HIST 423/523: Gender in European History
Topic: Men, Women, and Revolution, 1789-1815
Prof. Ian F. McNeely – University of Oregon – Spring 2007

TENTATIVE SYLLABUS

Meeting times: TBA
Email: imcneely@uoregon.edu
Phone: 346-4791
Office hours: TBA
Web: http://www.uoregon.edu/~imcneely

Description

What impact did the French Revolution and the Napoleonic regime have on gender roles? How did men and women relate differently, as spouses, friends, and lovers, before and after these events? How did same-sex relationships change? How did parents and children relate differently? How did different genders respond differently to the revolutionary experiences of violence and warfare, deprivation and hardship? What new opportunities or setbacks did the Revolution bring about for different groups defined by gender, sex, family roles, and generation?

This course aims to recapture the lived experience of revolutionary politics and violence through attention to gender, family, and sexuality. We will focus on continental Western and Central Europe during the epoch of the French Revolution and the Napoleonic Wars, 1789-1815. We will treat Britain and the United States, and on the surrounding time periods, only tangentially.

Course meetings will revolve around discussion of readings, and will cover the French Revolution and Napoleon’s political system along with interpretations of their relation to gender, family, and sexuality. Concurrently, students will also undertake individual research projects. I will also hold in-class workshops on research methods and recommend additional articles as particular interpretive problems arise in the course of research topic development. During the last two weeks of the term, students will work in groups based on common research interests. Week 9 is devoted to group sourcework and critique and week 10 is devoted to a mini-conference where group panels discuss their findings before the class.

For research papers I particularly encourage the study of letters, whether familiar and intimate or literary and topical. Diaries, memoirs, and newspapers are also good sources. Fictional, philosophical, or political works are acceptable, too. At our first class meeting, I will circulate a list of suggested research paper subjects and a starter bibliography of
works available at Knight Library or through the Summit interlibrary loan system. You are welcome to select one of these topics or develop your own in consultation with me.

Both undergraduates and graduate students should expect to read one or more chapters and/or journal articles for every class session. In addition, research topics will, over the course of the term, demand many hours of library and/or online time. The readings and research are balanced and paced, however, to allow students ample time to complete their work.

Graduate students (those enrolled in HIST 523) will be expected to submit a longer paper (ca. 20-25 pages) which embeds primary-source analysis within a review of the relevant secondary literature (historiography). There may be additional historiographical readings and possibly meetings in addition to regular class assignments.

Assignments

- Midterm exam (20%)
- Final exam (30%)
- Paper prospectus, due week 4 (10%)
- Research paper, 10-15 pages, due week 10 (40%)

Schedule and readings

**Week 1: Primary sources on men, women, and revolution**

(M) Introduction
(W) Selections from the letters of Wilhelm and Caroline von Humboldt

**Week 2: The Enlightenment and gender**


**Week 3: The French Revolution and women**

(W) Doyle, chs. 5-6

First in-class workshop on research methods: finding topic materials

Week 4: Linking gender and revolutionary politics

(W) Hunt, chs. 3-4

*Paper prospectuses due*

Week 5: (continued)

(M) Hunt, ch. 5-6 and epilogue
(W) *Second in-class research workshop on research methods: online search engines*

Week 6: Napoleon, gender, and the family


Week 7: Sexuality and emotion in the Revolutionary-Napoleonic era

(M) Reddy, 173-210

Week 8: Napoleon and masculinity

(M) Andy Martin, *Napoleon the Novelist*, intro., chs. 1-3
(W) Martin, chs. 4-6

Week 9: Group workshops on research papers

Week 10: Mini-conference with group panels