University of North Carolina at Chapel Hill  
Department of History  

HIST / WMST / EURO 259:  
TOWARDS EMANCIPATION?  
WOMEN IN MODERN EUROPEAN HISTORY  

Syllabus – Spring 2017  

Instructor: Prof. Karen Hagemann  

TIME OF THE COURSE: TUESDAY & THURSDAY: 9:30 - 10:45 AM  
ROOM: Murphey 105  

Office Hours: Tuesday: 1:00 - 3:00 PM or by appointment  
Office: Hamilton Hall 562  
Email: hagemann@unc.edu  

AIMS OF THE COURSE  
In this course we will study women’s lives, work and the history of the women’s movement in modern Europe from the era of the late Enlightenment and the French Revolution to the period of the two World Wars, the Holocaust, and the Cold War. We will explore how the major political, economic, social, and cultural changes affected the lives of women from different social backgrounds and how they responded  

December 23, 2016
to these changes. The struggle of the women’s movement that emerged everywhere in Europe during the nineteenth century to improve the working and living conditions of women, achieve equal civil and political rights for women and increase their social, cultural, and political influence, will thus be one central theme. We will ask how the aims and forms of this struggle for female emancipation varied between different groups and countries and changed over time. We also will examine the ways in which women were involved in wars and revolutions and experienced them. The course is organized chronologically, but as we move through time we will concentrate on the following themes:

- Gender images and dominant ideas about the gender order and how they affected women’s lives
- Women’s role(s) and experiences in the household, the family, and the workforce
- Women’s and men’s role(s) in the ‘public spheres’ of nation, state and civil society
- Women’s struggle for equal rights in the family, society, the workforce and politics.

Given the diversity of the various regions of Europe, this course cannot achieve comprehensive coverage. We will therefore concentrate on Western Europe, especially Britain, France, and Germany.

**FORMAT OF THE COURSE**

**LECTURES, DISCUSSIONS, GROUP WORK AND PARTNER WORK:** Each class will combine lecture and discussion of the lecture and the assigned reading in the class, in groups and with partners. Students are to complete the assigned reading by the beginning of class on the day on which it is listed in the course schedule below. Lectures will be coordinated with the assigned readings; they are designed to suggest emphases, to draw attention to important points, and to provide additional material on selected issues. PowerPoints of each lecture will be available on Sakai before each class. The PowerPoints provide students with the most relevant historical background information for lecture and discussion in class. It is strongly recommended that students come prepared with questions for each required reading and primary document to class.

**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. All feature films are available on DVD or VHS in the UNC Undergraduate Library and on Netflix. Please make sure that you have access to the movies with adequate time. We will discuss them in class.

**BACKGROUND MATERIAL ON SAKAI:** 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 Sakai:

- The most recent version of the syllabus and guides for all assignments;
- PowerPoints for all lectures (uploaded latest the day before each lecture);
- All primary documents we will read for class;
- A timeline (chronology) with links to information about important historical events and developments and short biographies of important historical protagonists;
- Maps that 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 additional useful links on the course subject.
REQUIRED READING

BOOKS
The following three books will provide you with a good overview of the course subject. We will read several chapters from these books in the course as required reading; thus I recommend that you buy them.


In addition we will read for the mid-term and the final examination:


You will find these three books in the Textbook Department of the UNC Student Stores for purchase or under the Course Reserves for HIST/WMST259.006 in the R.B. House Undergraduate Library.

JOURNAL ARTICLES AND BOOK CHAPTERS
Moreover, we will read some journal articles and chapters from other books as required reading. You will find them all as PDF files on Sakai.

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 Sakai. These documents are reprints from the following source collections, which will be on reserve in the Undergraduate Library:


You will find these five books under the Course Reserves for HIST/WMST259.006 in the R.B. House Undergraduate Library.

FURTHER READING FOR INTERESTED STUDENTS
The following books are recommended for further reading:

On European history in general:

- Merriman, John M., A History of Modern Europe: from the Renaissance to the Present, vol. 2: From the
French Revolution to the Present (Second edn., New York: W.W. Norton, 2004.) *

- Bonnie G. Smith, Europe in the World, 1900 to the Present. A Narrative History with Documents (Boston: St. Martin’s, 2007)

On European women’s and gender history:

- Bock, Gisela, Women in European History (Oxford: Blackwell, 2002). *
- Sluga, Glenda and Barbara Caine, Gendering European History, 1780-1920 (London: Leicester, 2000). *

You will find the books marked with an * under the Course Reserves for HIST/WMST259.006 in the R.B. House Undergraduate Library.

ASSIGNMENTS

Course participation (in class discussion) 10%

Weekly Written Forum Assignments 20%

Primary Document Essay 1 (due: Tuesday, January 31, 2017) 20%

Primary Document Essay 2 (due: Tuesday, February 28, 2017) 20%

Final Examination 30%

Class Participation (10% of the final grade):

Your participation grade will reflect your active participation in the class. Read the required reading and primary documents carefully, 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 me to discuss strategies so that you can participate more fully.

Weekly Written Forum Assignments (20% of the final grade):

An important part of your class work are the weekly written Forum assignments listed in the below schedule. Please submit three questions and related comments on the primary documents and the secondary reading for the class on the Sakai Forum that you would like to explore in class. Your comments and questions are due latest on Monday evening until 5 pm before the class. They should not be longer than 1 page.
Two Primary Document Essays (each 20 % of the final grade):

Every student will be responsible for writing two primary document essays that analyze and interpret an assigned primary document with the help of the related secondary reading assigned for the course and additional research. These essays should be no longer than 6 pages (including cover page and bibliography). The essay should be on standard paper, typed, with 1-inch margins, 12 pt Times New Roman font, and double-spaced. You will get the assignment two weeks before the due date.

Students will find a guide to help prepare for this assignment on Sakai. Its preparation will be discussed in class.

Final Examination (30% of the final grade):


COURSE SCHEDULE

WEEK 1:

Thursday, January 12, 2017:
Welcome and Introduction to the Course
Questions:
• What are the main aims of this course?
• Why are we studying the history of women and gender in Europe?
• What is the format of the course?
• What are the main assignments?

WEEK 2:

Tuesday, January 17, 2017:
Introduction: What is Women’s and Gender History?
Questions:
• What is women’s and gender history and how did this field develop?
• How do gender historians define the term “gender”?
• How is “gender” as an analytical category related to other “Categories of differences” like class, race, sexuality or ethnicity?

Required Reading:
• Laura Lee Downs, Writing Gender History (London and New York: Bloomsbury Academic, 2010), pp. 9-34.
Methodological Theme:

- Discussion of questions in respect of the syllabus and the assignments.

Thursday, January 19, 2017:
The Changing Position of Women and Men in the late 18th Century Society

Questions:
- What were the working and living conditions of women and men from different social and familial status in the late 18th century?
- To what degree did they change?
- How did women and men respond to these changes?

Required Reading:

Primary Documents:

Background Reading:
- First group discussion, afterwards joint discussion in class.

Methodological Themes:
- How to analyze and interpret primary documents appropriately (please read the guide on Sakai in preparation)
- Preparation of the Historical Simulation on Tuesday, Jan. 24, 2017.

Forum Assignment, due Monday, January 18, 2017 by 5:00 pm:

Please submit three questions and related comments on the primary documents and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

WEEK 3:

Tuesday, January 24, 2017:
Enlightened Debates on the “Women’s Question”

Questions:
- What do historians define as enlightenment? In which ways was the Enlightenment gendered?
- How did educated women and men debate gender relations and the gender order in the late 18th century?
- Who were the main contributors to this debate and why were their writings so important?
- What were their main arguments and demands?
- What is the importance of their writing for the discussion of middle class concepts of the gender order in late 18th and early 19th century?

Required Reading:

Primary Documents:

**Background Reading:**


**Historical Simulation**

Students prepare a fictional debate on “the woman’s question” between Jean-Jacques Rousseau (1712-1778), Mary Wollstonecraft (1750-1797) and Gottlieb Theodor von Hippel (1741-1796), in which they present their main arguments. Setting: They meet in a salon hosted in 1795 by baronesses Anne Louise Germaine de Staël-Holstein (1766-1817) in Geneva. Before the debate starts the guests will introduce themselves to each other.

**Forum Assignment, due Monday, January 23, 2017, 5:00 pm:**

In preparation for the historical simulation on Tuesday, January 24, 2017, students should summarize the main arguments of one of the historical actors (see below for assigned figure) using the secondary reading and primary source documents assigned for the week. The summary should not exceed 1-2 pages.

Note: Letters indicate the first letter of your last name. The assigned author also indicates whom the student will represent during the historical simulation. Please inform yourself about the biography of the author on Wikipedia.

A-E: Jean-Jacques Rousseau
F-M: Mary Wollstonecraft
N-Z: Gottlieb Theodor von Hippel

**Thursday, January 26, 2017:**

**Women in the Era of the French Revolution I**

**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?

**Required Reading:**

**Primary Documents:**

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

**Background Reading:**

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

**I strongly recommended the movie: Les Miserables (USA 1998) (134 minutes), director: Bille August. USA, 1998. UNC Media Resources Center Library Use Only: 65-DVD86. Online on You Tube:**

https://www.youtube.com/watch?v=a53ziMrWze0

**WEEK 4:**

**Tuesday, January 31, 2017:**

**Women in the Era of the French Revolution II**
**Documentary:**

**Required Reading (the same as for January 26, 2017):**

**Primary Documents:**

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

The Primary Document Essay 1 is due January 31, 2017 by 9:00 am.
Please submit the paper electronically by email to the instructor as a Word document. Name the file as follows: Lastname-First_Assignment. The instruction for the assignment will be posted at the latest two weeks before the assignment is due under “Sakai/Resources/Support for Assignments.”

**Thursday, February 2, 2017:**

**Gender, War, and Nation in Napoleonic Europe**

**Questions:**
- How and why did the relations between the military, the nation and society change during the period of the Revolutionary and Napoleonic Wars?
- Which consequences did these changes have on the gender order in general and the position of women in the nation in particular?
- How and why was the idea of the nation gendered?
- What results did these changes have for 19th century European societies?

**Required Reading:**

**Primary Documents:**

**Background Reading:**

**Forum Assignment, due Wednesday, February 1, 2017 by 5:00 pm**

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

**WEEK 5:**

**Tuesday, February 7, 2017:**

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

**Questions:**
- What were the main social and political developments in the era of Democratic Revolutions?
• Which roles did women play in the Democratic Revolutions?
• Who were the authors of the selected primary documents what were their main arguments and demands?

**Reading Assignment:**

**Primary Documents:**


**Background Reading:**


**Forum Assignment, due Monday, February 6, 2017 by 5:00 pm**

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

**Thursday, February 9, 2017:**

**Marriage and Family Life in 19th- and early 20th-Century Women’s Lives**

**Questions:**

• Why were marriage and family so important for women? Why did they want to marry?
• 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?

**Required Reading:**

**Primary Documents:**

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

**Background Reading:**

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

**Format:** Introductory lecture, joint discussion in class, group discussion.

**Additional Assignment:**

Please watch the following movie on your own in preparation of the class: “Sense and Sensibility,” (Britain, 1995) (136 minutes), director Ang Lee (Available: Netflix (DVD), UNC Mediathek (DVD) and also Online: https://www.youtube.com/watch?v=xrMiWM99mLk

**WEEK 6:**

**Tuesday, February 14, 2017:**

**Housing, Household and Housework in 19th- and early 20th-Century Women’s Lives**

**Questions:**

• What were the main problems for working-class and middle-class women in terms of housing, household and family work?
• How was the situation of working-class and middle-class women different?
• What were the living and working conditions of female servants?

**Required Reading:**

**Primary Documents:**

- Table 3,4 and 6 and the related graphs on Sakai.

**Background Reading:**

- Fuchs and Thompson, *Modern Women in Nineteenth Century Europe* (the same as for Feb. 9, 2017)

**Forum Assignment, due Monday, February 13, 2017 by 5:00 pm**

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

**Thursday, February 16, 2017:**

**Reproduction and Sexuality in 19th- and early 20th-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 in infant mortality?
- Why were governments so interested in controlling the reproduction and care work of women?
- Why were sexuality and reproduction important problems for women of this period?
- In what ways were the situations of middle class and working class women in this respect different?

**Required Reading:**

**Primary Documents:**


**Background Reading:**

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

**Format: Introductory lecture, joint discussion in class, if time is left: group discussion of primary documents.**

**WEEK 7:**

**Tuesday, February 21, 2017:**

**Working for a Living - 19th- and early 20th-Century Female Employment**

**Questions:**

- What opportunities did working and middle class girls and women have to earn a living?
- In what ways did these opportunities differ depending on 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?

**Required Reading:**

**Primary Documents:**

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

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

Forum Assignment, due Monday, February 20, 2017 by 5:00 pm

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

For the preparation of this class see also the handout on Sakai under course readings for Feb. 21, 2017.

Thursday, February 23, 2017: No class

WEEK 8:

Tuesday, February 28, 2017:
The Middle-Class Women’s Movement in late 19th- and early 20th-Century Europe I

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?

Required Reading:

Primary Documents:


Required Reading:


Additional Assignment:

Please watch the following movie on your own in preparation of the class: A Doll’s House (Britain and U.S. 1973) (145 minutes), directed by Patrick Garland. In the UNC Media Resources Center Library Use Only: 65-DVD3566. Online available at YouTube: https://www.youtube.com/watch?v=crZPM8jpzD0 or https://www.youtube.com/watch?v=i2nRkiL3GRs

The Primary Document Essay 2 is due Tuesday, February 28, 2017 at 9:00 am.

Please submit the paper electronically by email as a Word document. Name the file as follows: Lastname-Second_Assignment. The instruction for the assignment will be posted at the latest two weeks before the assignment is due under “Sakai/Resources/Support for Assignments.”

Thursday, March 2, 2017:
The Middle-Class Women’s Movement in late 19th- and early 20th-Century Europe II

Documentary:

- “Emmeline Pankhurst (1858-1928) and the Suffragists”, Britain, 1994 (55 min.)

We will watch the documentary in class.

For more on Emmeline Pankhurst, see: http://en.wikipedia.org/wiki/Emmeline_Pankhurst

Required Reading (The same as for February 28, 2017):
Primary Documents:


Required Reading:


*I strongly recommended the movie: “Suffragette” (Britain, 2015)* (126 min), director: Sarah Gavron.

WEEK 9:

Tuesday, March 7, 2017:

*The Socialist Women’s Movement in late 19th- and early 20th-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?

Required Reading:

Primary Documents:


Background Reading:


Forum Assignment, due Monday, March 6, 2017 by 5:00 pm

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

Thursday, March 9, 2017:

*The International Women’s Day and the Right to Vote for Women*

Questions:

- What is the International Women’s Day?
- Why was the right to vote at its center until 1914?
- Why was the right to vote so important for women from very different political and social backgrounds in the decade before World War I?
• Which different demands and strategies did they pursue to get the right to vote?
• What were the reasons for the different strategies?

Background Reading:

Historical Simulation
Students prepare a fictional debate on women’s rights and women’s suffrage, its best possible form and the appropriate strategies to get it between the militant British suffragist Emmeline Pankhurst (1858-1925), the moderate feminists Millicent Garrett Fawcett (1847-1929), president of the British National Union of Women’s Suffrage, Jeanne Schmahl (1846-1915), the French feminists and founder of the French Union for Women’s Suffrage, Helene Lange (1848-1930) the moderate leader of the German middle-class women’s movement, as well as the leading socialist feminist Clara Zetkin (1857-1933). Setting: an international meeting organized by the British Women’s Social and Political Union in 1912 in London. Before the debate starts the guests will introduce themselves (by student volunteers).

Forum Assignment, due Wednesday, March 6, 2017 by 5:00 pm
In preparation for the historical simulation on Tuesday, March 7, 2017, students should summarize the main arguments of one of the feminist strategies represented by five important women using the secondary reading and the primary source documents assigned for Week 8-9. Your summary should not exceed 1-2 pages.
Note: Letters indicate the first letter of your last name. The assigned strategy here also indicates the strategy the student will represent at the historical simulation.

A-E: Emmeline Pankhurst
F-K: Millicent Garrett Fawcett
L-R: Jeanne Schmahl and Helene Lange
S-Z: Clara Zetkin

WEEK 10:
Spring Break

WEEK 11:

Tuesday, March 21, 2017:
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 World War I emancipate women?
Required Reading:

Primary Documents:
- DiCaprio and Wiesner, Lives and Voices, pp. 413-415 (Document 134).

Background Reading:
- Allen, Women in Twentieth Century Europe, pp. 6-21.

Historical Simulation in Class:

Students prepare a fictional debate over the question, if women should support the war, why and how or if they should fight against the war, why and how. The debate takes place during The International Congress of Women which convened on April 28, 1915 at The Hague, Netherlands, with more than 1,200 delegates from 12 countries—including Britain, Germany, Austria-Hungary, Italy, Poland, Belgium and the United States—all dedicated to the cause of peace and a resolution of the great international conflict that was World War, but with different strategies to reach this goal in mind.

Assignment, due Monday, March 20, 2014 by 5:00 pm:

Please prepare a historical simulation over the question, if women should support the war, why and how or if they should fight against the war, why and how. Make notes to be able to actively join the debate. Use the primary and secondary sources for your argumentation.

Note: Letters indicate the first letter of your last name. They indicates which side the student will represent at the historical simulation:
- A-K: Supporters of the position that women should support the war;
- L-Z: Opponents of this position.

I strongly recommended the movie: Un long dimanche de fiançailles (A very long engagement) (France, 2003) (133 minutes) director: Jean Pierre Jeunet. UNC: Media Resources Center Library Use Only: 65-DVD2347 pt.1 c. 3

Thursday, March 23, 2014:

Women after World War I: Gender and Politics in Interwar Europe

Questions:
- Why did women in so many countries involved in World War I finally attain the right to vote?
- How did women respond to and try to utilize these new rights?
- Did the position of women change in politics because of their legal political equality?

Required Reading:

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

Background Reading:
- Allen, Women in Twentieth Century Europe, pp. 21-41.

Forum Assignment, due Wednesday, March 22, 2014 by 5:00 pm:
Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

WEEK 12:

Tuesday, March 28, 2017:

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

**Documentary:**
  We will watch the documentary in class.

**Questions:**
- How did contemporaries define the image of the “New Woman”?
- What do historians mean, when they talk about a “rationalization of the everyday life”?
- In which parts of everyday life and in which segments of the population did a modernization and “rationalization of the everyday life” took place?
- Was there a “New Woman” in Interwar Europe? Which social groups of women were able to live in their everyday lives the ideal of the “New Woman”? Which conditions were necessary?

**Required Reading:**

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**Primary Documents:**

**Background Reading:**

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**Forum Assignment, due Monday, March 27, 2017 by 5:00 pm**

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

Thursday, March 30, 2017:

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

**Documentary:**
- “Master Race, 1933” (USA, 1998) (56 minutes)
  We will watch it the documentary in class.

**Required Reading:**

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WEEK 13:

Tuesday, April 4, 2017:

*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?
- What role did women play in the politics of the Third Reich?
- What opportunities existed for women to become politically active in the Third Reich?
- Which groups of German women supported the NSDAP and why?

Required Reading:

Primary Documents:


Background Reading:

- Allen, *Women in Twentieth Century Europe*, pp. 42-59 (the same as for March 27, 2013)

Forum Assignment, due Monday, April 3, 2017 by 5:00 pm

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

Thursday, April 6, 2017:

*Gendered Civil Courage, Protest, and Resistance against Nazi Germany*

**Documentary:**

- “Surviving Hitler: A Love Story” (USA, 2010) (66 min.), director John-Keith Wasson
  
  Please watch it Online before class: https://www.youtube.com/watch?v=AQuNfWuK9PY

Questions:

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

Required Reading:

Primary Documents:


Background Reading:

- Allen, *Women in Twentieth Century Europe*, pp. 76-78

Additional Assignment:

Please watch the following movie on your own in preparation of the class: “Sophie Scholl – The Final Days,” (Sophie Scholl: Die letzten Tage) (FRG, 2005), (117 minutes), director Marc Rothemund. You can
either do this in the UNC Media Center: 65-DVD3430 or Online:
https://www.youtube.com/watch?v=nXtC08tWxqA

I also recommend: Rosenstrasse (Germany, 2003 (136 minutes), director: Margarethe von von Trotta. Media Resources Center Library Use Only: 65-DVD206. Online in German:
https://www.youtube.com/watch?v=B6yd1p8msws. In English:
http://www.imdb.com/title/tt0298131/videoplayer/vi2555682329

WEEK 14:

Tuesday, April 11, 2017:
Gendering the Holocaust I

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 concentration camps?

Required Reading:
Primary Documents:
• DiCaprio and Wiesner, Lives and Voices, pp. 522-526 and 529-533 (Documents 164 and 166).

Background Reading:
• Allen, Women in Twentieth Century Europe, pp. 70-76.

Forum Assignment, due Monday, April 10, 2017 by 5:00 pm

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

Thursday, April 13, 2017:
Gendering the Holocaust II

Documentary:
• “The Women from Ravensbrück,” (Die Frauen von Ravensbrück), Germany, 2005, director: Loretta Walz (90 minutes)

Required Reading:
• The same as for April 13, 2014
WEEK 15:

Tuesday, April 18, 2017

Home and Front in 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 on 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?

Required Reading:

Primary Documents:

Background Reading:
- Allen, Women in Twentieth Century Europe, pp. 60-70 and 79-96.

Forum Assignment, due Monday, April 17, 2017 by 5:00 pm

Please submit three questions and related comments on the primary document and the secondary reading for the class on the Sakai Forum that you would like to explore in class.

Thursday, April 20, 2017:

Re-Gendering Post-World War II Societies

Questions:
- How did the situation of women change after World War II in Europe?
- Which role did the family play in the reconstruction of European post-war societies?
- Why did the model of the male-bread-winner family become so influential in European post-war societies, politics and culture?
- What were the main points of criticism of post-war feminists like the French author Simone de Beauvoir?

Required Reading:

Primary Documents:

Background Reading:

Additional Assignment:

Please watch the following movie on your own in preparation of the class: “Marriage of Maria Braun,” (Die Ehe der Maria Braun) FRG, 1979, director Rainer Werner Fassbinder (120 minutes). You can access is Online on the UNC website: http://unc.kanopystreaming.com/video/marriage-maria-braun
WEEK 16:

Tuesday, April 25, 2017:
The New Women’s Movement of the 1960s - 1980s

Questions:

• What economic, social, political and cultural factors contributed to the development of the New Women’s Movement?
• What role did the postwar gender order play in the development of a new feminist thinking?
• What was the social background of the leading feminist activists of the new women’s movement?
• What were their aims and strategies?
• Who were some of the most influential figures in the movement?

Required Reading:
Primary Documents:
• DiCaprio and Wiesner, Lives and Voices, pp. 558-564, 573-577 and 580-582 (Documents 173, 175 and 177).

Background Reading:
• Allen, Women in Twentieth Century Europe, pp. 115-131.

I strongly recommended the movie: “Vera Drake” (Britain, 2006) (126 minutes), director: Stephan Frears. UNC: Media Resources Center Library Use Only: 65-DVD2239.

Thursday, April 27, 2017:
Final Class: Do Men and Women Have Equal Rights and Chances Today?

Questions:

• Do men and women have equal rights and chances today?
• Do we still/again need a women’s movement?

Required Reading:

Final Examination is due on: TBA.

Please submit the paper electronically by email as a Word document. Name the file as follows: Lastname-Last_Assignment. The instruction for the primary document essay will be posted latest on week before the assignment is due under “Sakai/Resources/Support for Assignments.”

SAKAI

I will be using Sakai to make course materials, announcements, and other essential information available to you. You are expected to check Sakai regularly and are responsible for the material that appears on it. To access Sakai:
1. Go to http://sakai.unc.edu and type in the name you use for your email and then your password.
2. 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).
3. Please familiarize yourself with the course Web Page. It is an essential tool for taking this course.
4. If you do not want to use your UNC email address, you must contact the Help Desk at 962-HELP.
5. A copy of the syllabus is on Sakai under Syllabus. 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 and the professor. Your enrollment in the course signifies your agreement to adhere to it. Keep it for reference. You will also find it on Sakai.

2. Read the email and announcements on SAKAI carefully and regularly. I will communicate with you by email and announcements on SAKAI during the course. Please read your email and check the SAKAI announcements.

3. Communicate appropriately. Learn how to write a professional email. Please read over the handout from the UNC Writing Center on email etiquette and effective communication at colleges and universities: http://writingcenter.unc.edu/handouts/effective-e-mail-communication/

4. Attendance will be taken in every class. No more than four missed classes will be accepted. After four missed classes, your participation grade will go down 0.1 points for every day you miss class, but if you excuse yourself in advance for additional missed classes in case of crisis and emergency, we will find a solution, for example the make-up assignment of response paper (see the guide on Sakai).

5. No late papers or other written work will be accepted except in the case of documented dire emergencies or a previous agreement. 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. If you face serious problems to handing in an assignment in time please contact me in advance and we will find a solution. For unexcused lateness your grade will go down ten points. Thus, if you have a B+, your grade will fall to a C+ or if you have a C, your grade will fall to a D.

6. 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).

7. Cheating: In case of cheating, you will flunk the exam. We will also report delinquents to either the UNC Honor Court or the UNC Dean of Academic Affairs. Students may not bring any material related to the course to the final examination unless 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.

8. Finally - Electronics: I support “old school” communication and note-taking during classes, however, I will allow laptops in seminar sessions as a tool for your class work in specific circumstances. Pen, paper and face-to-face dialogue reduce unnecessary distractions. Please turn off all electronic devices including, but not limited to, iPhones, cell phones, iPods, iPads or any other devices that ring, buzz or ding. These devices should be properly secured in your backpack.
HONOR CODE

Papers and exams must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized aid on this assignment.”) or the word “Pledge” followed by your name as a shorthand way of communicating your adherence. Otherwise, no grade will be recorded. More information is also available at http://instrument.unc.edu and at: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html.