio of the author and her autobiography with short texts and selected images. The research paper, like the oral presentation and the poster, should focus on the following five questions:

1) Why did you choose this autobiography? Why do the experiences and memories of the author resonate with you today?

2) What is for you most important in her live and work?

3) Why was this woman important in her time?

4) How is this woman a reflection of her historical period?

5) What is the major theme in her autobiography? What formed her memories and writing?

For the preparation of the research papers and the poster you will be asked to prepare a 2-3-page handout, which presents the biography of the author of the autobiography you choose and the specific format and the history of the text to the other students, a 1-2 page outline of the research paper and a 1-page poster sketch, which I will discuss with you individually.

To help you to get track of the historical development in Europe and important events, you will find on blackboard the following material: a timeline, maps, a bibliography with selected literature, and useful links.

SUPPORT BY THE UNC GRADUATE RESEARCH CONSULTANT PROGRAM

In this course, you will be working with a Graduate Research Consultant who will assist you in the research project. The GRC Program is sponsored by the Office for Undergraduate Research (www.unc.edu/depts/our). I encourage you to visit this website to see other ways that you might engage in research, scholarship and creative performance while you are at Carolina.

REQUIRED READINGS

Chapters of the following autobiographies will be our required reading. I will place these chapters on blackboard. You will find the autobiographies on reserve in the UNC Undergraduate Library. Most of them also will be available in Textbook Department of the UNC Student Stores:


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• EMMELINE PANKHURST, *My Own Story* (Westport: Greenwood Press, 1985, first published 1914). ([The book is available on Blackboard as a pdf](#))


To provide you with an overview over the history of European Women in the nineteenth and early twentieth century we will in addition articles and book chapters. Most of them you will find in the following two textbooks, **which I recommend to buy**:


You will find these two books too in the Textbook Department of the **UNC Student Stores**.

**COURSE PROGRAM**

**Week 1:**

**Wednesday, August 26, 2009**

*Introductory Session I: Aims and Format of the Course*

**Week 2:**

**Monday, August 31, 2009**

*Introductory Session II: Women’s History*

*Required Reading:*


*Methodological Theme:*

• What is women’s history?

**Wednesday, September 2, 2009**

*3:30-5:00 pm: Libraries – a heaven for historians: tour through the UNC libraries & introduction into the library catalogues*

*5:00 pm: Introductory Session III: History and Autobiography*

*Required Reading:*

• MARY J. MAYNES, “Autobiography and Class Formation in Nineteenth-Century Europe: Methodological
Considerations,” Social Science History 16, no. 3 (1992): 517-537, we read: 517-523.


**Methodological Theme:**
- What are primary documents and how can historians use autobiographies for our historical studies?

### I. Nineteenth Century Women

**Week 3**

**Monday, September 7, 2009**

No Class – Labor Day

**Wednesday, September 9, 2009**

*Working-Class Women’s Lives: Childhood, Family, and Household*

**PRESENTATION OF THE (AUTO)BIOGRAPHY BY ADELHEID POPP (1869-1939) BY STUDENTS.**

**Autobiography:**
- POPP, *Autobiography*, all Introductions, and 15-34

**Required Background Reading:**

*If you want to explore more:*

*Please send me your selection and ranking of three autobiographies from the below list (syllabus page 15) until Saturday, September 12, 2009, 5:00 pm. Choose them from different time periods.*

### Week 4

**Monday, September 14, 2009**

*Working-Class Women’s Memories: Working Experiences*

**Autobiography:**

**Required Background Reading:**

*If you want to explore more:*

**Methodological Theme:**
- Introduction into the UNC Library System

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Agreement on the selected autobiographies in class, each student will have to work on a different text.

Wednesday, September 16, 2009

Working-Class Women’s Memories: Political Activism and Socialist Feminism

Autobiography:

Required Background Reading:
- FUCHS / THOMPSON, Women, 155-176.

If you want to explore more:

Week 5

Monday, September 21, 2009

Middle Class Women’s Memories: Childhood, Family, and Household

PRESENTATION OF THE (AUTO)BIOGRAPHY BY ALICE SALOMON (1872-1948) BY STUDENTS.

PRESENTATION OF THE (AUTO)BIOGRAPHY BY VERA BRITtain (1893-1970) BY STUDENTS.

Autobiography:
- SALOMON, Character is Destiny, Preface, Introduction, and 11-18.
- BRITAIN, Testament, Preface Foreword, and 17-27

Required Background Reading:
- FUCHS / THOMPSON, Women, 43-61 (the same as for week 3).

Methodological Theme:
- How to prepare the project outline?

Wednesday, September 23, 2009

Middle Class Women’s Memories: Female Education

PRESENTATION OF THE (AUTO)BIOGRAPHY BY EMMELINE PANKHURST (1858-1928) BY STUDENTS.

Autobiography:
- SALOMON, Character is Destiny, 18-23.
- PANKHURST, My Own Story, Foreword, and 1-13.

Required Background Reading:
- FUCHS / THOMPSON, Women, 84-100.

All students have to hand in their handout.
Week 6

Monday, September 28, 2009

*Middle Class Women’s Memories: Maternalism and Social Work*

*Autobiography:*
  - SALOMON, *Character is Destiny*, 24-47 and 68-80.

*Required Background Reading:*
  - FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 4).

*If you want to explore more:*

*Methodological Theme:*
  - How to prepare the poster sketch?

Wednesday, September 30, 2009

*Middle Class Women’s Memories: The Struggle for Female Suffrage*

*Autobiography:*

*Required Background Reading:*
  - FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 4).

*If you want to explore more:*

Week 7

Monday, October 5, 2009

*Reading Break*

Wednesday, October 7, 2009

*Reading Break*

**During this week I will meet all students for individual consultations in my office. We will discuss your plans for the essay and poster.**

Please bring a *1-2 page outline of your research paper* and a *1-page poster sketch* with you. The outline should include: your name, the draft title of your project, the title of the autobiography you selected (in complete citation), a brief bio of the author (not longer than 15 lines) and a list of the literature and the websites you want to use. Please limit yourself to up to 5 books and articles and make sure that your citation is complete. On *blackboard* you will find a *guide*.

II. Twentieth Century Women

Week 8

March 25, 2009
Monday, October 12, 2009

*Women in World War I: Female War Experiences – ‘The Homefront’: War Support and War Opposition*

**PRESENTATION OF THE (AUTO)BIOGRAPHY BY TONI SENDER (1888-1964) BY STUDENTS.**

**Autobiography:**
- SENDER, The Autobiography, 60-90 (in particular 60-80)

**Required Background Reading:**
- ALLEN, Women, 6-20.

If you want to explore more:

**Methodological Theme:**
- Brief presentation in class: which autobiography did you choose and why?

Wednesday, October 14, 2009

*Women in World War I: War Nurses and Female War Workers*

**Autobiography:**
- BRITtain, Testament, 205-214 and 405-426.
- SALOMON, Character is Destiny, 112-120.

**Required Background Reading:**
- ALLEN, Women, 6-20 (the same as for Monday).

If you want to explore more:

Week 9

Monday, October 19, 2009

*Women in Interwar Europe I: The “New Women”*

**Autobiography:**

**Required Background Reading:**
- ALLEN, Women, 21-41.

**Methodological Theme:**
- How to prepare the final essay?

Wednesday, October 21, 2009

*Fall Break*

March 25, 2009
Week 10

Monday, October 26, 2009

Women in Interwar Europe II: Women in Interwar Politics

Autobiography:

- SALOMON, *Character is Destiny*, 150-158.

Required Background Reading:

- ALLEN, *Women*, 21-41 (the same as for Monday).

If you want to explore more:


Wednesday, October 28, 2009

Women in Interwar Europe III: The Rise of Nazism

Autobiography:

- SALOMON, *Character is Destiny*, 158-164.

Required Background Reading:


If you want to explore more:


Methodological Theme:

- How to prepare the poster and the oral presentation?

Week 11

Monday, November 2, 2009

Women and the Holocaust I: Jewish Life in Austria and Nazi Germany before World War II

PRESENTATION OF THE (AUTO)BIOGRAPHY BY RUTH KLÜGER (1931-) BY STUDENTS.

Autobiography:


Required Background Reading:


If you want to explore more:


Methodological Theme:

- How to prepare the poster and the oral presentation?

March 25, 2009
Wednesday, November 4, 2009

Women, War and the Holocaust II: Political Prisoners in the Women’s Concentration Camp Ravensbrück

PRESENTATION OF THE (AUTO)BIOGRAPHY BY GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002) BY STUDENTS.

Autobiography:

• GAULLE-ANTHONIOZ, The Dawn of Hope, 1-83.

Required Reading:

• ALLEN, Women, 60-79 (the same as for week 10).

If you want to explore more:

• [http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp](http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp)
• [http://isurvived.org/ Frameset_folder/-Ravensbruck.html](http://isurvived.org/ Frameset_folder/-Ravensbruck.html)

Week 12

Monday, November 9, 2009

Women, War and the Holocaust III: Jewish Women in the Ghetto Theresienstadt and the Death Camp Auschwitz

Autobiography:

• KLÜGER, Still Alive, 70-131

Required Reading:

• ALLEN, Women, 60-79 (the same as for week 10 and 11).

If you want to explore more:


Wednesday, November 11, 2009

Women, War and the Holocaust IV: Surviving and Remembering the Holocaust

Autobiography:

• KLÜGER, Still Alive, 136-165, 63-69 and 205-214.

If you want to explore more:


Week 13

Monday, November 16, 2009

Writing Break

Wednesday, November 18, 2009

Post-War Stories: The Hour of Women

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PRESENTATION OF THE (AUTO)BIOGRAPHY BY JELLA LEMPAN (1891-1870) BY A STUDENT.

Autobiography:
• LEMPAN, A Bridge of Children's Book, 9-32 and 40-49.

Required Reading:
• ALLEN, Women, 79-96

If you want to explore more:

Methodological Theme:
• Final questions: how to prepare the poster and the exhibition?

First draft of the research paper is due (bring one hard copy to class).

Week 14
Monday, November 23, 2009

Individual consultations with all students: discussion of the draft of the research paper, the poster sketch and the plans for the oral presentation.

Wednesday, November 25, 2009

Thanksgiving Recess

Week 15
Monday, November 30, 2009

Women’s Voices I - Presentation and Discussion of the Student Projects

Wednesday, December 02, 2009

Women’s Voices II - Presentation and Discussion of the Student Projects

Week 16
Monday, December 7, 2009

Women’s Voices III – Presentation and Discussion of the Student Projects

Wednesday, December 9, 2009

Final Session – We Celebrate the Presentation of the Exhibition.

Course Evaluation

Final research paper of 10-pages is due. Please bring one copy with you to class
ASSIGNMENTS AND GRADING

ASSIGNMENTS:

Five Assignments will contribute to the final grade in the course:

- **Course participation in** (25 percent of the final grade)
- **2-3 page handout on the selected women and her autobiography**
  DEADLINE: Wednesday, September 23, 2009 (10 percent of the final grade)
- **1-2 page outline of the research paper and a 1-page sketch of the poster**
  DEADLINE: Monday, October 5, 2009 (10 percent of the final grade)
- **Presentation of the selected women and her autobiography** (10 percent of the final grade)
  DEADLINE: November 30 – December 7, 2009 (depends on the day of the presentation)
- **Poster** (15 percent of the final grade)
  DEADLINE: November 30 – December 7, 2009 (depends on the day of the presentation)
- **10-page research paper** (30 percent of the final grade)
  DEADLINE: Wednesday, December 9, 2009

Course Participation (25 percent of the final grade)

Participating in a group discussion is important both as a skill and as a learning opportunity. Preparation for and participation in the class discussions are therefore key requirements for this seminar. You are expected as a matter of course to have read all required reading and to be ready to discuss it. Please note your response and at least three questions on the required readings. If you want you can place your comments and questions on the discussion forum on blackboard.

Reflecting the importance of discussion, a substantial part of the course grade will be assigned on the basis of regular attendance and thoughtful engagement. For each session, students will get maximum credit (two points) if they present their questions on the reading, contribute thoughtfully to the discussion and respond to the observations of others over the course of each of the meetings. It is, however, better to attend even though not prepared (and get one point) than to miss a session altogether. The worst choice is to attend not at all (no points). If for some reason beyond their control (e.g., a personal medical problem or a family emergency) students cannot attend, they should be certain to let the instructor know so that session can be counted as an excused absence (one point). Active participation in all discussions will earn an “A”. Silence on the sidelines or unexcused absences will lower the participation grade, potentially even into the “F” range.

Handout (10 percent of the final grade)

Everybody will have to prepare a 2-3-page handout, which introduces the author of the autobiography and the text itself students have chosen to the class. The handout should include a brief biography and information about the specific form and the history of the text. You will find a guide on blackboard.

Research Paper, Poster and Presentation (65 percent of the final grade)

Since the research paper will focus on a women and her autobiography of the student's choice, students should start thinking about their choice as soon as possible and consult with the instructor about possible texts. At the end of this syllabus you will find a list.

Completion of the research paper requires that you carry out each stage of the project:

1) send your three ranked alternative choices of autobiographies to the instructor
2) Hand in a 2-3 page an handout on the selected women and her autobiography
3) Hand in a 1-2 page outline of the research paper and a 1-page sketch of the poster
4) Obligatory first consultation with the instructor,
5) Submission of a draft of the research paper
6) Obligatory second consultation with the instructor
7) Presentation of the women and her autobiography in class together with the poster
8) Submission of the final essay and the poster.

You will find a **guide** for the preparation of the project on blackboard.

The **presentation** should not be longer than 10 minutes; you will present your main findings to the class and focus on the above listed questions.

**Grading:**

The written, visual and oral exercises are intended to help you to develop the skills of systematic inquiry, critical analysis, and clear expression. Accordingly, evaluations will be based on three major, closely-related criteria:

- mastery of the relevant material
- development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight, and
- expression of ideas in clear, concise, even engaging prose.

These criteria will translate into grades as follows:

A—**excellent.** Outstanding in all three areas. Offers integrated, insightful coverage based on ample, sound evidence.
B—**good.** Strong in all three areas or notable strengths in one balanced by significant weakness in another.
C—**average.** Adequate performance in one or more areas offset by serious weakness in others that leaves the presentation fragmented, murky, or narrow.
D—**poor.** Notable problems in all three areas. Remedial work needed to improve substantive understanding or basic communication.
F—**unacceptable.** Serious flaws in all three areas. No evident engagement in the assignment.

**Honor code:** Papers and exams must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized aid on this assignment.”) or the word “Pledge” followed by your name as a short-hand way of communicating your adherence. Otherwise, no grade will be recorded. More information is also available at [http://instrument.unc.edu](http://instrument.unc.edu) and at:

**Blackboard**

I will be using Blackboard to make course materials, announcements, and other essential information available to you. You are expected to check Blackboard regularly and are responsible for the material that appears on it. To access Blackboard:

1. Go to [http://blackboard.unc.edu](http://blackboard.unc.edu)
2. Type in the name you use for your email and then your password
3. You will then receive a list of all the courses for which you are registered this semester. Click on HIST 089-001.
4. Please familiarize yourself with the course Web Page. It is an essential tool for taking this course.
5. If you do not want to use your UNC email address, you must contact the Help Desk at 962-HELP.

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6. A copy of the syllabus is on Blackboard under Course Information. It may be updated periodically.

PLEASE NOTE: IF YOU HAVE DROPPED THIS COURSE, THE REGISTRAR WILL TAKE YOU OFF THE COURSE EMAIL LIST WITHIN 48 HOURS. YOU DO NOT NEED TO CONTACT THE INSTRUCTOR OR TAKE ANY OTHER ACTION.

SELECTED LITERATURE

THEORY AND METHODOLOGY OF WOMEN’S AND GENDER HISTORY

These are introductory texts into the theoretical and methodological approach of women’s and gender history:


ON EUROPEAN WOMEN’S HISTORY

If you have no background knowledge in Modern European or Women’s History you could consult some of the following introductory readings during the course:


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ON AUTOBIOGRAPHICAL WRITING OF WOMEN

These publications introduce you in the usage of autobiographical writing by women’s historians:


AUTOBIOGRAPHIES FOR YOUR FINAL ESSAY

WORKING CLASS WOMEN AND THE SOCIALIST WOMEN’S MOVEMENT


1 Online source

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MIDDLE CLASS WOMEN AND THE BOURGEOIS WOMEN’S MOVEMENT


FIRST WORLD WAR AND THE INTERWAR PERIOD


THE THIRD REICH, THE HOLOCAUST AND WORLD WAR II


POSTWAR


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