

University of North Carolina at Chapel Hill  
Department of History

HISTORY / WMST 259:

## WOMEN AND GENDER IN EUROPE, 18 – 20 C.

Instructor: Prof. Karen Hagemann

### SYLLABUS



*Münchener Bürgerfrau*  
(Albrecht Adam, 1796–1862)

**Time of the Course:**

Monday & Wednesday, 10:00 – 10:50 a.m.

**Location:** Manning 209

**Recitation sections:**

Friday: 10:00 – 10:50 a.m.

Friday: 11:00 – 11:50 a.m.

Friday: 12:00 – 12:50 p.m.

**Office Hours:**

Monday: 2:30 – 4:30 p.m. or by appointment.

**Office:** Hamilton Hall 566

**Email:** [hagemann@unc.edu](mailto:hagemann@unc.edu)

**Teaching Assistant:** Sarah Summers

**Email:** [ses278@email.unc.edu](mailto:ses278@email.unc.edu)

**Office hours:** TBA

**Teaching Assistant:** Christina Carroll

**Email:** [chcarroll@unc.edu](mailto:chcarroll@unc.edu)

**Office hours:** TBA

**Apprentice Teaching Assistants:** Brittany Lehmann

**Office hours:** TBA

### AIMS OF THE COURSE

This course examines and compares women's and men's lives in modern Europe, roughly from the era of the late Enlightenment and the French Revolution to the period after World War II. The two main questions are:

- 1) How did major political, economic, social, and cultural changes, and particularly the economic and political revolutions and wars of the period, affect the lives of ordinary people (especially women) with different generational, social, racial and ethnical backgrounds?

October 6, 2009

2) How did women and men try to improve the working and living conditions of women and to what extent has this struggle for female emancipation changed since the late 18<sup>th</sup> century?

In the course we will therefore not only explore the multiple differences between different groups of women and men but also the hierarchies and power relations between them.

The course will cover the period between 1790 and 1950 chronologically, but as we move through time we will concentrate on the following themes:

- Gender images and how they affected women's and men's lives
- Women's and men's role(s) in the household, the family and the workforce
- Women's and men's role(s) in the 'public spheres' of civil society, nation and state
- Women's and men's experiences of wars and revolutions.

Given the diversity of the various regions of Europe, this course cannot hope to achieve a comprehensive coverage. The emphasis will therefore rest upon Western Europe, especially BRITAIN, FRANCE, AND GERMANY.

## FORMAT OF THE COURSE

**LECTURES AND DISCUSSIONS:** Each class will combine lectures and discussions about the lecture, which presume that the students have read the required reading and the primary documents. Lectures will be coordinated with the assigned readings, but will not duplicate them. Instead, the lectures are designed to suggest emphases, to draw attention to especially important points, and to provide additional material on selected issues.

**RECITATION SECTIONS:** The recitation sections are an important part of the course, because they provide students with a chance to discuss the required readings for the week and the feature films and documentaries more intensively. It is required that students come prepared with *questions* for *each required reading* and *primary document*. We will discuss them in the recitation section.

**FEATURE FILMS, DOCUMENTARIES AND IMAGES:** Along with the required reading and the primary documents, we will work with feature films, documentaries and images as representations of history. **The four feature films will be shown on Monday evenings at 6:00 p.m. On those days we will have no class in the morning.** All feature films are available on DVD or VHS in the UNC Undergraduate Library. **If students are not able to come to the movie screening they will have to watch the film individually.**

**The dates are:**

- Wednesday, February 10, 2010, 6:00 pm, location: TBA
- Wednesday, February 17, 2010, 6:00 pm, location: TBA
- Wednesday, April 21, 2010, 6:00, location: TBA
- Wednesday, April 25, 2010, 6:00 pm, location: TBA

**BACKGROUND MATERIAL ON BLACKBOARD:** To help you organize your coursework, learn more about European women's and gender history and keep track of the diverse historical developments in Europe and important events and persons, you will find the following material on Blackboard:

- The **most recent version of the syllabus** and **guides and grading sheets** for the book report the report on a primary document, the film report and the final essay.
- All **primary and secondary documents** we read in class;
- A **timeline** with links to information about important historical events and short biographies of important historical protagonists;

- **Maps**, which document the change of the borders in Modern Europe;
- **A brief introduction to each movie** with links to further information on each feature film;
- **Brief biographical information** on most of the authors of the primary documents;
- **A bibliography with selected literature** for further reading;
- And more useful **links on the course subject**.

## REQUIRED READING

### BOOKS

The following two books will provide you with a good overview of the course subject. We will read chapters from these books in the course as required reading.

- Rachel Fuchs and Victoria Thompson, *Women in Nineteenth-Century Europe*, (Basingstoke and New York: Palgrave MacMillan, 2005).
- Allen, Ann T., *Women in Twentieth-Century Europe* (Basingstoke and New York: Palgrave MacMillan, 2007).

For the book report you will read:

- Offen, Karen, *European Feminisms: a Political History, 1700-1950* (Stanford: Stanford University Press, 2000).

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

### ARTICLES AND BOOK CHAPTERS

Moreover, we will read some articles and chapters from other books as required reading. You will find them all as PDF files on **Blackboard**.

### PRIMARY DOCUMENTS

Several times during the semester, we will read and discuss primary documents. They are also required readings. You will find them as PDF files on **Blackboard**. These documents are reprints from the following source collections, which will be on reserve in the **Undergraduate Library**:

- Bell, Susan G. and Karen M. Offen, eds. *Women, The Family and Freedom: The Debate in Documents*. vol. 1: 1750-1880; vol. 2: 1880-1950 (Stanford: Stanford UP, 1983).
- DiCaprio, Lisa and Merry E. Wiesner, eds. *Lives and Voices: Sources in European Women's History* (Boston: Houghton Mifflin, 2000).
- Hunt, Lynn, ed. *The French Revolution and Human Rights: A Brief Documentary History* (Boston: Bedford Books, 1996).
- Olafson Hellerstein, Erna et. al. *Victorian Women. A Documentary Account of Women's Lives in Nineteenth-Century, England, France and the United States* (Stanford: Stanford UP, 1981).
- Riemer, Eleanor S. and John C. Fout, eds. *European Women: A Documentary History: 1789-1945* (New York: Schocken Books, 1980).

## FURTHER READING FOR INTERESTED STUDENTS

The following books are recommended for further *reading*. They will be on reserve in the *Undergraduate Library*:

### ***On European history in general:***

- Merriman, John M., *A History of Modern Europe: from the Renaissance to the Present*, 2<sup>nd</sup> ed., vol. 2: *From the French Revolution to the Present* (New York: W.W. Norton, 2004.)
- Bonnie G. Smith, *Europe in the World, 1900 to the Present. A Narrative History with Documents* (Boston & New York: Bedford/St. Martin's, 2007)

### ***On European women's and gender history:***

- Abrams, Lynn, *The Making of Modern Woman: Europe 1789-1918* (London: Longmann, 2002).
- Bock, Gisela. *Women in European History*. (Oxford: Blackwell, 2002).
- Bridenthal, Renate, Susan Mosher Stuard, Merry E. Wiesner (eds.), *Becoming Visible: Women in European History*. Third edition (Boston: Houghton Mifflin, 1998).
- Offen, Karen, *European Feminisms: A Political History, 1700-1950* (Stanford: Stanford University Press, 2000).
- Simonton, Deborah (ed.), *The Routledge History of Women in Europe since 1700* (London and New York: Routledge 2007).
- Sluga, Glenda and Barbara Caine. *Gendering European History, 1780-1920* (London: Leicester, 2000).

## ASSIGNMENTS

General course participation:	20%
Film report (due: latest Monday, February 8, 2010)	15%
Book report (due: Monday, March, 1 2010) (counts for the Midterm)	25%
Primary document report (due: Monday, March 29, 2010)	15%
Final Examination	25%

### **Class attendance and participation (20% of the final grade):**

Your participation grade will reflect your attendance and active participation in class. Read the required reading and primary documents, bring them to class, and be prepared to discuss them. The secondary source reading provides you with background information that will help you to understand the primary documents. If you find that you have difficulty speaking in class, please see the professor to discuss how you can participate more fully.

***Every Thursday before the recitation section students will have to place 3 questions on the required reading and the primary documents for the week on the Discussion Forum on Blackboard. The questions are due by 6:00 pm.*** Your questions will help the TA to prepare the discussion in the recitation section. They will be the basis for the grading of your active class participation.

### **Book report (20 % of the final grade for each):**

Every student will be responsible for writing a book report on the books assigned on the syllabus, which should be no longer than 6-7 pages on standard paper and has to be typed double-spaced.

### **Film report (15% of the final grade)**

Every student will be responsible for writing a film report on one of the two movies focusing on the 19<sup>th</sup> century, which should be no longer than 3-5 pages on standard paper and has to be typed double-spaced.

**Report on a primary document (20% of the final grade):**

Every student will be responsible for writing an essay on the primary document and the related secondary reading assigned on the syllabus. This report should not be longer than 4-6 pages on standard paper and should be typed and double-spaced.

*Students will find guides to help prepare for the assignments on Blackboard. Their preparation will also be discussed in the recitation section.*

**Final Examination (25% of the final grade)**

**COURSE SCHEDULE**

**WEEK 1:**

**Monday, January 11, 2010**

***Women and Gender in European History: Introduction***

*Introduction:*

- What are the main aims of this course?
- Why are we studying the history of women and gender in Europe?
- What format does the course have?

**Wednesday, January 13, 2010:**

***Gender Relations in Period of the Enlightenment***

*Primary Documents:*

- "Petition of Women of the Third State Estate to the French King, January 1, 1789." in Hunt, *The French Revolution*, pp. 60-63.

*Required Reading:*

- Dena Goodman, "Women and the Enlightenment", in Bridenthal et al. (eds.), *Becoming Visible*, pp. 233-264.

*Questions:*

- What were the working and living conditions of women and men from different social and familial status in the late 18<sup>th</sup> century? To what degree did they change?
- How did educated women and men debate gender relations and the gender order in the late 18<sup>th</sup> century?

**Friday, January 15, 2010:**

***Recitation Section***

*Introduction to the course, discussion of the syllabus and the assignments*

**WEEK 2:**

**Monday, January 18, 2010:**

***Holiday - No Class***

**Wednesday, January 20, 2010:**

***Enlightened Debates on the Women's Questions***

*Questions:*

- Who were the three authors and why were their writings so important?
- What were their main arguments and demands?
- What was the importance of their writing for the discussion of middle class concepts of the gender order in late 18<sup>th</sup> and early 19<sup>th</sup> century?

*Primary Documents:*

- Bell and Offen, *Women*, vol. I, pp. 110-112 and 116-118 (Document 29).
- DiCaprio and Wiesener, *Lives and Voices*, pp. 248-255 (Document 91 and 92).

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 5-23.

**Friday, January 22, 2010:*****Recitation Section****Discussion of the required reading and the primary documents: Historical Simulation:*

- Students prepare a fictional debate between Rousseau, Wollstonecraft and Hippel, in which they present their main arguments.

**WEEK 3:****Monday, January 25, 2010:*****Women and the French Revolution****Questions:*

- What were the main causes for the French Revolution?
- What were the main political and social aims of the revolutionaries?
- Which role(s) did women play in the French Revolution? What were their main political and social demands?

*Primary Documents:*

- DiCaprio and Wiesner, *Lives and Voices*, pp. 261-269. (Documents 94-97).

*Required Reading:*

- Darline Gay Levy and Harriet B. Applewhite, "A Political Revolution for Women? The Case of Paris," in Bridenthal et al. (eds.), *Becoming Visible*, pp. 233-262.

**Wednesday, January 27, 2010:*****Gender, War, and Nation in Napoleonic Europe****Questions:*

- How and why did the relation between the military, the nation and society change during the period of the Revolutionary and Napoleonic Wars?
- Which consequences did these changes have for the gender order?
- How and why were the concepts of the nation gendered?

*Primary Document:*

- Ernst Moritz Arndt, "What is the German's Fatherland?" trans. Theodore Sutro, (New York: John Sarell, 1870).

*Required Reading:*

- Karen Hagemann, "A Valorous Volk Family: The Nation, the Military, and the Gender Order in Prussia in the Time of the Anti-Napoleonic Wars, 1806-15", in *Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century*, eds. Ida Blom, Karen Hagemann and Catherine Hall (Oxford and New York, 2000), pp. 179-205.

**Friday, January 29, 2008:**

***Recitation Section***

*Preparation of the book report.*

**WEEK 4:**

**Monday, February 1, 2010,**

***Early Feminist Voices in the Democratic Revolutions of 1830 and 1848/49***

*Questions:*

- What were the main political developments in the era of Democratic Revolutions?
- What roles did women play in the Democratic Devolutions?
- Who were the authors of the selected primary documents?
- What were their main arguments and demands?

*Primary Documents:*

- DiCaprio and Wiesner, *Lives and Voices*, pp. 282-288 (Document 102).
- Bell and Offen, *Women*, vol. I, pp. 260-264.

*Reading Assignment:*

- Gabriella Hauch, "Did Women have a Revolution? Gender Battles in the European Revolution of 1848/49," in: Axel Körner (ed.), *1848: A European Revolution: International Ideas and National Memories of 1848*, Houndmills: Palgrave Macmillan, 2000, 64-84.

**Wednesday, February 3, 2010, 6:00 pm, location: TBA**

***British Middle-Class Women's Lives in an Early 19<sup>th</sup>-Century Novel by Jane Austen (1775-1817)***

***Feature Film:***

- "Sense and Sensibility," Britain, 1995, director Ang Lee (136 minutes)

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 43-60.

**Friday, February 5, 2010:**

***Recitation Section***

Preparation of the film report.

**WEEK 5:**

**Monday, February 8, 2010:**

***Marriage and Family Life in 19th Century Women's Lives***

*Questions:*

- Why were marriage and family so important for women? Why did they want to marriage?
- What were the main trends of development in marriage and family during the 19th century?
- Were these trends different for middle class and working class men and women?
- What were the main problems for middle-class and working-class and women in marriage and family life?

*Primary Documents:*

- Olafson and Hellerstein, *Victorian Women*, pp. 144-149 (Document 28).
- Table 1, 2 and 5 and the related graphics on Blackboard.

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 43-60.

**FILM REPORT IS DUE: Monday, February 8, 2010.**  
**Please bring two copies with you to class.**

**Wednesday, February 10, 2010:**  
***Household and Care Work in 19<sup>th</sup>-Century Women's Lives***

*Questions:*

- What were the main problems for working-class and middle-class women in respect of housing, household and care work?
- In what ways was the situation of working-class and middle-class women different?
- What were the living and working conditions of female servants?

*Primary Documents:*

- Riemer and Fout, *European Women*, pp.151-161 (Documents 34 - 36).
- Olafson and Hellerstein, *Victorian Women*, pp. 350f. (Document 74).
- Table 3,4 and 6 and the related graphics on Blackboard.

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 43-61.

**Friday, February 12, 2010:**  
***Recitation Section***

Questions on the book report.

**WEEK 6:**

**Monday, February 15, 2010**

***Reproduction and Sexuality in 19<sup>th</sup>- and early 20<sup>th</sup>-Century Women's Lives***

*Questions:*

- How can we explain the dramatic decrease of the birth rate during the long 19th century?
- How can we explain the decrease of infant mortality?
- Why were governments so interested in controlling the reproduction and care work of women?
- Why were sexuality and reproduction such important problems for women of this period?
- In what ways were the situations of middle class and working class women in this respect different?

*Primary Documents:*

- Riemer and Fout, *European Women*, pp. 190-193, 202-211, 214-217 (Documents 43, 46 and 49).

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 24-42

**Wednesday, February 17, 2010, 6:00 pm, location: TBA**

***Marriage Conflicts in a late 19<sup>th</sup>-Century Drama by Henrik Ibsen (1828-1906)***

*Feature Film:*

- **"A Doll's House," Britain, U.S., 1973, director Patrick Garland (95 minutes)**

*Required Reading:*

- Bell and Offen, *Women*, vol. II, pp. 17-24 (Document 1).

**Friday, February 19, 2010:**

***Recitation Section*****WEEK 7:****Monday, February 22, 2010:*****Working for a Living - 19<sup>th</sup> - and early 20<sup>th</sup> -Century Women's Work Experiences****Questions:*

- What opportunities did working and middle class girls and women have to earn a living?
- To what degree did these opportunities differ with respect of their social status, their age and their familial status? How can we explain these differences?
- How did working opportunities change during the 19th and 20th century?

*Primary Documents:*

- Riemer and Fout, *European Women*, pp. 10-17 (Documents 3 and 4).
- Tables 7-13 and the related graphics on Blackboard.

*Required Reading:*

- Laura F. Frader, "Doing Capitalism's Work: Women in the Western European Industrial Economy," in in: Bridenthal et al. (eds.), *Becoming Visible*, pp. 295- 327.

*Recommended Reading:*

- Fuchs, *Modern Women in Nineteenth Century Europe*, pp. 61-83.

**Wednesday, February 24, 2010:*****The Middle-Class Women's Movement in late 19<sup>th</sup> - and early 20<sup>th</sup> -Century Europe****Questions:*

- What were the main aims of the middle-class women's movement before World War I?
- What differences and similarities existed in the aims and the forms of activities in different countries?
- How can we explain these differences and similarities?

*Primary Documents:*

- DiCaprio and Wiesener, *Lives and Voices*, pp. 384 -392 (Documents 128 and 129).
- Bell and Offen, *Women*, vol. II, pp. 232-234 and 243-245 (Documents 63).

*Required Reading:*

- Karen Offen, "Contextualizing the Theory and Practice of Feminism in Nineteenth-Century Europe (1789-1914)," Bridenthal et al. (eds.), *Becoming Visible*, pp., pp. 327-357.

*Recommended Reading:*

- Fuchs and Thompson, *Modern Women in nineteenth century Europe*, pp. 137-154

**Friday, February 26, 2010:**

Questions on the book report.

**WEEK 8:****Monday, March 1, 2010:*****British Suffragists - Emmeline Pankhurst – An Autobiographical Account****Documentary:*

- "Emmeline Pankhurst (1858-1928) and the Suffragists", Britain, 1994 (55 min.)  
More on Emmeline Pankhurst: [http://en.wikipedia.org/wiki/Emmeline\\_Pankhurst](http://en.wikipedia.org/wiki/Emmeline_Pankhurst)

*Required Reading:*

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe*, pp. 137-154

**THE BOOK REPORT IS DUE: Monday, March 1, 2010.**

**Please bring two copies to class.**

You will have to write a report on:

- Offen, Karen, *European Feminisms: a Political History, 1700-1950*. Stanford: Stanford University Press, 2000.

**Wednesday, March 3, 2010:**

***The Socialist Women's Movement in late 19<sup>th</sup>- and early 20<sup>th</sup>-Century Europe***

*Questions:*

- What were the main aims of the socialist women's movement before World War I?
- What differences and similarities existed in the aims and the forms of activities between the middle-class and the socialist movements? How can we explain these differences and similarities?

*Primary Documents:*

- DiCaprio and Wiesener, *Lives and Voices*, pp. 371-383 (Documents 125 und 127).

*Required Reading:*

- Charle Sowerwine, "Socialism, Feminism, and the Socialist Women's Movement from the French revolution to World War I," in: Bridenthal et al. (eds.), *Becoming Visible*, pp. 357-389.

**Friday, March 5, 2007:**

***No Recitation Section, Spring Break Begins.***

**WEEK 9:**

***Spring Break***

**WEEK 10:**

**Monday, March 15, 2010**

***Home/Front: The Gender Order of the First World War***

*Questions:*

- What was new in the relations between front and home front during World War I?
- How did different groups of women in the involved countries respond to the First World War?
- How did their response and involvement change during the war and why?
- Which differences can we observe between different countries and how can we explain them?
- Did the World War I emancipate women?

*Primary Documents:*

- DiCaprio and Wiesener, *Lives and Voices*, pp. 413-415 (Document 134).
- Bell and Offen, *Women*, vol. II, pp. 259-263 (Document 65-67).

*Required Reading:*

- Allen, *Women in Twentieth Century Europe*, pp. 6-21.

*Recommended Reading:*

- Sandi E. Cooper, "Women in War and Peace, 1914-1945," in: Bridenthal et al. (eds.), *Becoming Visible*, pp. 439-463.

**Wednesday, March 17, 2010:**

**„Flappers“: the Birth of the 20th-Century Woman?**

*Documentary:*

"Flappers: the Birth of the 20th-century Woman", UK, 1999 (53 minutes)

**Friday, March 19, 2007:**

***Recitation Section***

*Preparation of the primary document report*

**WEEK 11:**

**Monday, March 22, 2010:**

***Women in Politics during the Interwar Years***

*Questions:*

- What were the main causes that women in so many countries involved in World War I got finally the right to vote?
- How did women respond to this new rights and tried to make use of it?
- Did the position of women change in politics because of their legal political equality?

*Primary Documents:*

- Bell and Offen. *Women*, vol. II, pp. 296-298 (Document 80), and pp. 317-327 (Documents 89 and 91).
- Statistics and Graphics: Women in Weimar Politics

*Required Reading:*

- Allen, *Women in Twentieth Century Europe*, pp. 21-41.

**Wednesday, March 24, 2010:**

***The “New Woman”, the Rationalization of Everyday Life, and the Gender Order in the Interwar Period***

*Questions:*

- Did World War I change the political, cultural and social situation of women?
- Was there a “New Women” in Interwar Europe? How did contemporaries define this “New Women”?
- Which role did the new mass media play in the construction of the “New Women”?
- In which European countries the ideal of the “New Women” was mainly propagated by the new mass media?

*Required Reading:*

- Grossmann, Atina, “Girllkultur or Thoroughly Rationalized Female: A New Woman in Weimar Germany?”, in *Women in Culture and Politics: A Century of Change*, eds Judith Friedlander et al., Bloomington, 1986, 62-80.

**Friday, March 26, 2010:**

***Recitation Section***

*Questions on the primary document report*

**WEEK 12:**

**Monday, March 29, 2010:**

***The Third Reich and World War II – An Overview***

*Documentary:*

- “**Master Race, 1933**”, U.S., 1998 (56 minutes)

Required Reading:

- Allen, *Women in Twentieth Century Europe*, pp. 42-59

**PRIMARY DOCUMENT REPORT IS DUE: Monday March 29, 2010.**

**Please write a primary document report on one of the two following documents:**

- DiCaprio and Wiesener, *Lives and Voices*, pp. 455-457 (Document 144).
- DiCaprio and Wiesener, *Lives and Voices*, pp. 481-488 (Document 154).

**Please bring two copies with you to class.**

**Wednesday, March 31, 2010:**

***Women in Fascist Century Regimes - The Example of Nazi Germany***

Questions:

- What concept of the gender order did the NSDAP propagate?
- To what degree did the Nazi Party incorporate this concept in their concrete politics between 1933 and 1945?
- Which role women played in the politics of the Third Reich?
- What possibilities did women have to become politically active in the Third Reich?
- Which groups of German women supported the NSDAP and why?

Primary Documents:

- Riemer and Fout, *European Women*, pp. 106-110 (Document 26).
- DiCaprio and Wiesener, *Lives and Voices*, pp. 496-502 (Document 156 and 157).

Required Reading:

- Claudia Koonz, “The “Women’s Question” in Authoritarian Regimes,” in: Bridenthal et al. (eds.), *Becoming Visible*, pp. 463-492-

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**Friday, April 2, 2010:**

**- No Recitation Section - Holiday**

**WEEK 13:**

**Monday April 5, 2010:**

***Gendering the History of World War II***

Questions:

- How did the different European war societies try to mobilize women and men for the Second World War?
- Which roles did women play during World War II at the home front?
- In which ways were women involved in the military and why?
- Did the specific war experience in different countries influence the post-war gender order?

Primary Sources:

- DiCaprio and Wiesener, *Lives and Voices*, pp. 534-542 (Document 167 and 169).

Required Reading:

- Allen, *Women in Twentieth Century Europe*, pp. 60-70 and 79-96.

Recommended Reading:

- Sandi E. Cooper, “Women in War and Peace, 1914-1945,” in: Bridenthal et al. (eds.), *Becoming Visible*, pp. 439-463.

**Wednesday, April 7, 2010:**

***Sexual Violence and War***

**Documentary:**

- **“Women as Booty. The Wehrmacht and Prostitution”, Germany 1998 (56 minutes)**

**Friday April 9, 2010:**

***Recitation Section***

**WEEK 14**

**Monday, April 12, 2010:**

***Gendered Civil Courage, Protest, and Resistance against the Third Reich and the Holocaust***

*Questions:*

- How would you define resistance?
- Which forms of resistance existed? In which forms were women involved?
- Was there a gender specific resistance?
- What motivated and enabled people to protest and get active in the resistance? In how far were they different?

*Primary Documents:*

- DiCaprio and Wiesener, *Lives and Voices*, pp. 526-533 (Documents 165 and 166).

*Required Reading:*

- Allen, *Women in Twentieth Century Europe*, pp.76-78
- Erpel, Simone, “Struggle and Survival: Jewish Women in the Anti-Fascist Resistance in Germany”, in: *Leo Baeck Institute. Year Book 37 (1992): 397-414.*

**Wednesday, April 14, 2010:**

***Women in the Resistance in Nazi Germany***

**Feature Film:**

- **“Sophie Scholl – The Final Days,” FRG, 2005, director Marc Rothemund (117 minutes)**

*Required Reading:*

- John Michalczyk, “The White Rose Student Movement in Germany: Its History and Relevance Today,” in *Confront! Resistance in Nazi Germany*, ed. John J. Michalczyk (New York, Lang, 2004), pp. 211 - 220

**Friday, April 16, 2010:**

***Recitation Section***

**WEEK 15:**

**Monday, April 19, 2010, 6:00 pm, location: MRC 205**

***Gendering the Holocaust***

*Questions:*

- What do you know about the Holocaust? Where did you learn it?
- Is an attempt to gender the history of the Holocaust appropriate?
- What enabled Jewish men and women to emigrate, to resist or survive the hell of ghettos and concentrations camps?

*Documentary:*

- **"The Courage to Care", U.S., 1986**, director Robert A. Gardner, (30 minutes) (VHS, UNC)  
Background Information on the UNC Media Collection Website:  
[http://www.lib.unc.edu/house/mrc/films/full.php?film\\_id=1174](http://www.lib.unc.edu/house/mrc/films/full.php?film_id=1174)

*Primary Documents:*

- DiCaprio and Wiesener, *Lives and Voices*, pp. 522-526 and 529-533 (Documents 164 and 166).

*Required Reading:*

- Allen, *Women in Twentieth Century Europe*, pp. 70-76.
- Baumel, Judith Tydor. "Women's Agency and Survival Strategies during the Holocaust." *Women's Studies International Forum* 22/3 (1999): pp. 329-347.

**POLLS: Whom of the historical characters you would like to meet?**

Every student in class should choose one of the HISTORICAL ACTORS we have discussed during the course and post a note on the DISCUSSION FORUM ON BLACKBOARD with the complete name and the date of the birth and death of this historical actor **BY APRIL 19, 6:00 PM**.

**Wednesday, April 21, 2010:*****Re-Gendering Post-World War I Societies******Feature Film:***

- **"Marriage of Maria Braun," FRG, 1979**, director Rainer Werner Fassbinder (120 minutes)

*Required Reading:*

- Allen, *Women in Twentieth Century Europe*, pp. 79-96

**Friday, April 23, 2010:*****Recitation Section*****WEEK 16:****Monday, April 26, 2010*****Re-Gendering Post-World War II Societies****Required Reading*

- Allen, *Women in Twentieth Century Europe*, pp. 79-96 und 115-132

**Wednesday, April 28, 2010:*****Final Session: Which of the Historical Actors would you like to meet?*****Monday, May 3, 2010: Final Examination.****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>

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 259 or WMST 259 (whichever you are registered for).
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.
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.

## RULES OF THE ROAD

1. **Read this syllabus carefully.** You should consider it a contract between you, the professor and the teaching assistant. Your enrollment in the course signifies your agreement to adhere to it. Keep it for reference.
2. **Attendance** will be taken in every class and recitation section. **Not more than three missed classes and/or recitation section will be accepted**, you need to excuse yourself for every of the three missed classes and/or recitation sections. **After four missed classes, your participation grade will go down five points for every day you miss class or a recitation section.** Thus, if you have a B+, your participation grade will fall to a B or if you have a C, your grade will fall to a C-. *However, you can make-up excused absences in lecture classes and recitation sections, see for more on Blackboard.*
3. **No late papers or other written work will be accepted except in the case of documented dire emergencies.** Remember to make back-up copies of your drafts and papers; a hard disk crash a day or two before papers are due is not an acceptable excuse for turning in a late paper.
4. **Plagiarism:** to take or pass off as one's own the ideas, key writings, etc. of another; to copy the exact words or to use key phrases from another author; to steal key ideas, even if you put them in your own words. If you do any of these things, without using a footnote to indicate your source, you are guilty of plagiarism. The exact words of another author must be put in quotation marks. Be forewarned that it is extremely easy to trace sources of plagiarism with software and on the web. If you plagiarize a paper you will receive a zero on that piece of work, and you will be subject to prosecution under the UNC Honor Code. It is your responsibility to familiarize yourself with the Honor Code (<http://instrument.unc.edu>).
5. **Cheating:** In case of cheating, you will flunk the exam. We will also report delinquents to either the UNC Honor Court or the Duke Dean of Academic Affairs. Students may not bring any material related to the course to the final examination except if it is contained in a closed book bag or knapsack. It is your responsibility to be familiar with, and act according to, the universities' honor codes.
6. **Finally - Electronics:** I support "old school" communication and note-taking during classes. Pen, paper and face-to-face dialogue reduces unnecessary distractions. Thus, the use of a laptop and cell phones are *not* allowed during classes and recitation section. Please turn off all electronic devices including, but not limited to, iPhones, cell phones, Ipods or any other devices that ring, buzz or ding. These devices should be properly secured *in your backpack* and may not be used to make or take calls or for notation during discussion.

