Course Description:
This is a social history of the changes in family life in England wrought by the reformation, renaissance, civil war, enlightenment, and industrialization. Although it focuses on plebeian families, it also considers broad legal and social trends that affected all families. For example, it explores the definition of marriage as an historical construct, an issue that continues to be debated in current discussions of the legitimacy of same-sex marriage. In addition to written scholarship, the course makes use of images, fiction, and archival sources to critically explore historical representations of family life. “Family” is taken in its broadest terms, to include the experiences of all of the members of the English household, encompassing extended kin, servants, and apprentices. The course also investigates the many unconventional families that existed in early modern England due to remarriage, adultery, illegitimacy, and homosexuality.

Course Format:
Oshawa Campus:
Please check http://www.trentu.ca/oshawa/CurrentSchedule.htm to confirm times and locations.

<table>
<thead>
<tr>
<th>Type</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Seminar</td>
<td>Wed.</td>
<td>10:10-11:30</td>
<td>Thornton 115</td>
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<tr>
<td>Seminar</td>
<td>Wed.</td>
<td>11:30-1:00</td>
<td>Thornton 115</td>
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Course Goals:
History 3560/4560 provides a more detailed investigation of British social history, continuing to build on methodologies, debates, interpretations, interdisciplinary approaches, and historical skills learned in other history courses. Students will further develop their skills in historical research, analysis, interpretation, and problem solving, working with both
primary and secondary sources, and critically evaluating the ideas and arguments of major thinkers in the field. Students will be encouraged to make use of the tools of interdisciplinary theory and historiography to situate their own original arguments in the context of ongoing historical debates and assess evidence critically. In essays and class discussions, students will hone their ability to communicate their ideas effectively and logically. Students completing the course successfully should understand the conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge, and should also be able to evaluate historical writing effectively through examinations of sources, arguments, and methodologies.

**Course Evaluation:**
Note that least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30 (15 per term)</td>
<td>n/a</td>
</tr>
<tr>
<td>First Term Writing Assignment</td>
<td>15</td>
<td>7 Nov (3650) / 31 Oct (4650)</td>
</tr>
<tr>
<td>Second Term Writing Assignment[extra components for 4560 students outlined in assignment description]</td>
<td>35</td>
<td>27 March</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
<td>tba</td>
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**University Policies**

**Academic Integrity:**
Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction:**
It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BH Suite 132, 748 1281 disabilityservices@trentu.ca) for Trent University in Oshawa Disability Services office contact 905-435-5100. Complete text can be found under Access to Instruction in the Academic Calendar.

**Required Texts:**
History 3560/4560 COURSEPACK, containing photocopies of readings that are unobtainable electronically.
Articles in Scholarly Journals not in the COURSEPACK are available electronically through the Trent Library Homepage, under “E-Resources.” Click on this and then select “Citation Linker” under “Find Journal Articles.” Alternatively, selecting “Get It!Trent Journal Titles Online” will also enable access to Trent’s electronic journals.

**learningSystem/Blackboard:**
Students must use their Trent email accounts and be prepared to visit the course website for information on assignments and to obtain important course handouts. An electronic version of the Syllabus is also available on the website.

**Week-by-week schedule:**
12 September: Introduction

19 September

*Why should we study the History of the Family?*


**The Household**

26 September

*Members of The Household*


3 October

*Material Worlds of the Family*


Jane Hamlett, “‘The Dining Room Should be the Man’s Paradise, as the Drawing Room Is the Woman’s’: Gender and Middle-Class Domestic Space in England, 1850-1910,” *Gender & History* 21, no. 3 (2009), 576-591.

10 October: **Sign up for Essay Consultation Slot**

*The Servant’s Experience of the Household*


**Marriage**
17 October

*Formal and Informal Regulation of Marriage*


**Primary Source:** In Library Database *The Times Digital Archive, 1785-1985*:

“Edward G. Wakefield and Miss Turner,” *The Times*, 22 May 1826, pg. 3; col B (5763 words)

24 October

NO CLASS (Reading Week)

31 October: **4650 First Term Essay Due**

*Unconventional Marriage*


7 November: **3650 First Term Essay Due**

*Marriage Formation*


14 November: Essay Consultation

21 November: Essay Consultation

28 November

*Courtship Practices*


Tim Hitchcock, *English Sexualities*, section on pp. 28-38 on bundling in journals of John Cannon

**Primary Source:** Charles Dickens, *The Posthumous Papers of the Pickwick Club* (1836).

**Religion, Politics and the Family**

5 December

**Essay Proposal and Annotated Bibliography Due**
**Spiritual Issues**
Margaret McGlynn and Richard J. Moll, “Chaste Marriage in the Middle Ages: ‘It were to Hire a Greet Merite’,” 103-118.

9 January

**The Family and the Commonwealth**

**Primary Source:** In Library Database *Eighteenth Century Collections Online*:
Sir James Astry, *A general charge to all grand juries, with advice to those of life and death, nisi prius, &c. collected and publish’d for the ease of justices of...* (London, 1703), 50 [image 56], definition of Petit Treason
William Jackson, *The new and complete Newgate calendar; or, villany displayed in all its branches. Containing new and authentic accounts of all the lives, ...* (London, 1795), 27-29[2image 29-31], account of Anne Whale’s trial for Petit Treason

16 January

**Patriarchy and Politics**
Thomas Laqueur, “The Queen Caroline Affair: Politics as Art in the Reign of George IV,” *Journal of Modern History* 54, no. 3 (September 1982), [read only pages 417-421].

23 January

**Work and the Family Economy**

**Social Class and Family Experience**
Ellen Ross, “’There is Meat Ye Know Not Of’: Feeding a Family,” 27-55.

30 January

**Gendered Labour**

**Parenthood**
6 February

*Childbirth and Childhood*


*Primary Source:* In Library database *Eighteenth Century Collections Online:


13 February

*Motherhood and the State*


20 February: No Class (Reading Week)

27 February: **Student Essay Presentations**

6 March: **Student Essay Presentations**

**Sexuality and the Family**

13 March

*Fatherhood*


20 March

*Same-Sex Relationships*


27 March: **Second Term Essays Due**

3 April:

Exam Review and discussion of:

*Marital Sexuality*


**Primary Source:** Journal of James Boswell, entries from Sunday, 1 December 1776 to Monday 9 December 1776.

**Department and/or Course Policies:**

**Deadline Policy**

In order to be counted as arriving on time, assignments must be submitted at the BEGINNING of class on the due date. No extensions will be granted and late submissions will face a penalty of 5% per day including Saturdays and Sundays. Once the assignment has accumulated penalties of 20% or more, it will not receive comments. Note finally that students who do not hand in their assignments personally to the instructor assume the risk that they never reach her. Emailed attachments are not acceptable; typed, double-spaced hard copies are the only permitted form of submission.

**Class Cancellation**

Students will receive notice of class cancellations not indicated on the syllabus by email to their Trent email address as soon as the decision has been made. The Instructor takes the Trent Van from Peterborough, so on days of inclement weather, it is wise to check email to see if the Van has been cancelled. School-wide cancellations will be announced on local radio stations.

**Description of Assignments and Evaluation Criteria:**

1) **ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED IN 12 POINT FONT.**

2) **DOCUMENTATION MUST USE FOOTNOTES (RATHER THAN ENDNOTES OR PARENTHETICAL REFERENCES)**

3) **THE QUESTION TO WHICH YOU ARE RESPONDING MUST APPEAR ON THE TITLE PAGE OF YOUR ESSAY**

4) **THE RELEVANT GRADING RUBRIC (FOUND ON LearningSystem/Blackboard) MUST BE APPENDED TO THE FINAL PAGE OF THE ESSAY**

5) **ASIDE FROM ELECTRONIC JOURNAL ARTICLES AND (FOR 4560 STUDENTS, PRIMARY SOURCE DATABASES), INTERNET SITES ARE NOT ACCEPTABLE**
RESEARCH SOURCES, NOR ARE OTHER REFERENCE SOURCES SUCH AS DICTIONARIES AND ENCYCLOPEDIAS. WHEN IN DOUBT, ASK THE INSTRUCTOR.

3560 First Term Essay:
Students must write a 1500 word critique of the historiographical debate between Steven King, John Gillis, and Richard Wall in the *International Review of Social History* (four articles, to be discussed in the seminar on the Essay’s due date). **Students who are not prepared to submit their essay on the due date are NOT permitted to attend class and hear others’ comments on these readings.** Your thesis must identify the major issues upon which the authors disagree, and offer your own opinion as to who has the stronger argument, without being excessively negative towards weaker arguments. The essay will then proceed to defend this opinion, with a well-organized analysis of the debate. Consider the different approaches of each author (their sources, etc.). Be careful to base all of your arguments directly upon the texts in question, with clear references, documented using the Chicago style; see the Academic Skills Center’s Online resources for full details: [http://www.trentu.ca/academicskills/documentation/chicago.php](http://www.trentu.ca/academicskills/documentation/chicago.php)

4560 First Term Essay: Book Review Assignment
Students must write a 1500 word book review essay that makes use of three review articles on that monograph. A History book review is much more than a report on the content of a book; it is a cumulative analysis of the overall contribution of the work to the relevant historiography. Your book review must not only outline the thesis and major arguments of the monograph, it must also place it in the context of other works on a similar topic. The strongest book review will integrate both of these tasks. In other words, the book review will not simply begin by stating the thesis and arguments of the work in question and then proceed to list (in a separate isolated section) the historiographical debates to which it contributes. It will outline the main arguments of the book at various points in the body of the essay and simultaneously offer historiographical insights as it illuminates each argument and contribution of the book.

To write a strong book review, you must consider the following questions: How does it differ from previous historiography? How has historical thinking on the topic changed as a result of this study? What are the author’s sources and how have they influenced the overall scope and analysis in the book? If relevant, what theoretical framework has the author used and how did it affect his/her conclusions? In general, what are the main strengths of the book; what are its weaknesses? It is important to remember when dealing with the latter, not to be overly critical: the works listed below are all strong and valued contributions to the history of the family in England, and should never be dismissed out of hand or even read with too negative an eye—focus upon the strengths of the work, with much less space and importance devoted to its weaker points.

This review remains a research essay, rather than an opinion piece. All of your main arguments should be documented and justified by referring to the work itself, as well as at least three reviews of the same book from scholarly journals. These reviews should be of substantial length (more than two pages). In the text of the essay, refer to the reviews by the reviewer’s name. DO NOT take information from these reviews, or any other, and pass it off as your own: this is plagiarism. This essay assignment expects little original opinion on your part. The strongest book review will be an open compendium of other reviews, with
a sense of the historical perspective of the reviewers themselves. Aside from those who review very recently-published works, students are also encouraged to look at subsequent histories on similar topics. Generally, these books will have an introduction that refers to previous works and explains their influence on the current work.

This assignment has been created with the expectation that your choice of monograph for the review will inform your topic for the major research essay, so choose your book very carefully and feel free to consult with the instructor if you have a topic in mind that does not fit well with anything on the list below.

List of book Candidates for Review Essay:

[* indicates source that is also available as E-Book]
Abbott, Mary. Family Ties: English Families, 1540-1920
Amussen, Susan Dwyer. An Ordered Society: gender and class in early modern England*
Bailey, Joanne. Unquiet Lives: Marriage and Marriage Breakdown in England, 1660-1800*
Cody, Lisa Forman. Birthing the nation: sex, science and the conception of eighteenth-century Britons*
Fissell, Mary Elizabeth. Vernacular Bodies: the politics of reproduction in early modern England
Fletcher, Anthony. Gender, sex and subordination in England 1500-1800
Fletcher, Anthony. Growing up in England: the experience of childhood, 1600-1914
Foyster, Elizabeth A. Manhood in early modern England: honour, sex, and marriage
Foyster, Elizabeth. Marital Violence: an English Family History, 1660-1875*
Gillis, John R. For Better, for worse: British marriages, 1600 to the present
Gowing, Laura. Common Bodies: women, touch and power in seventeenth-century England
Hammerton, James A. Cruelty and companionship: conflict in nineteenth-century married life*
Jackson, Louise A. Child sexual abuse in Victorian England*
Levine, David. Family Formation in an age of nascent capitalism
Macfarlane, Alan. Marriage and Love in England: modes of reproduction, 1300-1840
Marland, Hilary. Dangerous Motherhood: Insanity and Childbirth in Victorian Britain
Menefee, Samuel Pyeatt. Wives for sale: an ethnographic study of British popular divorce
Poovey, Mary. Uneven developments: the ideological work of gender in mid-Victorian England
Ross, Ellen. Motherhood in outcast London, 1870-1918*
Shorter, Edward. The making of the modern family
Stone, Lawrence. Road to Divorce: England 1530-1987
Stone, Lawrence. The family, sex and marriage in England, 1500-1800
Trumbach, Randolph Earl. The rise of the egalitarian family: aristocratic and domestic relations in eighteenth-century England

Note that you are not restricted to these, but any monographs not on this list must be approved by the instructor
3560 Second Term Essay

Students will submit a 4500 word essay by the start of class on the date specified in the lecture schedule. The essay will use only secondary sources [at least ten with a minimum of 3 journal articles and 4 books] and respond to one of the following questions:

With special attention to histories of housework in the fifteenth to nineteenth centuries, assess Ruth Schwartz Cowan’s statement (in her book of the same name) that there was, indeed, “more work for mother” by the late twentieth century.

What were the reasons for the decline of midwifery, and did birthing mothers experience a net advantage or disadvantage as a result of this trend?

Philippe Ariès has argued that childhood was only “discovered” after the middle ages, and evolved only very slowly to its modern form of a celebration of innocence. With reference to subsequent histories of childhood in medieval and early modern Europe, argue for or against this view.

By tracing the evolution of work and working conditions between 1650 and 1900, offer an interpretation of the impact of industrial change on the European/English family.

How did the laws of divorce in early modern Europe reflect their contemporary culture?

Using a purely historical analysis (in other words, by researching only histories of marriage rather than modern debates about same-sex marriage), test the veracity of current politicians’ argument that same-sex marriage will break down the age-old institution of the family.

Did parents love their children less in a world of high infant mortality?

Was the early modern practice of dynastic politics advantageous or disadvantageous for aristocratic women?

You are welcome to propose a different question for your essay, but any questions that vary from those posed above will require written approval from the instructor, and must be received on or before 28 November. Feel free to use course readings as your inspiration, but make sure the arguments will bring the essay well beyond class discussion topics.

Those who are interested are welcome to take advantage of the opportunities for early feedback offered to those in History 4560 and schedule an essay consultation meeting in November and submit an Annotated Bibliography in the last class in December. As these are not required, students will only receive comments and they will not count in any way toward their final essay grade. ONLY those students who volunteer to give Essay Presentation with the 4560 students (making their intentions known by the first class in January) will be permitted to attend the essay colloquium classes scheduled for March. Although their contributions at the colloquium do not need to count toward their final grade, they will receive a penalty of 5% on their final essay if they make a commitment and either
fail to appear at one or both seminars or do not make a concerted effort to engage with the other students’ papers. This penalty exists to ensure that students take their commitment to these seminars seriously and gain the maximum benefit (along with the other students) from this interactive process.

4560 Second Term Essay [25% + Proposal (5%) + Presentation (5%) = 35%]

Building on the feedback resulting from the instructor’s comments on the Essay Proposal and Annotated Bibliography as well as the Essay Presentation, students will submit a 7000 word essay by the start of class on the date specified in the lecture schedule. It must be carefully argued and researched using a minimum of twenty secondary sources (at least five must be books and at least five must be journal articles). The essay will be evaluated for its effectiveness in addressing the research question developed in consultation with the instructor and thus proposals and outlines must be submitted with the essay. THE GRADED PROPOSAL AND OUTLINE (FROM THE ESSAY PRESENTATION) MUST BE INCLUDED IN THE FINAL SUBMISSION. FAILURE TO DO SO WILL RESULT IN LATE MARKS ACRUING UNTIL A COMPLETE SUBMISSION IS RECEIVED.

These essays must also demonstrate some primary source research, which will be expected to comprise about 15-25% of the total source base of the paper. Primary sources can be found electronically on many of the databases available through Bata Library, and on the World Wide Web sites. Visit www.connectedhistories.org to explore some of the material that is now available electronically. Students are encouraged to consult with the instructor as they develop their projects and consider the best sources.

Essay Proposal and Annotated Bibliography (worth 5%)

Students are required to submit a 250-word proposal identifying the research question of your major research essay, established after the scheduled essay consultation with your instructor in November, and a brief description of the main issues you will consider in addressing that question. It will also identify the primary source(s) that will be used in the essay. [See details on Second Term Essay Guidelines for the quantities of sources required]

You will then attach an annotated bibliography of secondary sources consisting of five books and five journal articles you have already consulted. Annotations will be one or two sentences that identify the major argument(s) of the source, and the ways in which it will help you to address your research question. Note that it is not necessary to read a book cover-to-cover to perform such an assessment; major arguments can often be determined by reading the book’s introduction, conclusion, and the introductory and concluding sections of each chapter. The parts of the book relevant to your essay topic often become visible by looking up keywords in the book’s index and reading the chapters or sections in which those keywords occur.

Proposals will be assessed on their clarity and their depth of engagement with the material. Those that fail to use correct essay style (including proper sentence structure and general grammatical correctness) and bibliographic format will see their grade diminish accordingly. Bibliographic style should follow the Chicago Manual of Style; see the Academic Skills Center’s Online resources for full details:

http://www.trentu.ca/academicskills/documentation/chicago.php
When you receive your graded proposal with the instructor’s comments in January, you must retain it and re-submit the graded proposal with your Second Term Essay in March.

Essay Presentation (worth 5%)

Students will sign up for a seminar time slot at which they will give a five-minute presentation to their fellow students that clearly communicates their research question, their primary sources used, and the main arguments that the essay will make. As part of their presentation, students will provide (either electronically or in hard copy) a clear outline of their essay in the format given by the Online History Workbook under “Formal Outlines” in http://www.trentu.ca/history/workbook/effectiveoutlines.php#g

Students will be graded on the completeness and clarity of this outline as well as the polished nature of their presentation. Their fellow students will then have the opportunity to ask questions and provide feedback. This session is meant to foster a sort of colloquium; students’ own mark on their essay presentation will also hinge (though to a lesser degree) on their engagement and informed responses to other students’ presentations.

When you receive your graded outline with the instructor’s comments, you must retain it and re-submit with your Second Term Essay.