WOMEN’S VOICES: Twentieth Century European History in Female Memory

SYLLABUS

Instructor: Karen Hagemann

Time of the Course: Monday: 4:00 – 6:40 pm (with a 10 minutes break) (4:00-5:20 and 5:30-6:40 pm)

Location of the Course: HM 523

Office Hours: Monday: 1:00 – 3:30 pm or by appointment

Office: Hamilton Hall 566

Email: hagemann@unc.edu

Graduate Research Consultant: Alex Ruble

Email: <aruble@email.unc.edu>

Office Hours: TBA

Office: TBA

AIMS OF THE COURSE

The course examines twentieth century European history through the lens of women’s autobiographical writings. It explores women’s voices from different generational, social and national backgrounds and asks what formed their memories presented in their autobiographies. We will read and discuss autobiographical texts by five women, who grew up in
middle class families in Austria, Britain, France and Germany and wrote about their live in the first half of the twentieth century. They all tried to make a difference in society, politics or culture: ALICE SALOMON (1872-1948), a liberal Jewish-German social reformer who advocated women's rights and social justice; VERA BRITTAINE (1893-1970), a British student who volunteered in World War I as a nurse and later became a peace activist and writer; TONI SENDER (1888-1964), one of the first female parliamentarians in Weimar Germany, as member of the Social Democratic Party; and GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002), a member of the French resistance against Nazi occupation and a survivor of the women’s concentration camp Ravensbrück; and RUTH KLÜGER (1931-), an Austrian-Jewish Student who survived Auschwitz and later became a professor for German literature in the United States.

Overarching themes of our exploration of the experiences and memories of these women presented in their autobiographical texts will include their upbringing in the family, their education and workforce experiences, their struggles for equal economic, social and political rights, their experiences of the two World Wars, and the Holocaust. Through close reading and intensive discussion of the five autobiographical accounts and historical background literature as well as your research on a women and her autobiography of your own choice, the course will offer students a unique approach to twentieth century European history. In addition, it will introduce you to historical research and writing.

**FORMAT OF THE COURSE**

Active learning and independent research will play a crucial role in the course. Classes will center on discussion of the assigned readings; therefore it is important that you come having read the reading assignment carefully and come with questions and comments for discussion to each class. You will have to place three questions/comments for the reading of every week on the Discussion Forum on Sakai.

The course has no midterm or final examination. Instead, you will have to choose one autobiographical account listed at the end of the syllabus (or another similar text you discovered yourself) and write a 12-15-page research paper (including cover page and bibliography) on the life and work of this woman and her autobiography. After a brief introduction of the biography of the author and her autobiography, your research paper should explore the following five questions:

1) Why did the author write the autobiography?
2) What are the major themes in her autobiography?
3) In which ways is this woman a reflection of her historical period? Is she representative for women from a similar national, social and cultural background?
4) Was this woman important in her time and if so why?
5) Is this woman still important for us/you today and if so why?

For the preparation of the research paper you will be asked to hand in first a 1-2-page proposal, with a one-paragraph biographical abstract of the author your selected, a one-paragraph description of the history of the autobiographical text you selected and short bibliography of 5-10 titles of primary and literature you want to use for the research paper. The proposal needs to include your name and a complete biographical information of the text you want to study. The writing of the bibliography has to be complete and follow the *style sheet for the course of Sakai*.

As a second step you will be asked to prepare a 4-5-page handout on the selected author and her autobiography. In the introductory paragraph of the handout you should explain, why you selected this author. In the following paragraph you should briefly present the focus of her autobiography (covered time period, major themes) and the history of the text (when written and published by which publisher in which language, number of editions and translations). The main part of the handout should present in table form the biography of your author. This part should be organized in six sections: I. Childhood and Upbringing; II. Education; III. Work; IV. Family and Friends; V. Political and Social Activities; VI. Major
Publications of the Author. At the end of your handout you should present further developed bibliography of primary and secondary literature and websites that you intend to use for your research paper (on the author, her autobiography and the historical context).

At the end of the term you will be asked to present your research with a 10-minute power point presentation. Everybody will 10 minutes for the presentation and up to 10 minutes for the discussion.

To help you to get track of the historical development in Europe and important events, you will find on Sakai the following material: a timeline, maps, a bibliography with selected literature, and useful links. In addition you will find there a guide for the assignments and two examples of excellent research papers on nineteenth century autobiographies.

ASSIGNMENTS

Five Assignments will contribute to the final grade in the course:

Course participation (20 percent)
(Class participation and the three questions/comments students have to post on the Discussion Forum on Sakai for the reading of every week)

Proposal of your research paper (1-2 pages) (5 percent)
DEADLINE: September 10, 2012

Handout (4-5 pages) (15 percent)
DEADLINE: October 8, 2012

10-minute PowerPoint presentation of the selected women and her autobiography (20 percent)
DEADLINE: November 26 - December 5, 2012

Research paper (12-15 pages) (40 percent)
DEADLINE: December 5, 2012

For more information see the guide for the assignments and grading on Sakai.

SUPPORT FOR YOUR RESEARCH

In this course, you will be working with a Graduate Research Consultant who will assist you in the research project. The GRC Program is sponsored by the UNC Office for Undergraduate Research (www.unc.edu/depts/our), I encourage you to visit this website to discover other ways that you might engage in research, scholarship and creative performance while you are at Carolina.

The GRC will help all students with their research. She will participate in the first classes so that you get to know her, and afterwards will offer next to the instructor weekly office hours, during which you can come with all your questions and ask for support. The GRC will

- discuss your project idea with you;
- help you to find the necessary literature for your project, compile a bibliography, and write the 4-5-page handout on the selected author and her autobiography;
- support you in the process of your further research and the writing of the research paper;
- and offer you to hand in a draft of the research paper for feedback.
Every student has to meet the GRC at least two times during the course, first during September before you hand in the 4-5-page handout, and second during October to discuss your further developed plans for the research paper.

**REQUIRED READINGS**

Chapters of the following autobiographies we will read in class. I will place these chapters on Sakai. You will find the autobiographies on reserve in the UNC Undergraduate Library:


To provide you with an overview over twentieth century of European women’s history we will integrate in the course the reading and discussion of parts of the following book:


For the nineteenth century is helpful:


You will also find these books in the Textbook Department of the UNC Student Stores.

**SAKAI**

I will be using Sakai to make updates of the Syllabus, readings and other course materials, as well as announcements available to you.

- Under “Course Information” you will find the updated syllabus including the responsibilities and a selected bibliography that should help you with your research.
- Under “Course Documents” you will find all readings organized by class.
- Under “Assignments” you will find a guide for the assignments and a style sheet.

We also will use the “Discussion Forum” on Sakai, where you will have to place your questions/comments on the required reading. It will be organized by seminar sessions. You are expected to check Sakai regularly and are responsible for the material that appears on it.

For your feedback, comments and questions in respect of the course work I organized a special section in the “Discussion Forum” on Sakai that allows anonymous postings.

To access Sakai:

1. Go to [http://Sakai.unc.edu](http://Sakai.unc.edu)
2. Type in the name you use for your email and then your password
3. You will then receive a list of all the courses for which you are registered this semester. Click on HIST 089-001.
4. Please familiarize yourself with the course Web Page. It is an essential tool for taking this course.
5. If you do not want to use your UNC email address, you must contact the Help Desk at 962-HELP.

6. A copy of the syllabus is on Sakai under Course Information. It may be updated periodically.

COURSE PROGRAM

Week 1:
Monday, August 27, 2012

Introduction I: Let us get started
I: Aims and Format of the Course
II: What Is Your (Family) Story?
(Share your story – bring photos and other documents & artefacts if you have some – Students will be invited by email before class to do this)

Week 2:
Monday, September 3, 2012
No Class Labor Day

Week 3:
Monday, September 10, 2012

Introduction II: Theory and Methodology
I: What is Women’s and Gender History?
Required Reading:
Methodological Theme:
• What is women’s and gender history?

II: History and Autobiography
Required Reading:
Methodological Theme:
• What are primary documents and how can historians use autobiographies for our historical studies?

Pizza Party Afterwards: What can you expect as an UNC First Year Student? Visit from former students of this course.

Please send me your selection and ranking of two autobiographies from the below list (syllabus page 15) by Sunday, September 16, 2012, noon
Week 4:

Monday, September 17, 2012
I: 4:00-5:30 pm: Libraries – a tour through the UNC libraries and introduction to the library catalogues and our special website.

II: Historical Background: Feminism and Women in Pre-1914 Politics
Required Reading:
• FUCHS, Women in Nineteenth Europe, 155-176.

Assignment of the selected autobiographies in class, not more than two students should work on the same text.

Week 5:

Monday, September 24, 2012
Women’s Stories: European Women at the Beginning of the 20th Century
I: Middle Class Upbringing and Education of Women
PRESENTATION OF THE (AUTO)BIOGRAPHY BY ALICE SALOMON (1872-1948) BY a STUDENT.
PRESENTATION OF THE (AUTO)BIOGRAPHY BY VERA BRITAIN (1893-1970) BY a STUDENTS.

Autobiography:
• SALOMON, Character is Destiny, Introduction and 11-23.
• BRITAIN, Testament, Foreword, and 17-43.

Recommended Background Reading:
• FUCHS / THOMPSON, Women, 84-100.

II: The Middle Class Women’s Movement and Social Work
Autobiography:
• SALOMON, Character is Destiny, 24-47 and 68-80.

If you want to explore more:

How to prepare the handout on the selected author and her autobiography?

Your 1-page proposal of the research paper is due in Sunday September 30, 2012.

Week 6:

Monday, October 1, 2012
I: Historical Background: Women and the First World War, 1914-1918
Required Reading:
• ALLEN, Women in Twentieth Europe, 6-20.

II: Women’s Stories: Female War Experiences – ‘The Homefront’: War Support and War Opposition
PRESENTATION OF THE (AUTO)BIOGRAPHY BY TONI SENDER (1888-1964) BY STUDENTS.
Autobiography:
• BRITTAIN, Testament, 135-145 and 164-173.
• SENDER, The Autobiography, 60-90 (in particular 60-80)

If you want to explore more:

Week 7:
Monday, October 8, 2012
I: Women’s Stories: War Nurses and Female War Workers

Autobiography:
• BRITTAIN, Testament, 205-214 and 405-426.
• SALOMON, Character is Destiny, 112-120.

If you want to explore more:

II: Historical Background: Women as Citizens in the Inter-war Democracies

Required Reading:
• ALLEN, Women in Twentieth Europe, 21-41.

Week 8:
Monday, October 15, 2012
I: Historical Background: Women as Citizens in the Inter-war Democracies

Required Reading:
• ALLEN, Women in Twentieth Europe, 21-41.

II: Women’s Stories: Women in Interwar Europe: The “New Women”

Autobiography:

Your handout on the selected author and her autobiography is due.

Week 9:
Monday, October 22, 2012
I: Women’s Stories: Women in Interwar Politics

Autobiography:
• SENDER, The Autobiography, 160-167 and 244-249.
• SALOMON, Character is Destiny, 150-158.

If you want to explore more:
II: Women’s Stories: Women and the Rise of Nazism

Autobiography:
- SALOMON, Character is Destiny, 158-164.

If you want to explore more:

How to prepare the research paper?

Week 10:

Monday, October 29, 2012

I: Historical Background: Women in the Authoritarian and Totalitarian States of the Inter-war Years

Required Reading:
- ALLEN, Women in Twentieth Europe, 42-59.

II: Historical Background: Women in the Second World War

Required Reading:
- ALLEN, Women in Twentieth Europe, 60-78.

Week 11:

Monday, November 5, 2012

I: Women’s Stories: Jewish Life in Austria and Nazi Germany before World War II

PRESENTATION OF THE (AUTO)BIOGRAPHY BY RUTH KLÜGER (1931-) BY STUDENTS.

Autobiography:
- SALOMON, Character is Destiny, 173-187.
- KLÜGER, Still Alive, Foreword, 15-58 (in particular, 29-58)

If you want to explore more:

II: Women’s Stories: Political Prisoners in Nazi Germany: The Women’s Concentration Camp Ravensbrück I

PRESENTATION OF THE (AUTO)BIOGRAPHY BY GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002) BY STUDENTS.

Autobiography:

Week 12:

I: Women’s Stories: Political Prisoners in Nazi Germany: The Women’s Concentration Camp Ravensbrück II

Autobiography:
• GAULLE-ANTHONIOZ, The Dawn of Hope, 1-83.

If you want to explore more:
• http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp
• http://isurvived.org/FrameSet_folder/-Ravensbruck.html

II: How to prepare the research paper and the power point presentation?

III: Visit of a Tutor from the Writing Center

Week 13:

Monday, November 19, 2012

I: Women’s Stories: Jewish Women in the Ghetto Theresienstadt and the Death Camp Auschwitz

Autobiography:
• KLÜGER, Still Alive, 70-131

If you want to explore more:

II: Women’s Stories: Surviving and Remembering the Holocaust

Autobiography:
• KLÜGER, Still Alive, 136-165, 63-69 and 205-214.

If you want to explore more:

Week 14:

Monday, November 26, 2012, 4:00-8:00

Power point presentation of your research in class. We will celebrate or work with Pizza.

Week 15:

Monday, December 3, 2012, 4:00-8:00

Final Class:

Power point presentation of your research in class

Evaluation and End of the Term Celebration

Wednesday, December 5, 2009: The final research paper is due. Please bring one copy to my office and send it in addition to me by email.

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

February 7, 2012
1. Attendance will be taken in every class and recitation section. Not more than two missed classes will be accepted. After two missed classes, your participation grade will go down five points for every day you miss class. Thus, if you have a B+, your participation grade will fall to a B or if you have a C, your grade will fall to a C-.

2. No late papers or other written work will be accepted except in the case of documented dire emergencies. 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.

3. Plagiarism: to take or pass off as one’s own the ideas or writings 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 on the web. It is your responsibility to familiarize yourself with the Honor Code (http://instrument.unc.edu).

4. Finally - Electronics: I support “old school” communication and note taking during classes. Pen, paper and face-to-face dialogue reduces unnecessary distractions. Thus, the use of a laptop is only allowed, when we agreed on it, and cell phones are not allowed during classes – only if we agree on it. Please turn off all electronic devices including, but not limited to, Iphones, cell phones, Ipods or any other devices that ring, buzz or ding. These devices should be properly secured in your backpack and may not be used to make or take calls or for notation during discussion.

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:

SELECTED LITERATURE

THEORY AND METHODOLOGY OF WOMEN’S AND GENDER HISTORY

These are introductory texts into the theoretical and methodological approach of women’s and gender history:

• Rose, Sonya O., What is Gender History?, Cambridge: Polity Press 2010
• Scott, Joan W., „Womens History,” in New Perspectives on Historical Writing, ed. by Peter Burke (University Park, Pennsylvania: Penn State University Press, 2001 (2)), 43-70. (UNC lib: D13 .N45 2001)
ON EUROPEAN WOMEN’S HISTORY
If you have no background knowledge in Modern European or Women’s History you could consult some of the following introductory readings during the course:


ON AUTOBIOGRAPHICAL WRITING OF WOMEN
These publications introduce you in the usage of autobiographical writing by women’s historians:


### Autobiographies for Your Final Essay


• Dewees, Gisela, *Out of Step: My Young Life as a Resister in Nazi Germany* (Elk River: DeForest Press, 2005). (UNC Lib: DD256.3 D495 2005)


February 7, 2012

**Bios of the Instructors**

Karen Hagemann is James G. Kenan Distinguished Professor of History at the University of North Carolina at Chapel Hill. Her research focuses on the history of Germany and Europe from the late eighteenth to the twentieth century, women’s and gender history, and military history. From 2005 to 2009 she directed ‘Nations, Borders, Identities: The Revolutionary and Napoleonic Wars in European Experience and Memory, 1792–1945’. Her books include ‘Mannlicher Muth und Teutsche Ehre’: Nation, Militär und Geschlecht zur Zeit der Antinapoleonischen Kriege Preußens (Paderborn, 2002); *Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century*, ed. with Ida Blom and Catherine Hall (Oxford, 2000); *Masculinities in Politics and War: Gendering Modern History*, ed. with Stefan Dudink and John Tosh (Manchester, 2004); *Gendering Modern German History: Rewriting Historiography*, ed. with Jean H. Quataert (Oxford, 2007); *Representing Masculinity: Male Citizenship in Modern Western Culture*, ed. with Stefan Dudink and Anna Clark (Basingstoke, 2007); *Civil Society and Gender Justice: Historical and Comparative Perspectives*, ed. with Sonya Michel and Gunilla Budde (Oxford, 2008 and 2011); *Soldiers, Citizens and Civilians: Experiences and Perceptions of the Revolutionary and Napoleonic Wars, 1790–1820*, ed. with Alan Forrest and Jane Rendall (Basingstoke, 2009); *Gender, War, and Politics: Transatlantic Perspectives, 1775–1830*, ed. with Gisela Mettele und Jane Rendall (Basingstoke, 2010); and *Children, Families and States: Time Policies of Child Care, Preschool and Primary Schooling in Europ*, ed. with Konrad H. Jarausch and Cristina Allemann-Ghionda (Oxford, 2011). Currently she is finishing a monograph for Cambridge University Press titles “Revisiting Prussia’s Wars against Napoleon; War, Culture and Memory” and is preparing the Oxford Handbook on “Gender, War and the Western World since 1600”.

Alexandria Ruble is PhD student in Modern European and Gender History at the University of North Carolina at Chapel Hill. She got her B.A. in History at Christopher Newport University in May 2010. Her research interests include modern European and German history, women’s and gender history, political history, and social history. Her M.A. thesis analyzed the political debates over “the equality of men and women” in the Bundestag, the West German parliament, the two major parties—the ruling Christian Democratic Party (CDU) and the oppositional Social Democratic Party (SPD) and their women’s organizations.