

HIS 206-01

Women, Gender, and Power in the Premodern Atlantic World (up to 1750)

Tuesdays & Thursdays

8:00-9:15 AM

Classroom: SOEB 206

Instructor: Ms. Jewel Parker

Office: MHRA 3103

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Office Hours: Tuesdays 10:00 AM to 12 PM, Thursdays 10:00 AM to 11:00 AM and By Appointment

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, such as European exploration, intercultural interactions, the Atlantic slave trade, and the ways women worked within and pushed against societal boundaries to control their own lives and gain visibility within their communities. 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.

Required Texts: 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 Facilitator and Participant Expectations (Linked in Canvas)

Course Requirements (Assignment Descriptions Linked in Canvas)

Participation (MHFA 1, 2; SLO 1, 2, 3)

Analysis Assignments: (MHFA 1, 2; SLO 1, 2, 3)

Late Policy (Linked in Canvas)

Evaluation

Grades will be based on 3 different aspects of student performance: (1) participation, (2) the Module 1 Analysis Assignment, and (3) the Module 2 Analysis Assignment. The final grade will be determined according to the following calculation:

**Participation (19 Historical Analysis Worksheets
+ General Participation in Class Discussions
and Attentiveness to Lectures):**

40% total

Module 1 and 2 Analysis Assignments (each 30%):

60 % 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

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](#)

Resources (Linked in Canvas)

Topical Course Schedule

Module 1-The Origins of the Atlantic World

Week 1- What is the Atlantic World?

***01/14 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.**

1/11: Course Introduction

-Introduction of Course/ Review Syllabus and Course Canvas Page

-Review Historical Thinking Skills Chart

-To read for Thursday 1/13: 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.

1/13: What is the Atlantic World?

-Lecture on Introduction to the Atlantic World

-Discussion of the reading, "From the Editor: Introduction, Definitions, and Historiography, What is Atlantic History?"

-To read for Tuesday, 1/18: Thomas Benjamin, "Partners: Women and Men in the Making of the Atlantic World," in *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge: Cambridge University Press, 2009), 420-423.

Week 2-Gender and Power as Categories of Analysis

01/18: Women and Men in the Making of the Atlantic World

-Lecture on Gender Roles Varying According to Peoples and Geographical Location

-Discussion of the reading, "Partners: Women and Men in the Making of the Atlantic World"

-In-Class Quiz on Historical Analysis of a Primary Source (Shows the Instructor What Students Know; Not Graded For Accuracy)

-To read for Thursday, 1/20: Merry E. Wiesner-Hanks, "The Deviant Body: Sex Crimes and Scandals," in *Early Modern Europe, 1450-1789*, 2nd edition (Cambridge: Cambridge University Press, 2013), 304-311.

1/20: Gender and Power as Analytical Categories

-Lecture on Gender and Power as Categories of Analysis

-Discussion of the reading, "Historicizing Slavery in Caribbean Feminism"

-Lecture Introducing Sourcing, Close Reading, and Contextualization of a Primary Source

-To read for Tuesday, 1/25: 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*, eds. Douglas Catterall and Jodi Campbell (Leiden: Brill, 2012), 315-356.

Week 3-Women & Gender in Africa

1/25: Women's Agency in West Africa

-Lecture on Africa: A Diverse Land

-Discussion of the reading, "Gendering the Black Atlantic"

-In Class Historical Analysis Skills Activity: "A Dutch Visitor Describes Benin City," in *The African-American Odyssey*, 5th edition, eds., Darlene Clark Hine, William C. Hine, and Stanley Harrold, (Upper Saddle River, NJ: Prentice Hall, 2011), 20.

-To read for Thursday, 1/27: Ellen Carol DuBois and Lynn Duménil, "African Women and the Atlantic Slave Trade," in *Through Women's Eyes: An American History With Documents*, 5th ed. (Boston: Bedford/St. Martin's, 2019), 25-28 and Merry E. Wiesner-Hanks, "Europeans in Africa: Slavers and Sugar Growers," in *Early Modern Europe, 1450-1789*, 2nd edition (Cambridge: Cambridge University Press, 2013), 258-263.

1/27: African Women's Histories

-Lecture on Women in Africa

-Discussion of the reading, "African Women and the Atlantic Slave Trade"

-Watch Video on "[Queen Njinga Mbandi | Africa's Great Civilizations](#)" (5 minutes, 51 seconds) in class

-In Class Historical Analysis Skills Activity on Queen Njinga

-To read for Tuesday, 2/1: 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*, eds. Marysa Navarro and Virginia Sánchez Korrol (Bloomington: Indiana University Press, 1983), 5-19.

Week 4-Women & Gender in South America

2/1: Indigenous Women of South America

-Lecture on Women and Gender in South America

-Discussion of the reading, "Women in Pre-Columbian and Colonial Latin America and the Caribbean," pages 5-19.

-To read for Thursday, 2/3: 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*, eds. Marysa Navarro and Virginia Sánchez Korrol (Bloomington: Indiana University Press, 1983), 19-32.

2/3: South American Women as Keepers of Cultural Traditions

-Discussion of the reading, "Women in Pre-Columbian and Colonial Latin America and the Caribbean," pages 19-32.

-Watch Documentary in Class: "[Peruvian Knitted Hats \(Links to an external site.\)](#)." *Ends of the Earth Traditional Textile and Craft Collection*. 2002. Kanopy. (31 minutes, 38 seconds).

-To read for Tuesday, 2/8: Maria Herrera Sobek, "In Search of La Malinche: Pictorial Representations of a Mytho-Historical Figure," in *Feminism, Nation, and Myth: La Malinche* (Houston: Arte Público Press, 2005), 112-134.

Week 5-Women & Gender in North America

2/8: Revealing Native Women's Stories through Visual & Written Sources

-Discuss the reading, "In Search of La Malinche"

-Lecture on La Malinche

-In Class Historical Analysis Skills Activity: What was La Malinche's role in the conquest of Mexico?

-To read for Thursday, 2/8: Huber M.W. "Captain John Smith's Indian 'Maskarado.'" *Anthropology and Humanism* 39, no. 2 (2014): 184-204.

2/10: Native Women, Gender, and Cross-Dressing Revealed in Written Sources

-Discuss the reading, "Captain John Smith's Indian 'Maskarado'"

-Lecture on Women and Gender in North America

-In Class Historical Analysis Skills Assignment: European Images of Native American Women

-To read for Tuesday, 2/15: Merry E. Wiesner-Hanks, "Individuals in Society, 1450-1600," in *Early Modern Europe, 1450-178*, 2nd edition (Cambridge: Cambridge University Press, 2013), 50-84.

- Listed in Canvas as Part 1 (pages 50-71) and Part 2 (pages 71-84)

Week 6-Women & Gender in Europe

2/15: The Iberian Atlantic

-Lecture on Women and Gender in Europe

-Discuss the reading, "Individuals in Society"

To read for Thursday, 2/17: Gayle Brunelle, "The Power of Assimilation: Spanish and Portuguese Women in French Cities, 1500-1650," in *Women in Port: Gendering Communities: Economies and Social Networks*, eds. Douglas Catterall and Jodi Campbell (Leiden: Brill, 2012), 155-182.

-In-Class Historical Analysis Skills Assignment on "Christoph Weidkitz's Drawing of a Morisco Woman and Her Daughter at Home (1529)," in *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington, DE: Scholarly Resources, 1998), 74-77.

2/17: Women, Intercultural Interactions, and Power in the "Old World"

-Lecture on Variety of European Women's Experiences

-Discuss the reading, "The Power of Assimilation"

-In-Class Historical Analysis Skills Assignment on [Queen Elizabeth I Primary Sources](#)

-To read for Tuesday, 2/22: Nicola Foote, ed. "Pre-Columbian Societies," in *The Caribbean History Reader* (New York: Routledge, 2013), 1-3.

Irving Rouse, Excerpt from *The Tainos: The Rise and Decline of the People Who Greeted Columbus*, in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 4-7.

Week 7-Women & Gender in the Caribbean

2/22: Women and Gender in Pre-Contact Caribbean Societies

-Lecture on Women and Gender in the Caribbean

-Discuss the readings, “Pre-Columbian Societies,” and Excerpt from *The Rise and Decline of the People Who Greeted Columbus*

2/24: More on Caribbean Cultures

-Review Historical Thinking Skill of Contextualization

-In-Class Historical Analysis Skills Assignment on 2 Primary Sources:

- 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* ed. 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*, ed. Nicola Foote (New York: Routledge, 2013), 15-16.

Week 8-Module 1 Review and Exam

3/1: Review for Module 1 Analysis Assignment

-Review of Sourcing, Close Reading, and Contextualization with Completion of Worksheet In Class

3/3: End of Module 1: The Origins of the Atlantic World

-Complete Module 1 Analysis Assignment in Class

-To read for Tuesday, 3/15: 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.

*** No Class on Tuesday, March 8th and Thursday, March 10th for Spring Break.**

Module 2-The Building of the Atlantic World

Week 9-Women & Gender in the Maritime World

3/15: Women in Maritime Symbols and Rituals

-Lecture on Women and Gender in the Maritime World

-Discuss the reading, “Women and Water, Sirens and Mermaids”

-To read for Thursday, 3/17: David Cordingly, “A Wife in Every Port,” in *Women Sailors and Sailors’ Women: An Untold Maritime History* (New York: Random House, 2001), 171-191.

3/17: Women and Gender in Port Cities

-Lecture on Relationships in the Maritime World

-Discuss the reading, “A Wife in Every Port”

-In Class Historical Analysis Skills Assignment on Anonymous, “Port Royal Destroyed,” in *The Jamaica Reader: History, Culture, and Politics*, eds. Matthew J. Smith and Diana Paton (Durham: Duke University Press, 2001), 55-59.

-To read for Tuesday, 3/22: John C. Appleby, “Pirates, Female Receivers and Partners: The Discrete Supporters of Maritime Plunder from the 1540s to the 1640s,” in *Women and English Piracy, 1540-1720: Partners and Victims of Crime* (Woodbridge: Boydell Press, 2013), 51-85.

Week 10-Women and Piracy in the Atlantic World

3/22: Women, Pirates, and Women Pirates

-Lecture on Piracy

-Discuss the reading, “Pirates, Female Receivers and Partners”

-To read for Thursday, 3/24: 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.

3/24: Women, Pirates, and Women Pirates Continued

-Discuss the reading, “Wives, Partners, and Prostitutes”

-In-Class Historical Analysis Skills Activity on Nuala Zahedieh, “Pirate Stronghold,” in *The Jamaica Reader: History, Culture, and Politics*, eds. Matthew J. Smith and Diana Paton (Durham: Duke University Press, 2001), 51-54.

-To read for Tuesday, 3/29: Nicola Foote, ed. “First Encounters,” in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 17-19.

Week 11-The Columbian Exchange’s Effects on Native Women’s Lives

3/29: First Contact Between Europeans and Indigenous Americans

-Lecture on the Columbian Exchange

-Discuss the reading, “First Encounters”

-In-Class Historical Analysis Skills Assignment on 3 Primary Sources:

- Robert H. Fuson, trans. and ed., Excerpt from *The Log of Christopher Columbus*, in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 20-21.
- Bartolomé de las Casas, Excerpt from *An Account, Much Abbreviated, of the Destruction of the Indies, with Related Texts*, in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 24-26.
- Peter Hulme and Neil Whitehead, eds., Excerpt from “The Captivity of Luisa de Navarrett,” in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 27-29.

-To read for Thursday, 3/31: Samuel Wilson, Excerpt from *The Archeology of the Caribbean*, in *The Caribbean History Reader*, ed. Nicola Foote (New York: Routledge, 2013), 21-24.

3/31: The Effects of the Columbian Exchange

-Discuss the reading, Excerpt from *The Archeology of the Caribbean*

-In-Class Historical Analysis Skills Assignment on “The Sexual Conceits of European Conquerors,” in *Latin America: A Social History of the Colonial Period*, 2nd edition., ed. Jonathan C. Brown (Belmont: Thomson Wadsworth, 2005), 112-113.

-To read for Tuesday, 4/5: 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 and Merry E. Wiesner-Hanks, “Gender Issues in Western Christianity,” in *Early Modern Europe, 1450-1789*, 2nd edition (Cambridge: Cambridge University Press, 2013), 425-427.

Week 12-Women & Religion Within the Atlantic World

4/5: Religious Women in the Atlantic World

-Lecture on Religion and Gender Expectations in the Atlantic World

-Discuss the reading, “A Woman’s Path into the Atlantic World”

-In-Class Historical Analysis Skills Assignment on “Santa Rosa of Lima According to a Pious Accountant (1617),” in *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington, DE: Scholarly Resources, 1998), 194-202 and “Sor Juana Inés de la Cruz’s Letter to Sor Filotea (1617),” in *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington, DE: Scholarly Resources, 1998), 203-210.

-To read for Thursday, 4/7: Merry E. Wiesner-Hanks, “The Reproducing Body: Childbirth and Contraception,” in *Early Modern Europe, 1450-1789*, 2nd edition (Cambridge: Cambridge University Press, 2013), 302-304 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.

4/7: Religious Relationships in the Atlantic World

-Lecture on Marriage, the Sacrament

-Discuss the reading, “The Wedding”

-In-Class Historical Analysis Skills Assignment on “On Being a Woman and an Intelletual,” in *Latin America: A Social History of the Colonial Period*, 2nd edition, ed. Jonathan Brown (Belmont: Thomson Wadsworth, 2005), 151 and Selected Poems by Juana Inés de la Cruz.

-To read for Thursday, 4/12: 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.

Week 13-Gender and the Atlantic Slave Trade

4/12: African Women and the Transatlantic Slave Trade

-Lecture on African Women and Slavery in Colonial America

-Discuss the reading, “Property Rights in Pleasure: Marketing Black Women’s Sexuality”

-In-Class Historical Analysis Skills Assignment on “Laws of Virginia (1643),” in *Through Women’s Eyes: An American History With Documents*, 5th ed., eds. Ellen Carol DuBois and Lynn Dumenil (Boston: Bedford/St. Martin’s, 2019), 82 and “Laws of Virginia (1662),” in *Through Women’s Eyes: An American History With Documents*, 5th ed., eds. Ellen Carol DuBois and Lynn Dumenil (Boston: Bedford/St. Martin’s, 2019), 82.

-To read for Thursday, 4/14: Richard Middleton, “The African-American Family,” in *Colonial America: A History, 1585-1776*, 2nd edition (Cambridge: Blackwell Publishers, 1996), 315-318 and Richard Middleton, “Work and Culture,” in *Colonial America: A History, 1585-1776*. 2nd edition (Cambridge: Blackwell Publishers, 1996), 318-324.

4/14: African Women’s Roles in the Creation of New Societies

-Lecture on Women in Slave Societies and Free African Women

-Discuss the reading, “The African-American Family” and “Work and Culture”

-In-Class Historical Analysis Skills Assignment on Alberro, Solange, “Beatriz de Padilla, Mulatta Mistress and Mother,” in *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington, DE: Scholarly Resources, 1998), 178-184.

-To read for Tuesday, 4/19: Nicola Foote, ed. “Slave Resistance,” in *The Caribbean Reader* (New York: Routledge, 2013), 87-90.

Week 14-Women, Power, & Resistance to Slavery

4/19: Women and Resistance to the Institution of Slavery

-Lecture on Modes of Resistance

-Discuss the reading, “Slave Resistance”

-In-Class Historical Analysis Skills Assignment on Selected Runaway Advertisements

-To read for Thursday, 4/21: 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*, eds. Mariana P. Candido and Adam Jones (Woodbridge: Boydell & Brewer, 2019), 171-190.

4/21: Women in Power Continued

-Lecture on Socially and Economically Powerful Women in the Atlantic World

-Discuss the reading, “From Child Slave to Madam Esperance”

Week 15-Review of Module 2 Exam

4/26: Last Day of Class/ Review of Module 2: The Building of the Atlantic World

-Review of Sourcing, Close Reading, and Contextualization with Completion of Worksheet In Class

-Module 2 Analysis Assignment Released on Canvas Immediately Following Class

4/28: No Class: Reading Day

-Office Hours will be held during regular class time to accommodate the most students

Week 16-Review for Module 2 and Exam

5/3: Module 2 Analysis Assignment Due by 11:00 AM

-Module 2 Analysis Assignment Due on Canvas by 11:00 AM