

UC 12185 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED DEC - 5 2012

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: History College: CLASS
2. Faculty Contact Person: Sarah Fishman Telephone: 3-3098 Email: sfishman@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 3351 / Work and Family Life in Modern Europe
 - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 3351 / WORK & FAMILY -MODERN EUR
 - SCH: 3.00 Level: JR CIP Code: 54.0103.00.01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: _____ / _____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): BA
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HIST / 3351 / Work and Family Life in Modern Europe
 - Course ID: 23250 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: junior standing and Hist 2353 or 3380. Description (30 words max.): The impact in western Europe of the industrial revolution, rise of the welfare state, twentieth-century total war and the affluent society on class relations, class consciousness, family life, domestic ideologies, childhood, and gender relations
10. Dean's Signature: _____ Date: 12/15/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 19 2012 M.M.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History, CLASS

Person Making Request: Sarah Fishman

Telephone: 3-3098

Email: sfishman@uh.edu

Dean's Signature: _____

Date: 08-24-12

Course Number and Title: HIST 3351: Work and Family Life in Modern Europe

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will attain, through lectures, discussion and reading, and demonstrate, through papers and other assignments, knowledge about the history of work and family life in Modern Europe.

Students will develop, through class discussions of primary sources and secondary works of history critical reading and thinking skills.

Students will explore issues of social and personal responsibility in class and in their writing.

Students will, through their 3 assignments develop writing and critical thinking skills in the discipline of history and will learn proper documentation and citation styles

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area

Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 3 page paper that requires them to address one of the course's major topics, responding to a prompt and supporting their responses using primary and secondary sources. The prompt will elicit critical thinking.

Sample paper assignment:

After World War II ended in 1945, Europe experienced many critical economic and social changes that dramatically changed everyday lives. Choose one or two of these major trends*, define it/them in general terms and illustrate how the broad trend(s) you chose impacted EITHER family life, OR childhood/adolescence.

(Some possibilities you might consider but are not limited to: the welfare state, labor regulations, affluence/ consumerism, demographic changes (ie marriage rates/age at marriage/birth rates /divorce rates), changes in secondary/postsecondary education, feminism)

Sources: Lectures, Documents: Beveridge Plan, Documents on 1960s feminism, Furlough, "Club Med," Friedan, "Feminine Mystique, Weeks chpts 6 and 13, Connecting Spheres conclusion.

Communication Skills:

In the same three page paper as above, students will demonstrate their ability to communicate effectively

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Students at the end of the semester will respond to a prompt asking them to evaluate how one of the course's topics broadened their understanding of social responsibility. Sample Prompt: What do the moral reform movements of the nineteenth century (abolitionism, temperance, charitable or

philanthropic movements) teach us about evolving views of personal and social responsibility? Has the class led you to evaluate your ideas about personal and social responsibility?

Personal Responsibility:

Using the same prompt, students will explore issues of personal responsibility

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Work and Family Life in Modern Europe 1750-1950
Tues-Thurs 10:00-11:30 pm, 105 CEMO, Fall 2011

For this Writing in the Disciplines course, the writing assignments will teach students to use the shared writing conventions, practices and methods of citation of the discipline of history.

Professor Sarah Fishman AH 402 (sfishman@uh.edu), 3-3098
Office hours: Tues-Thurs 2 to 3pm and by appointment
Professor Karl Ittmann, AH 530 (karl.ittmann@mail.uh.edu), 3-3102
Office hours: Tuesdays 9 to 10 and by appointment

Syllabus, documents, lecture outlines will be posted on Blackboard

Required Readings

- 1) Marilyn Boxer and Jean Quataert, *Connecting Spheres*
- 2) Richard M. Golden, *The Social Dimension of Western Civilization*, 5th edition, Vol 2: from 16th Century to the Present
- 3) Emile Zola, *Germinal*
- 4) Primary Source Documents: **Posted on Blackboard**
- 5) Other short reading assignments, articles and book chapters, will be on reserve.
- 6) History footnote, bibliography website: <http://bcs.bedfordstmartins.com/resdoc5e/>

The Course

An exploration of work and family life as European society experienced the Industrial Revolution. How did modernization change the nature of work and how did workers respond? What forms of protest emerged? What impact did broad economic change have on marriage and family life for the working class and the middle class? How did the twentieth century's two world wars, growing welfare state, rising prosperity, consumerism, impact work and family life. How can we understand feminism and the sexual revolution of the 1960s? We focus primarily on England and France, with occasional visits to other parts of Europe. A Writing Intensive in the Disciplines Core, the class focuses on writing in the discipline of history. We alternate as lecturers.

Learning Outcomes:

- Students will attain, through lectures, discussion and reading, and demonstrate, through papers and other assignments, knowledge about the history of work and family life in Modern Europe.
- Students will develop, through class discussions of primary sources and secondary works of history critical reading and thinking skills.
- Students will explore issues of social and personal responsibility in class and in their writing
- Students will, through their 3 assignments develop writing and critical thinking skills in the discipline of history and will learn proper documentation and citation styles

NOTE: EVERY OTHER WEEK, (approximately) as indicated on the syllabus, Instructors will lead a scheduled discussion based on class lectures and readings.

Attendance will be taken. One half of the class will go to 520 AH the other to 549 AH. (5th floor, Agnes Arnold). Discussion questions will be handed out in advance. Your grade will reflect the discussion portion of the class, based on attendance, preparation (did you do the readings?) and participation: **it will count 20 % of the final grade.**

Grades

Four written assignments, 20%, each, class discussions= 20%.

Requirements

Sign and return the plagiarism pledge by **August 25** or **you will be dropped!**
Attendance and participation in discussion sessions.

Two writing assignments, due **September 22 and October 27**
Bibliography/Footnote style for historians assignment, due **November 17**
A final writing assignment in two parts, Part 1: due **Dec 1 in class**, Part 2: due **Dec 8 by 4:00 pm** (Turn in to History Department Main Office, 524 AH)

Note: No late work will be accepted without a written excuse.

*****PLAGIARISM will result in a grade of F !!!*****

Plagiarism, “falsely presenting someone else’s work as one’s own” violates the UH Academic Honesty Policy. Maximum penalty: permanent expulsion.

You must submit all writing assignments to Turnitin.com, a plagiarism detection service, using the assignment the drop box on the class Blackboard page.

Course Outline and Readings

Part 1-Aug 23 – Sept 6: The Family, from Traditional Society to Industrial Revolution:

Boxer and Quataert, *Connecting Spheres*, Part 1, Overview 1500-1750 (pp 19-60)
Golden, *The Social Dimension*, Raffaella Sarti, Material Conditions of Family Life (pp102-119); John McManners, “Death’s Arbitrary Empire,” (pp.148-159);
Olwen Hufton, “Women and Work,” (pp. 173-185); Sidney Pollard, “Factory Discipline in the Industrial Revolution (pp 237-250).

Documents, part 1: Sarah Ellis, Empress Eugenia, Queen Victoria

SEPTEMBER 6: DISCUSSION: Lectures, *Connecting Spheres*, *Social Dimension*, Documents Part 1. (520AH, 549 AH)

Part 2: Sept 8-20: Working-class Politics to 1870:

Sept 8-13: The Revolutionary Tradition in France
Social Dimension, Dominique Godineau, Political Culture and Female Sociability in the French Revolution (pp186-201)

Documents, part 2: Bédé’s life, Commune documents

Sept 15: Radical England

Connecting Spheres, Overview II: 1750-1890 (113-157), chpt 6, Barbara Franzoi Bari, “Women’s Work in Domestic Industry” (164-174)

Social Dimension, Anna Clark, “The Struggle for the Breeches: Plebian Marriage.” (pp. 221-236);

Karl Ittmann, “Family Limitation and Family Economy in Bradford, West Yorkshire 1851-1881,” *Journal of Social History* 25, no. 3, 547-563.

SEPTEMBER 20: DISCUSSION: *Soc Dimension*, *Connect. Spheres*, Ittmann, Docs 2.

First Assignment due in class September 22(essay questions to be handed out Sept 8)

Part 3 Sept 22- Oct 11: 19th Century Family Values: Middle Class Victorianism, Working-Class Respectability and Charity

Connecting Spheres, Antoinette Burton, “Women and ‘Domestic’ Imperial Culture: The Case of Victorian Britain,” (174-184), Sibylle Meyer, “The Tiresome Work of Conspicuous Leisure, Domesic Duties...” (185-193)

Social Dimension, Peter Gay, “Letter Writing and the Victorian Bourgeois” (263-274)

Zola, *Germinal*

OCTOBER 11: DISCUSSION OF ZOLA, *GERMINAL*

Part 4: Oct 13-20: Late Nineteenth-Century: Feminism, Population, Fertility, Race and Other Anxieties

Connecting Spheres, Karen Offen, "Feminism, Antifeminism and National Family Politics in Early Third Republic France." (204-213)

Documents part 3: Olympe de Gouges, French Civil Code, Pankhurst, Butler, Gilmann, Gaskell, Bergeret, Le Play, Acton, Charcot/Valentin Observation 1 (Peniston)
Edward Berenson, "The Affaire Caillaux: Honor, Masculinity and the Duel," in *Proceedings of the WFSH* 17(1990): 425-31. On reserve,

OCTOBER 20: DISCUSSION, *Connecting Spheres*, Documents parts 3 and 4

Part 5: Oct 25-27: World War I

Connecting Spheres, Sandra Gilbert, "Soldier's Heart: Literary Men, Literary Women and the Great War," (275-288)

Social Dimension, Alistair Horne "The Price of Glory: Verdun 1916" (354-367)

Documents part 4 World War I, soldiers and homefront, Paul/Marie Pireaud letters

Second Assignment due October 27 in class (questions handed out Oct 13)

NOVEMBER 1: DISCUSSION, WORLD WAR I

Part 6: Nov 3-17: Interwar, World War II, the Welfare State, Consumer Society:

Connecting Spheres, Part III Overview (245-259), Carolyn Dean, "Lesbian Sexuality in Interwar France," (289-294)

Margaret Higonnet et al, *Behind the Lines*, chpts 10(Schwartz), 13 (Fishman), 18 (Troger), on reserve

Social Dimension, Christopher Browning, "German Killers in the Holocaust: Behavior and Motivation" (396-410)

Document part 5: Beveridge Plan

Social Dimension, Ellen Furlough, "Packaging Pleasures: Club Med and French Consumer Culture, 1950-1968" (411-422)

Footnote/Bibliography Assignment due Nov 17 in class (handed out Nov 3)

NOVEMBER 17: DISCUSS WW II/ WELFARE STATE Final writing assignment handed out

NOTE: NO CLASS Week of Nov 22-24 (extra day off for good behavior!)

Part 7: Nov 29-Dec 1: Domestic 50s, Sexual Revolution in the 60s, Today's World?

Betty Friedan, *The Feminine Mystique*, chpt 10, 233-57. On reserve

Jeffrey Weeks, *Sex Politics and Society*, 2nd ed, chpts 6 and 13, on reserve

Connecting Spheres, Conclusion, Rebirth of Feminism and its Challenges (315-318)

Documents part 6: 1960s feminism, recent articles

Dec 1: FINAL DISCUSSION: FEMINISM, SEXUALITY, CURRENT EVENTS (in our regular classroom, 105 Cemo)

Final Paper has 2 parts. Part 1 (on wars) due in class Dec 1, Part 2 (postwar) Dec 8 by 4:00 pm in 524 AH

PART II: CORE ASSESSMENT ESSAYS

Part II: Critical Thinking/Communication, Part III: Personal/Social Responsibility

Take-Home Evaluation 4

History 3351 Work and Family Life in Modern Europe

NOTE: Assignment is due December 8 by 4:00 pm

*Please turn in a hard copy in Dr. Ittmann's mailbox in the History Department Office,
524 Arnold Hall*

Be sure to submit to Turnitin.com via Blackboard

For both essays, you must cite readings from articles and documents. You may also use lecture notes. (author's name/page are fine for this assignment)

Part 1:

This answer must not exceed **three pages** (600 –750 words maximum)

World War I and World War II were both total wars that had a huge impact not only on soldiers, but also on civilians on the 'home front.'

Briefly define 'total war' using either World War I or World War II as an example. Based on lectures and the readings you have done for this class, using ONE of the wars (and tell us which one!), how did the experience of total war change women's lives?

Justify your responses with sources. Consider not just the impact of the war *during* the war, but the impact on women *after* the war as well. (REMEMBER, time and place are important, you need to indicate approximate dates and, if relevant, the country to anchor your discussion.)

Sources: Lectures, Gilbert, "Soldiers' Heart," Horne, "The Price of Glory", documents on WWI, Carolyn Dean, "Lesbian Sexuality," Schwartz, Fishman and Troger from *Behind the Lines*, Browning, "German Killers," Beveridge Plan from Documents.

Part 2:

This answer must not exceed **three pages** (600 –750 words maximum)

After World War II ended in 1945, Europe experienced many critical economic and social changes that dramatically changed everyday lives. Choose one or two of these major trends*, define it/them in general terms and illustrate how the broad trend(s) you chose impacted EITHER family life, OR childhood/adolescence.

(Some possibilities you might consider but are not limited to: the welfare state, labor regulations, affluence/ consumerism, demographic changes (ie marriage rates/age at

marriage/birth rates /divorce rates), changes in secondary/postsecondary education, feminism)

Sources: Lectures, Documents: Beveridge Plan, Documents on 1960s feminism, Furlough, "Club Med," Friedan, "Feminine Mystique, Weeks chpts 6 and 13, Connecting Spheres conclusion.

Part 3: Social/Personal Responsibility: One page. Be sure to submit this essay to Blackboard, Core Essay

What do the moral reform movements of the nineteenth century (abolitionism, temperance, charitable or philanthropic movements) teach us about evolving views of personal and social responsibility? Has the class led you to evaluate your ideas about personal and social responsibility?