



University of
Massachusetts
Dartmouth

WGS 300/ HST 389.7101

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SUMMER 2019

Queens & Princesses

Fully Online 2nd Session (June 11 – July 11)

Princesses & Queens: Women and Power in Comparative Perspective explores the socio-political and economic network that made powerful women “fit, proper, and legally regal.” The goal is to explore the development of social expectations of female behavior linked to those who were at the center of the highest political stage in the years ranging from the Victorian Era (1837-1901) to the end of the Great War (1914-1918). The course examines the scholarly work (e.g., biographies, eulogies, and journal articles) that exalted the life and virtues of specific regal women as well as documentaries (e.g., BBC) focusing on the instruction of young princesses on how to live, love, and act both in the public and the private spheres. This is also course for fans of the PBS Masterpiece series *Victoria*, which claims to reveal “the real woman behind the myth: a bold, glamorous, unbreakable queen, a Victoria for our times.” The course provides vital information that can get us closer to understanding changes in power and the ideal royal female behavior, which responded to and was emulated by the nascent middle class. The course follows a chronological format supported by main threads - Marriage & Children: Sex, Sexuality, and Gender Roles, 2) Fashion & the Healthy Body, 3) Education & Class, and 4) Nationalistic Imperial Policies & the Great War. Each of those threads/themes reveals a different aspect of Victorian social life, when the royal public and domestic spheres molded what came to be deemed fit, proper, and legal. The course **requires** virtual attendance and participation in the different online assignments. **WGS 362/HST389** meets the concentration-specific learning goals of Gender Studies, Cross-Cultural Inquiry, and Arts and Letters. It also fulfills University-Studies requirements for **Cluster 4C**.

General Course Objectives

- Understand specific moments under the Victorian Era through causal, contextual, & contingent situations
- Analyze primary & secondary (written &/or visual) sources within historical perspectives
- Develop command of basic research skills through hypermedia exercises
- Practice chronological thinking skills & Critically assess the Victorian Era in its historical specificity

Women’s & Gender Studies Objectives

- Explore social constructions of gender as a basic historical concept
- Examine ways gender intersects with other forms of identity such as nation, class, race, and ethnicity
- Identify how specific ideas of gender, sex, and sexuality intersect in our understanding of particular historical moments

Required Readings

1. Selected articles in Pdf files in our MyCourses website.
2. Rampolla, Mary Lynn. *A Pocket Guide to Writing History*. (Bedford/ St Martin’s 2012) [ISBN 978-0-312-61041-8]

Suggested World History Textbook

Tignor, Robert et al. *Worlds Together. Worlds Apart. A History of the Modern World from the Beginnings of Humankind to the Present*. WW Norton [any edition]

Note: If you have either another Western or World History textbook, please share its author’s name and title with me and I will let you know if it is an acceptable peer-reviewed source for our class.

Course Requirements

Students will be evaluated on the basis of contribution to the group discussions, respect, and attentiveness to their peers and the instructor. Grades will be based on eight weekly discussion-board (DB) forums – including introduction and conclusion (**40 percent**), six weekly response-paper (RP) quizzes (**40 percent**), and one final paper (**20 percent**). There will be NO make-ups for examinations. Plagiarized writing (Safe Assign) assignments are failed assignments, and students found cheating will receive a failing grade. Please check our school’s policy on academic dishonesty at <http://www.umassd.edu/cits/id/mycoursesfaculty/onlinelearning/plagiarismdetectionservices/>

Instructor’s email response time:

- I check my e-mail daily Monday through Friday during normal business hours only. You can expect a reply from me within 24 hours during the workweek. You “may” get an email reply during the weekend, but that would be an exception not the rule.

- I will also check the discussion forum daily during the work week. Rest assured that I will be participating in what I hope will be lively discussions and will always reply to any discussion comment directed specifically at me.
- Please use the e-mail tool in our site. You may use my personal e-mail ONLY when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

Discussion board and chat Room Etiquette Guidelines

- You will be directed to different discussion forums within the lessons. It is essential that you participate in these group discussions, as they constitute **40 percent** of your grade. This is an important aspect of online courses. It is a GROUP assignment and you should be able to express your own argument related to each topic and supporting it with quotes from the required material as well as respond to comments made by your classmates following this same requirement. This is our online class time and students' chance to connect with each other, get to know how others read the course material, and exchange ideas.
- Please note that although I will be participating in the discussions with you, my comments will be limited. I do not want to influence your responses. I want you to convey your own ideas and arguments based on the course-required readings (quotes from sources are required and expected).
- Discussions will be graded based on **interaction, content, and timeliness**. Students must post early and often: For each weekly discussion, you must post AT LEAST one first comment/reply **within 24 hours**. You must come to the forum AT LEAST two different days in order for the discussion to be effective. Replies, which simply agree/disagree will not be graded. Of course, you may agree with others as long as you express your argument for agreeing with them by quoting from a required source from our course.

Assignments

- Each student will be required to participate in 8 weekly Primary-Source group Discussion-Board (DB) Forums; 6 weekly Response-Paper individual quizzes, and write 3 bi-weekly individual Reports (parts of the final paper).
- Students should save copies of all required assignments they post to the course site, including discussion postings.

Grading Policies

RPs and DBs will determine "class" participation and attendance and make 80% of your grade.

EIGHT Weekly Discussion-Board (DB) Forums (40%)

In the group Discussion-Board assignment, each of you will be responsible for providing/ creating a posting on a focused subject related to that week material. Students should reply to their peers by refining the argument presented. **Students are required to complete all DBs (including intro and Conclusion) and the 5 highest grades will make the average.**

SIX Weekly Short Reaction/Response-Papers (RP) Quizzes (40%)

Each student will write individual Responses-Paper quizzes based on primary and secondary sources related to the different parts of the course. These are individual graded quizzes. Students must number each one of their one-paragraph responses and quote from sources to support their argument (please spell check your work). **Students are required to complete all RPs and the 5 highest grades will make the average.**

One Final Paper (20%)

The final paper is a three-paragraph (ca. 750 words and a 1000-word maximum) paper about women and power following the chronological themes in our course. In this individual assignment, students also select either ONE original JSTOR article or a chapter in a book, consider the author's thesis (argument) and important support points. Paper is due on MyCourses in the date indicated. If sent as an attachment, please make sure it is saved either as a doc., docx. or rtf. files. If I cannot open it, I cannot consider it handed in. Hint: Always hit the "submit" bottom and cut and paste your work to the assignment box (Please do not send it I the comment box). **Students are required to complete the final paper.**

Online Participation

The online class depends a great deal upon the group discussion-board conversations (threads). Students are each required to post at least **three times** per discussion activity to the discussion board about the week's readings and topics, preferably posted on different days. We are doing at least one discussion activity per week. You really need to make sure you participate in all discussion activity questions on time and that you respond to classmate postings as well. Students are required to quote from the sources always.

Late Assignments

No late assignments accepted. Late discussion postings are not possible as the assignment is automatically locked.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be (sufficiently close to) passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(1). If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE.

For a more effective course and a better understanding of what is expected of all students in this class, please read

<http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>

Technical Issues (Assistance) Please contact the Student IT Service Center @ 508 999 8884 or mycoursehelp@umassd.edu

Policies Regarding Disabilities Please check http://www.umassd.edu/cats/resources/nfi_resources/teach_dss_syllabus.cfm

Schedule and Reading Assignments (DRAFT)

June 11 (T) Course Introduction

Read Required Readings (RR) Assigned PDF files in our site

Discussion-Board (DB) Forum Introduction

DB 1: Your Queen/Princess & Ideas for Theme/Focus Due as soon as posted – available by 6/16

****Note:** DBs are due as soon as posted: The earlier you post the better as DBs are group work and you must reply to your peers. On the other hand, RPs are individual assignments and can be posted by the due date (see MyGrades) – though I do not suggest that students leave it to the eleventh hour. Again, DBs are group assignments and you must read post and reply to your peers, do not wait to the last minute to do so. Students must post frequently and, preferably, at different times during the week.

June 13 (R) Victoria & the Politico-Economic World Reordering (1750-1850) - Shaping of the Royal Image & the Nuclear Family: Marriage & Children

RR Assigned PDF files in our site

Response Paper (RP) 1 Key Questions in Women's History Due* 6/15 (S)

DB 2 Shaping the Royal Image Due as soon as posted – available by 6/16

June 18 (T) Scandals & Affairs: Nineteenth-Century Views on Women Sexuality

RR Assigned PDF files in our site

RP 2 Gender Roles: Industrialization & Political Ideologies, 1850s Due 6/22 (S)

DB 3 Victorian Sexual Double Standards 1 Available until 6/23

June 20 (R) Imperialism (1850-1910): The Domestication of Majesty

RR Assigned PDF files in our site

RP 3 Industrialization & Power: London's Great Exhibition, 1851 Due 7/6 (S)

Matrimonial Projects & Morganatic Marriage

DB 4: Victorian Sexual Double Standards 2

June 26 (W) The European National State (1871-1914): Childbirth, "Disabilities," and Death

RR Assigned PDF files in our site

RP 4: Victorian Middle Class and "Separated Spheres" 1 Due 4/21

DB 5: Domestic Drama & One Female Profession: Florence Nightingale

July 2 (T) Imperial Policies at Home: Mass Production & Mass Consumption (1910-1939)

RR Assigned PDF files in our site

RP5: Victorian Middle Class and "Separated Spheres" 2 Due 4/28

DB6: Public Drama & the Fight for Women Rights: The Suffragettes

July 8 (M) Conclusion

RR Assigned PDF files in our site

RP6: The Construction of Victorian Female/Male Identity

DB 7: Conclusion

Final Paper Due: *My Queen OR Princess* – Conclusion: The two refined previous papers + JSTOR + Conclusion

HAVE A GREAT SUMMER!

Queen Victoria (1819-1901 – r. 1837-1901) – Prince Consort Albert (1819- 1861) m. 1840**

House of Saxe-Coburg-Gotha*

Victoria's **five daughters** were Vicky, Alice, Helena, Louise, and Beatrice. Victoria's **four daughter-in-law-elects** were Alexandra of Denmark, Maria Alexandrovna of Russia, Louise Margaret of Prussia, and Helena of Waldeck & Pyrmont.¹ Vicky, Alice, Helena, Louise, and Beatrice shared one of the most extraordinary, historically unique, and privileged sisterhoods of all time. All five would face the social restrictions and familial machinations borne by nineteenth-century women of any class. They lived in London, Scotland, Berlin, Darmstadt, and Ottawa.

Queens/ Princesses	Birthday-Death	Kings/ Princes	Possible Focuses	Children's Names	Children/ Grandchildren
Vicky (1) Queen Consort (m. 1858)	1840-1901	King Frederick III (1831-1888) Germany	Wilhelm II (1859-1941) had Erb's palsy & daughter Charlotte (1860-1919) had porphyria. Vicky & the two first children's education. Sigismund died a toddler & Waldemar was 11 Margaret's two oldest sons died in WWI	Wilhelm II, German Emperor ** 7 (6M 1F) Charlotte, Duchess of Saxe-Meiningen 1F Prince Henry of Prussia 3M Prince Sigismund of Prussia Victoria, Princess Adolf of Schaumburg-Lippe Prince Waldemar of Prussia Sophia, Queen of the Hellenes** 6 (3M 3F) Margaret, Landgravine of Hesse 6M	8 (4M 4F) 23 (18M 5F)
Alice (3) Grand Duchess of Hesse (m. 1862)	1843-1878	Prince Louis IV (1837-1892) of Hesse	Youngest son had hemophilia. Her daughter Alix married Nicholas of Russia. ² The Orthodox Church canonized two of her daughters: Alix and Elizabeth. ³ Alice and May died of diphtheria. Devoted to Nursing	Victoria, Marchioness of Milford Haven ⁴ 4 (2M 2F) Grand Duchess Elizabeth Feodorovna of Russia Princess Irene 3M Ernest Louis, Grand Duke of Hesse 3 (2M 1F) Prince Friedrich Alexandra Feodorovna, Empress of Russia ** 5 (1M 4F) Princess Marie (May)	7 (2M 5F) 15 (8M 7F)
Helena (5) (m. 1866)	1846-1923	Prince Christian (1831-1917) of Schleswig-Holstein	"Lenchen" was deemed "Fatty and ugly." Harald died an infant and her last child was a stillborn unnamed boy. Devoted to nursing. First son's military career. Son Albert had one illegitimate daughter.	Prince Christian Victor Albert, Duke of Schleswig-Holstein 1F Princess Helena Victoria (never married) Princess Marie Louise Prince Harald	6 (4M, 2F) 1F
Louise (6) Duchess of Argyll (m. 1871)	1848-1939	Duke John Campbell (1845-1914)	Deemed beautiful, she was an artist (sculptor), who supported suffrage and the feminist movement. First princess to marry a "non-mediatized" noble since 1515. ⁵ 1 st president of the National Union or the Higher Education of Women. Marriage & Profession		
Beatrice (9) (m. 1885)	1857-1944	Prince Henry of Battenberg (1858-1896)	Husband was a child of Morganatic marriage. Son Alexander & homosexuality. Daughter Ena had two sons with hemophilia. Beatrice was the youngest, adored by her mother, and considered "spoiled."	Alexander Mountbatten, Marquess of C.e 1F Victoria Eugenie Queen of Spain (Ena) ** 7 (5M 2F) Lord Leopold Mountbatten, died young Prince Maurice of Battenberg, died WWI	4 (2M, 2F) 8 (5M 3F)
Alexandra Denmark Queen Consort (m. 1863)	1844-1925	King (Albert/ Bertie) Edward VII** (2) (1841-1910)	Alex became deaf after child birth complications Questions of Adultery & Scandal. Oldest son, Eddy, died young & homosexuality Youngest was stillborn. George V did not give asylum to Nick II	Prince Albert Victor/ Eddy George V ** 6 (5M 1F) Louise, Princess Royal 3 (1M 2F) Princess Victoria never married Maud, Queen of Norway ** 1M Prince Alexander John	6 (3M, 3F) 10 (7M 3F)
Maria Alexandrovna Russia (m. 1874)	1853-1920	Prince Alfred (4) (1844-1900) Duke of Coburg & Gotha	Alexander III's sister, and therefore aunt to Nicholas II, who married Alice's daughter (Alix). Alfred was an alcoholic. Her first son committed suicide.	Alfred, Prince of Saxe-Coburg & Gotha Marie, Queen of Romania ** 6 (3M 3F) Grand Duchess Victoria F. of Russia 4 (1M 3F) Alexandra, Princess of H-Langenburg 5 (2M 3F) Princess Beatrice, Duchess of Galliera 3M	5 (1M, 4F) 18 (9M 9F)
Louise Margaret Prussia (m. 1879)	1860-1917	Prince Arthur (7) (1850-1942) Governor of Canada	Died of influenza and bronchitis: The 1 st British Royal Family member to be cremated.	Margaret, Crown Princess of Sweden 5 (2M 3F) Prince Arthur 1M Princess Patricia, Lady Ramsay 1M	3 (1M, 2F) 7 (4M 3F)
Helena Waldeck & Pyrmont (m. 1882)	1861-1922	Prince Leopold (8) (1853-1884) Duke of Albany	Vicky was the "match-making" who selected her: "Unusually well-educated for a Princess." Husband Leopold had hemophilia.	Princess Alice, Countess of Athlone ⁶ 3 (2M 1F) Charles Edward, Duke of Saxe-Coburg & Gotha 5 (3M 2F)	2 (1M, 1F) 8 (5M 3F)
		9 children (4 M 5 F)	Royal Physicians: "When popular culture rewrites History."	41*** grandchildren and 90 great-grandchildren (18 M 23 F) (56 M 34F)	

*NOTE: In July 1917 Anti-German feeling during the Great War led George V to change the name of the Royal House from the House of Saxe-Coburg-Gotha to the House of Windsor. He also relinquished, on behalf of his various relatives who were British subjects, the use of all German titles and styles. ** Stands for crowned princess/princes. *** One unnamed grandchild (Helena's) would make it 42.

¹ Who can be Queen? Check [Laws of Succession](#).

² Family Pictures: <https://www.youtube.com/watch?v=mpTQ1A30FuY>

³ The Russian Orthodox Church outside of Russia canonized [Elisabeth](#) in 1981 and the Moscow Patriarchate did so in 1992. In 2000, the Russian Orthodox Church canonized Alexandra, together with her husband and children, as a passion bearer.

⁴ She is the maternal grandmother of Prince Philip (1921), Duke of Edinburgh, the consort of Queen Elizabeth II (1926).

⁵ <https://www.youtube.com/watch?v=A2kvUygeZQg> Lucinda Hawksley at Hudson Library on 4.26.2016

⁶ "Victorian Ladies: Princess Alice and Queen Victoria's Funeral," Alice was born in 1883 and she was 93 when she gave this interview, therefore in 1976. She died in 1981. <https://www.youtube.com/watch?v=qS4hAbHLszw>. An interesting exercise is to compare her options to those given to her brother.