

Professor Haynes
april.haynes@wisc.edu
Office: Humanities 4119
Office Hours: W 1:00-2:30, F 3:30-5:00

HIST 283
Women and Gender in World History
F 1:20-3:15 in Humanities 2619

This course surveys the history of women and gender from the ancient world to the modern period. Lectures and readings are organized in answer to a set of analytical questions, rather than attempting to cover all of human history. How have diverse women influenced and experienced world history? Have women and men always been defined as “opposite” sexes? When and why did some understandings of “women’s nature” change? Why have certain aspects of gender resisted change for long periods of time? We will compare some answers found in various societies, proceeding in roughly chronological order.

Course Goals

By the end of the class, students should understand:

- How women participated in bringing about world historical events;
- The historical emergence of gender roles and power relationships;
- How to locate useful primary and secondary historical sources at UW;
- How to interpret primary documents in historical context; and
- How to apply gender analysis to primary and secondary sources.

Required Reading

1. R.K. Narayan, *The Ramayana: a shortened modern prose version of the Indian epic* (Penguin, 2006).
2. Christine de Pizan, *The Book of the City of Ladies* (Penguin, 2000).
3. Anna Lanyon, *Malinche’s Conquest* (Sydney: Allen & Unwin, 1999).
4. Alexandra Kollontai, *Love of Worker Bees* (Academy Press, 1978).
5. Laura Agustín, *Sex at the Margins: Migration, Labour Markets, and the Rescue Industry* (2007).
6. Modules posted on Learn@UW, which will consist of articles, chapters, and short primary sources (see schedule below).

Assignments and Grading

15% Participation
20% Themes (5% each)
20% Primary Source Interpretations (PSI): (10% each)
20% Book Reviews (BR): (10% each)
10% Sample Primary/Secondary Sources (SPS/SSS): (2% each)
15% Final exam

Guidelines

The intermediate study of history requires independent synthesis, interpretation, and analysis.

All of the assignments in this class will prompt you to think through what you hear and read, rather than simply memorize it. Most of your thinking will be expressed in writing, and all of the writing assignments are intended to be short (2-4 pages, depending on the assignment).

By “**synthesis**” I mean connecting the dots between widely varied times and places, identifying patterns, and theorizing their implications. I have chosen readings and written short lectures as resources for you to use in considering the question of each week as you write your **theme** essays. The questions are listed in the schedule below. Each theme should answer the question by synthesizing, or distilling and drawing together, the assigned readings in a short (2-page) essay format. The readings will always be posted at least one week in advance. Bring a paper copy of your theme to seminar each week, and refer to it in the group discussion. The lectures and discussions are themselves products of our collective synthesis.

I use the word “**interpretation**” mainly to refer to your interaction with *primary sources*. Primary sources are documents or other artifacts produced in the past by people who experienced, observed, or thought about the events being studied. Primary sources form the bedrock of history: historians do not memorize pre-existing facts; we assemble our knowledge of the past by finding and interpreting primary sources. In this seminar, you will practice this craft firsthand. The goal of each **primary source interpretation** essay is to articulate your understanding of the words and deeds of people in the past, discern meanings that were sometimes hidden, and account for how diverse perspectives have shaped reality. These essays will be based on assigned book-length primary sources (see below) and should be 4 pages long.

For the purposes of this class, “**analysis**” generally refers to your work with *secondary sources*. Secondary sources are scholarly works based on primary research, such as history books. Historians communicate their findings to the public and to each other through secondary sources. Some secondary sources are more reliable and more original than others. The best secondary sources change what we thought we knew about the past by supporting a new thesis with original research. In this seminar, we will not passively absorb the information contained in a secondary source but rather analyze its contribution to scholarship.

The purpose of the **book review** essays (4 pages), is to practice analyzing secondary sources and succinctly articulating your own thoughts about them. First, identify the thesis and supporting points; then consider how they work together. What does the author intend to convey? What kinds of examples does she select in order to support her thesis? What does each supporting point add to the larger picture? Only *after* you have analyzed the internal logic of the book should you begin to assess its merit. What did reading the book contribute to your understanding of the past? To what extent were you persuaded by the historian’s narrative? What were its strengths and weaknesses? Can you identify stated or unstated assumptions that shaped the argument in a particular way? Might there be alternate interpretations or sources that the author omitted? It can also be helpful to use the background knowledge that you obtain in this class to draw informed comparisons to women’s and gender history in other times and places.

During the last half of the class, you will practice locating primary and secondary sources on your own. The goal of the **sample primary source** assignment is to select a primary source that correlates to the question of the week by using UW databases or libraries. Bring it, or a reproduction of it, to class for discussion. Ideally, the sample primary source should be short—a newspaper article or the equivalent in length. Similarly, the goal of the **sample secondary source** assignment is to locate a relevant work of history. The secondary source may be a book or an article. If you choose a book, it is not necessary to read the whole thing; just learn enough about it to be prepared to explain why it seemed like a worthwhile source to consult for more information about the week's topic. This exercise will prepare you to undertake your own research in future classes and acquaint you with the state of historical scholarship on particular topics within women's and gender history.

Writing style: Please use Times New Roman, 12-point font, standard margins, and double-space your papers. Do not use long block quotes; instead, try to restate the section in your own words. Since we are all reading the same materials, there is no need to use footnotes or create a bibliography. Use parenthetical citations indicating the author of the source and the page number, for example (Barber, 121). Please bring paper copies of each assignment to class to inform your remarks in discussion.

Late work: Because there is a writing assignment due every week, and because the assignments are all relatively low-stakes in terms of your final grade, I will not accept late written work. Back up your work as you write so that, in the event of a computer malfunction, you will be able to use a public computer to send a digital copy to me via email at april.haynes@wisc.edu before 1:20 p.m. on the due date. In case of other emergencies, it is safer to focus on turning in your next assignment on time than to try to recover the points lost during the crisis.

Participation: Discussion is the heart of any seminar. This is why your participation counts for as much of your grade as your performance on the final exam. We will meet together 15 times over the course of the term, and you have the opportunity to earn one point in each discussion. In order to earn that point, you must be physically present, prepared, focused, and able to use relevant examples from the assigned readings in discussion. To maximize your engagement with other students, I do not allow the use of phones, laptops, or tablets during seminar. Please take paper notes, instead. If you added this course after week 1, please see me in office hours for a chance to verbally engage with the readings we discussed before you arrived.

Final exam: If you stay on track throughout the semester, the pay-off will come during finals week. The final exam will consist of an **open-note** essay that you will write in the seminar room during the final exam period (12/22/15 @ 7:45-9:45 a.m.). It is a **timed capstone essay**, designed to help you draw conclusions about what you have learned. Because it does not test your ability to memorize information, it can't be passed by cramming. The goal is communicate the most significant things you learned throughout the course by synthesizing your own prior assignments and notes. You may also be asked to interpret one or more of the sample primary sources that you brought to class as an assignment during a prior week.

Grading criteria

A+: Work of unusual distinction. Therefore, this grade is rarely awarded in my courses.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question. (Disregard includes cheating and plagiarism.)

Other policies and resources

Academic integrity: All written assignments in this course are intended to be completed individually and shared during seminar. Please do not collaborate during the writing process. In addition, it is considered a breach of academic integrity in this course to use sources beyond the scope of this class and its Learn@UW page. Do not base your interpretation of any primary source or your analysis of any secondary source on a published synopsis, webpage, book review, or encyclopedia.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Dean of Students Office for additional review. For more information, refer to <http://www.students.wisc.edu/doso/academic-integrity/>.

Accessibility: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including

instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

History lab: New this semester, the History Lab is a resource center in Humanities 4255, where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process, the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>. This is an excellent resource for all students, and a place where those who are new to the kinds of critical thought used in this class can ask for additional help.

Sexual and gender violence: The UW is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UW has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UW employees are required reporters. This means that if you tell me about a situation, I may have to report the information to the office of the Dean of Students. You will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call a 608-251-7273, a 24hour hotline. To learn more about resources at the UW, visit <http://evoc.wisc.edu/>.

Schedule

<i>Date</i>	<i>Topic</i>	<i>Read</i>	<i>Write</i>	<i>Purpose/goal</i>
September 4	Where to begin?	Module 1		Introduce women’s and gender history
September 11	What is patriarchy, and where did it come from?	Module 2	Theme 1	Synthesis
September 18	How did societies promote gender norms?	<i>The Ramayana</i> (all)	PSI 1	Interpretation
September 25	Where was “women’s place”?	Module 3	Theme 2	Synthesis
October 2	What did women think and believe?	<i>The Book of the City of Ladies</i> (all)	PSI 2	Interpretation

October 9	Have men and women always been thought of as “opposite” sexes?	Module 4	Theme 3	Synthesis
October 16	How did gender shape empires?	<i>Malinche’s Conquest</i> (all)	BR 1	Analysis
October 23	What did slavery mean for women?	Module 5	SPS and SSS-UW databases (bring one print-out of each to class)	Learn how to access UW resources; practice selecting appropriate sources
October 30	When did women begin to demand political rights?	Module 6	SSS-College Library (bring to class)	Access, selection
November 6	Who were New Women?	Module 7	1 SPS-Memorial Library (bring to class)	Access, selection
November 13	Who were Modern Girls?	Module 8	1 SPS-WHS (bring to class)	Access, selection
November 20	What did (and didn’t) revolutions change?	<i>Love of Worker Bees</i> (all)	Theme 4: compare <i>LWB</i> with the film <i>Lucía</i>	Synthesis
December 4	What has globalization meant for women’s movements?	<i>Sex at the Margins</i> (all)	BR 2	Analysis
December 11	What’s next?	Review & conclusion	Prepare for final	Synthesis
December 22			Final Exam, 7:45-9:45 a.m.	