



University of North Carolina at Chapel Hill, Department of History

HIST 72H-001 (First Year Honors Seminar in History): Fall 2014

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

SYLLABUS

Instructor: Karen Hagemann
Time of the Course: Tuesday: 4:00 – 6:30 pm
Location of the Course: Hamilton Hall 523
Office Hours: Monday: 1:00 – 3: 30 pm or by appointment
Office: Hamilton Hall 566
Email: hagemann@unc.edu

Graduate Research Consultant: TBA
Email: TBA
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. We will read and discuss autobiographical texts by six women, who grew up in middle class families in Austria, Britain, France and Germany and wrote about their lives in the first half of the twentieth century. They all tried to make a difference in society and politics: EMMELINE PANKHURST (1858-1928), a leader of the British suffragette movement; ALICE SALOMON (1872-1948), a liberal Jewish-German social reformer who advocated women's rights and social justice; VERA BRITAIN (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, who was active in the Social Democratic Party; GENEVIÈVE 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. (See their portrait photos on page 1, on top: Pankhurst, below from left to right: Salmon, Britain, Sender, De Gaulle-Anthonioz and Krüger)

Overarching theme of the course is the struggle of women for equal economic, social and political rights. We will explore which effects political changes, revolutions and wars as well as the Holocaust had on this struggle and the lives of women more general. Through intensive discussions of the reading in class, group work and the opportunity to write a research paper on a female autobiography of their own choice, the course offers students a unique approach to twentieth century European history and will introduce them 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 **prepare at least two questions/comments for each reading of every week and bring them with you to class**. Please also **note at least two important quotes from every autobiographical text we read each week** and be prepared to explain why you believe they are important. If you want you can post both on the "Forum" on Sakai. From time to time you will be asked to do so.

The course has no midterm or final examination. Instead, you will have to choose one autobiographical account listed at the end of the syllabus and write a **12-15-page research paper** (including cover page with images and bibliography) on the life and work of this woman and her autobiography. The research paper should be double-spaced, one-sided copies, *12-point-font, 1 inch margins*). 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?

The research paper needs to include also complete cover page, an introduction, a conclusion and a bibliography that differentiates between primary and secondary sources as well as websites.

As a first step you will have to **pick an autobiography**. At the end of the syllabus you will find an extended list with possible texts. *Marked in yellow are the recommended autobiographies, marked in blue are the texts we will read in class and we will have to cover by volunteers*. Please send me your picks by email latest until **Sunday, September 7, 2014 at noon**.

As a second step for the preparation of the research paper you will be asked to prepare a **3-4-page biographical 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 the 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 the handout you should add a bibliography of primary and secondary literature and websites that you used for the handout. *Please make sure that your citation is complete follows the style sheet for the course on Sakai.* **The DEADLINE for the handout is Tuesday, September 30, 2014.**

As a third step you will be asked to hand in a c. **2-3-page proposal of the research paper**. The proposal outlines the content of the planned research paper and should include: your name, the draft title of your paper, the title of the autobiography you selected (in complete citation), a list of the primary sources, secondary literature and the websites you intend to use for the research paper. Please limit yourself to up to *10 books and articles* of secondary literature in addition to the primary sources and websites make sure that your citation is complete follows the style sheet for the course on Sakai. *In addition, please summarize your answers for each of the five questions you have to explore in the research paper in one brief paragraph:*

- 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?

The DEADLINE for the proposal of the research paper is Tuesday, October 28, 2014.

At the end of the term you will be asked, as a **fourth step**, to present your research with a **8-minute PowerPoint presentation**. Everybody will have 15 minutes for the presentation and questions by the class. **The Presentations are Tuesday November 25 and December 2, 2014. The DEADLINES for the electronic submission of the PowerPoint is Sunday, November 23, 2014.**

And finally you will have to submit the final research paper, the DEADLINE is Wednesday, December 3, 2014.

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

SUMMARY OF ASSIGNMENTS

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

Course Participation	(25 percent)
Biographical Handout (3-4 pages)	(15 percent)
Proposal of the Research Paper (2-3 pages)	(5 percent)
PowerPoint Presentation (8-minute)	(20 percent)

GRADING

The written and oral assignments are intended to help develop the skills of systematic inquiry, critical analysis, and clear expression necessary for historical research. Accordingly, evaluations will be based on three major, closely-related criteria:

- mastery of the relevant material
- development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight, and
- expression of ideas in clear, concise, even engaging prose.

These criteria will translate into grades as follows:

A—**excellent**. Outstanding in all three areas. Offers integrated, insightful coverage based on ample, sound evidence.

B—**good**. Strong in all three areas or notable strengths in one balanced by significant weakness in another.

C—**average**. Adequate performance in one or more areas offset by serious weakness in others that leaves the presentation fragmented, murky, or narrow.

D—**poor**. Notable problems in all three areas. Remedial work needed to improve substantive understanding or basic communication.

F—**unacceptable**. Serious flaws in all three areas. No evident engagement in the assignment.

SUPPORT FOR YOUR RESEARCH

In this research-exposure course, you will be working with a Graduate Research Consultant (GRC), who will assist you in the research project. The GRC Program is sponsored by the Office for Undergraduate Research (www.unc.edu/depts/our), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (http://www.unc.edu/depts/our/students/students_crsp.html). I encourage you to visit the OUR website to learn about how 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-page handout* and the *2-page paper proposals* 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 read a draft of your 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 *3-4-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**:

- VERA BRITAIN, *Testament of Youth: An Autobiographical Study of the Years 1900-1925* (New York: Penguin Classics, 2005, first published in 1933) **(UNC Store)**
- GENEVIEVE DE GAULLE-ANTHONIOZ, *The Dawn of Hope: A Memoir of Ravensbrück* (New York: Arcade Publishing, 1999). **(UNC Store)**
- RUTH KLÜGER, *Still Alive: A Holocaust Girlhood Remembered* (New York: Feminist Press at the City University of New York, 2001). **(UNC Store)**
- EMMELINE PANKHURST, *My Own Story* (Westport: Greenwood Press, 1985). **(PDF on Sakai)**
- ALICE SALOMON, *Character is Destiny: The Autobiography of Alice Salomon* (Ann Arbor: University of Michigan Press, 2004). **(UNC Store)**
- TONI SENDER, *The Autobiography of a German Rebel* (New York, The Vanguard Press, 1939). **(PDF on Sakai)**

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

- RACHEL G. FUCHS, *Women in Nineteenth Europe* (Basingstoke and New York: Palgrave MacMillan, 2005)
- ANN T. ALLEN, *Women in Twentieth-Century Europe* (Basingstoke and New York: Palgrave MacMillan, 2007)

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

SAKAI

To help you to track 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.

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

- Under “*Syllabus*” you will find the updated syllabus;
- Under “*Resources*” you will find the following folders:
 - “*Course Reading*” with the weekly readings;
 - “*Supplementary Documents*” with additional material (chronologies, maps, tables);
 - “*Support for Assignments*” with guides for the different assignments, a guideline for good writing, a style sheet with the basics of the Chicago Manual of Style that we will use in this seminar etc.;
 - “*Bibliographies, Literature and Internet Resources*” with an extended bibliography for the seminar and several Online resources including a **website especially for this seminar provided by the UNC Davis Library**;

We also will use the “*Forum*” on SAKAI, where you can 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.

We also will communicate regularly by **EMAIL**. Please check your email regularly too.

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

To access SAKAI:

1. Go to <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 72H-001.

4. Please familiarize yourself with the course web site. 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:

Tuesday, August 19, 2014 (with GRC)

Introduction I: Let us get started

I: Aims and Format of the Course

III: Get to know your GRC (Graduate Research Consultant)

II: What Is Your (Family) Story?

Methodological Theme:

What you need to consider, when you select the autobiography?

Week 2:

Tuesday, August 26, 2014 (with GRC)

Introduction II: Theory and Methodology

I: What is Women's and Gender History?

Required Reading:

- SONYA O. ROSE, *What is Gender History?* (Cambridge: Polity Press 2010), chapter 1: Why Gender History?, 1-16.

Methodological Theme:

- What is women's and gender history?

Break

II: History and Autobiography

Required Reading:

- MARY JO MAYNES ET AL., eds., *Telling Stories: The Use of Personal Narratives in the Social Sciences and History* (Ithaca: Cornell University Press, 2008), 1-14 and 70-97.

Methodological Theme:

- What are primary documents and how can historians use autobiographies for our historical studies?

Methodological Theme:

Preparation of the 5-minute presentation of the (auto)biographies in class

Afterwards Pizza Party: Dinner Conversation: What do you expect from college? What you feel is expected from you?

Week 3:

Tuesday, September 2, 2014

I: Historical Background: Female Education and Upbringing in the Middle Class

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 43-61 and 84-100.

Break

II: Middle Class Women's Memories: Childhood, Family and Education

PRESENTATION OF THE (AUTO)BIOGRAPHIES BY ALICE SALOMON (1872-1948), VERA BRITAIN (1893-1970) and EMMELINE PANKHURST (1858-1928) BY STUDENTS. (For each presentation not more than 5 minutes.)

Autobiography:

- SALOMON, *Character is Destiny*, Introduction, and 11-23.
- BRITAIN, *Testament*, Preface Foreword, and 17-43.
- PANKHURST, *My Own Story*, Foreword, and 1-13.

Methodological Themes:

- 1) *What characterizes these three different autobiographies?*
- 2) *Preparation of the biographical handout I*

Please send your selection and ranking of two autobiographies from the below list (syllabus page 14ff) by Sunday, September 7, 2014, noon, to the instructor.

Week 4:

Tuesday, September 9, 2014

I: Historical Background: The Women's Movement Before World War I: Moderate Relational Feminism

Required Reading:

- UTE GERHARD, "The Women's Movement in Germany in an International Context," in *ibid.*, 102-124.

Break

II: Middle Class Women's Memories: Maternalism and Social Work

Autobiography:

- SALOMON, *Character is Destiny*, 24-47 and 68-80.

Methodological Theme:

Preparation of the biographical handout II

Week 5:

Tuesday, September 16, 2014

No Class.

This week consultations with the GRC and the instructor about the plans for the research paper

In this and the next week all students are invited to meet the GRC during office hours to talk about their individual questions in respect of the handout and their research project. We will setup appointments.

Week 6:

Tuesday, September 23, 2014 (with GRC)

How to do Library Research? An Introduction

Visit of the 4:00-6:30 pm: *Libraries – a tour through the UNC libraries and introduction to the library catalogues and our special website. We will the meet librarian **Robert Dalton** in room: Davis 246*

Methodological Themes:

- 1) How to find secondary and primary literature?*
- 2) How use the Davis Library resources efficiently*
- 3) How to create and write a bibliography and footnotes according to Chicago Manual of Style?*

Week 7:

Tuesday, September 30, 2014

I: STUDENT SUCCESS WORKSHOP: UTILIZING UNIVERSITY RESOURCES

II: Documentary: “Emmeline Pankhurst (1858-1928) and the Suffragists”, Britain, 1994 (55 min.)

More on Emmeline Pankhurst: http://en.wikipedia.org/wiki/Emmeline_Pankhurst

Required Reading:

- FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 5).

The handout on the selected author and her autobiography is due. Please bring one copy to class and submit and electronic version by email. We will post all handouts on Sakai so that all students have access to them.

Week 8:**Tuesday, October 7, 2014 (with GRC part I)*****I: Some tips from the GRC to survive your college time (Time management, securing electronic files, professional email communication, course evaluation etc.)******II: Historical Background: The Women's Movement Before World War I: Radical Individual Feminism****Required Reading:*

- FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 5).
- LAURA E. NYM MAYHALL, *The Militant Suffrage Movement: Citizenship and Resistance in Britain, 1860-1930* (Oxford and New York: Oxford University Press, 2003), 98-116.

Break***III: Middle Class Women's Memories: The Struggle for Female Suffrage****Autobiography:*

- PANKHURST, *My Own Story*, 37-56, 205-220 and 303-322.

Methodological Theme:***1) How to prepare the proposal for the research paper?*****Week 9:****Tuesday, October 14, 2014*****I: Historical Background: Women and the First World War, 1914-1918****Required Reading:*

- ALLEN, *Women in Twentieth Europe*, 6-20.
- SONYA O. ROSE, "Women on the Home Front in World War I," *Journal of British Studies* 42, no. 3 (2003): 406-411.

Break***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 STUDENT (5 minutes).***Autobiography:*

- BRITTAIN, *Testament*, 135-145, 164-173, 205-214 and 405-426.
- SENDER, *The Autobiography*, 60-90 (in particular 60-80)

Week 10:**Tuesday, October 21, 2014*****I: Historical Background: The "New Women" in Inter-war Europe****Required Reading:*

- ALLEN, *Women in Twentieth Europe*, 21-41.

- KAREN HAGEMANN, “Men’s Demonstrations and Women’s Protest: Gender in Collective Action in the Urban Working-Class Milieu during the Weimar Republic,” *Gender and History* 5, no. 1 (1993): 101-119.

Break

II: Women’s Stories: Gendering Politics and Society the Interwar Year

Autobiography:

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

In this and the next week all students are invited to meet the GRC during office hours to talk about their individual questions in respect of the proposal for the research paper, esp. der bibliography. We will setup appointments.

Week 11:

Tuesday, October 28, 2014

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

Required Reading:

- ALLEN, *Women in Twentieth Europe*, 43-78.
- HELEN L. BOAK, “Our Last Hope: Women’s Votes for Hitler – A Reappraisal,” *German Studies Review* 12 (1989): 289-310

Break

II: Women’s Stories: Women and the Rise of Nazism

Autobiography:

- SENDER, *The Autobiography*, 275-279 and 294-308.
- SALOMON, *Character is Destiny*, 158-164.

If you want to explore the background:

Your proposal for your research paper is due. Please bring one copy to class and submit and electronic version by email.

Methodological Theme:

Preparation of the PowerPoint Presentation (What makes a good PowerPoint?)

Week 12:

Tuesday, November 4, 2014

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

Required Reading:

- MARION KAPLAN, “Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939,” *Feminist Studies* 16, no. 3 (1990): 579-606.

See also the special Timeline on the Holocaust under Resources on SAKAI.

Break

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

PRESENTATION OF THE (AUTO)BIOGRAPHY BY RUTH KLÜGER (1931-) BY STUDENT (5 minutes)

Autobiography:

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

Methodological Themes:

1) Preparation of the research paper I

2) How to read and interpret the autobiographies – further reflections

VISIT OF A UNDERGRADUTE STUDENT AMBASSADOR FROM THE UNC OFFICE OF UNGERGRADUATE RESEARCH

Week 13:

Tuesday, November 11, 2014

Women's Stories: Political Prisoners in Nazi Germany: The Women's Concentration Camp Ravensbrück

I: Historical Background: The Women's Concentration Camp Ravensbrück

Required Background Reading:

- Jack G. Morrisson, "FOR WOMEN ONLY: THE RAVENSBRÜCK CONCENTRATION CAMP," *Proteus* Vol. 12 Issue 2 (1995): 51-55.
- Margaret Collins Weitz, „GENEVIEVE DE GAULLE: REFUSING THE UNACCEPTABLE,“ *Contemporary French Civilization*, Vol. 18 Issue 1 (1994): 56-63.

If you want to explore more:

- http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp
- http://isurvived.org/Frameset_folder/-Ravensbruck.html

Break

I: Female Memories: A Political Prisoner in Ravensbrück

PRESENTATION OF THE (AUTO)BIOGRAPHY BY GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002) BY STUDENT (5 minutes)

Autobiography:

- GAULLE-ANTHONIOZ, *The Dawn of Hope*, 1-83.

Methodological Themes:

1) How to read and interpret the autobiographies – further reflections

2) Final Questions: Preparation of the PowerPoint presentation and the research paper

Week 14:**Tuesday, November 18, 2014****I: *Women's Stories: Jewish Women in the Ghetto Theresienstadt and the Death Camp Auschwitz****Autobiography:*

- KLÜGER, *Still Alive*, 70-131

Required Background Reading:

- JUDITH T. BAUMEL, "Women's Agency and Survival Strategies during the Holocaust," *Women's Studies International Forum* 22, no. 3 (1999): 329-347.

Break**II: *Women's Stories: Surviving and Remembering the Holocaust****Autobiography:*

- KLÜGER, *Still Alive*, 136-165, 63-69 and 205-214.

Required Background Reading:

- MYRNA GOLDENBERG, "Lessons Learned from Gentle Heroism: Women's Holocaust Narratives," *The ANNALS of the American Academy of Political and Social Science* 548, no. 1 (1996): 78-93

Methodological Theme:***How to read and interpret the autobiographies – further reflections*****Week 15:****Tuesday, November 25, 2014, 4:00-7:30, room: HM 569*****PowerPoint Presentation of Your Research in Class******End of the Term Celebration with Pizza.*****Week 16:****Tuesday, December 2, 2014, 4:00-7:30, room: HM 569*****Final Class: PowerPoint Presentation of Your Research in Class******Methodological Theme:******Evaluation of the Course******End of the Term Celebration with Pizza.***

Wednesday, December 4, 2014: 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 reference.
2. **Please read the email and announcements on SAKAI carefully and regularly.** I will communicate with you by email and announcements on SAKAI during the course.
3. **Communicate appropriately.** Learning how to write a professional email and address a professor, TA, supervisor or administrators appropriately is an important skill. As a starting point, when you email any professor or instructor, please have a subject line and begin with "Dear Professor..." or "Dear Dr. ..." and end with "Thank you" and "Sincerely," or "Best regards". Please read over the handout from the UNC Writing Center on email etiquette and effective communication at colleges and universities: <http://writingcenter.unc.edu/handouts/effective-email-communication/>
4. **Attendance** will be taken in every class. **No more than two missed classes will be accepted** and you need to excuse yourself for the missed classes in ADVANCE. **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-. *However, if you have more than two excused absences you can make them up with a 2-page response paper to the required reading.*
5. **No late papers or other written work will be accepted except in the case of documented dire emergencies or a previous agreement.** If you anticipate problems to finish an assignment in time, please contact me right away and let us find for a solution. 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. For unexcused lateness your grade will go down ten points. Thus, if you have a B+, your grade will fall to a C+ or if you have a C, your grade will fall to a D."
6. **Plagiarism:** to take or pass off as one's own the ideas, key writings, etc. 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 with software and on the web. If you plagiarize a paper you will receive a zero on that piece of work, and you will be subject to prosecution under the UNC Honor Code. It is your responsibility to familiarize yourself with the Honor Code (<http://instrument.unc.edu>).
7. **Cheating:** In case of cheating, you will flunk the exam. We will also report delinquents to either the UNC Honor Court or the Duke Dean of Academic Affairs. Students may not bring any material related to the course to the final examination unless it is contained in a closed book bag or knapsack. It is your responsibility to be familiar with, and act according to, the universities' honor codes.
8. **Finally - Electronics:** I support "old school" communication and note-taking during classes, however, I will allow laptops in seminar sessions as a tool for your class work. Pen, paper and face-to-face dialogue reduce unnecessary distractions. Thus, the use of a laptop and cell phones are *not* allowed during classes. Please turn off all electronic devices including, but not limited to, iPhones, cell phones, Ipods, Ipads or any other devices that ring, buzz or ding. These devices should be properly secured *in your backpack*.

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:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

SELECTED LITERATURE

On SAKAI under “Resources” you will find a much more extended bibliography for your research for the final paper.

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:

- Bock, Gisela, “Women’s History and Gender History: Aspects of an International Debate,” *Gender and History* 1 (1989): 7-30. (UNC lib: HQ1101 .G46)
- Hunt, Lynn, “The Challenge of Gender: Deconstruction of Categories and Reconstruction of Narratives in Gender History”, in *Geschlechtergeschichte und allgemeine Geschichte: Herausforderungen und Perspektiven*, ed. by Hans Medick and Anne-Charlotte Trepp (Göttingen: Wallstein, 1998, 59-97. (Duke Lib: HQ1121 .G48 1998 c.1)
- Offen, Karen, “Defining Feminism: A Comparative Historical Approach,” *Signs* 14 (1988): 119-157. (UNC Lib: HQ1101 .S5)
- Rose, Sonya O., *What is Gender History?*, Cambridge: Polity Press 2010
- Scott, Joan W., “Gender: A Useful Category of Historical Analysis,” in *American Historical Review* 98 (1986): 1053-1075. (UNC Lib: E171 .A57)
- Scott, Joan W., “Women’s 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 introductive readings during the course:

- Abrams, Lynn, *The Making of Modern Woman: Europe 1789-1918* (London and New York: Pearson, 2002). (UNC lib: HQ1587 .A27 2002)
- Allen, Ann T. , *Women in Twentieth-Century Europe* (Basingstoke and New York: Palgrave MacMillan, 2007)
- Bock, Gisela, *Women in European History* (Oxford and Malden, Mass: Blackwell, 2002). (UNC lib: HQ1587 .B63 2002)
- Boxer, Marilyn J. and Jean H. Quataert (eds.), *Connecting Spheres: European Women in a Globalizing World, 1600 to the present*, 2nd ed., (New York and Oxford: Oxford University Press, 2000). (UNC lib: HQ1150 .C66 2000)
- Bridenthal, Renate, Susan Mosher Stuard and Merry E. Wiesner (eds.), *Becoming Visible: Women in European History* (Boston: Houghton Mifflin, 1998). (UNC lib: HQ1588 .B43 1998)
- Duby Georges and Michelle Perrot (eds.), *A History of Women in the West*. (Cambridge, Mass.: Harvard University Press, 1992-1994): vol. 4.: Emerging Feminism from Revolution to World War, ed. by Geneviève Fraisse and Michelle Perrot; vol. 5.: Toward a Cultural Identity in the Twentieth Century, ed. by Françoise Thébaud. (UNC lib: HQ1121 .S79513 1992)
- Duchon, Claire and Irene Bandhauer-Schöffmann, eds., *When the War Was Over: Women, War and Peace in Europe, 1940-1956* (London: Continuum, 2000). (UNC lib: HQ1587 .W53 2000)

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- Fuchs, Rachel G. , *Women in Nineteenth Europe* (Basingstoke and New York: Palgrave MacMillan, 2005)
- McMillan, James F., *France and Women, 1789-1914: Gender, Society and Politics* (London, New York: Routledge, 2000). (UNC lib: HQ1613 .M38 2000)
- Offen, Karen, *European Feminisms: A Political History, 1700-1950* (Stanford: Stanford University Press, 2000). (UNC lib: HQ1586 .O33 2000)
- Purvis, June, *Women's History: Britain, 1850-1945. An Introduction* (London, New York: Routledge, 1995). (UNC lib: HQ1593 .W664 1995)
- Simonton, Deborah (ed.), *The Routledge History of Women in Europe since 1700* (London and New York: Routledge, 2007) (UNC lib: HQ1587 .R68 2006)
- Sluga, Glenda and Barbara Caine (eds.), *Gendering European History, 1780-1920* (London: Leicester University Press, 2000). (UNC lib: HQ1154 .C23 2000)
- Smith, Bonnie G., *Changing Lives: Women in European History Since 1700* (Lexington: D.C. Heath and Company, 1989). (UNC lib: HQ1588 .S657 1989)

ON AUTOBIOGRAPHICAL WRITING OF WOMEN

These publications introduce you in the usage of autobiographical writing by women's historians:

- Carlson, David, "Autobiography," in *Reading Primary Sources: The Interpretation of Texts from Nineteenth- and Twentieth-Century History*, ed. by Miriam Dobson and Benjamin Ziemann (London and New York: Routledge, 2009), 175-192.
- Gerstenberger, Katharina, *Truth to Tell: German Women's Autobiographies and Turn-of-the-Century Culture* (Ann Arbor: University of Michigan Press, 2000). (UNC Lib: CT3430 .G44 2001)
- Howell, Martha / Walter Prevenier, *From Reliable Sources: An Introduction into Historical Methods* (Ithaca: Cornell University Press, 2001), 17-27. (UNC Lib: D16 .H713 2001)
- Jacobi-Dittrich, Juliane. "The Struggle for an Identity: Working Class Autobiographies Written by Women in Nineteenth Century Germany," in: *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1986), 321-45. (UNC Lib: HQ1623 .G47 1986 c. 3)
- Maynes Mary Jo, Jennifer L. Pierce and Barbara Laslett, eds., *Telling Stories: The Use of Personal Narratives in the Social Sciences and History* (Ithaca: Cornell University Press, 2008). (UNC lib: H61.29 .M39 2008)
- Maynes, Mary Jo, "Autobiography and Class Formation in Nineteenth-Century Europe: Methodological Considerations," *Social Science History* 16, no. 3 (1992): 517-537. (UNC lib: H1 .S612)
- Maynes, Mary Jo, *Taking the Hard Road: Life Course in French and German Workers' Autobiographies in the Era of Industrialization* (Chapel Hill: The University of North Carolina Press, 1995). (HD8430 .M29 1995)
- Maynes, Mary Jo. "Gender and Class in Working-Class Women's Autobiographies," in *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1986), 230-46. (UNC lib: HQ1623 .G47 1986 c. 3)
- Stewart, Victoria, *Women's Autobiography. War and Trauma*. New York : Palgrave Macmillan, 2003.

AUTOBIOGRAPHIES FOR YOUR FINAL ESSAY

Marked in yellow are the recommended autobiographies. In blue I marked the texts that we will read in class. Not more than one student for each autobiography. Please send me an email with your three ranked preferences.

WORKING CLASS WOMEN AND THE SOCIALIST WOMEN'S MOVEMENT

- **Farningham, Marianne**, *A Working Woman's life: An Autobiography* (London: J. Clarke, 1907)¹ (Duke Lib: BX6495.F35 A37 1907 c.1)
- **Gawthorpe, Mary Eleanor**, *Up Hill to Holloway* (Penobscot, Me., Traversity Press, 1962). (Duke Lib: CT788.G36 A3 1962 c.1)
- **Popp, Adelheid**, *The Autobiography of a Working Woman, translated by E.C. Harvey (Westport, Ct.: Hyperion Press, 1983). (UNC LIB: HD6149 .P6)

MIDDLE CLASS WOMEN AND THE BOURGEOIS WOMEN'S MOVEMENT

- Cannan, May Wedderburn, *Grey Ghosts and Voices* (London: Roundwood Press, 1976). (UNC LIB: PR6005.A484 Z465)
- **De Beauvoir, Simone**, *Memoirs of a Dutiful Daughter* (London: Harper Perennial Modern Classics, 2005). (UNC LIB: PQ2603.E362 Z523 2005)
- **Fawcett Millicent, Garrett Dame**, *What I Remember* (Honolulu: University Press of the Pacific, 2004). (UNC Storage Request: JN979 .F26 1975)
- **Jacobs, Aletta H.**, *Memories : my life as an international leader in health, suffrage, and peace* (New York : The Feminist Press at the City University of New York, 1996). (UNC Davis: HQ1657.J3 A3313 1996).
- Mitchell, Hannah, *The Hard Way Up: The Autobiography of Hannah Mitchell - Suffragette and Rebel* (London: Faber, 1968).
- **Meysenburg, Malwida** von, *Rebel in Bombazine* (New York: Norton, 1936).
- Montefiore, Dora B, *From a Victorian to a Modern* (London: E. Archer, 1927).
- **Pankhurst, Christabel**, *Unshackled: The Story of How We Won the Vote* (London: F. W. Pethick-Lawrence, 1959). (UNC: Storage Request JN979 .P25 1987 JN979 .P25 1987)
- **Pankhurst, Emmeline**, *My Own Story* (Westport: Greenwood Press, 1985). (UNC LIB: JN979 P26)
- Richardson, Mary R, *Laugh a Defiance* (London, G: Weidenfeld & Nicolson, 1953). (UNC LIB: JN979.R5 A3)
- Robins, Elizabeth, *Both Sides of the Curtain: An Autobiography* (London: Heinemann (1940) (Duke Lib: 923.242 P485B c.1)
- **Salomon, Alice**, *Character is Destiny: Autobiography* (Ann Arbor: University of Michigan Press, 2004). (UNC LIB: HV40.32.S35 A3 2004)
- Swanwick, Helena M, *I Have Been Young* (London: V. Gollancz, 1935).

FIRST WORLD WAR AND THE INTERWAR PERIOD

- **Baum, Vicky**, *It Was All Quite Different* (New York: Funk and Wagnalls, 1964)
- **Britain, Vera**, *Testament of Youth: An Autobiographical Study of the Years 1900-1925* (New York: Penguin Classics, 2005 (UNC LIB: PR6003.R385 Z479 2004).
- Dayus, Kathleen, *Where There's Life* (London: Viagro, 1985). (UNC LIB: DA690.B6 D35 1985)
- Dayus, Kathleen, *All My Days* (London: Viagro, 1988).
- Meyer-Leviné, Rosa. *Inside German Communism. Memoirs of a Party Life in the Weimar Republic* (London: Pluto Press, 1977). (UNC LIB: JN3970.K6 M48 1977)
- **Sender, Toni**, *The Autobiography of a German Rebel* (New York, The Vanguard Press, 1939). (UNC LIB: DD247.S44 A3)

THE THIRD REICH, THE HOLOCAUST AND WORLD WAR II

See also:

- <http://www.rememberwomen.org/Library/Bibliographies/teaching.html>
- **Aubrac, Lucie**, *Outwitting the Gestapo* (Lincoln: University of Nebraska Press, 1993). (UNC Lib: D802.F8 A7913 1993)
- **Bielenberg, Christabel**, *The Past is Myself* (New York: Penguin, 1988). (UNC Lib: D811.5 .B477)

¹ Online source

- Bitton-Jackson, Livia, *I Have Lived a Thousand Years: Growing Up in the Holocaust* (New York: Simon Pulse, 1999).
- David, Janina, *A Square of Sky: Memoirs of a Wartime Childhood* (New York: Penguin, 1981). (UNC Lib: D810.J4 D27 1981)
- Delbo, Charlotte, *None of Us Will Return* (Boston: Beacon Press, 1978). (UNC Lib: D805.P7 D413 1978)
- 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)
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- Finell, Karin, *Good-bye to the Mermaids: A Childhood Lost in Hitler's Berlin* (Columbia: University of Missouri Press, 2006). (UNC Lib: D757.9.B4 F56 2006)
- Gaille-Anthonioz, Genevieve de, *The Dawn of Hope: A Memoir of Ravensbrück* (New York: Arcade Publishing, 1999).. (D805.G3 G37713 1999)
- Gershon, Karen, *A Lesser Child: An Autobiography* (London: P. Owen, 1994). (UNC Lib: DS135.G4 B5245 1994)
- Hillman, Laura, *I Will Plant You a Lilac Tree: A Memoir of a Schindler's List Survivor* (New York: Atheneum, 2005).
- Isaacson, Judith Magyar, *Seed of Sarah: Memoirs of a Survivor* (Chicago: University of Illinois Press, 1990). (UNC Lib: DS135.H92 K376 1991)
- Koehn, Ilse, *Mischling, Second Degree: My Childhood in Nazi Germany* (New York: Green Willow, 1977). (UNC Lib: J92 Koehn)
- Korner-Kalman, Anneliese, *Across the Street from Adolf Hitler: A Memoir* (Philadelphia: Xlibris Corporation, 2001).
- Kornreich Gelissen, Rena, *Rena's Promise* (Boston: Beacon Press, 1996).
- Klüger, Ruth, *Still Alive: A Holocaust Girlhood Remembered* (New York: Feminist Press at the City University of New York, 2001). (UNC Lib: DS135.A93 K58513 2001)
- Lengyel, Olga, *Five Chimneys* (New York: Howard Fertig, 1983). (UNC Lib: D805.P7 L42 1983)
- Mann, Katia, *Unwritten Memoirs* (New York: Alfred A. Knopf, 1975). (UNC lib: PT2625.A44 Z74619513 1975 c. 2)
- Potawska, Wanda, *And I Am Afraid of My Dreams* (New York: Hippocrene Books, 1989). (UNC Lib: D805.G3 P6513 1987)
- Poewe, Karla, *Childhood in Germany During World War Two: The Story of a Little Girl* (Lewiston-Queenston, NY: The Edwin Mellen Press, 1988) (UNC Lib: D811.5.P528 1988)
- Salvesen, Sylvia, *Forgive, But Do Not Forget* (London: Hutchinson, 1958). (Duke Lib: 940.541481 S183F c.1)
- Shelton, Regina Maria, *To Lose a War: Memories of a German Girl* (Carbondale: Southern Illinois University Press, 1982) (UNC Storage: D811.5.S484 1982)
- Weissmann Klein, Gerda, *All But My Life* (New York: Hill and Wang, 1995). (UNC Lib: DS135.P6 K536 1995)
- Wolff, Charlotte, *Hindsight: An Autobiography* (London: Quartet Books, 1980) (UNC Lib: RC339.52.W64 A34 1980).
- Zassenhaus, Hiltgunt, *Walls: Resisting the Third Reich – One Woman's Story* (Boston: Beacon, 1976) (UNC Lib: DD256.3 .Z34)

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- de Beauvoir, Simone, *After the War: Force of Circumstance, 1944-1952. The Autobiography of Simone de Beauvoir* (New York: Paragon House, 1992).
- Gross, Inge E., *Memories of World War II and its Aftermath: By a Little Girl Growing up in Berlin 1940-1954: An Autobiography*, vol. 1 (Eastsound: Island in the Sky Pub. Co., 2005). (UNC Lib: In Process)
- Lepman, Jella, *A Bridge of Children's Books: The Inspiring Autobiography of a Remarkable Woman* (Dublin: O'Brien, 2002). (UNC: Information & Library Science Library Reserve Z718.1 .L473 c. 2)
- Global CommKnef, Hildegard, *The Gift Horse* (London: Granada, 1971). (UNC Lib: PN2658.N35 A313)

- **Lessing, Doris**, *Walking in the Shade: Volume Two of my Autobiography, 1949-1962* (New York: Harper Collins Publishers, 1997). (UNC Lib: PR6023.E833 Z478 1997 c. 2)
- Toogood, Hildegard, *Time Forever Past* (Penn State: Pen Press Publishers Ltd, 1996).
- Wehrhan Christian, Gisela, *A Promise Fulfilled: Memories of World War II and its Aftermath* (Philadelphia: Xlibris Corporation, 2003). (UNC Lib: D805.G7 C47 2002)
- Wilder Smith, Beate, *The Day Nazi Germany Died: An Eyewitness Account of the Russian and Allied Invasion of Germany: An Autobiography* (San Diego, Calif.: Master Books, 1982) (UNC Lib: D811.5.W4929 1982)

BIOS, RESEARCH PATH AND CURRENT RESEARCH INTERESTS OF THE INSTRUCTORS AND THE GRC

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 October 2003 till June 2005 she was Professor of History and Co-Director of the Centre for Border Studies at the University of Glamorgan, Wales. 1987 till 2003 she taught Modern German and European History and Gender History (18th till 20th centuries) first at the Department of History and since 1995 at the Centre for Interdisciplinary Studies on Women and Gender of the Technical University of Berlin, which she co-founded. In the academic year 1991 she was a member of the Swedish Collegium for Advanced Studies in the Social Sciences in Uppsala, Sweden, and in the academic year 2000/01 a member of the Institute for Advanced Study in Princeton, USA. In the summer term 2000 the TU-Berlin and the University of Salzburg offered her visiting professorships. 2002/03 the University of Toronto invited her as the DAAD-Chair for German and European Studies at the Munk Centre for International Studies. For the summer term 2003 the University of Trier, Germany, offered her the Rheinland-Pfalz-Chair for International and Interdisciplinary Studies on Women and Gender. In spring and summer 2004 she was a research fellow of the Social Science Research Center Berlin, and in fall 2008 she is a research fellow at the UNC Institute for Arts & Humanities. In the academic year 2011/12 she was the John G. Medlin, Jr, Fellow National Humanities Center at the National Humanities Center.

Her research in Modern German and European history and Gender history (19th - 20th centuries) includes studies in the fields of the history of welfare states, social, and education policies, the gendered history of working-class culture and the labor movement, the history of the women's movement, family history and the history of everyday lives. The more current research focuses on the intellectual history of gendered political concepts, and a gendered cultural history of the military and war, the nation, nationalism and regional/national identities as well as popular national memories. Her books include *'Männlicher Muth und Deutsche Ehre': Nation, Militär und Geschlecht zur Zeit der Antinapoleonischen Kriege Preußens* (2002); *Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century*, ed. with Ida Blom and Catherine Hall (2000); *Masculinities in Politics and War: Gendering Modern History*, ed. with Stefan Dudink and John Tosh (2004); *Gendering Modern German History: Rewriting Historiography*, ed. with Jean H. Quataert (2007); *Representing Masculinity: Male Citizenship in Modern Western Culture*, ed. with Stefan Dudink and Anna Clark (2007); *Civil Society and Gender Justice: Historical and Comparative Perspectives*, ed. with Sonya Michel and Gunilla Budde (2008 / 2011); *Gender, War, and Politics: Transatlantic Perspectives, 1775-1830*, ed. with Gisela Mettele und Jane Rendall (2010); and *Children, Families and States: Time Policies of Child Care, Preschool and Primary Schooling in Europe*, ed. with Konrad H. Jarausch and Cristina Allemann-Ghionda (2011). Currently she has finished a monograph for Cambridge University Press titled "Revisiting Prussia's Wars against Napoleon: History, Culture, Memory" and is preparing the Oxford Handbook on "Gender, War and the Western World since 1650".

Bio of the GRC: To be added.