

**HIST 099-11: Women in Early Modern Europe**  
**(History Focus, 3 Credits)**  
**Summer 2021, First Session**

*Instructor:* Jakob Burnham  
*Email:* [jb2675@georgetown.edu](mailto:jb2675@georgetown.edu)  
*Office Hours:* TDB and by appointment

*Course Dates:* 7 June – 9 July 2021  
*Meeting Times:* MTWR, 3:15-5:15pm  
*Location:* TDB

**COURSE DESCRIPTION:**

Do women have the same history as men? When is that history the same or different, and why? How does history change when we center women's experience rather than men's? In this course, we will survey the varied experiences of women during the early modern period (c.1450-1789) in Europe and its emerging colonial holdings to examine how gender and sexual constructs of society at large influence life and history. Using concepts of race, gender, sexuality, and religious confession, we will work to determine gender roles and everyday unravel examples of resistance to these definitions.

At the center of the course rest the methodology of historical inquiry and unique format of an 099. We will use the study of women in early modern Europe to approach and understand at an introductory level various element of historical work and analysis: what are primary sources? How we can identify them, locate them, examine them, and employ them in our analysis; what other types of evidence historians use (visual sources, artifacts of all kinds, etc.) and how; how we construct an argument based on our evidence; how historians formulate the questions that guide their research and analysis; how to approach and understand the work of other historians in developing our own questions and analysis; how to present and employ historical evidence in our own writing; and so on. Throughout, we will seek to be always mindful of a fundamental question for all effective analysis: how do we know what we know.

The core requirement in History for COLLEGE students is as follows: 1 HIST Focus course: HIST 099, any section. 1 introductory History survey: 007, 008, 106, 107, 111, 112, 128, 129, 158, 159, 160, or 161. Note that students who receive AP or IB credit for History CANNOT take HIST 007, 008, or 099 for credit. Please note that HIST 099 must be taken at GU and cannot be transferred.

**COURSE GOALS:**

Engaged students who come to class regularly, participate actively in discussions, and complete all readings and written assignments, will improve their ability to:

1. Appreciate places, peoples, and cultures of various eras and world regions as different from themselves, and to understand perspectives different from their own.
2. Think critically about history, not as a collection of self-evident facts, but as the interpretation, based on evidence, of human experiences, interactions, and relationships as they change over time.
3. Identify and evaluate primary sources, and use them critically to build historical interpretations.
4. Articulate ideas verbally and support them with evidence.

5. Write critically and thoughtfully: this includes understanding the purpose and practice of proper citation, and the ability to build an argument that integrates evidence and analysis.

### **COURSE FORMAT:**

This course meets four times a week (Monday-Thursday) over a period of five weeks (June 7 – July 9). Given the expedited pace necessary for summer courses, each session covers roughly one week of course material and, therefore, attendance is *ESSENTIAL* to student success.\* Each class meeting consists of three parts: *Lecture*, *Lab*, and *Discussion*. In *Discussions*, all students are expected to participate in close readings and analysis of primary sources. Each class' *Lecture* will provide context and other pertinent information necessary to facilitate quality debates over interpretation of the primary sources. Finally, the *Lab* portion of class consists of engaged, hands-on applications of various skills necessary to the historian's craft (such as crafting bibliographic citations, evaluating secondary sources, etc).

*\*Given this course's pace of material covered, multiple absences will impede student success in the course. If you anticipate more than 2 absences during the session, I request that you meet with me to discuss the issue further.*

### **COURSE REQUIREMENTS:**

Discussion Participation: 20%  
Two Short Papers (10%, 15%): 25%  
Lab Assignments (total): 10%  
Final Paper Scaffolding: 10%  
Final Paper, First draft: 10%  
Final Paper, Revised draft: 15%

*Daily Discussions (20%):* During daily discussions of primary sources, you are expected to participate fully and in good faith with others in the class. This means active and thoughtful engagement in the discussions—attending class and making no comment, you will receive no more than a C for that day. The two lowest scores will be dropped at the end of the session. Discussion section is the most important portion of the class. There is no way to make up missed discussion sections.

*Lab Assignments (10%):* During the course, we will be completing several short assignments and activities meant to assess your practical application of certain historical skills. Generally, these assignments can be completed in class with no additional preparation; however, a few may require minor preparation for class.

*Short Papers (10% and 15%):* There are two required “short papers” during the semester. The first on Christine de Pizan (700 words, 10%); and, the second on *Martin Guerre* (max 1200 words, 15%). More guidelines can be found on the course's Canvas site.

*Final Paper Scaffolding (10%):* Over the course of the session, students with complete projects in preparation for their final papers (see below). These include: a short summary of your selected

primary source; a bibliography of five secondary sources and a meeting with me to discuss your topic; and, an annotated bibliography of those five secondary sources.

***Final Paper (10% and 15%):*** The final paper (max. 2300 words) is a primary-source based research paper, which will be peer reviewed and revised once before final submission (for two separate grades). The paper's primary source is any one book in *The Other Voice in Early Modern Europe* series from the University of Chicago and University of Toronto Presses. (Over 100 options to choose from, many of which are accessible online via GU's Library system).

### **GRADING SCALE:**

A = 94-100	B = 83-86.99	C = 73-75.99	D = 63-65.99
A- = 90-93.99	B- = 80-82.99	C- = 70-72.99	D- = 60-62.99
B+ = 87-89.99	C+ = 76-79.99	D+ = 66-69.99	F = below 60

### **COURSE POLICIES:**

***Email and Office Hours:*** I try to answer emails as quickly as possible, during from 8am to 8pm. I regularly use email and Canvas to communicate with students and expect you to check them regularly. During the week (Monday-Thursday), I will be in my office from 1-2pm for "walk-in" office hours. I encourage all students to utilize this time to meet with me. Even if you do not have a specific question about the course material, feel free to drop in. Alternatively, I will be available by appointment.

***Honor Code:*** All students are required to familiarize themselves with the [University Honor Code](#) and abide by it fully. Any kind of plagiarism or other form of academic dishonesty will not be tolerated and will be reported to the Honor Council for due process. Please remember that this includes any unreferenced use of Internet sources as well. Look [here](#) for what constitutes plagiarism. NB Wikipedia: Wikipedia (or any encyclopedia, which are considered [tertiary sources](#)) should not be used as a source for any assignment or written work for this class. You can use it to find other sources, but nothing else. (See [further](#)) Any uncited use of Wikipedia (or anything else) will result in an immediate zero and a trip to the honor council. Please make sure to cite everything!

***Accommodations:*** I recognize that the decision to disclose a disability is a very personal one. I encourage students with disabilities to contact me by the end of the second week, partly so we make all arrangements right from the outset, and partly so you know how glad I am that you are here. You should also contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. ARC is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. I will do everything in my power to accommodate whatever needs you may have and as advised by ARC.

***Sexual Harassment:*** I, Georgetown University, and all faculty members are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator whose role it is to coordinate the University's response to sexual misconduct. If you need to talk to someone or want more information, see [here](#).

**Instructional Continuity:** Given the unprecedented nature of the recent global pandemic, this course will take course continuity seriously. While it is my continual hope that we will be together, in-person for the entirety of the session, I am ready to transition to an on-line/virtual format, should the need arise. Aside from this potential transition, other instances of instructional continuity will be administered on a case-by-case basis.

**COURSE MATERIALS:**

Davis, Natalie Zemon. *The Return of Martin Guerre*. Cambridge: Harvard UP, 1983. (pbk \$15)

Erauso, Catalina De. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*.

Translated by Michele Stepto. Boston: Beacon Press, 1997. (pbk \$14)

Wiesner-Hanks, Merry. *Women and Gender in Early Modern Europe*. 4th ed. Cambridge:

Cambridge University Press, 2019. (e-textbook \$15; pbk \$30) Includes Textbook and Primary Source Documents.

All books are available through the University bookstore (and online vendors) and on reserve at Lauinger. Other Weekly readings will be available via the course Canvas site.

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**COURSE SCHEDULE:**

***Week One***

June 7 (M):

Lecture: *Welcome to 099/What is Women's history?*

Discussion: What is History? No Readings

June 8 (T):

Lecture: *Views of Women in Europe before 1400AD*

Lab: What is a Primary Source, I?

Discussion: Selection of Biblical verses; Wiesner Primary Sources (On Canvas)

June 9 (W):

Lecture: *Women's Bodies and the Female life-cycle*

Lab: What is a Primary Source, II?

Discussion: Wiesner Primary Sources (on Canvas)

June 10 (R):

Lecture: *Women in Culture*

Lab: How to Write a Thesis Statement

**\*Introduction for Pizan paper due**

Discussion: Christine de Pizan and the Querelle des Femmes (available via GU Library)

***Week Two***

June 14 (M)

Lecture: *Women and Religious Change in Early Modern Europe*

**\*Short paper on Christine de Pizan Paper due.**

Lab: Citations and Bibliographies (in-class)

June 15 (T)

Lecture: *Marriage*

Lab: Using the Library's Resources

Discussion: Davis, the Return of Martin Guerre, 1-125

June 16 (W)

Lecture: *Women as Consumers and Patrons*

Lab: Analyzing a Secondary Source

Discussion: Finlay's "The Refashioning of Martin Guerre" and Davis's "On the Lame"

June 17 (R)

Lecture: *Women and Power*

Lab: History on Film

Discussion: Selections of Queens' Writings (on Canvas)

### ***Week Three***

June 21 (M)

Lecture: *Working Women*

Lab: What is an 'Annotated Bibliography'?

Discussion: Wiesner Primary Sources (on Canvas)

**\*Summary of Final Paper Primary source due**

June 22 (T)

Lecture: *Women and Religious Change in Early Modern Europe II*

Discussion: Selection of Documents on Catholic Reformation and New Religiosity

**\*Short Paper on *Martin Guerre* due**

June 23 (W)

Lecture: *Women, the Arts, and the Sciences*

Lab: Evaluating Images as a Historian

Discussion: Various Images (TBD, on Canvas) produced by and about Women

June 24 (R)

Lecture: *Witches*

Lab: Evaluating Websites as a Historian

Discussion: Wiesner Primary Sources (On Canvas)

**\*Final Paper Annotated Bibliography due**

### ***Week Four***

June 28 (M)

Lecture: *Women in the New World for Women*

Lab: Original Languages and Source Translation Analysis

Discussion: Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite*

June 29 (T)

Lecture: *European Women in the East*

Discussion: Wiesner Primary Sources (on Canvas)

June 30 (W)

Lecture: *Sex and Sexuality*

Lab: What is Peer Review?

Discussion: Infanticide and Child Support Records and Secondary Sources (TBD)

July 1 (R)

Lecture: TBD

Lab: Writing, Revising, and Re-thinking

**\*First Drafts of Final papers are due on Canvas for Peer Review**

### *Week Five*

July 5 (M)

Independence Day (observed)—No Class

July 6 (T)

Lecture: *Race, Gender, and Early Modern Europe*

Lab: Reading Racial prejudice in the Early Modern World

Discussion: Various Documents on Race and Racial Prejudice in the EM

July 7 (W)

Lecture: *Salons and Socialization*

Lab: Communicating History to the Public

Discussion: Oral Presentations of Final Papers

July 8 (R)

Lecture: *The French Revolution and the Coming of Feminism*

Discussion: Mary Wollstonecraft and the French Revolution Docs (On Canvas)

**\*Revised Final Paper Due**