Witches, Workers and Wives:
Gender and Family in Early Modern Europe 1500-1800
Fall 2012

Professor Julie Hardwick
TA: Jessica Luther

Course description:

Our stereotypical image of an early modern woman is a witch - for some good reasons because thousands of witch trials took place. In this course, we will look beyond that perspective to explore the complex of material, political, and cultural factors that shaped experiences of gender and family and that shaped attitudes about gender and power in early modern Europe. The early modern centuries between about 1500 and 1800 were years of tremendous change in many ways - religious reformations, European governments became more powerful at home and established colonies world wide, economic transformation as people became consumers and production expanded exponentially. Some features were slower to change, however, especially with regard to family life. In this class, we will explore how women's experiences of these patterns compared to men's - whether as workers, consumers, criminals, political subjects and political actors, peasants or nobles, spouses or parents. Along the way, we will explore why some of these dynamics fed into a proliferation of "witches."

Important notes:

* Please inform me immediately if you need any accommodation under the provisions of the ADA. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

* Students are expected to uphold irreproachable standards of academic integrity. I will recommend the penalty of a 0 score for any form of academic dishonesty (cheating, plagiarism etc). The Office of the Dean of Students maintains an excellent website about academic honesty policies at UT.
See www.utexas.edu/depts/dos/sjs

* Email: I am a good email correspondent and you are welcome to email me. Please note, however, that all emails should include the appropriate form of greeting and be signed with your name. I will not reply to any emails that do not include these essential courtesies.

- Readings:

(BB) – available on BB
(Journal) – available on line through the UT library website.

Requirements:

1. ***Reading and class participation***
Discussion of the assigned readings (see below) will be an important element of this class: you will learn more effectively when you take an active part in the analysis of the material to be covered. Consequently you must expect to read every reading assignment very carefully and thoughtfully. You should come to each class ready to ask questions and contribute observations. You will need to demonstrate mastery of the readings to do well on the exams.

Warning: absence from class will inevitably have a serious impact on your grade because you cannot participate if you are not present. Each of you may be absent twice with no penalty. For every absence after that, three points will be deducted from your participation grade for each absence not justified by a written explanation. Please note, however, that attendance is the only the first prerequisite for participation, so that perfect attendance and complete silence will result in a grade that reflects only partial fulfillment of participation.

Readings are available on electronic reserve (ER) or online through the Library Catalogue. Access both from the Library Home Page. Please consult the library staff if you need some training in library catalogue skills to find these materials. Our class password for ER is "witches."

2. ***Group projects***
Witchcraft (see handout).

3. ***Writing***
Students will be responsible for **six** reading grids on each of the secondary source readings ie articles by historians (marked with an asterisk (*) on the syllabus). The grids will be posted on BlackBoard. The last section of the grids should include your thoughtful, critical response to the reading. What questions does it raise for you? How does it relate to what we have already talked about? How does it relate to what you might have learnt in other classes? To patterns you are familiar with today? The grids must be typed and need to be turned in **at the start** of the class for which the reading is assigned. **No** late grids accepted. **No** grids accepted on primary source documents.

Grading:

Midterm 25%
Final 35%
Reading grids 20%
Witchcraft group projects 10%
Participation & binder checks 10%

Grades will use the + and – scale as follows: 93-100 (A), 90-93 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D-), 59 or below (F)

Note: I reserve the right to make changes to this schedule.

CLASS SCHEDULE

8/30 Introductions: Making gender out of sex: science, law, and religion
READING: John Knox" The Monstrous Regiment of Women" (handout)

9/4 Susan Lay: an early modern life
*** READING:** Gowing "The Haunting of Susan Lay," Gender and History 12 (August 2002) 2, pp.183-201. (Journal available on line through UT library website.)

9/6 Fundamental patterns I: sexuality and fertility in a world without reliable contraception
READING: Deborah Brackley, 1651 (BB)

9/11 Fundamental patterns II: marriage, parenthood, & mortality
READING: Gluckel of Hameln (BB)

9/13 Fundamental patterns III: work and family economy
READING: Getting a Living (BB)

9/18 Fundamental variables: rank, ethnicity & marital status
*** READING:** Palmer, "What's in a Name? Mixed-Race Families and Resistance to Racial Codification in Eighteenth-Century France," French Historical Studies 33(3): 357-385 (2010) (Journal available on line through UT library website.)

Gendering economies

9/20 Men and women in a changing economy: work
*** READING:** Judith Bennett, Ale, Beer, and Brewsters (Packet)

9/25 A world of borrowing: good credit/bad debt
*** READING:** Scott Taylor, "Credit, Debt, and Honor in Castile, 1600-1650" Journal of early modern history 7, 1-2 (2003). (Journal available on line through UT library website.)

9/27 Colonization and families
*** READING:** Wendy Warren, "The Cause of Her Grief: the rape of a slave in early New England," Journal of American History (March, 2007) (Journal available on line through UT library website.)

10/2 Gender and capitalism: families and making an economic revolution
*** READING:** Amy Erikson, "Coverture and Capitalism," History Workshop Journal (59) 2005 (Journal available on line through UT library website.)

10/4 Young and single: work and sociability for young workers
*** READING:** Julie Hardwick, "Sex and the (seventeenth-century) century city: a research note towards the long history of leisure," Leisure Studies (October, 2008). (Journal available on line through UT library website.)

Religious reformations

10/9 Living through the Reformation in Geneva: a Catholic perspective
READING: Jeanne de Jussie, A Poor Clare's Account of the Reformation in Geneva (BB)

10/11 Living through the Reformation: Popular piety in a reformed world
READING: Geneva consistory cases (BB)

10/16 Catholicism redefined : convents and charity
*** READING:** Diefendorf, From Penitence to Charity (BB)

Family Politics

10/18 Could a queen be a king? Politics and patriarchy
READING: Three statements on rulership (BB)

10/23 Families and state formation
*** READING:** Ulrike Strasser, State of Virginity (BB)

10/30 **MIDTERM**

11/1 Personal politics: family violence
*** READING:** Julie Hardwick, "Early Modern Perspectives on the Long History of Domestic Violence: The Case of Seventeenth-Century France," Journal of Modern History (March 2006) (Journal available on line through UT library website.)

11/6 Ann Linscale's baby: Infanticide
***READING:** Gowing, "Secret Births and Infanticide in Seventeenth-Century England," Past and Present 156 (Feb. 1997) (Journal available on line through UT library website.)

Why witchcraft?

11/8 Explaining Witchcraft I
READING: The Wonderful Discovery of the Witchcrafts of Margaret and Philippa Flowers, 1618 (BB)

11/11 Explaining Witchcraft II

11/13 Witchcraft group project work day

11/18 Witchcraft projects presentations

11/ 20 Witchcraft projects presentations

Revolution? Domestic and democratic

11/27 Enlightened marriages: new ideas and new politics

- **READING:** Dena Goodman, "Marriage Choice and Marital Success: Reasoning about Marriage, Love, and Happiness" in Suzanne Desan and Jeffrey Merrick, eds, Family, Gender and Law in early modern France (BB)
- **READING:** Meghan Roberts, "Philosophes Mariés and Epouses Philosophiques: Men of Letters and Marriage in Eighteenth-Century France," *French Historical Studies* 35, no. 3 (Summer 2012) (Journal available on line through UT library website.)

11/29 The queen and her dressmaker: Rose Bertin, Marie-Antoinette and the gender politics of consumption and leisure

*** READING:** Clare Crowston, "The Queen and her 'Minister of Fashion': Gender, Credit, and Politics in Pre-Revolutionary France" Gender and History 14, 1 (April 2002). (Journal available on line through UT library website.)

12/4 Gender and revolution

READING: Wollstonecraft (BB)

12/6 Review and wrap: gender and family then and now