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## **Princesses, Politicians and Patronesses: Identities of Early Modern Noble Women**

History 17S

Tues. and Thurs. 9-10:30am, Room 50-52E

The concept of a unified European identity is not an invention of the European Union in the twentieth century but also existed in the networks of the European nobility in the early modern era. Noble women, who are often overlooked as political agents of this age, were integral to the functioning of this international network as intriguers, mothers, wives, patronesses, warriors, and chroniclers.

Through the writings of noble women (including works of autobiography, personal correspondences, and a novel), this course will confront misconceptions about separate spheres and noble women's passivity to reveal a surprisingly mobile, informed, and influential social set.

We will examine these writings with particular emphasis on behavioral expectations and practices, letter-writing and self-representation, networks (both familial and political), and cultural exchange and influence. The course covers a period from the mid-sixteenth to late-eighteenth century (Catherine de Medici to Marie Antionette) with cases from Italy, France, England, Spain, and Germany.

### **Course objective:**

To train students in the academic skills of reading, criticizing, researching, analyzing and forming arguments, note-taking, intellectual conversation, writing, and revising. By the end of the course, students are expected to demonstrate their ability in these skills in class and in a work of original history writing on a topic related to the experience and/or influence of early modern noble women.

### **Course Requirements:**

All students will attend and participate regularly in class discussion (30%), write a 3-4 page document analysis (15%), compile a "reading journal" with 10 entries (15%), give a short presentation to the class on your final paper (5%) and write a final paper (35%).

#### *Participation*

100% participation means that students come to each session with the readings prepared and contribute on-topic, thoughtful and respectful comments and questions.

Starting on the April 12 class and continuing for the rest of the quarter (I will pass around a sign-up list), one student per session will write 2-4 discussion questions based on the readings and email them to the rest of the class by noon the day before. In class, they will introduce the readings and their questions to jumpstart the discussion.

*Source Analysis* (3-4 pages, due before class on Tuesday, April 26): Analyze a primary source document (I'll provide a list of possibilities, but students are encouraged to find their own) using the methods for questioning that we've discussed thus far. This means analyzing the type of source selected, the

historical and cultural context in which the piece was written, recognizing the possible audience for whom the piece was written, and making a historical argument about the information contained within the text. Consult 1-2 secondary sources that help you construct your argument about the primary source.

*Reading Journal* (10 entries total, completed journal due Tuesday, May 31): Each student will have an online reading journal on coursework where they will post their reading reflections for at least ten of the sessions. Throughout the quarter, I will assign a few specific assignments for the reading reflections, but mostly this will be a space for you to review the reading by writing a paragraph or two summarizing the main points of the reading, offering your opinion, and recording any questions. The reflections are to be done *by 4pm the day before* the class session we are scheduled to discuss a particular reading.

*In-class presentation* (10 minutes, Tuesday, May 17)

This short presentation is an opportunity to introduce possible research questions and initial findings from your final paper research to the rest of the class. Bring at least one excerpt from your primary sources to share with the rest of the class (this can be a handout or displayed on PowerPoint).

*Final Research Paper* (8-10 pages. A **one-paragraph description** of the final paper topic is due by May 5. An **outline and two-four fully composed paragraphs** must be emailed to me by 12am on Tuesday, May 17. The **first draft** is due in class (2 hard copies) on Thursday, May 26. The **final draft** is due by email (or in hard copy in my mailbox, if you are having email problems) on Wednesday, June 8 or June 4 for graduating seniors): Write a research paper exploring either a particular noble woman or a particular concept related to European noble women using both primary sources and at least one secondary source. The paper can incorporate and expand on some of the students' work from the first paper (or they can choose a new topic), but should not just cut and paste from it, rather students should go deeper into their topic and place their argument about their primary source(s) in the historiography we have covered this semester.

For the final draft of your paper, append a paragraph explaining how you applied the comments you received on your outline and draft. The grade for this paper will take into account effort on the drafts and improvement (a detailed rubric for the paper will be distributed in advance).

### **Class Policies**

Attendance Because this course is based largely on in-class discussion, attendance is mandatory. If you must be absent for unforeseen circumstances, or family or medical issues, please email me beforehand to arrange an alternative assignment. Unexcused absences or more than two excused absences will negatively impact your participation grade.

Honor Code and Plagiarism Students are expected to submit original work. All history papers must have footnotes. A good resource for footnoting style is Kate Turabian's *A Manual for Writers*, available at the library or bookstore. Also refer to <http://library.duke.edu/research/citing/> for instructions from the Chicago Manual of Style. Students are responsible for understanding and following the terms of the Honor Code. For more information, please see <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm> or ask me.

Disabilities Students with disabilities should notify me if there are any accommodations that I can provide in order to enhance their learning experience (the earlier in the quarter, the better). If disabilities require academic accommodations or outside aids and services, students should also contact the Disability Resource Center <http://www.stanford.edu/group/DRC>, 563 Salvatierra Walk, 650-723-1066.

### **READINGS**

Available for purchase from the Stanford Bookstore:

Mme de Lafayette. *The Princess of Cleves* (Penguin, 1992). [This book is also available on Google Books]

Other readings are variously designated as follows:

**CR** In the course reader

**GB** Google Books

**R** On reserve at Green Library

**Online** Available online through the Stanford library (enter title in searchworks for link)

**JStor** Accessible at [www.jstor.org](http://www.jstor.org)

**EEBO** Early English Books Online

Additional readings are also online; these are listed with a web address or a database through which they can be accessed.

**Class schedule:**

Date	Readings and discussion themes
Tuesday, March 29	<p data-bbox="296 638 1986 670">Introduction to course topics: Why study early modern noble women? What is the role of the historian?</p> <div data-bbox="296 711 1986 800" style="border: 1px solid black; padding: 5px;"><p data-bbox="296 719 1986 751"><b>The Sixteenth Century</b></p><p data-bbox="296 760 1986 792">Historic themes: French wars of religions, state consolidation, Protestantism</p></div>
Thursday, March 31	<p data-bbox="296 857 1986 889"><b>Discussion themes: Catherine de Medici and political motherhood.</b></p> <p data-bbox="296 889 1986 922">Primary Readings:</p> <p data-bbox="390 922 1986 995">Abbé Brantôme, "Memoirs of Catherine de Medici." <i>Memoirs of Marguerite de Valois, Madame de Pompadour, and Catherine de Medici</i>, p.326-364. <b>GB:</b> <a href="http://tinyurl.com/CathdeMedici">http://tinyurl.com/CathdeMedici</a></p> <p data-bbox="390 995 1986 1027">Mézeray, François Eudes de. <i>A General Chronological History of France</i>. London: 1683, p. 667-676. <b>EEBO</b></p> <p data-bbox="296 1027 1986 1060">Secondary Reading:</p> <p data-bbox="390 1060 1986 1141">Katherine Crawford. "Catherine de Medici and the Performance of Political Motherhood." <i>The Sixteenth Century Journal</i>, Vol. 31, No. 3 (Autumn, 2000), pp. 643-673. <b>JStor</b></p>
Tuesday, April 5	<p data-bbox="296 1182 1986 1214"><b>Discussion themes: What does this father/daughter relationship reveal about behavioral expectations?</b></p> <p data-bbox="296 1214 1986 1247">Primary Readings:</p> <p data-bbox="390 1247 1986 1352">Annibal Guasco. <i>Discourse of Signor Annibal Guasco to Lady Lavinia his Daughter Concerning the Manner in Which she Should Conduct Herself when going to Court as Lady-in-Waiting to the most serene Infanta, Lady Caterina, Duchess of Savoy</i>. Trans. Peggy Osborn. Chicago: University of Chicago Press, 2003, 62-81 &amp; 85-107. <b>Online</b></p> <div data-bbox="296 1369 1986 1489" style="border: 1px solid black; padding: 5px;"><p data-bbox="296 1377 1986 1409"><b>The Seventeenth Century</b></p><p data-bbox="296 1409 1986 1489">Historic themes: absolutism, "civilizing process," <i>querel des femmes</i>, natural philosophy/scientific revolution, the Republic of Letters, <i>salons</i>, English Civil War, Thirty Years War</p></div>

<p>Thursday, April 7</p>	<p><b>Absolutism and Versailles PI: Social expectations and court etiquette</b>  Primary readings:  Elisabeth Charlotte, Duchesse d'Orleans. <i>A Woman's Life in the Court of the Sun King</i>. Ed. and trans. by Elborg Forster. Baltimore: Johns Hopkins University Press, 1984, 5-45. <b>CR</b>  Secondary readings:  Norbert Elias, <i>Court Society</i>, 60-116. <b>CR</b></p>
<p>Tuesday, April 12</p>	<p><b>Absolutism and Versailles PII: Navigating the social web of court life</b>  Primary readings:  Letter of the Duchess of Orleans to the Duchess of Hanover about etiquette at Versailles: <a href="http://tinyurl.com/OrleansLetter1">http://tinyurl.com/OrleansLetter1</a>  Letter of the Duchess of Orleans to the Duchess of Hanover from Saint Germain, 14 December 1676. <i>A Woman's Life in the Court of the Sun King</i>, p. 17-18.  Two accounts of Louis XIV (from Madame de Sevigne and Saint-Simon): <a href="http://history.hanover.edu/texts/louisxiv.html">http://history.hanover.edu/texts/louisxiv.html</a> [ca. two pages]  Selections from Memoirs of the Duc de Saint-Simon about the court under Louis XIV:  <a href="http://www.fordham.edu/halsall/mod/17stsimon.html">http://www.fordham.edu/halsall/mod/17stsimon.html</a>, pp. 254, 259-63, 271-274, 276-278. :  Secondary:  Sharon Kettering. "Patronage of early modern noble women." <i>The Historical Journal</i>, Vol. 32, No. 4 (Dec., 1989), pp. 817-841. <b>JStor</b></p>
<p>Thursday, April 14</p> <p><b>Visit to Special Collections</b></p>	<p><b>Education: What is appropriate for young women to know?</b>  Primary Reading:  Francoise d'Aubinge, Marquise de Maintenon. "Letters sur L'education des filles (1680-1717) Entretiens sur l'education des filles (1694-1716)." Trans. By Marcelle Maistre Welch in <i>Writings by Pre-revolutionary French Women</i>. Anne R. Larsen and Colette H. Winn, ed. p. 305-324. <b>CR</b>  Secondary Reading:  Lougee, Carolyn. "Noblesse, Domesticity, and Social Reform: The Education of Girls by Fenelon and Saint-Cyr." <i>History of Education Quarterly</i>, vol. 14, n. 1 (Spring 1974), p. 87-113. <b>JStor</b></p>
<p>Tuesday, April 19</p> <p><b>Due: Primary source selection for analysis</b></p>	<p><b>Writing: an appropriate mode of expression? PI: What written egodocuments would noble women leave and why?</b>  Primary reading:  Charlotte de Bourbon, Princess of Orange. "Lettres et documents (1565-1582)." Introduced and translated by Jane Couchman. <i>Writings by Pre-revolutionary French Women</i>. Anne R. Larsen and Colette H. Winn, ed. p. 107-118. <b>CR</b>  Secondary reading:  Carolyn Lougee. "Reason for the Public to Admire Her?: Why Madame de La Guette Published her Memoirs." In Elizabeth C. Goldsmith and Dena Goodman, ed., <i>Going Public: Women and Publishing in Early Modern France</i>. Ithaca: Cornell University Press, 1995. [p. 13-29] <b>CR</b></p>

<p>Thursday, April 21</p>	<p><b>Writing: an appropriate mode of expression? PII: Correspondences and the importance of keeping in touch.</b>          Primary readings: review the correspondences we have already read this quarter          Secondary readings:</p> <ul style="list-style-type: none"> <li>James Daybell. "Introduction." <i>Early modern women's letter writing, 1450-1700</i>, p. 1-14. <b>R</b></li> </ul>
<p>Tuesday, April 26 <b>Due: 3-4pg.</b> <b>Source</b> <b>Analysis</b></p>	<p><b>Marriage: Strategy vs. romance</b>          Primary Readings:</p> <ul style="list-style-type: none"> <li>Richard Brathwaite. <i>The English Gentlewoman</i>. London, 1631. <b>Coursework</b></li> </ul> <p>Secondary Readings:</p> <ul style="list-style-type: none"> <li>Lawrence Stone. "Marriage among the English Nobility in the 16<sup>th</sup> and 17<sup>th</sup> Centuries." <i>Comparative Studies in Society and History</i>, v. 3, no. 2 (Jan., 1961), pp. 182-206. <b>JStor</b></li> <li>Judith J. Hurwich. "Marriage Strategy among the German Nobility, 1400-1699." <i>Journal of Interdisciplinary History</i>, v. 29, no. 2 (Autumn, 1998), p. 169-195. <b>JStor</b></li> </ul>
<p>Thursday, April 28</p>	<p><b>Alternatives to marriage: Brides of Christ</b>          Primary Readings:</p> <ul style="list-style-type: none"> <li>Camilla Faà Gonzaga, "The Story of Donna Camilla Faà of Bruno Gonzaga." Trans. Valeria Finucci. In <i>Women Writers of the Seventeenth Century</i>. P. 128-137 + Finucci Intro. 121-127. <b>CR</b></li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>Silvia Evangelisti. "Wives, Widows, and Brides of Christ: Marriage and the Convent in the Historiography of Early Modern Italy." <i>The Historical Journal</i>, v. 43, n. 1 (Mar., 2000). P. 233-247. <b>JStor</b></li> </ul>
<p>Tuesday, May 3</p>	<p><b>The Princess of Cleves and <i>salon</i> culture of the 17<sup>th</sup> c. PI: Was the <i>salon</i> environment particularly conducive to female creative writing?</b>          Primary Reading: <i>The Princess of Cleves</i> (novel), p. 29-72          Secondary Reading:</p> <ul style="list-style-type: none"> <li>Joan DeJean. Salon Writing in the Literary Marketplace." <i>Tender Geographies: Women and the Origins of the Novel in France</i>. New York: Columbia University Press, 1991, p. 94-103. <b>CR</b></li> </ul>
<p>Thursday, May 5 <b>Email paper</b> <b>topic</b></p>	<p><b>The Princess of Cleves and <i>Salon</i> culture of the 17<sup>th</sup> c. PII: How does this particular noble woman portray other historic noble figures?</b>          Primary Reading: <i>The Princess of Cleves</i> (novel), p. 158-198</p>
<p>Tuesday, May 10</p>	<p><b>Women philosophers PI: How did women participate in the expanding knowledge of the natural world in the 17<sup>th</sup> century?</b>          Primary reading:</p> <ul style="list-style-type: none"> <li>Margaret Cavendish. "A True Relation of my Birth, Breeding, and Life." <i>Life of William Cavendish, Duke of Newcastle</i>, 1886, p. 277-318. <b>GB</b></li> </ul> <p>Secondary Reading:</p>

<p>Thursday, May 12 <b>10-minute final project presentation</b></p>	<ul style="list-style-type: none"> <li>Londa Schiebinger, "Margaret Cavendish, Duchess of Newcastle," in Mary Ellen Waithe, <i>History of Women Philosophers</i>. vol. III, pp. 1-20. <b>CR</b></li> </ul> <p><b>Women philosophers PII: How did correspondences with noble women challenge and motivate the most famous philosophers of the age?</b></p> <p>Primary reading:</p> <ul style="list-style-type: none"> <li>Princess Elisabeth of Bohemia and Rene Descartes. <i>The Correspondence between Princess Elisabeth of Bohemia and Rene Descartes</i>. Ed. and trans. by Lisa Shapiro. Chicago: U. of Chicago Press. P. 61-67, 88-94, 132-137. <b>Online</b></li> </ul> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>Daniel Garber, "Understanding Interaction: What Descartes Should Have Told Elizabeth," <i>Southern Journal of Philosophy</i>, 21, Supplement, (1983) 15-32. <b>JStor</b></li> </ul>
<p>Tuesday, May 17 <b>Email paper outline and 2-4 ¶s by Tuesday 12am</b></p>	<p><b>Raising the glass ceiling: Were certain women pushing to break the behavioral norms for early modern women? How does this differ from what we think of feminism today?</b></p> <p>Primary Readings:</p> <ul style="list-style-type: none"> <li><i>Against Marriage: The Correspondence of La Grande Mademoiselle by Anne-Marie-Louise d'Orléans Montpensier; Françoise de Motteville</i>. Trans. Joan E. Dejean, p. 27-71 [odd pages only]. <b>Online</b></li> <li>Mary Astell. <i>A Serious Proposal to the Ladies, for the Advancement of Their True and Greatest Interest</i>, 1694, p. 1-20 &amp; 164-172. <b>EEBO</b></li> </ul> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>Bridget Hill. "A refuge from men: the ideas of a Protestant Nunnery." <i>Past and Present</i>, no. 117, p. 108-130. <b>JStor</b></li> </ul>
<p>Thursday, May 19</p>	<p><b>No class: individual final paper meetings</b></p> <div data-bbox="302 938 1755 1032" style="border: 1px solid black; padding: 5px;"> <p><b>The Eighteenth Century</b> Historic themes: The Enlightenment, <i>sensibilité</i>, consumer/industrious revolution, the French Revolution</p> </div>
<p>Tuesday, May 24</p>	<p><b>Household management and the expanding consumer world: How did noble women exercise economic power through the running of large households? Could consumerism be considered another form of expression?</b></p> <p>Primary readings:</p> <ul style="list-style-type: none"> <li>Hannah Wolley. <i>A Gentlewoman's Companion: or, a Guide for the Female Sex</i> (1675), Introduction (p. 1-9), <b>plus:</b> choose two sections from the book to read: <a href="http://tinyurl.com/HannahWolley">http://tinyurl.com/HannahWolley</a></li> <li><i>The Account Books of Gertrude Savile, 1736-1758</i> <b>Coursework</b></li> <li>Dawson, <i>Pleni et Grasi</i>, inventory in appendix. <b>Coursework</b></li> </ul> <p>Secondary reading:</p> <ul style="list-style-type: none"> <li>Amanda Vickery. "Introduction" and "3: Setting up Home." <i>Behind Closed Doors. At Home in Georgian England</i>. New Haven: Yale University Press, 2010, p. 1-24 and 83-105. <b>CR</b></li> </ul>
<p>Thursday,</p>	<p><b>The Enlightenment and Revolutionary Women: Were women part of the larger trends of the Enlightenment and the</b></p>

<p>May 26  <b>Due: draft of final paper (bring 2 copies to class)</b></p> <p>Tuesday, May 31  <b>Visit to Cantor Arts Center</b></p>	<p><b>Revolution?</b>  Primary Reading:  <ul style="list-style-type: none"> <li>Hannah Moore [selection TBA]</li> </ul> Secondary reading:  <ul style="list-style-type: none"> <li>Dena Goodman, "Enlightenment Salons: The Convergence of Female and Philosophic Ambitions." <i>Eighteenth-Century Studies</i>, vol. 22, no. 3 (Spring, 1989), p. 329-350. <b>JStor</b></li> </ul> </p> <p><b>The Image of <i>noblesse</i>: How can historians use non-written sources? How were nobility and other positive traits of noble women depicted?</b>  Primary sources: images on <b>coursework</b>  Secondary sources:  <ul style="list-style-type: none"> <li>Lynn Hunt. "The Many Bodies of Marie-Antoinette: Political Pornography and the Problem of the Feminine in the French Revolution." <i>Marie Antoinette: writing on the body of a queen</i>. Ed. Dena Goodman, 2003, p. 117-138. <b>CR</b></li> <li>Conisbee, Philip. "Portraiture." <i>Painting in Eighteenth-Century France</i>. Ithaca: Cornell University Press, 1989, p. 111-142. <b>CR</b></li> </ul> </p>
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