

**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 website: <http://ted.ucsd.edu>

**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.

1. Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*. 3<sup>rd</sup> Edition. (Cambridge University Press, 2011); ISBN: 978-0-521-69544-2. (Hereafter: Wiesner-Hanks)
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)
3. Natalie Zemon Davis, *The Return Of Martin Guerre*, ISBN: 9780674766914.
4. Natalie Zemon Davis, *Women on the Margins: Three Seventeenth-Century Lives*, ISBN: 9780674955219.
5. Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, ISBN: 9780807070734.
6. Ted Site: other readings as assigned. <http://ted.ucsd.edu>

**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 Class presentation, Thursday, March 14
Final Exam	30%	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>).

## **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
- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (1986), 1053-1075. (posted on Ted site)

**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)

- M. Walton, "Why Can't a Woman be More Like a Man? A Renaissance Perspective on the Biological Basis for Female Inferiority," *Women and Health*, 24 (1996), 87-95.
- 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)
- Ted Reading: E. Ann Matter, "My Sister, My Spouse: Women-Identified Women in Medieval Christianity," *Journal of Feminist Studies in Religion* 2 (1986), 81-93.

*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)
- Ted reading: Ulrika Rublack, "Pregnancy, Childbirth and the Female Body in Early Modern Germany," *Past and Present* 150 (February 1996), 84-110.

*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)
- Ted reading: Sherrin Marshall Wyntges, "Survivors and Status: Widowhood and Family in the Early Modern Netherlands," *Journal of Family History* 7 (1982), 396-405

*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)

*Précis #6:* What is Davis' argument? Identify Davis' thesis, sources, method of research, evidence, and significance.

**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](http://faculty.virginia.edu/ajmlevine/544_filmhist/coras.html)

- Ted reading. Robert Finley, "The Refashioning of Martin Guerre," *American Historical Review*, 93-.

*Précis* #7: In what significant ways are the book, film, and *Arret Memorable* the same? In what ways are they different? What is Finley's argument? Identify his thesis, sources, method of research, evidence, and significance. Whose argument are you most convinced by, Davis' or Finley's? What do you think of Finley's argument?

## Week 5 - Work

T (2/5)

### 5.1 Working Women: Artisans and Merchant wives

*Reading:* Natalie Zemon Davis, "Arguing with God: Glikl bas Judah Lieb," *Women on the Margins*, 1-62

*Précis* #8: TBD

Th (2/7)

### 5.2 Working Women: Domestic servants, prostitutes

*Readings:*

- Wiesner-Hanks, *Women and Gender*, Chapter 3, 101-137
- WGEOME 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:
  - o Diane Willen, "Women in the Public Sphere in Early Modern England: The Case of the Urban Working Poor," *Sixteenth Century Journal* 19 (1988), 559-73.
  - o Cynthia M. Truant, "The Guildswomen of Paris: Gender, Power and Sociability in the Old Regime," *Proceedings of the Annual Meeting of the Western Society for French History* 15 (1988), 130-8.
  - o Laura Gowing, "The Haunting of Susan Lay: Servants and Mistresses in Seventeenth-Century England," *Gender and History* 14 (2) (August 2002), 183-201
  - o Darlene Abreu-Ferreira, "Fishmongers and Shipowners: Women in Maritime Communities of Early Modern Portugal," *Sixteenth-Century Journal* 31 (1) (2000), 7-23.
  - o Darlene Abreu-Ferreira, "From Mere Survival to Near Success: Women's Economic Strategies in Early Modern Portugal," *Journal of Women's History* 13 (2) (Summer 2001), 58-79.
  - o Darlene Abreu-Ferreira, "Work and Identity in Early Modern Portugal: What Did Gender Have to Do with It?" *Journal of Social History* 35.4 (Summer 2002), 859-87.
  - o Mary Elizabeth Perry, "Deviant Insiders: Legalized Prostitutes and a Consciousness of Women in Early Modern Seville," *Comparative Studies in Society and History* 27 (1) (Jan., 1985), 138-158. Jstor.
  - o Ruth Karras, "Prostitution and the Question of Sexual Identity in Europe," *Journal of Women's History* 11 (1999), 159-77.
  - o Merry E. Wiesner, "Guilds, Male Bonding and Women's Work in Early Modern Germany," *Gender and History* 1 (1989), 125-37, "*Wandervogels* and Women: Journeymen's Concepts of Masculinity in Early Modern Germany," *Journal of Social History* 24 (1991), 767-82.
  - o Michael Roberts, "Sickles and Scythes: Women's Work and Men's Work at Harvest Time," *History Workshop Journal* 7 (1979), 3-29
  - o Heide Hartmann, "The Family as the Locus of Gender, Class and Political Struggle: The Example of Housework," *Signs* 6 (1981), 366-94.
  - o Janet Thomas, "Women and Capitalism: Oppression or Emancipation? A review article," *Comparative Studies in Society and History* 30 (1988), 534-49.

*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 Margins*, 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)

Nancy Roelker, "The Appeal of Calvinism to French Noblewomen in the Sixteenth Century," *Journal of Interdisciplinary History*, 2 (1972), 391-418.

*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:
  - o Judith R. Baskin, "Some Parallels in the Education of Medieval Jewish and Christian Women," *Jewish History* 5 (1991), 41-51.
  - o Chava Weissler, "For women and for men who are like women?: The Construction of Gender in Yiddish Devotional Literature," *Journal of Feminist Studies in Religion* 5 (1989), 7-25
  - o Ronald E. Surtz, "Morisco Women, Written Texts, and the Valencia Inquisition," *Sixteenth Century Journal* 32 (2) (Summer 2001), 421-33.

- Jeffrey Jerome Cohen, "On Saracen Enjoyment: Some Fantasies of Race in Late Medieval France and England," *Journal of Medieval & Early Modern Studies* 31 (1) (Winter 2001), 113-46.
- Richard Horsley, "Who Were the Witches? The Social Roles of the Accused in European Witch Trials," *Journal of Interdisciplinary History* 9 (1979), 689-716.
- Edward Bever, "Witchcraft, Female Aggression, and Power in the Early Modern Community," *Journal of Social History* 35 (4) (Summer 2002), 955-88.

*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
- Bridget Hill, "A Refuge from Men: The Idea of a Protestant Nunnery," *Past and Present* (1987), 107-30
- Barbara Ritter Dailey, "The Husbands of Margaret Fell: An Essay on Religious Metaphor and Social Change," *Seventeenth Century* 2 (1987), 55-71.

No *précis*.

**Th (2/28)**

### **8.2 Women religious**

*Film Discussion:* "I, The Worst of All"

- Sor Juana poems (posted on Ted site)
- Nancy E. van Deusen, "Defining the Sacred and the Worldly: *Beatas and Recogidas* in Late Seventeenth-Century Lima," *Colonial Latin American Historical Review* 6 (1997), 456-72.
- Sor Juana's Critique of Theological Arrogance, *Journal of Feminist Studies in Religion*, Vol. 27, No. 2 (Fall 2011), pp. 11-30

*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)
- Natalie Zemon Davis, "New Worlds: Marie de l'Incarnation," *Women on the Margins*, 63-139; 203-216.
- 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:
  - o Susan M. Felch, “The Rhetoric of Biblical Authority: John Knox and the Question of Women,” *Sixteenth Century Journal* 26 (1995), 805-22
  - o Sarah Hanley, “Engendering the State: Family Formation and State Building in Early Modern France,” *French Historical Studies*, 16 (1), (Spring 1989), 4-27.
  - o Constance Jordan, “Woman’s Rule in Sixteenth-Century British Political Thought,” *Renaissance Quarterly*, 40 (3), (Autumn, 1987), 421-451. Jstor
  - o Julia Adams, “The Familial State: Elite Family Practices and State-Making in the Early Modern Netherlands,” *Theory and Society*, 23 (4) (Aug. 1994), 505-539.
  - o Kate Lowe, “Elections of Abbesses and Notions of Identity in Fifteenth- and Sixteenth-Century Italy, with Special Reference to Venice,” *Renaissance Quarterly*, 54 (2) (Summer, 2001), 389-429.
  - o Gayle Brunelle, “Dangerous Liaisons: Mesalliance and Early Modern French Noblewomen,” *French Historical Studies*, 19 (1) (Spring 1995), 75-103. Jstor.
  - o Allison Heisch, “Queen Elizabeth I: Parliamentary Rhetoric and the Exercise of Power,” *Signs* 1 (1975), 31-55
  - o J.N. King, “Queen Elizabeth I: Representations of the Virgin Queen,” *Renaissance Quarterly* 43 (1990), 30-74
  - o Margaret Christian, “Elizabeth’s Preachers and the Government of Women: Defining and Correcting a Queen,” *Sixteenth Century Journal* 24 (1993), 546-75
  - o 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)
  - o Julian Goodare, “The First Parliament of Mary, Queen of Scots,” *Sixteenth Century Journal* 36 (1) (Spring 2005), 55-76
  - o Katherine Crawford, “Catherine de Médicis and the Performance of Political Motherhood,” *Sixteenth Century Journal* 31 (3) (Fall 2000), 643-74
  - o Bethany Aram, “Juana ‘the Mad’s’ Signature: The Problem of Invoking Royal Authority, 1505-1507,” *Sixteenth Century Journal* 29 (1998), 331-58
  - o Barbara Harris, “Women and Politics in Early Tudor England,” *Historical Journal* 33 (1990), 259-81.

William Palmer, “Gender, Violence and Rebellion in Tudor and Early Stuart Ireland,” *Sixteenth Century Journal* 23 (1992), 685-712

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

Th (3/14)

## 10.2 Book Presentation and Course Conclusions

Readings- Read **two** of the following articles of your choice.

- o 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
- o Dena Gooman, “Public Sphere and Private Life: Toward a Synthesis of Current Historiographical Approaches to the Old Regime,” *History and Theory* 31 (1992), 1-20.

- Sarah Hanley, "The Family, the State, and the Law in Seventeenth- and Eighteenth-Century France: The Political Ideology of Male Right versus and Early Theory of Natural Rights," *Journal of Modern History* 78 (June 2006), 289-332.
- Jacqueline Murray, "Agnolo Firenzuola on Female Sexuality and Women's Equality," *Sixteenth Century Journal* 22 (1991), 199-213
- Gabriella Slomp, "Hobbes and the Equality of Women," *Political Studies* 42 (1994), 441-52.
- Joanne H. Wright, "Going against the Grain: Hobbes's Case for Original Maternal Dominion," *Journal of Women's History* 14 (1) (Spring 2002), 123-48

*Précis #18:* By the end of the 17<sup>th</sup> 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 performative (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)?