

HIS 209: Women and Modern World History

The University of North Carolina at Greensboro

Fall 2021, Online, Asynchronous Learning Format

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This course introduces students to some of the major themes in the study of women and world history since 1750, focusing primarily on Africa, Asia, Europe, and the United States. We will explore how women's experiences have changed over time and differed according to location. The course will examine four topics in-depth a) the Atlantic slave system b) industrialization c) women's political activism, and d) women's engagement with healthcare and reproductive justice. Students will learn how to analyze a variety of primary sources and evaluate historical debates. They will consider how analyzing women and gender changes our understanding of major topics in world history and sheds light on contemporary global politics.

My hope is to balance adequate content coverage with the possibility for a "deep dive" into your respective areas of interest. Most importantly, I hope you emerge with honed skills that allow you to think critically and respond thoughtfully relative to the roles, portrayals, possibilities, and challenges involving women in world history.

HIS 209 STUDENT LEARNING OUTCOMES (SLOs)

Minerva Academic Curriculum:

Global Engagement and Intercultural Learning through the Humanities and Fine Arts, competency 9:

Courses in this competency provide students with knowledge and critical understanding of similarities and differences across world cultures over time and emphasize the development of global perspectives and skills to engage cross-culturally.

Upon successful completion of this global engagement and intercultural learning through the humanities and fine arts OR through the social & behavioral sciences course, students will:

1. Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

History Department Learning Outcomes (HIS 209):

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

Readings

I have worked to select books that are available as e-books through Jackson Library and have made other e-reserves and articles available on Canvas.

Select readings:

E-books available through our library

Dudley-Shotwell, Hannah. *Revolutionizing Women's Healthcare: The Feminist Self-Help Movement in America*. New Brunswick: Rutgers University Press, 2020. ISBN-13: 978-0813593029

Chapter 1: Enacting Feminism: The Origins of Gynecological Self Help

Chapter 3: Reforming Women's Health Care: Self Help as Feminist Activism

<https://uncg.on.worldcat.org/oclc/1137156531> [uncg.on.worldcat.org]

Direct ebook link:

<https://login.libproxy.uncg.edu/login?url=https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=6021178> [login.libproxy.uncg.edu]

Nelson, Jennifer. *Women of Color and the Reproductive Rights Movement*.

Introduction: From Abortion to Reproductive Rights, pp 1-20

Chapter 5: Race, Class, and Sexuality: Reproductive Rights and the Campaign for an Inclusive Feminism, pp 133-178

McVay, Pamela. *Envisioning Women in World History, 1500-Present, Volume 2*. New York: McGraw Hill, 2009.

Candido, Mariana and Adam Jones. *African Women in the Atlantic World: Property, Vulnerability, and Mobility, 1660-1880*. (2019)

Chapter 1 Adaptation in the Aftermath of Slavery: Women, Trade & Property in Sierra Leone, c. 1790-1812

pp 19-37; Suzanne Schwarz

direct ebook link: <https://login.libproxy.uncg.edu/login?url=https://www.jstor.org/stable/j.ctv69tgpk> [login.libproxy.uncg.edu]

Catalog Link: <https://uncg.on.worldcat.org/oclc/1086308710> [uncg.on.worldcat.org]

The Online Environment:

Computer access is required for engagement in an online course. While I cannot help with technical problems, the UNCG help-desk may be able to troubleshoot certain problems for you. Please factor in additional time for assignment submission when experiencing technical difficulties.

Canvas is the main portal for the course. Here, you will find the announcements, assignments, syllabus, discussion board, e-reserves, and my contact information. I expect courteous, respectful dialogue within posts.

Modules: I arranged the course in weekly modules. Work through the Modules paying careful attention to the due dates. See the late work policy below. Please complete a Module in its entirety prior to moving onto the next.

Communication: Email is the best way to reach me. You should receive a response from me within 48 hours. If you do not receive a response, please assume that I did not receive it and try to send another. Please use regular email instead of the Canvas Inbox feature. I often do not check email between 5pm-8am. Please send your correspondence accordingly.

Typically, I only respond to email between the hours of 9am and 4pm on Monday through Friday. Be sure to send the title of the class in the subject line and sign your full name at the end in email in sufficient time to receive a response. Please check your UNCG email account regularly.

Late Work Policy and Drops

Turn in all assignments on time. Late assignments will not receive credit. Technology problems do not excuse lateness, nor do car troubles, work schedules, or other personal issues. I recommend completing all assignments at least 24 hours in advance so that if you run into life's issues, you can make alternate arrangements to submit assignments. I also recommend taking screenshots of your submissions (with a timestamp) in case there is glitch on Canvas. If you have very extreme extenuating circumstances (such as a long-term illness) that are going to cause you to miss more than one assignment, contact me immediately, and we will discuss alternate arrangements for completing the course. I try to be as flexible as possible while maintaining fidelity to shared classroom expectations.

I do understand that occasionally unavoidable circumstances occur and force you to miss due dates. In light of that, I will drop the grade of your choice at the end of the semester. It will be up to you to determine which one will be most beneficial for you. If you want me to drop a grade, you will submit this information in the last week of the course. You will **not** be allowed to drop the Final Project or Team Teaching grade.

History Library Liaison:

We have a wonderful history liaison within the library named Maggie Murphy. Ms. Murphy is well-versed in resources that may be helpful in your studies. She can be reached at: mmurphy@uncg.edu. Students can make virtual appointments with Ms. Murphy about their research projects using her appointment schedule: go.uncg.edu/Maggie.

Accessibility and Accommodations

If you have a documented disability or need special accommodations for this or any course, be sure you have checked in with the Office of Accessibility Resources and Services. Their website is oars.uncg.edu. Please also let me know if there is anything I can do to assist you in accessing the class.

Plagiarism:

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation (footnote or parenthetical citation). If you put someone else's ideas into your own words, you must also use a footnote or parenthetical citation but do not need quotation marks.

PLEASE NOTE: Plagiarism includes copying and pasting any text from the Internet into a document without using quotation marks and a citation. Anyone who commits plagiarism will be penalized. For more information, see UNCG's academic integrity policy: <http://academicintegrity.uncg.edu/complete/>. I report all cases of plagiarism to the Dean of Students.

Citation Style:

All citations should be in Chicago Style (Turabian).

Course Schedule:

The pace in this course is steady. This is *your* learning process and I want you to derive as much as possible from it. Engage and stay on top of readings and assignments. For ease of navigation, I have organized each module so that it corresponds to the respective week.

To be successful each week:

- Complete the readings (e-reserves, articles, or book chapters)
- Complete your reading reflections
- Complete your posts and peer commentaries
- Engage the work of your colleagues critically
- Consider how to make incremental progress on bigger assignments (team teaching, Final Project)
- Think about the relevance of these topics to your own lives and lives of those within your life
- Communicate with me routinely if you are struggling or confused
- Perform self-care

*All assignments are due at 11:59pm unless otherwise noted. Feel free to submit work earlier than the designated due date. Please remember that I typically will not be available to answer questions about your assignments after 4pm, so ask as far in advance as possible. (24 hours is best.)

Course Schedule:

MODULE	READINGS	ASSIGNMENTS	DUE DATE S
1 A. Studying History in an Online Course B. Major Concepts in Women and World Hx	e-reserve: McVay Text, xi-xv McVay pp. 1-39	1. Introduction Post 2. Info Literacy Assignment 3. Peer Commentary (I) 4. Sign up for Team Teach	8/18 8/22 8/20 8/22
2 Women in the Black Atlantic	McVay pp. 76-104 Ted Talk: Adichie “The Danger of a Single Story” e-book: Candido, Mariana and Adam Jones. <i>African Women in the Atlantic World: Property, Vulnerability, and Mobility, 1660-1880</i> . (2019) Property Chapter 1 Adaptation in the Aftermath of Slavery: Women, Trade & Property in Sierra Leone, c. 1790–1812 pp 19-37; Suzanne Schwarz	1. Peer Commentary (II) 2. Prompt Submission	8/27 8/27 8/25
3 Women in the Black Atlantic continued...	Ebook continued: Schwarz chapter revisited Slave Narrative (Link on Canvas)	1. Peer Commentary (III) 2. Prompt Submission	9/3 9/1
3 Women & Industrialization	McVay pp. 107-117 E-reserves: <i>Factory Girls</i> Parts A & B	1. Team Teach 2. Peer Commentary(I V) 3. Prompt Submission	9/10 9/10 9/8
4. Political Activism	Articles on Canvas: 1. Peggy Antrobus- The Global Women’s Movement 2. Paradise beneath her feet	1. Team Teach 2. Peer Commentary (V)	9/15 9/17 9/15

		3. Prompt Submission	
4. Political Activism Cont.	3. Fighting to Stop these Tragedies OR 4. From Silent Spring to Vocal Vanguard Podcast: L. Levenstein: https://www.wnyc.org/story/all-of-it-2020-07-23/ (Levenstein segment)	1. Prompt submission 2. Peer Commentary (VI) 3. Team Teach	9/22 9/24 9/24
5 Women and Health	Book: Dudley-Shotwell, <i>Revolutionizing Women's Healthcare: The Feminist Self-Help Movement in America</i> <i>Chapter 1: Enacting Feminism: The Origins of Gynecological Self Help</i>	1. Team Teach 2. Peer Commentary (VII) 3. Prompt Submission	9/29 10/1 9/29
	Dudley-Shotwell continued; book and video <i>Chapter 3: Reforming Women's Health Care: Self Help as Feminist Activism</i>	1. Prompt submission: book and video	10/6
Reproductive Justice	Jennifer Nelson <i>Introduction 1-20</i>	1. Prompt Submission 2. Team Teach	10/13 10/15
FALL BREAK	Oct 11 and 12- Relax and Rejuvenate		
Reproductive Justice Continued	Jennifer Nelson <i>Chapter 5: Chapter 5: Race, Class, and Sexuality: Reproductive Rights and the Campaign for an Inclusive Feminism</i>	1. Prompt Submission 2. Peer Commentary	10/20 10/22
Women and the Pandemic	Select Articles and podcasts: Gender inequities deepening, L. Levenstein: https://www.wunc.org/show/the-state-of-things/2020-09-03/gender-inequities-are-deepening-during-covid-19 The pandemic and the female academic https://www.nature.com/articles/d41586-020-01135-9 Find and report on one article that interests you! For example: Women and STEM https://www.nationalacademies.org/news/2021/03/emerging-evidence-indicates-covid-19-pandemic-has-negatively-impacted-women-in-academic-stem-fields-endangering-progress-made-in-recent-years	1. Open Reflection on articles/podcast plus find one of your own 2. Peer Commentary	10/27 10/29

Women and the Pandemic	Historians: Students and makers of history https://www.collegelandpod.com/episodes	1. Pick two episodes and reflect 2. Peer Commentary 3. Team Teach	11/3 11/5 11/5
Bringing it together		1. Final Projects 2. Prompt Submission	11/15 11/17
Final Projects		1. Peer Commentary on Final Projects of Peers (N=10)	11/19

Assignment Overview:

Introduction within Canvas:

Since we are collaborating online, I want to know more about you. Where are you in your studies? Why did you enroll in this class? What do you hope to learn? What are your career aspirations? Are you concerned about particular challenges that might impede your success this semester? What are your perceived strengths? What has been your favorite class at UNCG and why?

Peer Commentary:

Comment on prompt submissions of at least two peers each week. Engaging the work of others is a great way to learn. What did you learn from their content? What comments do you have about their process? How does reading their coverage of key arguments inform your understanding of this content area?

Information Literacy Assignment: (Historical Analysis)

This assignment requires you to find and evaluate different kinds of historical sources available online. After you submit your assignment, you will respond to the assignments of your peers and review their responses to your assignment.

a) Find a reliable **primary source** online that helps us understand the history of women in Africa or Asia. Examples include a letter written by a woman in Nigeria in 1854, a transcript from a court case in China in 1954, a newspaper article by or about women published in Japan in 1960, a painting by or about women in Senegal produced in 1903, or lyrics from a song by or about women written in 1978.

Answer the following questions: i) What is the citation or web address of the source (include this information so that other people can see the source you are describing). ii) Why is this a primary source (and not a secondary source)? iii) Why do you think it is legitimate (not fabricated by whomever created

the website)? iv) What kinds of information can you glean from reading this source about women's lives in the past? v) What do you find particularly interesting or compelling about the source?

b) Find a reliable **secondary source** online that helps us understand the history of women in Africa or Asia. Examples include timelines, journal articles, newspaper accounts, documentaries, book excerpts, or other written accounts published post-events.

Answer the following questions: i) What is the citation or web address of the source (include this information so that other people can see the source you are describing). ii) Why is this a secondary source and not a primary source? iii) What makes you think the information presented in this source is legitimate? iv) What kinds of biases does this source have? Remember, all sources have bias. This does not mean we cannot use them; however we need to use them carefully. In evaluating the biases of a secondary source, think about the author's social position, the place and publication date (what purposes did it serve?), and the kinds of primary sources used to produce the knowledge presented in the source.

Writing counts! You may use numbers and roman numerals to show the reader which parts of the question you are answering but your answers must be written in full sentences without any grammatical errors.

You will respond to the posts of two peers, detailing what you learned and what questions you have for them regarding their choices.

Prompt submissions (Historical Comprehension, Analysis)

Some weeks, I will ask you to post a one-to- two-paragraph answer to particular prompts weekly. These responses allow me to gauge your understanding of the materials that we are reading and helps you learn from one another. They also allow you to demonstrate your ability to think critically about the readings.

In addition, these prompts encourage us to engage the global emphasis of this course, as outline in the learning outcomes "Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices. 2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place"

Team Teaching: (Historical Analysis, Comprehension)

Pick a module of interest (sign up sheet is available on Canvas). You will share what interests and motivates you about this module. Within your group, discuss how to present various aspects of your module to the class (primary sources, secondary sources, key images, important informational nuggets, relationship to other work, bibliography of related works for others interested, others?). You will need to complete the readings for the week in advance and collaborate with one another virtually. Given the asynchronous nature of the course, it is acceptable to work independently then combine your efforts. Be as creative as you like as long as you include the basic components above plus any others. You can combine your work into a presentation that covers the aforementioned topics. Be mindful of your team

teaching submission deadlines and plan your reading and work time accordingly! You can be as creative as you would like, using narrative, visuals, power point, video, etc. By the end of week 1, I would like for everyone to sign up for a module.

Final Project: (Historical Analysis/Comprehension)

We have covered modern women and slavery, industrialization, political activism and health, including reproductive justice. I would like for you to create a presentation that consists of one image that speaks to you representing each of the modules that we have covered. Each slide should contain the image followed by two paragraphs. The first paragraph should include pertinent primary and/or secondary sources that are relevant to the image that you selected. This should encompass issues discussed in the module. The second paragraph is your personal reflection on why you elected the image that you did and what the scholarship that you engaged means to you- i.e. more personal reflection. Our library liaison, Maggie Murphy, is a great resource here. Please seek out her guidance early in the course if you need some research assistance. You will comment on your colleagues' work.

Grading Scale

- | | |
|----------------|------------------|
| 98 – 100% = A+ | 74 – 77% = C |
| 94 – 97% = A | 71 – 73% = C |
| 91 – 93% = A | 68 – 70% = D+ |
| 88 – 90% = B+ | 64 – 67% = D |
| 84 – 87% = B | 61 – 63% = D |
| 81 – 83% = B | 60% or below = F |
| 78 – 80% = C+ | |

Grade Breakdown:

Assignment	Points
Introduction	4
Info Literacy Assignment	10
Prompt Submissions	
1	2
2	2
3	2
4	2
5	2
6	2
7	2
8	2
9	2
10	2
11	2
12	2
13	2
Peer Commentary	

1	2
2	2
3	2
4	2
5	2
6	2
7	2
8	2
9	2
10	2
Team Teaching	20
Final Project	20
TOTAL	100