

**Professor Sheryl Kroen**

**stkroen@ufl.edu**

Class time: T/11:45-1:40/Th 12:50—1:40

Class: Remote/synchronous

Office Hours: Tuesday, 2-4 PM

### **Society and the Sexes in Modern Europe**

**EUH 3931: 27177, section SK11; EUH 5934: 31523, section SKVG\***

**Description:** Consulting political treatises, plays, novels, pedagogical manuals, scientific texts, paintings, and an opera, we will explore the changing debates and practices defining society and the sexes in Europe since the seventeenth century. Topics include: The Enlightenment, the French Revolution, the industrial revolution, the consumer revolution; the rise of modern social science and political ideologies (liberalism, conservatism, feminism, socialism, and fascism); the history of sexuality, marriage, the family, work, and education.

**Common Readings:** Please get the precise edition below when I do specify **in bold**. Any edition of the other books is fine, as long as it is not abridged. Many of the classic texts are available for free on line. In addition to these book-length texts below, I will make short primary source texts available throughout the semester.

Natalie Zemon Davis, *Women on the Margins: Three Seventeenth Century Women's Lives* (Cambridge, MA: 1997)

Jean-Jacques Rousseau, *Emile* (1762)

**Isabelle de Charriere, *The Nobleman and Other Romances*, translated and with an introduction by Caroline Warman, Penguin Books, 2012**

Mary Wollstonecraft, *Vindication of the Rights of Woman* (1792)

OR Mary Wollstonecraft, *Mary* (1788) and *Maria* (published posthumously, 1798)

Penguin edition includes her daughter, Mary Shelley's *Matilda* (Penguin, 1991)

Jane Austen, *Persuasion* (1818)

Chateaubriand, *Atala* (1801)

Elisabeth Gaskell, *North and South* (1855)

Gustave Flaubert, *Madame Bovary* (1856) OR Emile Zola, *Ladies Paradise* (1882)

Sigmund, Freud: *Dora: An Analysis of a Case of Hysteria* (1905)

Virginia Woolf, *A Room of One's Own* (1929)

Virginia Woolf, *Orlando* (1928)

Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives* (1986)

Elena Ferrante, *My Brilliant Friend* (2012) or Elena Ferrante, *Frantumaglia: A Writer's Journey* (2016)

**Requirements:** Written Assignments: 1-2-page critical response to *Women on the Margins*; 3-page paper on two primary sources up through the 18C; 5-page paper on two primary sources, at least one of which is from the 19C; 2 1-2-page analytical summary of secondary sources (journal article or scholarly monograph) chosen by the student, with the approval of the professor; annotated bibliography (to build toward final paper, including two primary sources and two secondary sources); 7-10-page paper on approved primary and secondary sources. In

the final week of the semester students will present their final projects to the class. Class participation: attendance, completion of assigned reading and contribution to class discussion and workshops. \*Requirements for the students in the 5934 section will be negotiated with the professor during the first week of the semester.

**Assignment and Grade Breakdown:**

1-2- page analysis	10 %	Tuesday, Jan. 19
3-page paper	10%	Friday, Feb. 12
5-page paper	20%	Friday, March 12
2 1-page analytical summary	10%	1 before March, 1 after March (secondary sources)
Annotated Bibliography	10%	Friday, March 26
Presentation	10%	Tuesday/Thursday April 13/15
7-10-page paper	20%	Tuesday, April 20
Class participation	10%	Attendance and participation

**Policies and Expectations:**

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well.

Students are expected to attend all classes and to arrive promptly. Students are allowed 2 absences without penalty, after which the participation grade goes down one fraction of a grade per absence. More than 6 absences will result in an automatic failing grade for the course.

Come to class prepared to discuss the texts assigned for each day. The readings provide the raw material for all discussions. The more prepared you are before class, the more you will get out of both lectures and discussions. Class participation is essential. Students can expect a respectful and open atmosphere in which to participate in discussions.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

In writing your papers be sure to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is plagiarism. All incidents of plagiarism will be reported to the Dean of students and met with sanctions (e.g failing grade for affected assignment, failing grade for the

course, etc.). Please review the University's student code of conduct and conflict resolution procedures.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

**Counseling services:** Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>

### **Consider Majoring in Women's Studies**

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. This class counts toward the 30-credit Women's Studies major, which consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker ([azucker@ufl.edu](mailto:azucker@ufl.edu)) to make an appointment to discuss adding the major.

### **Week-by-week schedule:**

Tuesday, Jan. 12: Introductions: The Instructor, the Course, and you

### **Start reading NZ Davis, *Three Seventeenth Century Women's Lives* for next week!**

Thursday, Jan. 14: The Liberal Challenge to the Patriarchy and Unfreedom of Absolute Monarchy

**Read:** Jean Bodin, excerpt from *Six Books of the Commonwealth* (1576); Jacques Bossuet, *Politics Drawn from the Very Words of Holy Scripture* (1709); John Locke, "Of Paternal Authority," *Second Treatise on Government* (1690)

**Recommended:** either **read or watch** a performance of **Moliere's, Tartuffe** (1669)

Tuesday, Jan. 19: Writing Early Modern Women's Lives

**Read entire Natalie Zemon Davis, *Women on the Margins: Three Seventeenth Century Women's Lives*** (Cambridge, MA: 1997)

**Write a 1-2-page analysis that focusses on ONE of the three essays, paying particular attention to the sources and approaches of historian Natalie Zemon Davis.**

Thursday, Jan. 21: The Enlightenment and the Woman Question

Recommended reading: Entries on "Woman" in Diderot and D'Alembert's *Encyclopédie*

Tuesday, Jan. 26: Every(wo)man: Emile (and Sophie)

**Read Jean-Jacques Rousseau, *Emile* (1762), entire**

Thursday, Jan. 28: Writing Women

**Read the "Introduction,"** by Caroline Warman, translator for Isabelle de Charrière, *The Nobleman and Other Romances* (1763-1799), Penguin Books, 2012 **(Don't skip the very informative footnotes!)**

Tuesday, Feb. 2: One writing woman takes on Rousseau

**Read: "The Nobleman," and "Constance's Story" in Isabelle de Charriere, *The Nobleman and Other Romances*. (While it is on the syllabus for February 8, you can also read "Mistress Henley's Letters" here.)**

Thursday, Feb. 4: The French Revolution

**Read the following Documents from the French Revolution:** Declaration of the Rights of Man and Citizen (1789); Condorcet, "On the Admission of Women to the Rights of Citizenship," (1790); Olympe de Gouges, "Declaration of the Rights of Woman," (1791); Napoleonic Code (1804)

Tuesday, Feb. 9: The French Revolution: the assault on Patriarchy; declarations of the Rights of Man, Woman, Wife, and Daughter

**Choose and read one of the following articles by Susanne Desan:**

Suzanne Desan, "'War between Brothers and Sisters': Inheritance Law and Gender Politics in Revolutionary France," *French Historical Studies*, Vol. 20, No. 4 (Autumn, 1997), pp. 597-634.

Suzanne Desan, "Reconstituting the Social after the Terror: Family, Property and the Law in Popular Politics," *Past & Present*, No. 164 (August, 1999), pp. 81-121.

Thursday, Feb. 11: Another writing woman takes on Rousseau

**Read either**

**Mary Wollstonecraft, *Vindication of the Rights of Woman* (1792)**

**or**

**Mary Wollstonecraft, *Mary* (1788) and *Maria* (published posthumously, 1798)**

Recommended: volume with the novel of her daughter, Mary Shelley, *Matilda* (Penguin, 1991)

**Friday, Feb. 12: 3-page paper due on two primary sources we have read**

Tuesday, Feb. 16: A writing man takes on Rousseau

**Read entire: Chateaubriand's *Atala* (1801)**

Thursday, Feb. 18: Another writing woman, this one very proper

**Read entire: Jane Austen, *Persuasion* (1818), entire**

**Read: Charriere, "Mistress Henley's Letters" in Isabelle de Charriere, *The Nobleman and Other Romances*.**

Family Fortunes through The Industrial Revolution

Tuesday, Feb. 23: Mrs. Gaskell: a writing, lecturing, reforming woman

**Read entire: Elisabeth Gaskell, *North and South* (1855, but began to appear, serially, in 1854), entire**

Thursday, Feb. 25: NO CLASS

Tuesday, Mar. 2: Some other voices from Manchester

**Read Excerpts, Friedrich Engels, *The Condition of the Working Class in England* (1844); and Mrs. Sarah Ellis, "The Women of England," *The Family Monitor* (1850)**

Thursday, Mar. 4: The Woman Question Posed anew from the Frontier of Commodity Capitalism (by a man who said, "I am Madame Bovary")

**Read entire: Gustave Flaubert, *Madame Bovary*, (1856), entire  
or**

For students interested in a later depiction of consuming women in the context of the department store, read: **Emile Zola, *Ladies Paradise* (1883)**

Tuesday, Mar. 9: "Public Women" *La Traviata* and Manet's Olympia

**Definition of Woman, in Larousse: *Le Grand Dictionnaire du XIXeme siècle* (1872)**

Thursday, Mar. 11: The Woman Question posed anew, by science, especially in the nascent field of psychoanalysis

**Read entire: Sigmund Freud, *Dora: An Analysis of a Case of Hysteria* (1905)**

**Friday, March, 12: 5-page paper due on any two primary sources to date, including one from the nineteenth century**

Tuesday, Mar. 16: War and Revolution

Thursday, Mar. 18: The Woman Question: Ha! Ha! Ha!  
**Read entire: Virginia Woolf, *A Room of One's Own***

Tuesday, Mar. 23: Portraiture: *Orlando*  
**Read entire: Virginia Woolf, *Orlando***

Thursday, Mar. 25: Women and the State: Fascism, Socialism, the Welfare State  
**Read Gisela Bock, "Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State," (1984)**

**Friday, Mar. 26: Annotated Bibliography due for final project**

Tuesday, Mar. 30: What is Woman? Simone de Beauvoir and the French Feminists  
**Read: Simone de Beauvoir, *The Second Sex* (the introduction and as much as you like beyond that) (1949)**  
**Read excerpts: Luce Irigaray, *The Sex Which is Not One* (1985)**

Thursday, Apr. 1: Contemporary Historians writing Women's Lives  
Writing Experiments: between history and psychoanalysis  
**Read entire: Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives* (1986)**

Tuesday, Apr. 6: Contemporary Novelists Writing Women's Lives

Thursday, Apr. 8: Elena Ferrante  
**Read entire: Elena Ferrante, *My Brilliant Friend* (2012)**

Tuesday, Apr. 13: Conclusions

Thursday, Apr. 15: Workshop  
Bring outlines, drafts of your final paper

Apr. 20: Tuesday, Open Discussion

**Final Papers due in class, Tuesday, April 20**