

*Syllabus*  
**Hist 499-005: Gender and Class in Modern Europe**  
*Fall 2012*

Instructor: Mark R. Stoneman, Ph.D.

Class Meetings: Thurs., 4:30–7:10 p.m., Robinson A 105

Office Hours: Thurs., 3:00-4:30 p.m., Robinson B 226C, and by appointment

Email: [mstonema@gmu.edu](mailto:mstonema@gmu.edu)

## **Description**

This research seminar will explore the manifold and complex roles of gender and class in European history from the French Revolution through the Cold War. The specific problems it addresses will be informed by student research interests in connection with the following broad questions: How did Europeans experience and understand gender and class in the past? How and why did their experiences and discourses change over time? How did broader economic, political, and cultural changes shape these developments? And vice versa? How do historians understand, research, and write about gender and class? What can gender and class contribute to our broader understanding of European history? The course will begin with a common set of readings and then focus on individual research projects, which students will pursue in consultation with their classmates and instructor.

This course has been designated a Research- and Scholarship-Intensive Course, a Writing-Intensive Course, and a Synthesis Course. It fulfills these advanced requirements for your degree. For more information, see the section entitled “Hist 499 and Mason’s Curriculum” at the end of this syllabus.

## **Requirements**

To help you stay on track and successfully complete your research project, the following components of your performance will be evaluated. (Written directions will be handed out separately.)

*Participation:* 25% of your grade for the course will be determined by your contributions to class discussions. This means reading and sharing your ideas with the class. It also means listening to your classmates and asking them questions about their ideas. Attendance is mandatory.

*Presentation of a Monograph:* 5% of your grade will be determined by an oral presentation that you make to the class on a monograph that is relevant to your research. You will supplement this presentation with a 1-page class handout.

*Presentation of a Primary Source:* 5% of your grade will be determined by an oral presentation that you make to the class on a primary source (a book or a group of other documents) that is relevant to your research. You will supplement this presentation with a 1-page class handout.

*Presentation of Research Findings:* 15% of your grade will be based on your class presentation of your research findings, which you will also summarize in a 1-page class handout.

*Final Paper:* 50% of your grade for the course will be determined by the quality of your 20- to 25-page research paper. To have your paper accepted in the first place, you must follow a procedure that includes the following steps: have at least one meeting with your professor to discuss and gain approval for your topic, submit a written paper proposal, deliver oral presentations of a relevant monograph and a useful primary source, submit a progress report, submit a complete draft for my initial feedback, present your final results to the class, and revise your essay based on feedback from me and your classmates. There are no shortcuts. If you skip any of the required steps, I will not accept your final paper and you will fail the class.

The deadlines for this work are listed in the course schedule below. All deadlines are firm. No late work will be accepted. (Exception: serious illness or injury for which you can supply acceptable attestation in a timely manner.)

### **Grading System**

I determine all grades for the above components as letter grades, and then I convert them to numbers based on a 100-point scale to determine your course average. The equivalents I use are as follows: A = 95 (occasionally higher for particularly excellent work), A- = 92.5, A-/B+ = 90, B+ = 87.5, B = 85, B- = 82.5, B-/C+ = 80, C+ = 77.5, C = 75, C- = 72.5, C-/D+ = 70, D = 65, F = 55, and not completing an assignment = 0.

I calculate course grades according to the weighting in the requirements section above. The cutoff for an A in the course is a 93 average, for an A- a 90 average, for a B+ an 87.5 average, for a B an 83, for a B- an 80, for a C+ a 77.5, for a C a 73, for a C- a 70, and for a D a 60.

### **Communication**

If you are not in the habit of checking in with your professor during office hours, you need to change that for this course. My office hours are from 3:00 to 4:30 in Robinson B 226C. In addition to the required meetings for getting your topic approved and discussing your progress, you should stop by to discuss your ideas as they evolve, to ask for research advice, and so on.

The best way to reach me outside of class and office hours is via email to [mstonema@gmu.edu](mailto:mstonema@gmu.edu). Please write from your Mason address to ensure that I get your message, and make sure you check your Mason email daily because this is how I will communicate with students outside of class and office hours.

### **Honor System**

Academic honesty is essential not only to the success of the course but also to your academic and professional careers. Hence, you are expected to know what plagiarism is and abide by the GMU Honor System and Code at <http://www.gmu.edu/academics/catalog/9798/honorcod.html>. In addition to knowing and following this code, please note the following clarification:

Doing your own research and writing is essential, but I also recommend that you meet with other students to discuss your research. You might even look at drafts from one another in order to

offer mutual feedback, if you can make the time. Such cooperation is perfectly normal in research, as long as your work remains your own work. Of course, it would be appropriate and collegial to acknowledge any such help in a footnote—either in a collective one at the beginning of your essay or in a specific note for a specific intellectual debt at the appropriate place in your essay.

If you are at all unclear about these expectations, please talk to me.

## Special Accommodations

Students requiring an academic accommodation should see me immediately and also contact the Office of Disability Services at <http://ods.gmu.edu> or (703) 993-2474.

## Required Readings

The following books are required for everyone in the course:

Timm, Annette F., and Joshua A. Sanborn. *Gender, Sex and the Shaping of Modern Europe: A History from the French Revolution to the Present Day*. New York: Berg Publishers, 2007. [ISBN-10: 1845203577]

This is our textbook. We will read it at the beginning of the course, but you need to have a copy available for the whole semester. It will help you identify a research question; it will help you figure out why that question matters; and it will provide further bibliographical leads and historical context.

Turabian, Kate L., et al. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*. University of Chicago Press, 2007. [ISBN-10: 0226823377] [also available in Kindle format]

This is your go-to reference for all manner of style, grammar, and citation questions throughout the semester. Do not buy an older edition of this book. This specific edition is required because it contains a new section on the research and writing process that we will be discussing in class.

Kelly, Alfred, ed. *The German Worker: Working-Class Autobiographies from the Age of Industrialization*. Berkeley, CA: University of California Press, 1987. [ISBN-10: 0520061241]

In addition to the above three books, we will be discussing two novels. Half the class will read one and the other half will read the other. Of course, both are worth reading, and I recommend that you sample from each one; however, if you can only buy one, then wait until the first class to know which you have been assigned. When you buy your novel, please get the edition assigned because the translation is both accurate and readable.

Fontane, Theodor. *Effi Briest*, trans. Helen Chambers and Hugh Rorrison. London: Penguin Classics, 2001. [ISBN-10: 0140447660]

Zola, Emile. *Au Bonheur des Dames (The Ladies Delight)*, trans. Robin Buss. London, Penguin Classics, 2002. [ISBN-10: 0140447830]

Additional readings are listed in the syllabus, and they will be available online via a forthcoming link or as handouts.

I reserve the right to assign a small number of additional articles or primary sources, if it becomes clear that the class needs more work in certain areas.

## Schedule

The class meets on Thursdays, from 4:30 to 7:10 p.m., in Robinson A 105.

On some days there will be individual meetings instead of a class, and I will schedule appointments for these ahead of time. Meetings scheduled during class time will be held in our classroom. Meetings scheduled during office hours, from 3:00 to 4:30, will be held in Robinson B 226C. If I make any appointments outside of these times, we will have to work out another meeting place because I share an office with other professors. When you have a scheduled meeting with me, please come on time in order to prevent unnecessary delays for your classmates.

On days for which you see a reading listed, this reading is *required*. Read the text ahead of time and be prepared to discuss it in class.

I reserve the right to change the schedule slightly, should it become absolutely necessary.

8/30 Introduction

9/6 Big picture

Everyone reads Timm and Sanborn, *Gender, Sex and the Shaping of Modern Europe* (whole book), and Turabian, *Manual for Writers*, 7th ed., pp. 3–18.

Sign up for a required research topic meeting during office hours on 9/13, 9/20, or 9/27, or during our usual class time on 9/27. Of course, I am happy to meet with you earlier, if you are ready or if you would like to have a preliminary conversation.

9/13 Two nineteenth-century novels

Group A reads Fontane, *Effi Briest* (whole book).

Group B reads Zola, *Aux Bonheur des Dames*. This novel is much longer than the other one, so Group B may stop at p. 225.

9/20 German workers

Everyone reads the introduction to Kelly, *German Worker*, 1–49.

In addition, Group A reads pp. 51–251, and group B reads pp. 230–427.

9/27 Individual meetings to determine research projects (no class)

These required meetings will take place during office hours and class time today, as well as during office hours on 9/13 and 9/20. A sign-up sheet will be passed around class on 9/6.

- 9/29 (Sat.)      Written project proposals due by midnight
- See directions in separate handout. In most cases, you should try to turn this in much earlier, depending on how soon you can settle on a viable topic that I am able to approve.
- 10/4              The research process
- Everyone read Turabian, pp. 18–61, and Gerald W. Schlabach, “A Sense of History: Some Components,”  
<http://courseweb.stthomas.edu/gwschlabach/sense.htm>.
- 10/11             Office hours only (no class)
- I will hold my regular office hours, and I can make myself available longer, if needed. Please make an appointment if you wish to meet after 4:30 p.m. Or come to the office before I leave (at 4:30 p.m.) so that I know you would like to talk. We can then relocate to the classroom.
- 10/18             Monograph presentations
- See directions in separate handout.
- 10/25             Primary source presentations
- See directions in separate handout.
- 11/1              Writing a history research paper
- Everyone read Turabian, pp. 62–130 (but only skim chap. 8, unless you are planning to use tables in your final paper), and Theron F. Schlabach, “Ten Commandments of Good Historical Writing,”  
<http://courseweb.stthomas.edu/gwschlabach/10commnd.htm>.
- Sign up for a mandatory progress report meeting on 11/8 during office hours or our usual class time.
- Sign up to present your project on 11/29 or 12/6.
- 11/3 (Sat.)      Written progress reports due by midnight
- See directions in separate handout.
- 11/8              Mandatory progress report meetings (no class)
- Come prepared to discuss your progress report and my written feedback on it.
- 11/15             Office hours only (no class)
- I will hold my regular office hours, and I can make myself available longer, if needed. Please make an appointment if you wish to meet after 4:30 p.m. Or come to the office before I leave (at 4:30 p.m.) so

that I know you would like to talk. We can then relocate to the classroom.

11/17 (Sat.) First draft of paper due by midnight

See directions in separate handout.

11/22 Thanksgiving (no class or office hours)

If you send me an email during this break, please be patient because I will be traveling and spending time with family.

11/29 Project presentations

See directions in separate handout.

12/06 Project presentations (last class)

See directions in separate handout.

12/13 Final papers due by 5:00 p.m. (no final exam)

See directions in separate handout.

### **Hist 499 and Mason's Curriculum**

This course has received three designations from the university that situate it within your broader curriculum and enable it to fulfill specific degree requirements:

1. This class is designated by the university as a *Research and Scholarship Intensive Course*, which means that students are given the opportunity to actively participate in the process of scholarship and will make a significant contribution to the creation of a disciplinary-appropriate product.

In this course, students will:

- Create an original scholarly or creative project.
- Communicate knowledge from an original scholarly or creative project.
- Engage in scholarly inquiry by:
  - articulating and refining a scholarly question;
  - following ethical principles;
  - and addressing the following elements.
- Choose an appropriate discovery process for scholarly inquiry.
- Gather evidence appropriate to the question.
- Apply appropriate scholarly conventions during scholarly inquiry.
- Apply appropriate scholarly conventions when reporting.

- Assess the validity of key assumptions and evidence.
- And situate the scholarly inquiry within a broader context.

For more information on Mason's Students as Scholars program, see <http://oscar.gmu.edu/>. For more on Students as Scholars classes, see <http://oscar.gmu.edu/students/Students-as-Scholars-Classes.cfm>.

2. This class has also been designated a *Writing-Intensive Course*. It fulfills this requirement in the history major through a 20- to 25-page research paper that you write in the context of consultations with your professor and classmates and a revision based on your professor's feedback. For more information on the Writing Intensive requirement, see [http://wac.gmu.edu/program/wi\\_requirement/index.php](http://wac.gmu.edu/program/wi_requirement/index.php).

3. Finally, this class has been designated a *Synthesis Course*. For more information on this designation in the context of your general education requirements, see <http://provost.gmu.edu/gened/general-education-requirements/>.