History 147 – Winter 2013
Women and Gender in Early Modern Europe
TTh 2:00-3:20pm
Center 224A
Professor Heidi Keller-Lapp

Office Hours: Tuesday, 3:30-4:20pm, Making of the Modern World Program (MMW) Office
Thursday, 3:20-4:20pm, Mandeville Coffee Cart
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Course Description and Objectives
This course examines early modern European history (1500-1700) through the lens of gender and through the experiences of women of all ages, estates, religions, cultures, professions, identities and sexualities. The course will focus on three primary themes: 1) structures and power relations in early modern Europe; 2) how early modern women negotiated these structures; and 3) how early modern notions of gender shaped power relations and impacted identity and agency.

Texts, Readings, and Films
Texts may be purchased from the UCSD Bookstore and will be put on reserve in Geisel Library.
2. Companion Website, Women and Gender in Early Modern Europe, http://www.cambridge.org/womenandgender. Click on “Resources” tab for access to primary sources readings (Hereafter: WGEME website)

Undergraduate Grade Distributions and Due Dates
Précis (15 x 2%) / Class participation (15 x 1%) 45% Each lecture according as listed on syllabus
Critical Analysis (15%) & Class Presentation (10%) 25% Paper due in class Tuesday, March 12
Final Exam 30% Class presentation, Thursday, March 14 Thursday, March 21, 3:00-6:00pm

Reading Précis and Class Participation
Fortunately, this course is small enough to run as a seminar, a rare luxury for students attending a large research university. For class meetings, you are required to prepare a one-page précis which is a critical summary of the main reading for class discussion that day. Your grades for the best 15 précis will count toward your class grade. Focused questions for your précis are offered in the syllabus. In addition to answering the questions provided, you must also write two questions for class discussion. Each précis will be worth 2% of your course grade.

A good seminar is dependent upon the attendance and participation of all class members; for this reason, attendance is required. To earn participation credit (1% per class meeting), you should be prepared to share your précis in class when asked by the professor, ask questions, and participate actively in class discussions. The professor will not accept late précis or précis for class meetings that you miss.
Critical Analysis (15%) and Presentation (10%)
You will write a 5-7 pages critical analysis paper (15%) on one of the books listed in the bibliography or Companion Site of your textbook, *Women and Gender in Early Modern Europe*. (You may write on an unlisted book with approval of the professor.) In this analysis, you will: 1) identify the author’s thesis, method, and conclusions, 2) discuss the author’s sources, method, and evidence, 3) critically evaluate the author’s evidence and claims, 4) discuss the significance of the author’s work in helping us better understand the subject, and 5) place the book in the context of this course. Further instructions for the Critical Analysis may be viewed on Ted course website. The Critical Analysis will be due Tuesday, March 12, but you may turn your paper in earlier if you would like my feedback (and your grade) before your presentation.

On the final day of class (Thursday, March 14), you will present your book to the class and discuss where the book supports and where it challenges ideas we have discussed in class. This presentation will be worth 5% of your course grade. Further instructions for the presentation will be posted on the website.

Unexcused late papers will be marked down 1/3 of a letter grade (i.e. B+ becomes B) for each day that the paper is late. See “Academic Integrity” (below) for policies related to plagiarism and other issues of academic integrity. You will be required to submit your Critical Analysis to Turnitin.com by midnight on Tuesday, March 12; late penalties apply to each day that this submission is late.

Final Exam (35%)
The cumulative Final Exam will consist of short answer and essay questions drawn from readings and class discussion. A study guide will be provided.

Academic Integrity
I expect students to adhere to the highest standards of academic integrity and to have read the UCSD Policy on Integrity of Scholarship ([http://senate.ucsd.edu/manual/appendices/appendix2.pdf](http://senate.ucsd.edu/manual/appendices/appendix2.pdf)).

Schedule of Readings, Weekly Topics, and Assignments

Week 1
T (1/8) 1.1 Introduction: Women, Gender, Early Modern Europe: Structures
- Wiesner-Hanks, Introduction, pp. 1-16

Th (1/10) 1.2 Ideas about Women
Readings:
- Wiesner-Hanks, Chapter 1, pp. 17-49
- WGEME Companion Site, Chap. 1, Original Sources: #1- #4, #6-#9, #11-#13 (pp. 21-51)

*Précis #1*: What is the stereotype of the ideal ‘woman’ in early modern woman? Which sources share this ideal? Where do you see differences? What impact do these ideals have on real women’s lives? Write two questions for class discussion.

Week 2 – Negotiating the Early Modern World: Being Female and the Female Life-Cycle
T (1/15) 2.1 Gender, Sex, Power, and Agency in the Early Modern World
Ted Readings:
- Michel de Certeau, excerpts from *The Practice of Everyday Life* (posted to Ted site)

Précis #2: How does Michel de Certeau offer us a way to better understand how women really operated in the early modern world? Write two questions for class discussion.

Th (1/17) 2.2 The Female Life-Cycle: Girls, Virgins, and Women-centered relationships in the Early Modern World
Readings:
- Wiesner-Hanks, Women and Gender, Chap. 2, pp. 52-75
- WGEME Companion Site, Chap. 2, Original Sources: #1, #2, #3, #4, #5, #7, #8 (pp. 40)

Précis #3: What is Matter’s argument in this article? Identify Matter’s thesis, sources, method of research, evidence, significance and conclusions. Write two questions for class discussion.

Week 3 - The Female Life-Cycle
T (1/22) 3.1 The Female Life-Cycle: Wives and Mothers
Reading:
- Wiesner-Hanks, Women and Gender, Chap. 2, pp. 75-93
- WGEME Companion Site, Chap. 2, Original Sources: #9, #10, #11, #12, #13, #14, #15, #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27 (pp. 41-80)

Précis #4: What is Rublack’s argument? Identify Rublack’s thesis, sources, method of research, evidence, and significance. Considering all of the readings, compare the role of girls and unmarried women with that of wives and mothers. Write two discussion questions.

Th (1/24) 3.2 The Female Life-Cycle: Aging women and Widows
Readings:
- Wiesner-Hanks, Women and Gender, Chapter 2, 94-100
- WGEME Companion Site, Chap. 2, Original Sources: #28, #29 (pp. 80-83)

Précis #5: What is Wyntges’ argument? Identify Wyntges’ thesis, sources, method of research, evidence, and significance. Considering all of the readings, compare the role of aging women and widows with that of wives and mothers. Write two discussion questions.

Week 4 –Identity in The Return of Martin Guerre
T (1/29) 4.1 The Return of Martin Guerre (film)
Reading:
- Davis, The Return of Martin Guerre (entire)


Th (1/31) 4.2 The Return of Martin Guerre (film and discussion)
Reading:
- Jean Coras, “Arret Memorable, 1572,”
http://faculty.virginia.edu/ajmlevine/544_filmhist/coras.html
Week 5 - Work

T (2/5)  5.1 Working Women: Artisans and Merchant wives
Précis #8: TBD

Th (2/7)  5.2 Working Women: Domestic servants, prostitutes
Readings:
- Wiesner-Hanks, Women and Gender, Chapter 3, 101-137
- WGEME Companion Site, Chap. 3, Original Sources: #1, #2, #4, #5, #6, #8, #9, #10, #11, #13, #14, #15, #16, #17, #18, #19, #20, #21, #22, #23 (pp.17-64)
- Choose one of the articles below:
Précis #9: From the readings assigned, what would you say about the role of women’s work compared to men’s work in early modern Europe? Write two questions for discussion.

Week 6
T (2/12) 6.1 Students and scholars
Reading:
- Wiesner-Hanks, Women and Gender, Chap. 4, 141-173
- WGEME Companion Site, Chap. 4, Original Sources: #1, #2, #3, #4, #5, #6, #7, #8, #9 (pp. 13-42)

Précis #10: How do early modern men portray an appropriate education for women? How do women? How do these differ? Write two questions for discussion.

Th (2/14) 6.2 Exceptional Women: Artists, Scientists, Writers, Musicians
Reading:
- Wiesner-Hanks, Women and Gender, Chapter 5, “Women and the Creation of Culture,” 174-204.
- WGEME Companion Site, Chap. 5, Original Sources: #1, #2, #3, #4, #5, #6, #7, #8, #9 (pp. 35-61)
- Natalie Zemon Davis, “Metamorphoses: Maria Sibylla Merian,” Women on the Margin, 140-203

Précis #11: What do these sources tell us about the “problem” of the woman artist, scientist, and writer in early modern Europe? Write two questions for discussion.

Week 7 - Mind and Spirit
T (2/19) 7.1 Women and popular religion
Theological ideas about women and women’s religious practice: Catholicism (medieval and reformed) to Protestantism (mainstream to radical)
Readings:
- Wiesner-Hanks, Women and Gender, Chapter 6, “Religion,” 207-243
- WGEME Companion Site, Chap. 6, Original Sources: #1, #3, #4, #5, #6, #8, #14, #15 (pp. 33-86)


Précis #12: TBD

Th (2/21) 7.2 The Other in Early Modern Europe: Heretics, Jews, Muslims, and Witches
Readings:
- Wiesner-Hanks, Women and Gender, Chapter 6, “Jewish and Muslim Women’s Religious Life,” 243-251; Chapter 7, “Witchcraft,” 252-275
- WGEME Companion Site, Chap. 6, Original Sources: #16, #17; Chapter 7: #1 (excerpt, not entire), #2, #3, #4, #5, #6, #7, illustrations
- Choose one of the following articles:


**Précis #13:** What is the argument of the scholar whose article you read? Identify the scholar’s thesis, sources, method of research, evidence, and significance. Write two questions for discussion. What does this week’s reading tell you about early modern women who did not fit the European Christian profile?

**Week 8 – Mind and Spirit**

**T (2/26)**

**8.1 Women religious**

*Film: “I, the Worst of All”*

*Readings:*
  - Women’s religious roles: nuns, minister’s wife, preachers, teachers, nurses, mystics.
  - WGEME Chapter 6, Original Sources: #2, #7, #9, #10, #11, #12

*No précis.*

**Th (2/28)**

**8.2 Women religious**

*Film Discussion: “I, The Worst of All”*
  - Sor Juana poems (posted on Ted site)

*Précis #14:* Compare the opportunities for living a vowed or committed religious life in early modern Catholicism and Protestantism. Write two questions for class discussion.

**Week 9 - Aberrant Women: Expansion of Women’s Identity and Roles in the New World**

**Tu (3/5)**

**9.1 Lieutenant Nun: Memoir of a Basque Transvestite in the New World**

*Reading: Entire book*

*Précis #15:* What most surprised you in reading this account? Write two questions for discussion.

**Th (3/7)**

**9.2 Pirates and Missionaries**

*Reading:*
  - Wiesner-Hanks, *Women and Gender*, Chapter 9, 303-334
  - WGEME Companion Site, Original Sources: #1, #2, #3, #4, #5, #6, #7 (pp. 13-36)
  - Excerpts from Keller-Lapp’s research (posted on Ted)

*Précis #16:* What most surprised you when reading these accounts? Write two questions for class discussion.

**Week 10-**
**Tu (3/12)**

### 10.1 Women with Power and Privilege: Regents, Queens, Aristocrats, and Abbesses

**CRITICAL ANALYSIS DUE**

**Readings:**
- Wiesner-Hanks, *Women and Gender*, Chapter 8 “Gender and Power,” 276-302
- Wgeme, Companion Site, Chapter 8, Original Sources, #1, #2, #3, #4, #6, #7, #8, #9, #10, #11 (link to selections, not entire text)

Select one of the articles listed below:
- Sarah Hanley, “Engendering the State: Family Formation and State Building in Early Modern France,” *French Historical Studies*, 16 (1), (Spring 1989), 4-27.
- J.N. King, “Queen Elizabeth I: Representations of the Virgin Queen,” *Renaissance Quarterly* 43 (1990), 30-74
- Glyn Redworth, “‘Matters impertinent to women’: Male and Female Monarchy under Philip and Mary,” *Sixteenth Century Journal* 36 (4) (Winter 2005), 971-90 (Mary Tudor)
- Katherine Crawford, “Catherine de Médicis and the Performance of Political Motherhood,” *Sixteenth Century Journal* 31 (3) (Fall 2000), 643-74


**Précis #17:** Describe the debate on women in positions of power in the early modern period. Write two questions for discussion.

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**Th (3/14)**

### 10.2 Book Presentation and Course Conclusions

**Readings:** Read two of the following articles of your choice.
- Mary P. Ryan, “The Public and the Private Good: Across the Great Divide in Women’s History,” *Journal of Women’s History* 15(2) (Summer 2003), 10-27


**Précis #18:** By the end of the 17th century, had early modern women experienced a Renaissance and Reformation? Were they now ready for Enlightenment? How much did these developments in European history apply to women?

**Final Exam:** Thursday, March 21, 3:00-6:00pm

**Questions to consider:**

- Is women’s history/gender history serious history?
- Does history affect women differently than it affects men?
- What happens to our understanding of periods of history when we add the experience of women? (Renaissance, Reformation, Scientific Revolution, Enlightenment)
- Is “sex” natural, universal? Is “gender” natural, universal? Are there only two genders? What makes a “man” or “woman”? What is “masculine” or “feminine”? Does what is considered “man” or “woman” change over time? Then is it essential?
- Is gender essential or performative? Do people “do gender” differently from one place to another, one age to another, one situation to another?
- How have gender roles been developed/challenged during the early modern period?
- Is there a “woman’s experience”? What experience constitutes a “woman’s experience”?
- Is identify essential or performatve (male/female, black/white, heterosexual/homosexual/transsexual/queer)?
- How important was gender to different people (men or women) during the early modern period (as opposed to race, religion, class, status, other)?