

History 336, Spring 2013

H. M. Pabel

<http://www.sfu.ca/~pabel/336.HTM>

AQ 6018

Lectures: Mondays 9:30-12:20 (AQ 4120)

778-782-4450

Tutorials: Wednesdays 9:30-10:20 (AQ 4115), 10:30-11:20 (AQ 4115)

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Office Hours: Mondays 13:00-14:00, Wednesdays 11:30-12:30 or by appointment.

Ideas and Society in Early Modern Europe: The Debate about Gender and Identity

Course Description

Formally known as the *querelle des femmes*, the “quarrel about women” dominated debates about gender identity in early modern Europe. Women and men argued about various questions. Were women incapable of intellectual thought or were they at least as intelligent as men and therefore did they deserve to be educated? Did women undermine or safeguard social and moral norms?

We will begin our study of early modern female identities with a survey of the biological, economic, cultural, spiritual, and political contexts in which women found themselves. Once we have grounded ourselves in the essential historical context, we will launch into the debate by analyzing contributions to the debate by women and men.

Learning Outcomes

After completing this course, you should be able to

- identify the main social contexts in which early modern European women operated and the ideas that governed these social contexts
- explain why gender is a useful category of historical analysis
- analyze and evaluate specific positions, accessible in primary sources, in the early modern European debate about women, gender, and identity.

The assessment of these outcomes will take several forms: regular class participation and a group presentation that facilitates class discussion of an aspect of the debate, two tests that will evaluate your grasp of essential information about the way in which the interaction of ideas and society affected early modern European women, a short essay in which you will analyze one primary source, a longer essay in which you will draw on several primary sources and some secondary sources, and a bibliography assignment that will prepare you for the longer essay.

Course Requirements

Participation	10%	Essay 1 (1000-1500 words, due 4 Feb.)	20%
Group presentation in Weeks 7 to 12	10%	Annotated Bibliography (due 18 March)	10%
Two tests (10% each: 30 January, 8 April)	20%	Essay 2 (2000-2500 words, due 10 April)	30%

Required Reading

Merry E. Wiesner-Hanks-Hanks, *Women and Gender in Early Modern Europe*, 3rd edition (2008).

Juan Luis Vives, *The Education of a Christian Woman: A Sixteenth-Century Manual* (2000)

Lucrezia Marinella, *The Nobility and Excellence of Women and the Defects and Vices of Men* (1999)*

Gabrielle Suchon, *A Woman who Defends all the Persons of Her Sex* (2010)

François Poullain de la Barre, *Three Cartesian Feminist Treatises* (2002)

*You can download portions of this book for free from Ebrary via the SFU library catalogue.

Part 1: Historical Background

Week 1	Monday, 7 Jan. Wednesday, 9 Jan.	Wiesner-Hanks, <i>Women and Gender</i> , 1-49. Joan Scott, "Gender: A Useful Category of Historical Analysis," <i>American Historical Review</i> 91 (1986): 1053-75 (online: JSTOR).
Week 2	Monday, 14 Jan. Wednesday, 16 Jan.	Wiesner-Hanks, <i>Women and Gender</i> , 55-134; How to use ebooks. Wiesner-Hanks, <i>Women and Gender</i> , 141-70.
Week 3	Monday, 21 Jan. Wednesday, 23 Jan.	Wiesner-Hanks, <i>Women and Gender</i> , 174-248. Wiesner-Hanks, <i>Women and Gender</i> , 252-72.
Week 4	Monday, 28 Jan. Wednesday, 30 Jan.	Wiesner-Hanks, <i>Women and Gender</i> , 276-331; Joan Kelly, "Early Feminist Theory and the <i>Querelle des Femmes</i> , 1400-1789," <i>Signs</i> 8 (1982): 4-28 (online JSTOR). Test #1

Part 2: The Early Modern Debate on Women

Week 5	Monday, 4 Feb. Wednesday, 6 Feb.	Introduction to Juan Luis Vives Vives, <i>Education of a Christian Woman</i> , 45-115. First essay due Vives, <i>Education of a Christian Woman</i> , 116-172.
Week 6	Monday, 11 Feb. Wednesday, 13 Feb.	Family Day, no class. Reading week, no class.
Week 7	Monday, 18 Feb. Wednesday, 20 Feb.	Vives, <i>Education of a Christian Woman</i> , 175-253. Vives, <i>Education of a Christian Woman</i> , 254-93.
Week 8	Monday, 25 Feb. Wednesday, 27 Feb.	Vives, <i>Education of a Christian Woman</i> , 299-329. Marinella, <i>Nobility</i> , 1-34 (introduction). Marinella, <i>Nobility</i> , 37-118.
Week 9	Monday, 4 March Wednesday, 6 March	Marinella, <i>Nobility</i> , 119-83. Suchon, <i>A Woman</i> , 1-51 (introduction). Suchon, <i>A Woman</i> , 65-131.
Week 10	Monday, 11 March Wednesday, 13 March	Suchon, <i>A Woman</i> , 131-228. Suchon, <i>A Woman</i> , 229-85.
Week 11	Monday, 18 March Wednesday, 20 March	Poullain, <i>Three Cartesian Feminist Treatises</i> , 3-121. Annotated Bibliography due. Poullain, <i>Three Cartesian Feminist Treatises</i> , 125-74.
Week 12	Monday, 25 March Wednesday, 27 March	Poullain, <i>Three Cartesian Feminist Treatises</i> , 174-250. Poullain, <i>Three Cartesian Feminist Treatises</i> , 255-314.
Week 13	Monday, 1 April Wednesday, 3 April	Easter Monday, class cancelled Discussion of final essay

Week 14 Monday, 8 April Test 2, discussion of final essay
 Wednesday, 10 April **Second essay due, 9:30 am in AQ 6018.**

Course Requirements

Participation = 10%

History 336 will mix a traditional lecture format with the active and critical involvement of students. Class participation is essential both at the meeting of the entire class on Mondays and in tutorial on Wednesdays. You are expected to attend all classes and to arrive **on time**. You are **required** to complete the required reading **before** class. It is essential that you prepare the readings and contribute to class discussion. Preparation and active participation in class discussion will make up the bulk of your participation grade (in other words, attendance alone is not enough!). By completing the reading assignments you will be prepared to answer the questions on the two tests. (See below.) Poor attendance will result in a grade of F for participation. If you arrive late to class, or if you are absent from any class, it is your responsibility to make up for the material you have missed. I will not go over material a second time.

Tests = 20%, 30 January, 8 April

You will write two tests. Each test is worth 10% of the final grade. **If you do not write a test when it is scheduled, you will get a mark of 0. I will not set a make-up test for those who miss a test for any reason. I will make no exceptions to this rule.** A test will consist of a series of questions (e.g., multiple choice, fill in the blanks, brief identifications) that will assess your knowledge of essential facts, and interpretations that you encounter in the assigned reading up to and including the reading assigned for the day on which the test takes place. A test may also address observations that we make in class. If you do the assigned reading, attend every class, and participate, you will be in a good position to do well on the tests.

Class presentation = 10%

To hone your skills at analyzing primary sources you will collaborate with one or two students to lead the discussion of an assigned reading in Part 2 of the course. Your group may begin with a short introduction (no more than 5 minutes); then your job will be to engage classmates in a discussion. This may be done in a number of ways, e.g. by dividing the class into groups and assigning each group one or more questions, by organizing a debate, by casting a play, by devising a game, etc. Please note that a game should not limit itself to obtaining basic information but should lead to a discussion of the significance of the assigned reading. You may prepare your classmates by giving them directions a week in advance.

Discussion leaders will be evaluated on the basis of the following criteria: preparation, organization, the ability to engage the entire class in conversation, and grasp of the assigned readings. You are expected to do more than ask questions that require only a short answer. Your goal is to get your classmates to explore the significance of the material about which we are reading. Keep in mind the assignment for the second essay. How can your assigned reading help classmates approach the controverted identity of women in early modern Europe? Please know that on the day that you lead the discussion the class is yours to manage as you see fit. Do not hesitate to consult with me, if you wish, about leading your discussion.

Annotated Bibliography = 10%

This assignment is due at the beginning of class on **Monday, 18 March**. It will help you prepare for the Second Essay (see below, p. 6) and will consist of three parts: (1) justification of your research question, (2) a list of at least four primary sources with annotations, (3) a list of at least three secondary sources with annotations. Follow the *Chicago Manual of Style*, 16th edition for proper bibliographic format. **The annotated bibliography is the foundation of your Second Essay. You should start work on this assignment as soon as possible.**

1. Justification of your research question: Formulate a research question based on an aspect of your interest in the *querelle des femmes* and your familiarity with the primary and secondary sources that you list in parts 2 and 3. The question should be a real question, beginning with an interrogatory word or expression (e.g., why, how, to what extent), that you can answer based on your sources. After you state your question, write a brief paragraph that justifies the question. In this paragraph, briefly explain why your question is historically significant with reference to your sources.
2. Primary sources with annotations: List at least four primary sources in proper bibliographical format. Under the title of each primary source add an annotation. The annotation will consist of two or three sentences that explain the relevance of your source to the research question. The annotation can focus on a specific theme or section of the source. All primary sources must have been written between 1400 and 1800 and must be relevant to the theme of the course. At least two of the sources must be written by a woman. At least one of the primary sources must be external to the syllabus for this course. You will find many primary sources in English translation in two series with the same title, *The Other Voice in Early Modern Europe*, but with different publishers: University of Chicago Press, Centre of Reformation and Renaissance Studies (Toronto). You will also find relevant primary sources outside these series.
3. Secondary sources with annotations: List at least three secondary sources in proper bibliographical format. Under the title of each secondary source add an annotation. The annotation will consist of two or three sentences that explain the relevance of your source to the research question. The annotation can focus on a specific theme or section of the source. All secondary sources must be external to the required readings for this course. They must be scholarly sources: (1) **monographs** published by a university press or reputable academic publishing house (e.g. Ashgate, Palgrave Macmillan, Brill), (2) **articles published in scholarly journals** (e.g. *Renaissance Quarterly*, *Signs*, *Journal of Women's History*, *Journal of the History of Sexuality*) **not** popular journals (e.g. *History Today*), or (3) **essays in a collection of essays** published by a university press or reputable academic publishing house. If you include an essay from a collection of essays, cite in your list the essay within the collection, not simply the collection. You may **not** include introductions to primary sources. Aim for sources that are specifically relate to your research question. Your secondary sources could include studies of the authors of your primary sources. You could start your search for sources in the bibliographies in Wiesner-Hanks's book, at www.cambridge.org/womenandgender (click on the Resources Available button), and in the notes and bibliographies of the assigned primary sources.

Essays

You will write two longer essays in this course. The first, worth 20% of the final grade, is due at the beginning of tutorial on **Monday, 4 February**. The second, worth 30% of the final grade, is due no later than 9:30 am **Wednesday, 10 April** in AQ 6018. **You must follow the Instructions for Written Assignments on pp. 6-7. Use it as a check-list before submitting your essays.**

Criteria and Structural Requirements

- The criteria for evaluation are (a) clear communication of ideas, (b) sound structure and organization, (c) a well-defined thesis statement, (d) appropriate evidence for the thesis, (e) appropriate sources, (f) proper style for footnotes and bibliography.
- Devise your own informative title, a title that indicates the topic and / or purpose of your essay. (Do not blandly entitle your paper “Essay 1” or “Final Paper.”)
- The introduction (one paragraph in the First Essay or up to two paragraphs in the Second Essay) must set the stage for your topic by indicating the topic’s significance and by ending with a well-defined thesis statement, i.e. an argument. The thesis will be your answer to the research question that you have chosen.
- You will devote the body of your essay to proving the thesis with compelling evidence based on your analysis of relevant sources. Make sure that the demonstration of the thesis is always logically consistent. Do not contradict yourself. You will document the evidence with **footnotes** (not endnotes). Avoid long quotations from your sources. The priority is your own analysis of the sources. Do **not** substitute many quotations from your sources for your analysis. You must do the thinking. Your sources cannot think for you.
- In the conclusion (one paragraph in the First Essay or up to two paragraphs in the Second Essay), you will recapitulate the thesis by emphasizing its significance through a summary that reflects on the evidence. The conclusion will **not** simply replicate the introduction.
- Append a bibliography at the end of the essay. In the Second Essay, divide the bibliography into two categories: primary sources and subordinate sources.
- **Follow the Instructions for Written Assignments on pp. 6-7.**

First Essay (1000-1500 words)

You will answer the following question: **Is gender a useful category of historical analysis in the context of the history of women in early modern Europe? Why or why not?** Base your answer on what you have learned from the article by Joan Scott and on a single chapter or substantial theme in Wiesner-Hanks’s book.

Thus in your essay you will apply a theoretical approach in history to historical data in order to discover whether theory helps to illuminate data. Since this is a relatively short essay, you should consider concentrating on one or two major ideas from Scott’s article in light of how it applies (or they apply) to a chapter or theme from Wiesner-Hanks’s book. Your introductory paragraph should identify the idea or ideas and articulate an argument that indicates the applicability or unsuitability of the idea or ideas to specific data about the history of women in early modern Europe. You will devote the body of your essay to proving your argument through an analysis of the relevant part(s) of Wiesner-Hanks’s book with some elaborations on Scott’s thinking. Conclude your essay in accordance with the criteria listed above.

Second Essay (2000-2500 words)

This essay will chiefly function as **an analysis of primary sources** with some support from secondary sources to prove a specific argument about women, gender, and identity in the context of the *querelle des femmes*. You may **not** use secondary sources as substitutes for your own historical reasoning; your essay should **not** be an exercise in repeating or summarizing the views of other scholars. The objective of the assignment is for you to formulate and prove **your own historical argument** based on your reading of primary and secondary sources. This argument will be an answer to a research question answerable on the basis of your sources. You will establish this research question in the annotated bibliography due on 18 March. Essays that lack a clear argument and/or do not provide a substantial analysis of primary sources will not receive a grade higher than C. They may earn a grade less than C. You must document your essay with footnotes and a bibliography in accordance with *The Chicago Manual of Style*, 16th edition. Marks will be deducted for deficiencies in footnote or bibliographical form.

Instructions for Written Assignments

- Submit all assignments directly to me. Do **not** hand in any essays to the staff of the History Department, and do **not** ask staff to stamp your essays with the time or date of submission. It is not their job to receive assignments from students. You may, if necessary, submit assignments into my Departmental mailbox from the corridor between AQ 6020 and AQ 6023; in that case, notify me by e-mail and keep a copy of the essay.
- **Assignments sent by electronic attachment will not be accepted.**
- All assignments must be typed, **paginated**, and double-spaced with all margins set at one inch.
- **Use a twelve-point font for the entire assignment, including footnotes.**
- Provide a title page with your own title and **include your e-mail address on the title page** in case I need to contact you.
- **Staple** your assignment together. No paper clips please!
- Do not exceed the word limit assigned to each essay assignment. I will not read beyond what you are required to write.
- **Do not hand in assignments late.** An assignment is late when it is submitted after the beginning of class on the day that it is due. A penalty of **3% per day** will be deducted from late assignments, and I reserve the right simply to provide grades without comments on these. You may **not** hand in the Second Essay (due 10 April at 9:30 in AQ 6018) late. Students who do not submit the second essay on time will receive an “N” for the course. An “N” signifies that you have not completed the requirements for the course and is equivalent to a GPA of an “F.”
- I shall grant extensions for assignments only in grave circumstances justified by an official note from a professional person, e.g. a physician. I am not inclined to grant extensions for the Second Essay due on 10 April. If you need to request an extension, please do so in person, not by e-mail.
- On the title page of your written assignments, except for the preliminary bibliography, **provide the precise word count of the essay, not including footnotes and bibliography.**
- When citing your sources in the first and second essays, supply **footnotes**, not endnotes. Do not forget to cite your source precisely! Failure to do so constitutes plagiarism. **Supply a bibliography for all written assignments.**

- Superior essays will be written with **correct grammar** and **good academic style**. Above all, they will directly address the relevant question and will be based on a clear, well-defined thesis statement sustained with logical consistency and by compelling evidence taken from the relevant source(s) in the form of quotations and/or specific references.
- **Avoid the most common stylistic problems of undergraduate essays:** Aim to express your ideas clearly and concisely. Write in complete, grammatically correct sentences. Do not use colloquial language or contractions. Avoid convoluted, run-on sentences and dangling participles. Wherever possible use the active voice, not the passive voice. (If you do not know what these terms mean, find out!) Know what words mean before you use them. Consult a dictionary regularly to help you use and spell words correctly. Use authoritative dictionaries, e.g. the various Oxford dictionaries. Avoid internet dictionaries. Do not rely on spell-check programs.
- Your written work should be the organized and intelligible record of **your own thinking** about a particular problem. Avoid stringing together the ideas of others, especially in the form of quotations.
- Avoid even the hint of **plagiarism**, the unacknowledged use of the words or ideas of another author. For more information on plagiarism visit <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>. **Plagiarism is a serious offence that carries serious consequences.** Any written assignment marred by plagiarism will automatically receive a failing grade; more severe penalties may be handed down at the discretion of the Department Chair. I am an expert at detecting plagiarism. I have detected plagiarism in essays submitted in courses that I regularly teach and even in documents published centuries ago. **Do not plagiarize!** You are responsible for being familiar with SFU's policies on academic honesty and student conduct. These are policies S 10.01, 10.02, 10.03, 10.04. You can find them online at <http://www.sfu.ca/policies/Students/index.html>.
- For all matters of **style**, please consult the most recent editions of either *The Chicago Manual of Style*, 16th edition. For help with style, see also *Merriam-Webster's Dictionary of English Usage* (SFU Library: PE 1460 W425 1994) and William Strunk, Jr. *Elements of Style* (SFU Library: PE 1408 S772 2000). An early edition of Strunk's *Elements of Style* is available on the World Wide Web at <http://www.bartleby.com/141/>.
- All students who wish to write clearly and effectively should read George Orwell's essay, "Politics and the English Language." They can find this essay in collections of Orwell's essays or online at http://www.orwell.ru/library/essays/politics/english/e_polit.
- Keep all the notes that you take and all other preparatory work (e.g. outlines) for your essays until I have returned them. Return all books to the library before submitting your research essay so that I can check your references.
- Use your sources correctly and honestly. All page references must be accurate. **Quote accurately and do not misrepresent your sources.** Adapt your prose to quotations from your sources, not vice versa. Do not quote fragments that make no grammatical sense. **Do not alter the text of your source when quoting from it by replacing words in or adding words to the text.** Provide a context for your quotations so that they make sense to your readers. Do not expect your readers to guess the connection between a quotation and an argument you wish to make. **Essays that violate academic honesty will be penalized.**

Please see important advice on p. 8.

Keeping in contact outside of class

If you have any questions about the course, especially about the course requirements, I strongly encourage you to see me during my office hours. No appointment is necessary. Person-to-person discussions are much more productive than e-mail exchanges. If you are looking for advice on your final essay, for example, do **not** send me what you have written by e-mail and ask for my comments. Come to my office; we will go over your questions on the spot. Avoid leaving important questions about course assignments to the last minute, which could turn out to be too late.

You are welcome to contact me by e-mail, but please limit your communications to brief notices or questions that can be answered with a short reply. If you send me e-mail, please put **Hist. 336** in the subject. I reply promptly to messages that I receive on weekdays but not on weekends.

If an extraordinary situation develops that prevents you from completing the course requirements on time, **contact me immediately. Do not wait until the end of the semester.**