This readings seminar allows us to explore a sampling of the rich scholarship on women and gender produced in the past forty or so years. The period under focus stretches from the late 15th century to the end of the 18th century; our geographical lens will be mostly on England, continental Europe, colonial North America, and Spain’s New World.

Each class member is required to be prepared to discuss thoroughly the assigned readings each week. Note also that attendance in graduate seminars is not optional: any absence due to a situation other than a dire emergency will notably affect the student’s grade. If an emergency arise, you should do everything possible to contact me prior to the class meeting if you will be late or not able to attend.

**Written assignments:** One paper will be an oral report/written review focusing on one monograph chosen from the supplementary list of books (listed under “Reports”) provided for most weeks in the syllabus. First, post the night before class (by 9 p.m.) a 2-page summary of the contents of the book. Second, prepare to give an in-class, oral report (NO MORE than 10 minutes) offering your critical assessment of the book (strengths and weaknesses, plus your questions and ideas for further research). Your written review (approx. 6 pages, MAX 8, emulating the best of book reviews) should be submitted to me no later than ONE WEEK after the date of the oral presentation. Note: those Report books that are asterisked (*) on the syllabus are ones that I think would make a particularly good match with the week’s readings. Optional: You are invited to post your finished book review on our HuskyCT site if you would like to share it with classmates.

A second paper is a meta-review, a critical assessment in 7-8 pages of three book academic reviews of one monograph from our common reading. You may select one of the following books to write on: Ulrike Strasser, Barbara Diefendorf, Pamela Brown, Mary Fissell, Jennifer Morgan, Kathleen Brown, and (possibly) Dena Goodman. Your task is to find three substantial reviews (i.e., longer than 800 words) in journals such as the WMQ, Reviews in American History, the Radical History Review, Early American Literature (skip the AHR or JAH, if possible) and write a critical assessment of those reviews in light of your reading of the book. What choices does each reviewer make (organization, coverage, tone)? How disparate are the reviews in style, coverage, and critique? How do the authors indicate their own preferences for method and interpretation, if at all? What surprises or disappoints you about these reviews? Finally, what would you add in a critique of your own that is not present in these reviews? The meta-review is (ideally) due on the class day when the book is under discussion. Please ask me first to see if I need you to attach xeroxs of the book reviews you are using. There will be a few sample
Meta-reviews (from past classes, on different books) available in the Graduate Lounge File Cabinet, top drawer. Note: we will discuss sample book reviews of Marjorie McIntosh’s monograph in Week 2.

Rewrites: You have the option of re-writing the book review or the meta-review, based on my critique. Note that rewriting sometimes but not always leads to a higher grade. I am a believer in the saying: “There is no good writing, only good rewriting.” And indeed, your dissertations and anything you publish in the future will go through this process, so it pays to follow this ‘best practice’ as your training proceeds. Note that if you undertake the optional re-write, you need to inform me of that decision, and the revised paper is due no later than 2 weeks after you receive my comments on the first version.

The Final Project, an Annotated Bibliography or Scholarly Career paper (your choice of either; see details on both below) is due at the end of the semester during exam week. You should choose a topic in consultation with me, and plan to meet with me about your topic and preparations, no later than the first week in November. So that class members can learn from your investigations, you are encouraged to post your project (in draft or final form) on HuskyCT prior to Dec. 22.

For Annotated Bibliographies on a topical theme: Aim for a minimum of 16 items on your topic; be sure to include samples from all genres—books, articles, review essays, primary sources, websites—and representing the geographical and chronological scope of the early modern field. Annotations should accompany each item in your bibliography; these should be in shorthand form (clear prose, not necessarily complete sentences), and should be of medium length (3-10 lines). The annotation should indicate why one would want to consult the item; useful comments might include identifying an item’s notable features (not apparent from the title), its situatedness in the historiography (if dated but useful, for example), its flaws, how it is in conversation with other items, etc. Note that you can write a reasonably useful annotation of an item even if you haven’t read it word-for-word; the idea is that you have skimmed it and probably identified its pertinence through other sources. Indeed, the purpose of this assignment is NOT to compel you to read all the items you gather on your topic; rather it is to mimic the hunting-and-gathering steps you take in preparation for writing a research paper or an historiographical essay.

For a paper on a scholar’s career: This is to be a thoughtful, analytical essay (11-14 pages; with bibliography attached) about the work and career of one scholar of early modern gender as viewed through selected works. Think of your essay as a literature review—focusing on one author. Although the number of materials covered by each student will vary slightly (depending on the scholar chosen), here are the minimum components: two monographs, one to two major articles or review essays (that are not redundant with the two books), a range of critical reviews of both books, some reviews by the historian across the span of his/her career; also, if possible, a published interview with the historian. Beyond these, you commit yourself to being aware of and skimming as much as possible all the books and major articles of the author. One step toward writing your paper could be to compile as complete an oeuvre list as possible, broken into categories (e.g., books, articles, anthology pieces, book reviews by, opinion essays, interviews with); this will become your bibliography. Be sure to address in your essay the major intellectual influences on the scholar; their preferred methodologies; their statements about the philosophy and craft of history/literary criticism; their attempts to influence and shape their fields or sub-fields; your own observations on their style as a writer. For this assignment you do not have to choose someone very senior, but them must have produced at least two
monographs. Note that the subject of your paper can be an author whose book you read or reviewed in our seminar.

Assessment: For the purposes of grading, class participation (including quality of oral reports, postings, and prize nomination memo) will account roughly for 40%, the book review 15%, the meta-review 20%, the final project 25%.

Reading: Students are responsible for finding copies of books. Some of the required articles on the syllabus are available electronically through the UConn Library’s website; past issues of the WMQ, Feminist Studies, and many other academic history journals are “e-journals” and available on JSTOR, Academic Search Premier (use this for roughly post-2005 items), the History Cooperative, or other on-line databases journals. For articles, reviews, or essays that are not available electronically, copies will be on hard copy reserve in the Graduate Lounge file cabinet (marked [GL]). I’ve marked items that I know are available on-line “[OL]”; others may be. Note also, items that are labeled “recommended” on the syllabus in a particular week, and that are not available on-line, will sometimes be Xeroxed and in the Graduate Lounge.

FYI, these overviews can be useful:
Patricia Crawford and Laura Gowing, eds., Women’s Worlds in Seventeenth-Century England (New York, 2000) [for a fabulous collection of primary documents]
Merry Weisner, Women and Gender in Early Modern Europe, 2d ed. (2001)
A History of Women in the West: Vol. III: Renaissance and Enlightenment Paradoxes, ed. Natalie Zemon Davis and Arlette Farge (Cambridge, Mass., 1993) [good, short essays by noted scholars on topics such as Prostitutes, Witches, Women’s voices, Women in Politics]
www.earlymodernweb.org.uk/emr/ Early Modern Resources, a list of online resources and sites, by Sharon Howard, last update in 2008
Univ. of Maryland Libraries

Key to Journal Title Abbreviations in the Syllabus:
AHR American Historical Review
WMQ William and Mary Quarterly

Schedule of Meetings and Readings

Week 1 Sept 1 No class meeting: Grad. Research Conference day!

Week 2 Sept 8 Women and Work
Reading:
• Marjorie Keniston McIntosh, Working Women in English Society, 1300-1620 (2005)
• at least 3 book reviews of the book (find them on JSTOR or Academic Search Premier)
• MKM’s c.v. on the U of Colorado, Boulder website.

Further reading:
Alice Clark, Working Life of Women in the Seventeenth Century (1919); see Amy Louise Erickson’s Introduction to the 1992 ed. (London: Routledge)
William Jordan, Women and Credit in Pre-Industrial and Developing Societies (1993)
Susan Staves, Married Women’s Separate Property in England, 1660-1833 (1990)
Leonore Davidoff and Catherine Hall, Family Fortunes: Men and Women of the English Middle Class, 1780-1850 (1987)
Monica Chojnacka, Working Women of Early Modern Venice (2001)
Marilyn Stone and Carmen Benito-Vessels, eds., Women and Work in Spain: From the Middle Ages to Early Modern Times (1998)
Linda Sturtz, Within Her Power: Propertied Women in Colonial Virginia (2001)

**Week 3 Sept 15 Women and the Reformation**

**ROUNDTABLE** (choose one):

**Also read** 1 review of each of the two books you are not reading; I will post links or copies on HuskyCt (Course Materials: ECR)

**Prior to our meeting, go to HuskyCt** for suggested issues to cover in your small-group (in-class) discussion of your book; each group will be asked to come up with five assessment points about the book (for example, regarding its thesis, sources, structure, innovative features) to list on the board in 4A as all of us reconvene to compare the books

**Recommended:**
*Voices from an Early American Convent: Marie Madeleine Hachard and the New Orleans Ursulines, 1727-1760*, ed. Emily Clark (2007) [primary docs, incl. Obituary letters with biographies of individual nuns]

**Reports:**

**Week 4 Sept 22   Jest, Misogyny, and Patriarchy**

In the first half of class, we will discuss:

In the second half, we will discuss:
- Judith M. Bennett, *History Matters: Patriarchy and the Challenge of Feminism* (UPenn Press, 2006). See also her list of feminist journals and reviews, pp. 171-75 of Nancy F. Partner, ed., *Studying Medieval Women...* (1993) [GL or ECR]
- Postings of class members

**Assignment**, DUE Tuesday evening by 9 p.m., post on HuskyCT: a discussion issue/question—at least one each from Brown and Bennett. Feel free to simply state the question or to elaborate in a short paragraph.

**Recommended/Optional:**
- Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (1998), Intro, “Gender and the Mirror of History” (pp. 1-13) [GL]
- Merry E. Weisner, 2d ed., *Women and Gender in Early Modern Europe* (2001), Intro and Chap. 1 (through p. 47) [GL]

**Week 5   Sep 29   Masculinity**

**Reading:**
- One of the Week 5 articles listed directly below; POST a paragraph relating it analytically to our common reading for the week (by 9 p.m. Tuesday)

**Week 5 articles:**

**Recommended/Reference:**

**Reports:**

**Week 6 October 6 Colonial Setting #1: Spain’s New World**

**Reading:**

**Recommended/Reference:**

**Reports:**


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**Week 7 Oct. 13 Gender in North American Contact Zones**

**Prof. Ann Plane** of UC-Santa Barbara will be our guest

**Reading:**

- Gunlög Fur, *Gender and Colonial Encounters Among the Delaware Indians* (Univ. of Pennsylvania Press, 2009)

**Recommended/Reference:**


**Reports:**


Theda Perdue. *Cherokee Women: Gender and Culture Change, 1700–1835* (University of Nebraska Press, 1999)

Susan Sleeper-Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (2001)
**Week 8 Oct. 20 Women’s Bodies**

**Reading:**

**Recommended essays:**
Dror Wahrman, “Change and the Corporeal in 17th- and 18th-Century Gender History: Or, Can Cultural History Be Rigorous?” *Gender & History* 20 (2008): 584-602
Mary E. Fissell, “Hairy Women and Naked Truths: Gender and the Politics of Knowledge in Aristotle’s Masterpiece,” *WMQ* 3rd ser., 60 (2003), 43-74
Barbara S. Lindemann, “’To Ravish and Carnally Know’: Rape in Eighteenth-Century Massachusetts,” *Signs* 10 (1984), 63-82

**Reports:**
*Barbara Duden, The Woman Beneath the Skin: A Doctor's Patients in Eighteenth-Century Germany* (1991)
Thomas Lacquer, *Making Sex: Body and Gender from the Greeks to Freud* (1990)
Week 9 October 27 To be Enslaved or Semi-Free

Reading:

Note: we will meet at 6:00 due to Barbara Weinstein’s Fusco Lecture at 4 p.m. today

Recommended:
“The History of Mary Prince, a West Indian Slave, Related by Herself,” (full text is at http://docsouth.unc.edu/neh/prince/prince.html)

Reports:

Further Reading:
Deborah Gray White, *Ain’t I a Woman?: Female Slaves in the Plantation South* (1985) [there is also a new ed., 1999]
Clare C. Robertson and Martin A. Klein, eds., *Women and Slavery in Africa* (1988): essays by Robertson and Klein, Herbert S. Klein, and John Thornton (pp. 3-48) [also an e-book]

** Topic for your Final Project should be confirmed by Nov. 4, after meeting with me **
Week 10  November 3  Colonial Setting #2: Virginia

Reading:
•  Kathleen M. Brown, Nasty Wenches, Good Wives, and Anxious Patriarchs: 
  Gender, Race, and Power in Colonial Virginia (1996) (skip/skim Chap. 1)

Reports:
Kathleen Wilson, The Island Race: Englishness, Empire, and Gender in the Eighteenth 
Kim F. Hall, Things of Darkness: Economies of Race and Gender in Early Modern England 
(1995)
*Cynthia A. Kierner, Beyond the Household: Women’s Place in the Early South, 1700-1835 
(1998)
Laurel Thatcher Ulrich, Good Wives: Image and Reality in the Lives of Women in Northern 
*Mary Beth Norton, Founding Mothers and Fathers: Gendered Power and the Forming of 
American Society (1997)

Week 11  November 10  Learned Ladies

Reading:
•  Dena Goodman, Becoming a Woman in the Age of Letters (Cornell Univ. Press, 
  2009)

Recommended/Reference:
Weisner, Women and Gender in Early Modern Europe (2001), Chaps. 4-5: “Literacy and 
Learning,” “Women and the Creation of Culture” (pp. 143-210) [GL]
Barbara Whitehead, ed., Women’s Education in Early Modern Europe: A History, 1500- 
1800 (1999)
Milcah Martha Moore’s Book: A Commonplace Book from Revolutionary America (1997), 
ed. Catherine L. Blecki and Karin A. Wulf

Reports:
*Sarah Gwyneth Ross, The Birth of Feminism: Woman as Intellect in Renaissance Italy 
and England (Harvard UP, 2009)
*Diana Robin, Publishing Women: Salons, the Presses, and the Counter-Reformation in 
Sixteenth-Century Italy (2007)
Virginia Cox, Women’s Writing in Italy, 1400-1650 (2008)
Carolyn Lougee, Le Paradis des Femmes: Women, Salons, and Social Stratification in 
*Sheila L. Skemp, First Lady of Letters: Judith Sargent Murray and the Struggle for 
Female Independence (2009)
Kate Davies, Catharine Macaulay and Mercy Otis Warren: The Revolutionary Atlantic and 
the Politics of Gender (2006)
Marion Rust, Prodigal Daughters: Susanna Rowson’s Early American Women (Chapel 
Hill, 2008)

**Week 12 November 17 Politics**

**Reading:**
- Weisner, Women and Gender in Early Modern Europe (2000), Chap 8, “Gender and Power” (pp. 288-317) [GL and ECR]
- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835*, chap. 6 (pp. 135-58) [GL], and two reviews: Tiya Miles in *Journal of Social History* and Gregory Evans Dowd in *Journal of Interdisciplinary History* (both reviews on ECR)

And choose ONE of these:

**Please come to class prepared to express your thoughts on:**
- How does the work of Kerber and Zagarri fit together? What additional research remains to be done, what sources may be untapped?
In preparing a pair of lectures for an undergraduate course on ‘women, gender, politics in the age of revolution’, how would you integrate or feature the work of Adams and Pleck and Theda Perdue?

In studying women ‘and’ or ‘in’ politics in the early modern West, what counts as politics?

Recommended:
Paula Louise Scalingi, “The Scepter or the Distaff: The Question of Female Sovereignty, 1516-1607,” The Historian 41 (1979), 59-75
Carroll Smith-Rosenberg, This Violent Empire: The Birth of an American National Identity (Chapel Hill, 2010), espec. Chaps. 3, 5, and 7

Reports:
* Rachel Judith Weil, Political Passions: Gender, the Family, and Political Argument in England, 1680-1714 (Manchester University Press, 2000)
Susan Branson, These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia (2001)
Alfred Young, Masquerade: The Life and Times of Deborah Sampson, Continental Soldier (2005)
Marla R. Miller, Betsy Ross and the Making of America (2010)
* Catherine Allgor, Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government (2000)

Week 13 December 1 Sexuality

Reading:
• Claire A. Lyons, Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia, 1730-1830 (Univ. of North Carolina Press, 2006). N.B.: we will read only Part 1 (thru p.181)
• View/browse my and Jessica Linker’s pilot website “taking the trade” (enter it from my faculty webpage) for a short, brainstorming session in class on how to improve and add to it; please email feedback and suggestions by Wed. morning. Thanks in advance for your help with this!

Reference/Recommended:
Tim Hitchcock, English Sexualities, 1700-1800 (1997)

**Reports:**

**DUE:** Draft version of your Final Project (bibliography or career paper) on Sunday **Dec. 5 by 3 p.m.** via email attachment (in .doc or .rtf)

**Week 14 December 8 No class meeting**

Final version of your Final Project due no later than Wednesday **Dec. 15 by 4 p.m.**! Both email and hard copy—let me know when you are delivering the latter to my faculty mailbox. ALSO, if willing, **post your bibliography** to our HuskyCt site (anytime between Dec. 1 and 20)! Class members: remember to look for and download your peers’ projects, before 12/21 when the site may disappear.

Due by Friday **Dec. 17th** at 5 p.m.: Your nomination of a research article or essay related to the early modern period that you assess as of prize-winning quality. Send me the full citation, information about where it is available on-line (if pertinent), and one substantial paragraph or a bulleted list explaining what features in your assessment make this a model essay, far out of the ordinary in quality