Witches, Workers and Wives:
Gender and Family in Early Modern Europe 1500-1800
Fall 2022

Professor Julie Hardwick
Office: Garrison 3.112
Phone: 475-7221
E-mail: jhardwick@austin.utexas.edu
Office hours: Mondays 11-1 and by appointment

Course description:

Our stereotypical image of an early modern woman is a witch - for some good reasons because thousands of witch trials took place. In this course, we will look beyond that perspective to the material, political, and cultural factors that shaped experiences of gender, family, sexuality and power in early modern Europe, and discover how family members participated in shaping the key markers of this period.

The early modern centuries between about 1500 and 1800 were years of tremendous change in many ways – including religious reformations, more powerful governments, global colonial empires and the domestic impacts of colonialism, a striking period of climate change, and the economic transformation we call the transition to (racial) capitalism. Some features were slower to change, however, especially with regard to family life in terms of issues like intimate violence. The dynamics of other issues surprise us, such as women's reproductive health. We will explore how women's experiences compared to men's - whether as workers, consumers, criminals, political subjects and political actors, peasants or nobles, members of racial, ethnic and religious minorities, spouses or parents. Along the way, we will explore why some of these dynamics fed into a proliferation of "witches."

Post (?) Pandemic Objectives

We may still experience COVID-related bumps, uncertainty and challenges.

- To be patient and kind with ourselves and each other.
- To communicate clearly about our expectations, concerns and goals. Tell me what you need and I will tell you how I can help.
- To be flexible. This remains a strange time. We are all a bit anxious. Changing circumstances may require changes to the course schedule.
- Let's work together to make this the best class possible.

Student Learning Outcomes:

- Familiarize yourself with the history and culture of a west European region during a time of global slavery, religious reformation, economic transformation, and political experimentation, and scientific & intellectual pivots. (This course carries a Global Cultures Flag.)
- Understand how centering gender and family as historical phenomenon helps us understand

many other big developments like the transition to capitalism.
- Appreciate key distinctions for historians and history as an academic discipline between evidence (primary sources) and interpretation in scholarship (secondary sources) that often includes different interpretations of the same historical process or event.
- Develop your own skills in assessing evidence, making interpretations, and grasping scholars' analysis.
- Comprehend how the long histories of gender and family help us understand contemporary gender and family issues, especially issues about reproductive rights and intimate violence.
- Grasp the ways in which early modern Europe was centered in black history: as a key site of the African diaspora and a key site in developing racial slavery as central to the development of capitalism and global empires from the household to state level

Requirements:

1. ***Preparation and engagement***

Active preparation for class (doing the readings ahead of time) and varied engagement in class (be ready to discuss the readings by asking questions and contributing observation to our whole class, in small groups, and on discussion boards) is critical to your success in this class because active learning is more effective – and to your enjoyment!

* Read every reading assignment carefully and thoughtfully before class

If you have note done the reading, tell me before class. Otherwise I will assume you have and feel free to call on you.

* Take an active part in class discussion
* Take an active part in small group discussion
* Post thoughtful responses to the discussion board prompts (due before class)
* Attend class – if you are unable to join us, please email me ahead of time. Unexcused absences without notification will impact your grade. Document excused absences please. Note that the grade is for preparation and engagement, not attendance, so perfect attendance with no prep or engagement will lead to a low grade.
* Two extra credit discussion boards – I encourage you to do them for fun and class community as well as extra points …

To get an A for prep and engagement: You must get a completion grade at least THREE of the FIVE discussions board assignments. You also need to demonstrate you are doing the readings by your participation in class and small group discussion.

2. ***Readings***

Available on Canvas (marked on the syllabus), through the links provided or as journal articles online through the Library Home Page. (Please consult the library staff if you need some training in library skills to find these articles.)

- All readings should be downloaded as a pdf or printed out, you should mark up the readings as you do them and save them in either a folder (pdfs) or binder (hard copies) so that you have easy access to them later in the semester.

3. ***Witchcraft group projects***

Guidelines on Canvas

3. ***Writing***

Students will write reading response grids about the secondary source readings ie articles by historians (marked with an asterisk (*) on the syllabus). The blank grid template is posted on Canvas. These grids help to structure your reading and to develop analytical written responses to the readings. The last section of the grids should include your thoughtful, critical response to the reading. What questions does it raise for you? How does it relate to what we have already talked about? How does it relate to what you might have learnt in other classes? To patterns you are familiar with today? The grids **must be submitted in pdf form via the Canvas assignments tab before the start** of the class for which the reading is assigned. (**No** late grids accepted. **No** grids accepted on primary source documents.)
NOTE: You may choose **four grids** and the **best three** will be counted for your final grade and your lowest grade dropped. **If you only turn in three grids** (your choice), **all three will be counted**. **If you turn in fewer than three, a zero** will be awarded for the missing ones.

4. Exams
* A midterm and a final both on Canvas as take home exams
* Note you will need to demonstrate your grasp of the readings to do well on the exams.
* Make up exams - you must have approval before the exam for a make up

**** SEE AFTER THE COURSE SCHEDULE FOR OTHER IMPORTANT MATERIAL****
Grading:

Midterm 20%
Final 20%
Reading grids 20%
Witchcraft group projects 25%
Preparation and engagement 15%

Grades will use the + and – scale as follows: 93-100 (A), 90-93 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D-), 59 or below (F)

CLASS SCHEDULE

BEFORE CLASS: Discussion Board extra credit: introductions – see the discussion board prompt

First looks: #difficulthistories

8/22 The Drowning of Henry Abbott: finding the early modern history of gender and family
Handouts: depositions from the Women's Work in Rural England, 1500-1700 project
https://earlymodernwomenswork.wordpress.com/

8/24 Four teen runaways: early modern childhood

READING: Four runaways in late 17th-century London (Canvas) – runaways ads seeking to recover enslaved from the London Gazette in the late 17th century

8/26 Susan Lay: an early modern household
READING: Laura Gowing, "The Haunting of Susan Lay," Gender and History 14:2 (August 2002) pp.183-201.

Fundamental Patterns
8/29 Making gender out of sex: science, law, and religion
READING: John Knox" The Monstrous Regiment of Women" (Canvas)

8/31 Sexuality and fertility in a world without reliable contraception
READING: Deborah Brackley, 1651 (Canvas)
DISCUSSION BOARD 1: The Aftermaths of Abortion

9/2 Marriage, parenthood, & mortality: do emotions have histories
***READING:** John Styles, "Objects and Emotions: The London Foundling Hospital Tokens, 1741-1760"
http://emotionalobjects.wordpress.com/2013/11/11/181/
AND look at the summary and slideshow of the tokens on the website of an exhibition about the Tokens called, "Threads of Feeling." Look carefully at the nine images of tokens with the evidence about the children left with the tokens at the bottom of the page. Be ready to talk about what strikes you about the tokens, what else could they be used as evidence for or raise questions about? Be specific.
http://www.foundlingmuseum.org.uk/events/view/Threads-of-Feeling/

9/5 **LABOR DAY**

9/7 Work and family economy: labor and power in households
READING: Getting a Living (Canvas)

9/9 Courtship and Marriage
READING: Hardwick 1, "Working, Flirting, and Sex: courtship in 18th-century France
https://psyche.co/ideas/working-flirting-and-sex-courtship-in-18th-century-france

FUNDAMENTAL VARIABLES
9/12 Climate Change: the Little Ice Age
READING: Dagomar DeGroot, "Little Ice Age Lesson"
https://aeon.co/essays/the-little-ice-age-is-a-history-of-resilience-and-surprises
DISCUSSION BOARD 2: The early modern climate crisis

9/14 Race, religion, and ethnicity: shifting demographics, marking "outsiders"
*** READING:** Ronald Surtz, "Women, Written Texts, and the Valencia Inquisition," Sixteenth-Century Journal 32:2 (Summer, 2001)

9/16 Pandemics: authorities, communities and families struggle with recurring epidemics
READ - Erin Maglaque, "Inclined to Putrefaction," London Review of Books 42:3, 20 February 2020
https://www.lrb.co.uk/the-paper/v42/n04/erin-maglaque/inclined-to-putrefaction
DISCUSSION BOARD 3: **Early modern communities battle pandemics**

9/19 Sexuality in a Changing World
*** READING** Edward Behrend-Martinez,"Spain Violated: Foreign Men in Spain's Heartland" European Review of History: Revue européene d'histoire (2015) [Canvas]

Gendering economies: families and the transition to (racial) capitalism

9/21 Gender and capitalism 1: families and making an economic (industrious) revolution

9/23 Inventing racial slavery: the crux of European capitalism
(could do various bits of race stuff here eg colonial countryside, courts etc)

9/26 Gender and capitalism 2: A world of borrowing: good credit/bad debt
***READING:** Scott Taylor, "Credit, Debt, and Honor in Castile, 1600-1650" Journal of early modern history 7, 1-2 (2003).

9/28 Families and an Economic revolution: coverture, consumption, and capitalism
***READING:** Amy Erikson, "Coverture and Capitalism,"
History Workshop Journal (59) 2005

9/30 Navigating a changing economic landscape: Anne Collaud's eviction and Cuffee's search for freedom
READING: Anne Collaud's eviction (Canvas)
Simon Newman, "Freedom Seekers in Restoration London,"
History Workshop Journal Online

Religious reformations: household religion and the first refugees

10/3 Reformations: what Luther did and didn't do

10/5 Living through the Reformation in Geneva: a Catholic perspective
READING: Jeanne de Jussie, A Poor Clare's Account of the Reformation in Geneva (Canvas)

10/7 Living through the Reformation: Popular piety in a reformed world
READING: Geneva consistory cases (Canvas)

10/10 Catholics clean up Catholicism : The Catholic Reformation of gender and family
*** READING:** Diefendorf, From Penitence to Charity (Canvas)

Family Politics

10/12 Families and State Formation: Could a queen be a king?
READ: Owen Emmerson . "Why do the Boleyns continue to fascinate us?" (Canvas)
https://www.historyextra.com/period/tudor/boleyns-fascination-why-rise-fall-tudor-england-anne-mary-george-thomas/?utm_source=Twitter_referral&utm_medium=t.co&utm_campaign=Bitly

WATCH: Owen Emmerson on Anne as a young woman (1:45 mins)
https://www.youtube.com/watch?v=CMxua_Fr0_Y&list=PLK-MU8H7AdEvRiYuYqUcssYmRlx7uFBAY&index=5
AND on two of her books: (3 minutes)
https://www.youtube.com/watch?v=YP1nf-hjekM&list=PLK-MU8H7AdEvRiYuYqUcssYmRlx7uFBAY&index=10
DISCUSSION BOARD 4 Anne Boleyn – queen of England, second wife of Henry VIII

10/14 Personal politics: intimate violence
***READING:** Julie Hardwick, "Sexual Violence and Domesticity"
(Canvas)

[I'M IN ENGLAND THE WEEK OF 10/17]

10/17 **GROUP PROJECT LAUNCH & MIDTERM REVIEW**

10/19 MIDTERM [Canvas - TAKE HOME]

10/21 Witchcraft group project work day

Discussion board – extra credit 2: watch one Anne Boleyn documentary episode AND play which wife of Henry VIII are you OR make your own Revolutionary wig

10/24 The Politics and politics of interrupting reproduction
***READING:** Julie Hardwick, "In search of a remedy: young women, their intimate partners and the challenge of fertility in early modern France," in E. Cohen and M. Reeves, eds., The Youth of Early Modern Women (Canvas)

10/26 Household colonialism**: the politics of mixed race households**

DISCUSSION BOARD 5: Lived experiences of racial difference in early modern Europe
READING: Choose AT LEAST TWO of the following:

1) A young black man "gifted" to a family in Wales https://gwallter.com/books/john-ystumllyn-an-african-in-18th-century-eifionydd.html AND Archeology as evidence for historians https://www.forbes.com/sites/kristinakillgrove/2019/03/22/archaeologists-find-

bound-bodies-of-enslaved-africans-in-portuguese-trash-dump/?sh=484c7ea76509
OR

2) A marital separation lawsuit and racial trauma 1785
https://www.historyworkshop.org.uk/racial-trauma/
OR

3) Freedom Seekers in Restoration London: people of South Asian and African descent who sought to escape slavery

https://blog.history.ac.uk/2021/10/freedom-seekers-in-restoration-london/

Why witchcraft?

10/28 Explaining Witchcraft I

10/31 Witchcraft in print and practice: The Flowers Case
READING: The Wonderful Discovery of the Witchcrafts of Margaret and Philippa Flowers, 1618 (Canvas)

11/2 **Witchcraft group project work day – attendance mandatory**

11/4 **Witchcraft group project work day – attendance mandatory**

11/7 Witchcraft project presentations

11/9 Witchcraft project presentations

11/11 Witchcraft project presentations

Revolutions? Domestic, Economic and Politics

11/14 Emilie and Sophie: Rousseau's new family for a new political order
READING: Hardwick 2, "Age of Revolutions?"
https://ageofrevolutions.com/2021/03/15/a-sexual-revolution-in-the-eighteenth-century/
AND
Meghan Roberts, "How Enlightenment Wife Guys Paved the Way for Instagram PDA"
https://slate.com/human-interest/2022/02/wife-guy-history-of-the-term.html

11/16 Jacques Bertin and Marie Delaurys : a consumer revolution ?
*** READING**: Julie Hardwick 3, "Fractured Domesticity" American Historical Review (October, 2019)

11/18 Mapping witchcraft – what do our group projects show about patterns?
REQUIRED DISCUSSION BOARD based on the Aggregating Witchcraft Case Studies work sheet

THANKSGIVING BREAK: Extra Credit Discussion Board: Anne Boleyn, Which wife of Henry VIII would you have been and Revolutionary Fashion

11/28 Revolution?
READING: Olympe de Gouges, Extracts from her "a revolutionary marriage contract" and "reflections on Black People" AND the view from the classified ads (Canvas)

11/30 Mary Wollstonecraft's Revolution/Abigail's Revolution

12/2 The end of early modern?

12/5 Final Exam (on Canvas – take home)

IMPORTANT NOTES

- All assignments **must be submitted** on Canvas except for the exams
- If you need any **accommodation under the provisions of the ADA act**, please inform me right away and I will be happy to help you. No accommodations can be made until the letter from the SSD office outlining requests is in hand.
- Students are expected to uphold irreproachable standards of **academic integrity**. Any form of academic dishonesty (cheating, plagiarism etc) will result in a grade of 0. See the website of the Office of the Dean of Students for academic honesty policies at UT. See www.utexas.edu/depts/dos/sjs.
- **In accordance with the Campus Concealed Carry legislation**, all guns must be concealed at all times.
  * If the instructor or a student sees a gun in class, the UT police will be called immediately per the UT implementation policy for the statute.
  * I have excluded guns from my office as UT implementation of the campus concealed carry legislation allows and you have received the required oral notification of that. If you are a licensed to carry permit holder and wish to come to my office hours, you must either store your gun in your car or at home before you come to my office as required by UT policy or (like other students) you may arrange with me to use Skype during office hours.
  * See UT's information page for responsibilities of concealed gun permit holders.
- **Email**: I am a good email correspondent and you are welcome to email me. Please note, however, that all emails should include the appropriate form of greeting (Prof. or Dr. Hardwick only) and be signed with your name. I will not reply to any emails that do not include these essential courtesies.
- This course carries a **Global Cultures Flag**. Courses that carry the Global Cultures Flag increases your familiarity with cultural groups outside the United States. Courses with the Global Cultures Flag ask you to explore the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.
- **BCAL**: If you have concerns about the behavior or well-being of another member of the campus community, call BCAL at 512-232-5050.

- Note: I reserve the right to make changes to this schedule.