1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

HST 352 European Women’s History to 1700 (4)
An upper-division course designed to survey the history of women and the changing social construction of gender in Europe from c. 1000 to c. 1700. Explores the impact of social, intellectual, economic, and political changes, as well as significant events such as the Black Death and recurring religious change. Recommended prerequisite: upper-division standing.

B. DEVELOPMENT
Is the course based upon an existing course, or is it a new course under development?

\[ \text{No} \]

→ This current course was added to the catalog within the past academic year.

C. AVAILABILITY
With what regularity has the course been—or will the course be—offered?

→ Every other year in Spring Term

D. PREREQUISITES
List any course prerequisites beyond the cluster Sophomore Inquiry course.

→ No

2. COURSE OUTLINE.
Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

Course Outline:
- Introduction to the Development of Feminism and Background on Women and Gender in Medieval Europe
- Status of Women in Medieval Europe
- Medieval Peasant Life
- Women and Religion in Medieval Europe
- Background on Early Modern Europe and the Renaissance
- Women and the Renaissance (2 weeks)
• Early Modern Women and Religion

Assigned Texts:
• Jennifer Ward, *Women in Medieval Europe 1200 – 1500*
• Judith M. Bennett, *A Medieval Life*
• Merry E. Wiesner, *Women and Gender in Early Modern Europe*
• Laura Cereta, *Collected Letters of a Renaissance Feminist*

Instructor: Dr Caroline Litzenberger

3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
Discuss the course content in relationship to the thematic focus of the cluster.

This course will survey the history of women and the changing social construction of gender in Europe from c. 1000 to c. 1700. This was the time of the rise of towns, the Black Death, the popularity of lay mysticism, heresy and religious confraternities or guilds. These developments were followed by the development of centralized nation-states, exploration of the non-European world, the Protestant and Catholic Reformations, and the Scientific Revolution. How were women and constructions of gender affected by such developments? Was there ever a time when women experienced a "golden age"? Specific topics to be addressed by this course will include images and representations of women, ideas about "natural" differences between women and men and the socially constructed constraints and expectations arising from those perceived "differences", woman and religion, women and work, women and their families, and socio-economic differences among women.

Learning Objectives include:
• To develop an understanding of some of the ways women interacted with society, the economy, religion, and politics in Europe between 1000 and 1800.
• To develop an understanding of some of the ways the constructions of gender affected the interactions between European women and the world around them between 1000 and 1800.

B. UNST GOALS
Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).

Course Objectives include:
• To develop or improve the ability to think critically.
• To develop or improve the ability to write analytical essays on historical topics.

Students read both primary and secondary sources, evaluate, analyze, and discuss them. One focus of the course is on the effects of socio-economic differences on the experiences of women in pre-modern times, and another focus is on the strategies used by women and men to negotiate the gender-coded boundaries that were realities in all aspects of their lives.
Class discussion is conducted in an atmosphere of respect and dignity for everyone in the room: students are encouraged to express and substantiate their opinions pertaining to particular sources and to the broader issues addressed by the course. Intellectual argument (informal debate, if you will), is encouraged.

C. CLASSROOM ENVIRONMENT
Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.

Students are required to engage with the texts, to formulate their own assessment and questions, to engage in small-group discussions, and to present the insights from those discussions to the class.

PROPOSING FACULTY: Caroline J. Litzenberger

COURSE TITLE AND NUMBER: HST 352 European Women's History to 1700

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES
BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S):________________________ DATE: Sept. 30, 2005

________________________ DATE:________________

CLUSTER COORDINATOR:________________________ DATE: 10/4/05

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL
MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163)
BY OCTOBER 31, 2003

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS:________________________ DATE:________________

CHAIR, UNST COMMITTEE:________________________ DATE:________________