

Women and Gender in World History

Topics in Modern World History I:
HIS 208-02

Class: Tuesdays & Thursdays, 11:00am-12:15pm, MHRA 1214

Fall 2014

Instructor: Hannah Dudley-Shotwell

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Office: MHRA 2104

Office Hours: Tuesdays & Thursdays, 12:30pm-1:30pm, or by appointment

Course Description: This course will introduce students to some of the major themes in the study of women and gender by examining modern continental European history in a world context. We will explore how women's experiences changed over time and differed according to location. We will also explore how concepts of gender shaped and were shaped by history. Students will learn how to analyze a variety of primary sources and evaluate historical debates. We will consider how looking at women and gender changes our understanding of history and sheds light on contemporary global politics. This course will mostly cover the period after "contact" between the Americas and the rest of the world, around 1500.

Link to 2014 Academic Calendar

<http://www.uncg.edu/reg/Calendar/acaCal/fa14.html>

Student Learning Objectives, Markers, etc.:

Learning Goal 1: Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]

Learning Goal 2: Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Analysis]

Learning Goal 3: Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]

Learning Goal 4: Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

GE Core: GHP, GE Marker: GL, CAR: GMO

GHP- Historical Perspectives on Western Culture

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

GL- Global Perspectives

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

GMO- Historical Perspectives, Modern

Readings: Typically, you will read secondary sources for Tuesday classes and primary sources for Thursday classes. A great deal of your grade is based on participation in class discussion. Class discussion is based primarily on the readings.

Occasionally, your secondary source “reading” will include listening to online podcasts or watching YouTube videos. I will provide links to these sources. You are responsible for completing these readings before class, just as you are for the regular reading assignments.

There are no textbooks for this class. You can find all of the readings online or on Blackboard. Please PRINT every reading and bring it to class. We will use the readings in class almost every day. If printing is going to cause you financial strain, please contact me, and we’ll try to work something out.

Laptops and Mobile Devices: Please do not use either in class. You should take notes on paper, or directly on the reading.

I will treat having a cell phone out during a test the same way I will treat cheating. Please see the Academic Integrity Policy for more information.

Grading: Test 3 is worth slightly more than Test 2, which is worth slightly more than Test 1. This is for two reasons. 1) Over time, you will improve at the skills the tests ask you to perform. 2) The tests are semi-cumulative. This means, for example, on Test 3, I will ask you to continue performing the skills you learned in the first week, and so forth. It also means that if a lot of people had trouble with something on Test 1, we will discuss the problem, work on it as a class, and retest it again on Test 2.

Grading Scale:

Class Participation* - 35%

Annotation – 15%

Quizzes – 20 %

Tests – 30 %

 Test 1 – 8 %

 Test 2 – 10%

 Test 3 – 12%

*Class participation may take many forms, including the following:

- Thoughtfully answering questions posed in class

- Asking thoughtful questions in class
- Being engaged in group work, taking an active role in groups
- Correctly completing assignments in class
- Correctly completing assignments that accompany the reading at home
- Participating in the online Blackboard forum
- Visiting my office during office hours to ask questions, discuss assignments, get help with assignments you are struggling with

Blackboard, Google Drive, etc.:

I will occasionally use Blackboard, Google Drive, online quiz sites, etc. in order to assess your performance in the class. You should complete these assignments outside of class, by the required due date.

You can find many of your assigned readings on Blackboard. The rest are online.

Additionally, I will open a number of Blackboard discussions throughout the semester. Participating in these discussions is not mandatory, but doing so is a good way to improve your participation grade, especially if you have trouble talking in class or have to miss a class. I STRONGLY encourage you to participate in the online discussions if you miss a class. Be sure to post in a way that is respectful to your classmates. Remember that I will read these posts just like any other written assignment, so use proper grammar, spelling, punctuation, etc. They don't need to be formal, five-paragraph essays, but they should be easy to read and well thought out. You may reply to my original post, pose a question on the same topic, answer another person's question, or respond to other students' comments. Please do not use these discussions as a place to ask questions about assignments or other "housekeeping" matters. Use email for that instead or come to office hours.

I will also occasionally use Blackboard to communicate with the entire class. Be sure to read all announcements promptly and to email me if you have questions.

Email: Email is the best way to reach me. You can use hgdudl@gmail.com or hgdudley@uncg.edu. Please always

- Include the title of the class in the subject line
- Use a salutation – "Dear," "Hello," or even just "Hi" are all fine
- Include your full name at the end

I will always do my best to respond within 48 hours, except on weekends. Please do the same. If you email me over the weekend, it's likely that I will not respond until Monday.

Office Hours and Appointments: My office hours are Tuesdays and Thursdays, 12:30-1:30, but you can always email me to make an appointment for an office visit outside of these times. Feel free to just drop by during office hours, but it never hurts to email me in advance if you have specific concerns or might need to stay for a long time. Remember that

showing engagement with the class by using office hours is a great way to improve your participation grade.

If you schedule an appointment with me outside of office hours, please treat this appointment the same way you would treat attending class. Notify me immediately (preferably 24 hours ahead of time) if you're going to need to break the appointment. I will count violations of this policy as an absence. (See attendance policy below.)

Academic Integrity Policy: Enrollment in this course and submission of each written assignment constitute your acceptance of UNCG's Academic Integrity Policy. Be sure to read and understand this policy at <http://academicintegrity.uncg.edu/complete/>. If you have any questions about the policy, including what qualifies as plagiarism, please ask asap.

Annotation: You must take notes (annotate) on every reading. (This includes podcasts and videos.) We will discuss various annotation techniques throughout the semester. Sometimes I will provide a handout that will guide you in your note taking. Often, you should take notes directly on your printed-out readings. Talk to me if you find that this doesn't work for you. Note that annotation is 15% of your grade. I will assess your annotation in various ways. (Collecting your printed out readings to look at your notes, simply checking that you annotated your readings, collecting your note-taking handouts, asking you to read some of your annotations in class, etc.)

Absence, Tardiness, and Late Assignments: Attendance is mandatory and counts as part of the overall participation grade. I will not collect documentation for absences except in cases where an extended absence is necessary (e.g., hospitalization). Note that beyond the role attendance plays in the grading rubric, a student who seriously neglects attendance and class preparation risks failing the course. You must sign in at the beginning of every class.

Please do not come late to class as it disrupts the class for both your fellow classmates and for me. If you are significantly late (more than 10 minutes) or chronically late, you will be marked as absent for that day.

Turn in all assignments on time; those turned in late will not receive credit. This includes online assignments and annotations. If you have very extreme, dire, extenuating circumstances, contact me at least 48 hours before an assignment is due, and we will discuss alternate arrangements for completing the assignment.

You must take all tests during the time scheduled on the syllabus. If you have very extreme, dire, extenuating circumstances, contact me at least 48 hours before the test, and we will discuss alternate arrangements.

Classroom Etiquette: This class meets very close to lunchtime, so it's okay to eat and drink during class as long as this does not cause a problem for you, me, or the rest of the class. Please limit crunchy and messy foods or anything else that could pose a problem for your neighbor. If food becomes a problem, we will discuss it and reconsider this policy.

Please observe all other normal rules of polite classroom behavior. Raise your hand when participating in a large group discussion. Don't talk or make excessive noise when others are talking. I reserve the right to ask you to leave the classroom if you engage in behaviors that make it difficult for me to teach or for you or other students to learn.

Please do not pack up your bags until I have signaled that class has come to an end! This is very rude. It makes it difficult for your classmates to hear, and it signals to me that you are no longer paying attention. I will do my best to signal that class has come to an end in a timely manner so that you can get to your next appointment on time. Please do your part by waiting to pack up.

Class Schedule:

Week 1: Introduction to Studying Women and Gender in World History

| Dates | Readings, etc. | Notes |
|----------------------|--|--------------|
| Tues. Aug. 19 | No readings for this day. We will do introductions and go over the syllabus. | • |
| Thurs. Aug. 21 | Come prepared to take the Diagnostic Assessment. | • |

Online Assignment: Fill out the personal information survey on Google. We'll discuss the logistics of this in class during Week 1. Due Tues. Aug. 26 by 10:00 am.

UNIT 1: RESULTS OF EUROPEAN EXPANSION

Week 2: Europeans and Native Americans

| Dates | Readings, etc. | Notes |
|---------------------|---|--|
| Tues. Aug. 26 | <p>Secondary:</p> <ol style="list-style-type: none"> Crash Course U.S. History #1: "The Black Legend, Native Americans, and Spaniards" - https://www.youtube.com/watch?v=6E9WU9TGrec "Native American Gender Roles in Maryland" (BB) <p>*Don't forget the personal information survey is due online.</p> | <ul style="list-style-type: none"> Occasionally, we will use the Crash Course series on YouTube, hosted by John Green, as background information. John Green speaks VERY quickly. These videos are quite short, so you may want to listen to them more than once. You might also want to turn on the captions (click the little "cc" bottom on the bottom |

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| | | left-hand corner of the screen). Take notes as you listen. You don't need to know every single thing in the video, but you should understand the broad strokes in order to be prepared for class. |
| Thurs. Aug. 28 | Primary: 1. John Megalopensis, "A Dutch Minister Describes the Iroquois." (BB) | <ul style="list-style-type: none"> We will continue our discussion of primary sources in this class. We will also discuss annotation further. Take notes the best you can ON this document. |

Week 3: British Imperialism in India

| Dates | Readings, etc. | Notes |
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| Tues. Sept. 2 | Secondary: 1. "British Imperialism in India"- http://jmcentarfer.tripod.com/ch27_4.pdf 2. "Women in World History: British Empire Introduction" http://chnm.gmu.edu/wwh/modules/lesson8/lesson8.php?s=0 3. "Gender and Imperialism in British India" (BB) | <ul style="list-style-type: none"> Notice that this is quite a bit more reading than last week. Allot your time accordingly. Be sure to read these in the order listed here. Be sure to annotate using the techniques we discussed in class last week. For #3, stay tuned for emails. I may shorten this one a bit. |
| Thurs. Sept.4 | Primary: 1. Selections from <i>Memsahib's Writings: Colonial Narratives on Indian Women</i> , Indrani Sen (BB) | <ul style="list-style-type: none"> Be sure to annotate using the techniques we discussed in class last week. |

Week 4: Colonialism in Africa

| Dates | Readings, etc. | Notes |
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| Tues. Sept. 9 | Secondary: 1. Crash Course World History #35: "Imperialism" https://www.youtube.com/watch?v=allaltUmrGo&list=PLBDA2E52FB1EF80C9 | <ul style="list-style-type: none"> Don't forget to take notes on the video! Note that the second assignment is a blog. Come to class prepared to discuss |

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| | &index=35 2. "Gender Inequalities in Zambia and the Legacy of British Colonialism" http://blogs.lse.ac.uk/africaatlse/2014/01/27/gender-inequalities-in-zambia-and-the-legacy-of-british-colonialism/ | using blogs as secondary (or primary, in some cases) sources. |
| Thurs. Sept. 11 | Primary: 1. Selection from <i>Three Swahili Women: Life Histories from Mombasa, Kenya</i> , edited by Sarah Mirza and Margaret Strobel. 2. "Beautiful Fatima" (BB) 3. "Fatima the Moroccan" (BB) 4. "Hubertine Auclert" (BB) 5. "M. Coriat" (BB) | <ul style="list-style-type: none"> For the 3 images, think about the use of images as a primary source. Take notes on your observations about the images, just as you do with other primary sources. |

Week 5: Review and Test

Tues. Sept. 16: Review

Thurs. Sept. 18: TEST 1

THE CONTEMPORARY WORLD

Week 6: Immigration as Culture Contact

| Dates | Readings, etc. | Notes |
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| Tues. Sept. 23 | Secondary: 1. Selections from Ch. 6 "Who is a Homosexual?" in Margot Canaday's <i>The Straight State</i> 2. "Opening the Doors of Immigration: Sexual Orientation and Asylum in the United States," Tracy J. Davis | <ul style="list-style-type: none"> |
| Thurs. Sept. 25 | Primary: 1. McCarran Walter Act: http://library.uwb.edu/guides/usimmigration/1952_immigration_and_nationality_act.html 2. "Homosexuals and Immigration: Developments in the United States and Abroad" http://cis.org/Immigration%2526Homosexuals-PolicyTowardHomosexuals | <ul style="list-style-type: none"> For #1, print out the full text of the law and scan for the parts relating to gender and sexuality. Also explore the other links on this page, but there's no need to print them out. |

Week 7: The Middle East in the Twentieth Century

| Dates | Readings, etc. | Notes |
|----------------------|---|---|
| Tues. Sept. 30 | Secondary: 1. "The Veil in Their Minds and On Our Heads" (BB) | <ul style="list-style-type: none"> • Consider getting creative with how you print this document so that you have room in the margins for annotation. |
| Thurs. Oct. 2 | Primary: 1. Veil Political Cartoons (BB) | <ul style="list-style-type: none"> • Just as you did with the images in Week 4, take notes on these political cartoons. • Consider these questions: <ul style="list-style-type: none"> ○ What stereotypes might the cartoon reveal? ○ What opinions and perspective does it show? ○ What new elements of the debate might the cartoon address? ○ What do you think of the cartoon? |

Week 8: Globalization and Consumer Culture

| Dates | Readings, etc. | Notes |
|------------------|---|---|
| Tues. Oct. 7 | Secondary: 1. "American Women and the Making of Modern Consumer Culture," Kathy Peiss (BB) 2. "The Politics of Consumption: Women and Consumer Culture," review by Andrea Friedman (BB) 3. "Women as Consumers" http://www.unpac.ca/economy/consumers.html#3 | <ul style="list-style-type: none"> • Take notes! |
| Thurs. Oct. 9 | Primary: 1. In Pictures: Iran's Booming Consumer Culture http://www.aljazeera.com/indepth/inpictures/2014/07/pictures-iran-booming-consumer--201471192631245939.html 2. "A Century of Women in Advertising: | <ul style="list-style-type: none"> • Take notes! • Be sure to compare the author's different perspectives on women in advertising in #2 and #3. |

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| | <p>From 'I Wish I Were a Man' Cigarettes to 'My Butt is Big and That's Just Fine'" http://adage.com/article/special-report-100-most-influential-women-in-advertising/a-century-women-advertising/237137/</p> <p>3. "Killing Us Softly 4" trailer- Jean Kilbourne https://www.youtube.com/watch?v=PTlmho_RovY</p> | |
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Week 9

Tues. Oct. 14: FALL BREAK

Thurs. Oct. 16: TEST 2

*There will be an optional review session before Test 2. Stay tuned for details.

Week 10: "Queer" and "Trans" People Throughout History

| Dates | Readings, etc. | Notes |
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| Tues. Nov. 11 | <ol style="list-style-type: none"> 1. Trans History Timeline (BB) 2. Taking Down His Name and a Dress (BB) 3. Selections from <i>Mother Clap's Molly House</i> (BB) | <ul style="list-style-type: none"> • Note that beginning this week, there will not always be such a neat divide between primary and secondary sources. We will discuss the reasons for this in class. • Be sure to TRY identify the source as either primary or secondary, and write that at the top. |
| Thurs. Nov. 13 | <ol style="list-style-type: none"> 1. Selection from <i>The Transvestite Memoirs of the Abbe de Choisy</i> (BB) 2. Selection from <i>Queer People</i> (BB) 3. Selection from <i>Two Spirit Women</i> (BB) | |

Week 11: Women and the Environment

| Dates | Readings, etc. | Notes |
|---------------------|--|---|
| Tues. Oct. 28 | <ol style="list-style-type: none"> 1. Selections from <i>Women and the Environment</i> 2. Selections from <i>Earthcare</i> | <ul style="list-style-type: none"> • |

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| | 3. Ecofeminism Now: https://www.youtube.com/watch?v=BTbLZrwqZ2M&feature=share | |
| Thurs. Oct. 30 | Primary: 1. Women, Gender Equality, and Climate Change http://www.un.org/womenwatch/feature/climate_change/factsheet.html#energy 2. Food: Recognizing the African Woman Farmer http://www.irinnews.org/report/96200/food-recognising-the-african-woman-farmer | |

Week 12: Marriage

| Dates | Readings, etc. | Notes |
|------------------|---|--|
| Tues. Nov. 4 | 1. The History of Marriage http://ed.ted.com/lessons/the-history-of-marriage-alex-gendler 2. "How Marriage Has Changed Over the Centuries" http://theweek.com/article/index/228541/how-marriage-has-changed-over-centuries 3. "The Radical Idea of Marrying for Love," from <i>Marriage, a History</i> , Stephanie Coontz http://www.stephaniecoontz.com/books/marriage/chapter1.htm | <ul style="list-style-type: none"> For #1, just watch the video. Ignore the quiz at the bottom. |
| Thurs. Nov. 6 | 1. Blackstone Commentaries (BB) 2. "The Wife is Obligated" (BB) 3. "So... Are You Two Together?" http://www.msomagazine.com/june01/marriage.html | |

Week 13: Globalization and Resistance – Human Rights

| Dates | Readings, etc. | Notes |
|---------------------|---|---|
| Tues. Oct. 21 | 1. UN Women: http://www.unwomen.org/en/how-we-work/intergovernmental- | <ul style="list-style-type: none"> The first source is a website. Explore the links and get a general idea about the |

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| | support/world-conferences-on-women 2. To Empower Women: the U.N. Women's Conference, Beijing - https://www.youtube.com/watch?v=zMs89vWxdNs | purposes and results of the 4 UN Conferences on Women. |
| Thurs. Oct. 23 | 1. Universal Declaration of Human Rights - http://www.un.org/en/documents/udhr/ 2. Hilary Rodham Clinton's Remarks: 1995 U.N. 4 th World Conference on Women https://www.clintonfoundation.org/blog/2013/11/01/hillary-rodham-clintons-remarks-1995-un-4th-world-conference-women | <ul style="list-style-type: none"> • |

Week 14: Women's Health and Reproductive Rights

| Dates | Readings, etc. | Notes |
|----------------|---|---|
| Tues. Nov. 18 | Secondary: 1. Audio on The Pill http://www.uh.edu/engines/epi2793.htm 2. The Pill, PBS (BB) 3. Anger at Island's "Pill" Test Lingers" (BB) 4. Mass Sterilization Scandal Shocks Peru (BB) 5. Thousands of Forced Sterilization Cases Reopened in Peru (BB) | <ul style="list-style-type: none"> • Be sure to listen/read in this order. |
| Thurs. Nov. 20 | Primary: 1. Maria Amelia Teles (BB) 2. Health in Latin America (BB) | |

Week 15:

Tues. Nov. 25: Review for Test 3 & Evaluations

Thurs. Nov. 27: THANKSGIVING

Final Exam

Tuesday, December 9

12:00pm-3:00pm