Key questions:
How was the personal political? Why were “private” behaviors carefully regulated by the state and church? How and why did understandings of sex, love, and marriage change between 1500 and 1800?

What will class be like?
This is a seminar, so class sessions will entail a lot of discussion. Please do the reading carefully and prepare questions that will help us delve in and understand connections to other course materials and events in history. While I am happy to provide necessary context, I’m mostly looking forward to hearing what you think about the reading. We’ll also talk a great deal about writing and communicating effectively.

Readings required for purchase:
Gary Kates, *Monsieur d’Eon is a Woman: A Tale of Political Intrigue and Sexual Masquerade*
Ann Little, *The Many Captivities of Esther Wheelwright*
Steven Ozment, *The Burgermeister’s Daughter: Scandal in a Sixteenth-Century German Town*
Camilla Townsend, *Malintzin’s Choices: An Indian Woman in the Conquest of Mexico*
Course policies

Attendance: Barring factors beyond your control, I expect you to attend and be prepared for every class. Please email me if you are prevented from joining us. It is your responsibility to make up course work.

Turning in assignments: All work should be double-spaced, paginated, in 12-point font, and with 1-inch margins. Please staple your work, if applicable.

Extension policy: Each student has three extension days to use for any paper except the final research paper. Students may also seek extensions for family emergencies, serious illness, or religious obligations. If a paper is late, even after accounting for extensions, it will be penalized 1/3 of a letter grade for each day late.

Academic honesty and citation of sources: All citations must comply with the guidelines of the Chicago Manual of Style for footnotes/endnotes; parenthetical citation is not an acceptable format for this class. Failing to properly cite or paraphrase sources will have negative consequences for your grade; you may fail the assignment or the class, and you may be referred to the Judicial Board. Please see Blackboard for more information.

Electronic devices: Please ensure that your cell phones are silenced during class time. Laptops and tablets are not permitted for in-class use.

Email: I am available at mroberts@bowdoin.edu M-F, 8-3. If you do not hear from me within 24 hours, please resend your message.

Rubrics: Rubrics for class participation and papers are available on Blackboard.

NB: You must complete all assignments in order to receive credit for this course.

Assignments and grading:

Proposal and annotated bibliography: Choose one of the topics and readings that we have done as a class, and expand on that to create your own research project. What main questions will your research paper address? Why do those questions matter? What evidence will you analyze to answer your questions? In addition to your narrative proposal, please provide an annotated bibliography that includes at least one of the recommended readings listed on this syllabus.

Primary source analysis: Choose at least one but no more than two primary sources from your annotated bibliography and write a three-page paper that makes a historical argument based upon them.

Book review: Choose at least two books from your annotated bibliography; you may substitute two articles for each book. Write a four-page book review of these works. Questions to consider: What have historians already written about this topic? What sources/methods have they used? Are there any problems with or gaps in this research? This paper will help you identify the contribution that your own research might make in the field.
Research paper: You will write a ten-page research paper that advances an original historical argument supported by primary sources and engages with existing scholarship.

Grade distribution:
Participation: 20%
Proposal and annotated bibliography: 5%
Primary source analysis: 15%
Book review: 20%
Research paper: 40%

NB: You must complete all assignments in order to receive credit for this course.

Schedule of class meetings and assignments

January 24: Introductions

Making families: How did people think about households? What were families for? How did the ideal and reality of family life change over time?

January 26: Selected Letters of Alessandra Strozzi; Steven Ozment, Magdalena and Balthasar: An Intimate Portrait of Life in Sixteenth-Century Europe, pp. 11-15, 27-72, available via e-reserve


February 14: Vickery, Gentleman’s Daughter, 127-183
Proposal and annotated bibliography due

February 16: Ann M. Little, The Many Captivities of Esther Wheelwright, 17-83

February 21: Little, Many Captivities, 116-166

Suggested reading:
Julia Adams, The Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe
Maria Agren, Making a Living, Making a Difference
Dena Goodman, *Becoming a Woman in the Age of Letters*
Julie Hardwick, *The Practice of Patriarchy*
Amanda Herbert, *Female Alliances: Gender, Identity, and Friendship in Early Modern Britain*
Jennifer Heuer, *The Family and the Nation: Gender and Citizenship in Revolutionary France*
Sarah Maza, *Servants and Masters in Eighteenth-Century France*
Kate Retford, *The Art of Domestic Life*
Emma Rothschild, *The Inner Life of Empires*
James Sweet, *Recreating Africa*
Sylvia Van Kirk, *Many Tender Ties: Women in Fur-Trade Society*
Amanda Vickery, *Behind Closed Doors: At Home in Georgian England*

**Violence:** How does this history of private life change when we look at violent behavior?

*February 22: Public lecture by Ann Little on *The Many Captivities of Esther Wheelwright* at 4:30PM. Attendance is mandatory*

Primary source analysis due


Suggested reading:
Susan Amussen, “‘Being Stirred to Much Unquietness’: Violence and Domestic Violence in Early Modern England,” *Journal of Women’s History* (Summer 1994)
Cathy McElvane, “The Hidden Truths of the Belly: the Uncertainties of Pregnancy in Early Modern Europe,” *Social History of Medicine*

**Power:** What did personal or sexual relationships have to do with political power?
March 9: Leslie Tuttle, *Conceiving the Old Regime: Pronatalism and the Politics of Reproduction in Early Modern France*, chapters one and four, available as an e-book through the library

—Spring Break—

March 28: Camilla Townsend, *Malintzin’s Choices*, 1-10, 30-84

March 30: Townsend, *Malintzin’s Choices*, 126-171


April 6: Book review due

Suggested reading:
Faramerz Dabhoiwala, *The Origins of Sex: A History of the First Sexual Revolution*
Robert Darnton, *The Devil in the Holy Water & the Art of Slander from Louis XIV to Napoleon*
Dena Goodman, ed., *Marie Antoinette: Writings on the Body of a Queen*
Ramón Gutiérrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico*
Sarah Maza, *Private Lives and Public Affairs: The Causes Célèbres of Pre-Revolutionary France*

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<th>Deviants: What behaviors were considered out of line, and why? How were they punished?</th>
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April 11: Steven Ozment, *The Bürgermeister’s Daughter*, 1-32, 35-46, 56-64, 74-84

April 18: Ozment, *The Bürgermeister’s Daughter*, 104-165

April 20: Library visit

April 25: Judith C. Brown, *Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy*, pp. 3-6, 100-137, available via e-reserve


Suggested reading:
Deborah Cohen, *Family Secrets*
Cynthia Herrup, *A House in Gross Disorder: Sex, Law, and the 2nd Earl of Castlehaven*
Jeffrey Merrick and Bryant Ragan, eds., *Homosexuality in Early Modern France*
Michael Rocke, *Forbidden Friendships: Homosexuality and Male Culture in Renaissance Florence*
Jessica Warner, *Craze: Gin and Debauchery in an Age of Reason*
Breaking families: Why did civil divorce become legal and more common?


May 9: Peer review workshop

Research paper due May 19 at 5:00