

**History/WS 320**  
**From Goddesses to Witches: Women in Premodern Europe**  
**Fall 2007**

Lecture: MW 1-1:50 (+section R or F)  
330 Strong Hall

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**Goals of This Course:**

1. Introduce students to major themes in the history of women in pre-modern Europe
2. Encourage students, through example and practice, to think critically about historical evidence and interpretations.
3. Familiarize students with terms and concepts used in the historical analysis of gender systems
4. Promote improvement in students' abilities to analyze evidence and to make arguments orally and in written form.

**Required Course Texts**

(available from the KU Bookstore)

French and Poska, *Women and Gender in the Western Past* (Houghton Mifflin, 2006)

Judith Bennett, *A Medieval Life: Cecilia Penifader of Brigstock* (McGraw Hill, 1999)

Euripides, *The Bacchae* (Dover, 1997)

Annibal Guasco, *Discourse to the Lady Lavinia* (Chicago, 2003)

Morton [ed.], *The Trial of Temple Anneke* (Broadview, 2005)

Steven Ozment, *The Burgermeister's Daughter* (Harper Perennial, 1997)

[other readings are linked through the course Blackboard site]

### **Grade Information**

200 pts. Midterm Exam (October 3-5)

300 pts. Comprehensive Final Exam (take home exam passed out Dec 5 and Due Dec 13)

200 pts Attendance/participation at lecture and section

300 pts Papers written for section

\*Attendance at lecture is expected and will periodically be checked

### **Structure of the course**

This course is composed of two parts, both of which are critical to your learning experience: **lecture** and **discussion section**. Each week's assigned readings complement and expand on themes developed in lecture; lecture provides background to help you understand how these readings fit into their historical context and to give you some insight about how other historians have interpreted the cultures and events we are investigating. Discussion section is intended to give you an opportunity to practice your skills of analysis and interpretation, and to develop deeper understanding of the course material.

Much of your reading is from *primary sources*. On Monday during lecture, I will post a few discussion questions to help direct your weekly reading. In order to get the most out of the course, take good notes and think about how information and concepts from lecture can illuminate important concepts and problems and help you interpret the reading. Come to section each week having completed the assigned reading, and thought about the questions. Under the guidance of your section leader, you and the other students in your section will work together to better understand the reading and to begin to tie things together and -- because this is the nature of historical interpretation -- to develop more questions.

Each week, one third of the students in each section will write an essay of three to four pages in response to one of the discussion questions. These essays, taken together, make for 30% of the final course grade. They are due during section each week; *late papers will not be accepted, and, once students are assigned to a group, they may not switch weeks with students from other groups.*

*Nota bene:* you are responsible for being prepared for section every week whether your group is writing or not. Quizzes are a possibility. You will be responsible for all the required reading on tests.

<b>Course Calendar</b>	<b>Reading</b>
Aug 20-24	Document exercise (photocopy) Textbook: Chapter 1
Aug 27-31	Lysias, <i>On the Murder of Eratosthenes</i> (Bb) Textbook: Chapter 2 (group 1)
Sept 3-7 (LABOR DAY;no M lec.)	Euripedes, <i>The Bacchae</i> (group 2)
Sept 10-14	Hellenistic Philosophy (Bb) (group 3)
Sept 17-21	Roman Documents and Artifacts (Bb) Textbook: Chapter 3 (group 1)
Sept 24-28	Early Christian Sources (Bb) (groups 2-3)
Oct 1-5	MIDTERM WEEK (Monday: review. In-class midterm Wednesday and during discussion sections.)
Oct 8-12	FALL BREAK WEEK (Course does not meet)
Oct 15-19	Bennett, <i>A Medieval Life: Cecilia Penifader I</i> (pp. 1-72) Medieval documents (Bb) Textbook: Chapter 5 (group 1)
Oct 22-26	Bennett, <i>Cecilia Penifader II</i> (pp. 73-138) Medieval documents (Bb) Textbook: Chapter 6 (group 2)
Oct 29-Nov 2	Holy Women of the Middle Ages (Bb) (group 3)
Nov 5-9	Guasco, <i>Discourse to the Lady Lavinia His Daughter</i> (group 1)

Nov 12-16 *lecture <b>does not</b> <b>meet</b> Mon Nov. 12	Ozment, <i>The Burgermeister's Daughter</i> Textbook: Chapter 7 (group 2)
Nov 19	(THANKSGIVING WEEK: Mon lecture. <b>meets</b> , no W lecture or sections)
Nov 26-30	Norton, ed. <i>The Trial of Temple Anneke</i> (group 3)
Dec 3-5	No new reading Conclusion and distribution of take-home final exam
Dec 13 (Thursday)	Final Exam due to Bb and to instructor by 10:30 a.m.

### **Writing in Hist/WS 320**

Writing is the most important way that historians communicate their work to one another, and writing is critical to your success in this class.

You will write 5 papers due for your discussion section. Except for the first one due this week, each paper should be about 3-4 double-spaced pages in 12 pt. type. Quality matters more than quantity.

Use the question-prompts to help focus your reading and generate a thesis for your paper, and then support your thesis with evidence.

What makes for a good history paper? Here are some characteristics: it states a thesis and supports the thesis with specific evidence; each paragraph within the paper makes a point that is relevant to the subject of the essay; within paragraphs, the author cites specific evidence and explains how it supports the point being made within that paragraph. These qualities are not unique to good history writing. They are true for expository writing in virtually all disciplines.

Good history papers are based on thoughtful and attentive interpretations of evidence. The author uses evidence responsibly, showing she or he has worked to understand it by not quoting without regard to context and by considering difficulties, limitations, or alternative interpretations. The best history papers also use evidence creatively, to show the reader something beyond the merely descriptive, accurate and obvious. That's a high standard, but it is worth striving for because your engagement with the evidence and creativity are what will make history fun.

Resources to help you get the most out of this course and to do well in it are linked through the course Blackboard site. Look in the external links section for Jules Benjamin's *A student's online guide to history*, Patrick Rael's *Reading, Writing and*

*Researching for History: A Guide for College Students*, and the Princeton Writing Center website, with downloadable handouts on all sorts of writing topics (developing a central idea or thesis, using quotations, plagiarism, writing essay exams, etc.).

*Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, our writing center has locations across campus called Writer's Roosts. Please check the website at [www.writing.ku.edu](http://www.writing.ku.edu) for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu).*

## **Course Policies**

Disabilities: The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me and your discussion instructor privately in regard to this course.

Academic Integrity: Honest representation of the facts is a core value in the academic community, since the goal of what we do is to promote learning and to disseminate and evaluate knowledge. This course has a zero-tolerance policy regarding academic misconduct. Any instance of academic misconduct – such as plagiarism, double-submission, cheating on tests, disruption of class, etc. – will result in an automatic loss of all points for that activity and the submission of a report to the Dean of Students. Misconduct reports become part of a student's university record.

Students may be asked to submit work digitally, and the work may be scanned in turnitin.com. If you have questions about what's fair, how to avoid plagiarism or how to cite sources, don't hesitate to ask.

So that's the policy. Here's what my decade of experience as a teacher and advisor tells me: students cheat primarily because they are in a time crunch or because they don't know how to fulfill an assignment. That's a shame. The penalties for academic misconduct are severe, and it is *always, always a much better bet to talk to your instructor if you're in trouble somehow and need help. We can work out a way to fix it that doesn't threaten your grade, self-respect, and even your college career.*

Attendance you are responsible on tests for all the material covered in this course, and if you do not come to class, your ability to master that material will suffer as a result. To keep students accountable, we will keep track of attendance in discussion and also (periodically) in lecture. The third unexcused absence from discussion will result in an automatic 40 pt. penalty to the attendance/participation grade. In order for an absence to be excused, you need either to confer with your discussion instructor ahead of time (in the case of a university-approved planned activity, religious holiday, etc.) or to bring documentation to the next meeting of the course.

Late papers: Late papers for section will not be accepted, except in the event of documented illness or family emergency. If you know you must miss section on a day when you are due to write a paper, turn in the paper to your discussion leader ahead of time. No late final exams will be accepted.

Large Class Etiquette: 180 people in the same room means that each of us must be conscious not to create disruptions and distractions. Please arrive on time and leave seats on the ends of aisles open; that way, if someone should arrive late, she or he can sit down with a minimum of trouble to others. Do not talk, read the paper or do the crossword during class. Pick up your trash. I will make every effort to start class on time and to finish on time; please do not begin to put away notebooks until I have finished.