

Professor Sheryl Kroen

Class time: MWF 3:9:35-10:25

Classroom: Anderson 21

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Office Hours: M/F 10:30-12:00

219 Keene-Flint

EUH 4610: Society and the Sexes in Modern Europe

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)

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)

Jenny Erpenbeck, *Kairos* (2021), translation by Michael Hofmann (2023)

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 summaries of secondary sources (journal articles or scholarly monographs) chosen by the student, with the approval of the professor; annotated bibliography (to build toward final paper); 7-10-page paper using common readings and approved additional 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.

Assignment and Grade Breakdown:

1-2- page analysis	5 %	Friday, Jan. 24
3-page paper	10%	Friday, Feb. 14
5-page paper	25%	Friday, March 21
2 1-page analytical summary	10%	1 by March 1 st , 1 by April 1 st (secondary sources)
Annotated Bibliography	10%	April 4
Draft/Presentation	10%	April 18
7-10-page paper	20%	Wednesday, April 23
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.

Students are expected to attend all classes and to arrive promptly. Students are allowed 3 absences without penalty, after which the participation grade goes down one fraction of a grade per absence. More than 9 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>

Week-by-week schedule:

Mon., Jan. 13: Introductions: The Instructor, the Course, and You

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

Wed., Jan. 15: Performing Patriarchy and Absolute Monarchy at the court of Louis XIV

Read: Jean Bodin, excerpt from *Six Books of the Commonwealth* (1576); **Jacques Bossuet**, *Politics Drawn from the Very Words of Holy Scripture* (1709).

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

Fri., Jan. 17: The Liberal Challenge to Absolute Monarchy in Britain

Read John Locke, "Of Paternal Authority," *Second Treatise on Government* (1690)

Mon. Jan. 20 NO CLASS, Holiday

Wed., Jan. 22: Writing Early Modern Women's Lives

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

Fri., Jan. 24: Discussion of Natalie Zemon Davis

Write a 1-2-page analysis focused on ONE of the three essays.

Mon., Jan. 27: The Enlightenment and the Woman Question

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

Wed., Jan. 29: Every(wo)man: Emile (and Sophie)

Read Jean-Jacques Rousseau, *Emile* (1762), excerpts (see guide to reading *Emile*)

Fri. Jan. 31: 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!)**

Mon., Feb. 3: One writing woman takes on Rousseau

Read: "The Nobleman," and "Constance's Story" in Isabelle de Charriere, *The Nobleman and Other Romances*. (While "Mistress Henley's Letters" is paired with Austen on for Feb 12, you are welcome to read it here as well.)

Wed. Feb. 5: 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).

Fri., Feb. 7: The French Revolution: the assault on Patriarchy; declarations of the Rights of Man, Woman, Wife, and Daughter, including to property.

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.

Mon. Feb. 10: Another writing woman takes on Rousseau

Choose and read one of the following by Mary Wollstonecraft:

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)

Wed. Feb. 12: Discussion/workshop in preparation for paper due Friday.

Fri. Feb. 14: No Class

3-page paper due on two primary sources we have read to date

Mon., Feb. 17: A writing man takes on Rousseau: from Revolution to Restoration in France

Read excerpt from Napoleonic Code (1804)

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

Wed., Feb. 19: Another writing woman, this one very proper, after the Revolution in England

Read excerpt from Adam Smith, *The Wealth of Nations* (1776)

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

Fri., Feb. 21: Charriere and Austen

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

Mon., Feb. 24: Family Fortunes through The Industrial Revolution

Wed., Feb. 26: Mrs. Gaskell: a writing, lecturing, reforming woman

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

Fri., Feb. 28: 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)

Mon., Mar. 3.: The Woman Question Posed anew from the Frontier of Commodity Capitalism (by a man who said, "I am Madame Bovary")

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

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

Wed., Mar. 5: Madame Bovary cont.

Fri., Mar. 7: "Public Women:" *La Traviata* and Manet's Olympia

**Mon., Mar. 10: Political Struggles of the nineteenth century around women's rights
Definition of Woman, in Larousse: *Le Grand Dictionnaire du XIXeme siècle* (1872)**

Wed., Mar. 12: 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)

Fri, Mar. 14: War and Revolution

5-page paper due on any two primary sources to date, including one from the nineteenth century

Spring Break: March 17-21

Mon, Mar. 24: The Woman Question: Ha! Ha! Ha!

Read entire: Virginia Woolf, *A Room of One's Own*

Wed., Mar. 26: National Biography (of the Father) by his daughter

Read entire: Virginia Woolf, *Orlando*

Fri, Mar. 28: Gender and the State: Fascism, Socialism, the Welfare State

Read Documents on Fascism and Gisela Bock, "Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State," (1984)

Mon. Mar. 31: 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)** and excerpts, Luce Irigaray, *The Sex Which is Not One* **(1985)**

Wed., Ap. 2: The gains of the 1960s and 70s and the backlash

Fri, Apr. 4: Contemporary Historians Women's Writing Experiments: between history and psychoanalysis

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

Annotated Bibliography due for final project

Mon., Apr 7: Contemporary Novelists Writing Women's Lives

Wed., Apr. 9: Elena Ferrante

Read entire: Elena Ferrante, *My Brilliant Friend* (2012)

Fri Apr. 11: Ferrante cont.

Mon., Apr. 14: Jenny Erpenbeck, *Kairos* (2021), translation by Michael Hofmann (2023)

Wed., Apr. 16: Conclusions

Fri, Apr. 18: Presentations/workshops

Mon, Apr. 21: Workshop

Bring outlines, drafts of your final paper

Apr. 23: Wed, Open Discussion

Final Papers due in class, Wednesday, April 23