

# HIS 206-02

Women, Gender, and Power in the Premodern Atlantic World  
**Online Asynchronous**

**Instructor:** Ms. Jewel Parker (she/her)

**Email:** [jcparke2@uncg.edu](mailto:jcparke2@uncg.edu)

**Office Hours:** Online, Mondays 8 am to 11 am or by appointment. Email Ms. Parker for a personal Zoom link.

## Course Description

This course surveys women's and gender history in the Atlantic World up to 1750. This course explores how social and cultural expectations for gender roles informed concepts of power, reproductive and physical labor, family dynamics, religion, economics, and politics as exchanges of peoples, ideas, and goods circulated the Atlantic Ocean. Focusing on these themes and the lives of women living in Africa, Europe, and the Americas, this course will examine questions such as "How were women's lives affected by European exploration and the growth of empires?," "How did women display power within their families and communities?," and "How did the lives of single women differ from the lives of married women?" Through answering these questions, learners will develop a more thorough understanding of how ideas about gender, sexuality, race, and class informed significant developments across the Atlantic World, including European exploration, intercultural interactions, the Atlantic slave trade, and women's agency. Learners will analyze primary sources from diverse perspectives that introduce the controversies, trends, events, and actors in the premodern period. In addition to exploring women and gender as a historical concept, learners will also learn analytical skills employed in the study of history.

## MHFA: Critical Thinking and Inquiry in the Humanities and Fine Arts

1. Critically analyze claims, arguments, artifacts or information.
2. Construct coherent, evidence-based arguments.

## Course Specific Student Learning Outcomes (SLOs):

1. Evaluate how women's experiences shaped the history of the Atlantic World.
2. Assess and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the Atlantic World up to 1750.
3. Contextualize and interpret primary and secondary texts to determine validity and reliability and connect them to the larger themes in Atlantic World history.

## Course Facilitator Expectations:

- The course facilitator will provide feedback on all assessments within 24-48 business hours.

- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours on weekdays and 48 hours on weekends.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

### **Participant Expectations:**

- Plan to spend at least 4-6 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive. Please review the netiquette guidelines for the course (on Canvas).
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the Q & A Discussion Forum so that everyone can share their answers. Your question and the answer may benefit others in the course.

### **Required Text:**

Throughout the semester, we will examine a variety of sources including videos, artwork, and primary and secondary source documents. All readings will be available online via Canvas.

### **Course Requirements: (Assignment Descriptions Linked in Canvas)**

### **Late Policy:**

Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). If you anticipate being unable to turn in an assignment on time, you will need to contact Ms. Parker via email or Canvas before the day the assignment is due.

### **Evaluation**

Grades will be based on 5 different aspects of student performance: (1) discussion boards, (2) historical analysis skills assignments, (3) quiz on historical analysis skills (4) the Module 1 Midterm Analysis Assessment, and (5) the Module 2 Final Analysis Assessment. The final grade will be determined according to the following calculation:

**Discussion Boards:** **25% total**

**Primary Source Assignments (10 including the 2 review worksheets):** **20% total**

**Historical Analysis Skills Quiz (A participation grade; not graded for accuracy) 5% total**

**Module 1 and 2 Analysis Assessments (each 25%):**

**25 % total**

**100%  
possible**

**Grading Scale:** A: 93-100    B+: 87-89    C+: 77-79    D+: 67-69    F: 0-59

A-: 90-92    B: 83-86    C: 73-76    D: 63-66

B-: 80-82    C-: 70-72    D-: 60-62

In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the sixth week of the term (September 23rd). That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

**Elasticity Statement:** It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. It is your responsibility to watch for any class announcements about alterations. [Subscribe to Canvas Announcements.](#)

### **Academic Integrity Statement**

### **Resources (linked in Canvas)**

### **COVID-19 Policy**

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.

- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the [COVID-19](#) website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

## Topical Course Schedule

### Module 1-The Origins of the Atlantic World

---

#### Week 1- What is the Atlantic World?

---

#### **8/16-8/19: Course Introduction: What is the Atlantic World?**

##### **To-Do List:**

- **Watch Welcome Video on Main Canvas Page**
- **Lecture:** Introduction to the Atlantic World
- **Read:** Alison Games, "From the Editor: Introduction, Definitions, and Historiography: What is Atlantic History?" in *OAH Magazine of History*, special issue, *The Atlantic World* 18, no. 3 (April 2004): 3-7.
- **Introductory Discussion Board:**
  - Initial Post Due on Wednesday, August 17<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, August 19<sup>th</sup> at 11:59 PM

---

## Week 2-Gender and Power as Categories of Analysis

---

**\*8/22 Drop/Add period ends; last day to change course(s) or course section(s) for the Standard Term. Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.**

### **8/22-8/26: Gender and Power as Categories of Analysis**

#### **To-Do List:**

- **Lecture:** Gender and Power in the Premodern Atlantic World
- **Watch:** Video on T. Hall, Gender-Nonconforming in Colonial Virginia
- **Read:** Merry E. Wiesner-Hanks, "The Deviant Body: Sex Crimes and Scandals," *Early Modern Europe, 1450-1789*, 2<sup>nd</sup> edition (Cambridge: Cambridge University Press, 2013), 304-311.
- **Discussion Board on T. Hall and "The Deviant Body":**
  - Initial Post Due on Wednesday, August 24<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, August 26<sup>th</sup> at 11:59 PM
- **Lecture:** What is a Primary and Secondary Source?
- **Quiz on Historical Analysis of a Primary Source** (Shows the Instructor What Students Know; Not Graded For Accuracy)
  - Due on Friday, August 26<sup>th</sup> at 11:59 PM

---

## Week 3-Women & Gender in Africa

---

### **8/29-9/2: Women's Agency in Africa**

#### **To-Do List:**

- **Lecture:** African Women's Histories
- **Watch:** Video on Queen Njinga Mbandi: Africa's Great Civilizations
- **Primary Source Assignment on Queen Njinga Mbandi: Africa's Great Civilizations**
  - Due on Friday, September 2<sup>nd</sup> at 11:59 PM
- **Lecture:** Close Reading, A Historical Analysis Skill
- **Primary Source Assignment on "A Dutch Visitor Describes Benin City"**
  - Due on Friday, September 2<sup>nd</sup> at 11:59 PM

- **Read:** Philip J. Havik, “Gendering the Black Atlantic: Women’s Agency in Coastal Trade Settlements in the Guinea Bissau Region,” in *Women in Port: Gendering Communities: Economies and Social Networks*, Douglas Catterall and Jodi Campbell (Leiden: Brill, 2012), 315-356. ([library.uncg.edu](http://library.uncg.edu))
- **Discussion Board on “Gendering the Black Atlantic”**
  - Initial Post Due on Wednesday, August 31<sup>st</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, September 2<sup>nd</sup> at 11:59 PM

---

## Week 4-Women & Gender in South America

---

**\*Monday, September 5<sup>th</sup> Labor Day holiday. Classes dismissed; offices closed.**

### **9/6-9/9: Indigenous Women of South America**

#### **To-Do List:**

- **Lecture:** Women and Gender in South America
- **Read:** Marysa Navarro, “Women in Pre-Columbian and Colonial Latin America and the Caribbean,” in *Women in Latin America and the Caribbean: Restoring Women to History*, Marysa Navarro and Virginia Sánchez Korrol (Bloomington: Indiana University Press, 1983), 5-32.
- **Discussion Board on “Women in Pre-Columbian and Colonial Latin America and the Caribbean”**
  - Initial Post Due on Wednesday, September 7<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, September 9<sup>th</sup> at 11:59 PM

---

## Week 5-Women & Gender in North America

---

### **9/12-9/16: Mapping the Borders of Sex and Gender in North America**

#### **To-Do List:**

- **Lecture:** What is a Gender Frontier?
- **Read:** Huber M.W. “Captain John Smith's Indian ‘Maskarado.’” *Anthropology and Humanism* 39, no. 2 (2014): 184–204.
- **Discussion Board on “Captain John Smith’s Indian ‘Maskarado’”**
  - Initial Post Due on Wednesday, September 14<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, September 16<sup>th</sup> at 11:59 PM
- **Lecture:** Sourcing and Corroboration, Historical Analysis Skills
- **Primary Source Assignment on What was La Malinche’s role in the conquest of Mexico?**
  - Due on Friday, September 16<sup>th</sup> at 11:59 PM

---

## Week 6-Women & Gender in Europe

---

### **9/19-9/23: Women and Gender in Europe**

#### **To-Do List:**

- **Lecture:** Women, Monarchs, and Inquisition
- **Read:** Igor H. De Souza, “Elenx de Céspedes: Indeterminate Genders in the Spanish Inquisition,” in *Trans Historical: Gender Plurality Before the Modern*, Greta LaFleur, Masha Raskolnikov, and Anna Kłosowska (Ithaca: Cornell University Press, 2021), 42-67.
- **Discussion Board on “Elenx de Céspedes”**
  - Initial Post Due on Wednesday, September 21<sup>st</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, September 23<sup>rd</sup> at 11:59 PM

---

## Week 7-Women & Gender in the Caribbean

---

### **9/27-9/30: Women and Gender in Pre-Contact Caribbean Societies**

#### **To-Do List:**

- **Lecture:** Women and Gender in the Caribbean
- **Read:** Nicola Foote, ed. “Pre-Columbian Societies,” in *The Caribbean History Reader* (New York: Routledge, 2013), 1-3 AND Irving Rouse, Excerpt from *The Taínos: The Rise and Decline of the People Who Greeted Columbus*, in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 4-7.
- **Discussion Board on “Pre-Columbian Societies” and *The Taínos* Excerpt**
  - Initial Post Due on Wednesday, September 28<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, September 30<sup>th</sup> at 11:59 PM
- **Lecture:** Contextualization, A Historical Analysis Skill
- **Primary Source Assignment on 2 Primary Sources**
  - Due Friday, September 30<sup>th</sup> at 11:59 PM
    - Fray Ramón Pané, Excerpt from *An Account of the Antiquities of the Indians, A New Edition With An Introductory Study Notes and Appendixes* by José Juan Arrom and Translated By Susan C. Griswold, in *The Caribbean History Reader* Nicola Foote (New York: Routledge, 2013), 8-9.
    - Raymond Breton, Excerpt from “On the Origins, Mores, Religion and Other Customs of the *Caraïbes* Commonly Called Savages, Ancient Inhabitants of Guadeloupe,” in *The Caribbean History Reader*, Nicola Foote (New York: Routledge, 2013), 15-16.

---

## Week 8-Module 1 Review & Assessment

---

**\*Fall Break Begins on Friday, October 7<sup>th</sup> at 6:00 PM.**

### **10/3-10/7: Review for Module 1 Analysis Assessment**

#### **To-Do List:**

- **Lecture:** Review for Module 1 Analysis Assessment
- **Review Worksheet on the Salem Witchcraft Crisis**
  - Due on Monday, October 3<sup>rd</sup> at 11:59 PM
- **Module 1 Analysis Assessment**
  - Due on Friday, October 7<sup>th</sup> at 6:00 PM

### **Module 2-The Building of the Atlantic World**

---

## Week 9-Women & Gender in the Maritime World

---

### **10/12-10/14: Women and Gender in the Maritime World**

#### **To-Do List:**

- **Lecture:** Women and Gender in Maritime Symbols
- **Read:** David Cordingly, "Women and Water, Sirens and Mermaids," in *Women Sailors and Sailors' Women: An Untold Maritime History* (New York: Random House, 2001), 154-170.
- **Discussion Board on "Women and Water, Sirens and Mermaids"**
  - Initial Post Due on Thursday, October 13<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, October 14<sup>th</sup> at 11:59 PM

---

## Week 10-Women & Piracy in the Atlantic World

---

### **10/17-10/21: Women, Gender, and Piracy**

#### **To-Do List:**



- **Lecture:** Women and Piracy
- **Read:** John C. Appleby, "Wives, Partners, and Prostitutes: Women and Long-Distance Piracy from the 1640s to the 1720s," in *Women and English Piracy, 1540-1720: Partners and Victims of Crime* (Woodbridge: Boydell Press, 2013), 86-128. ([library.uncg.edu](http://library.uncg.edu))
- **Discussion Board on "Wives, Partners, and Prostitutes"**
  - Initial Post Due on Wednesday, October 19<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, October 21<sup>st</sup> at 11:59 PM

---

## Week 11-Indigenous American Women and the Columbian Exchange

---

### **10/24-10/28: The Effects of the Columbian Exchange**

#### **To-Do List:**

- **Lecture:** Native American Women and the Columbian Exchange
- **Primary Source Assignment on "The Sexual Conceits of European Conquerors"**
  - Due on Friday, October 28<sup>th</sup> at 11:59 PM

---

## Week 12-Women & Religion Within the Atlantic World

---

### **10/31-11/4: Religious Women in the Atlantic World**

#### **To-Do List:**

- **Lecture:** Religion and Gender Expectations in the Atlantic World
- **Read:** Aaron Spencer Fogleman, "A Woman's Path into the Atlantic World," in *Two Troubled Souls: An Eighteenth-Century Couple's Spiritual Journey in the Atlantic World* (Chapel Hill: University of North Carolina Press, 2013), 85-92 ([library.uncg.edu](http://library.uncg.edu)) AND Aaron Spencer Fogleman, "The Wedding," in *Two Troubled Souls: An Eighteenth-Century Couple's Spiritual Journey in the Atlantic World* (Chapel Hill: University of North Carolina Press, 2013), 93-98. ([library.uncg.edu](http://library.uncg.edu))
- **Discussion Board on "A Woman's Path into the Atlantic World" and "The Wedding"**
  - Initial Post Due on Wednesday, November 2<sup>nd</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, November 4<sup>th</sup> at 11:59 PM
- **Primary Source Assignment on 2 Primary Sources**
  - Due on Friday, November 4<sup>th</sup> at 11:59 PM

- Juana Ínes de la Cruz, "On Being a Woman and an Intellectual," in *Latin America: A Social History of the Colonial Period*, 2nd edition, ed. Jonathan Brown (Belmont: Thomson Wadsworth, 2005), 151.
- Selected Poems by Juana Ínes de la Cruz

---

## Week 13-Gender and the Atlantic Slave Trade

---

### **11/7-11/11: African Women and the Transatlantic Slave Trade**

#### **To-Do List:**

- **Lecture:** African Women in Slave Societies and Free African Women
- **Read:** Hilary McD Beckles, "Property Rights in Pleasure: Marketing Black Women's Sexuality," in *Centering Women: Gender Discourses in Caribbean Slave Society* (Kingston: Ian Randle Publishers, 1999), 22-37.
- **Discussion Board on "Property Rights in Pleasure"**
  - Initial Post Due on Wednesday, November 9<sup>th</sup> at 11:59 PM
  - Respond to Two Classmates by Friday, November 11<sup>th</sup> at 11:59 PM
- **Primary Source Assignment on "Beatriz de Padilla, Mulatta Mistress and Mother"**
  - Due on Friday, November 11<sup>th</sup> at 11:59 PM
    - Alberro, Solange, "Beatriz de Padilla, Mulatta Mistress and Mother," in *Colonial Spanish America: A Documentary History*, Kenneth Mills and William B. Taylor (Wilmington, DE: Scholarly Resources, 1998), 178-184.

---

## Week 14-Women, Power, and Resistance to Slavery

---

### **11/14-11/18: Women and Resistance to the Institution of Slavery**

#### **To-Do List:**

- **Lecture:** Examples of Resistance to Slavery
- **Primary Source Assignment on Runaway Slave Advertisements**
  - Due on Friday, November 18<sup>th</sup> at 11:59 PM

---

## Week 15-Women of Power in the Atlantic World

---

**\* Instruction ends for Thanksgiving holiday, Tuesday, November 22<sup>nd</sup> at 10:00 PM**

## **11/21-11/22: Women in Power**

### **To-Do List:**

- **Lecture:** A Survey of Socially and Economically Powerful Women in the Atlantic World
- **Read:** Colleen E. Kriger, "From Child Slave to Madam Esperance: One Woman's Career in the Anglo-African World, c. 1650-1707," in *African Women in the Atlantic World: Property, Vulnerability, and Mobility, 1660-1880*, Mariana P. Candido and Adam Jones (Woodbridge: Boydell & Brewer, 2019), 171-190. ([library.uncg.edu](http://library.uncg.edu))
- **Discussion Board on "From Child Slave to Madam Esperance"**
  - Initial Post Due on Monday, November 21<sup>st</sup> at 11:59 PM
  - Response to Two Classmates Due on Tuesday, November 22<sup>nd</sup> at 11:59 PM

---

## Week 16-Module 2 Review

---

**\*Last Day of Class is Wednesday, November 30<sup>th</sup>; Reading Day is Thursday, December 1<sup>st</sup>**

## **11/28-11/30: Review of Module 2 Analysis Assignment**

### **To-Do List:**

- **Lecture:** Review for Module 2 Analysis Assessment
- **Review Worksheet on "The Middle Passage"**
  - Due on Wednesday, November 30<sup>th</sup> at 11: 59 PM

---

## Week 17-Module 2 Analysis Assessment Due

---

### **To-Do List:**

- **Complete Module 2 Analysis Assessment**
  - Due on Wednesday, December 7<sup>th</sup> at 3:00 PM